

ANNUAL CAPACITY BUILDING PLAN



Government of India
Ministry of Social Justice & Empowerment
Department of Empowerment of Persons
with Disabilities (Divyangjan)



**CAPACITY BUILDING
COMMISSION**

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List of acronyms, abbreviations, and special terms

ACBP	Annual Capacity Building Plan
ADiP	Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances
Adv.	Advanced
AGP	Awareness Generation Program
AI	Artificial Intelligence
AIC	Accessible India Campaign
AIS	All India Services
AJNIFM	Arun Jaitley National Institute of Financial Management
ALIMCO	Artificial Limbs Manufacturing Corporation of India
APMS	Audit Para Monitoring System
AR/VR	Augmented Reality / Virtual Reality
AS	Additional Secretary
ASCI	Administrative Staff College of India
ASO	Assistant Section Officer
ATI	Administrative Training Institute
ATI WB	Netaji Subhas Administrative Training Institute
AV	Audio/Video
B&A	Budget & Audit
BC	Behavioural Competency
BI	Business Informatics
BRR	Business Responsibility Reporting
BRSR	Business Responsibility and Sustainability Report
CAG	Comptroller and Auditor General
CAT	Central Administrative Tribunal
CBC	Capacity Building Commission
CBU	Capacity Building Unit
CCA	Cadre Controlling Authorities
CCPD	Chief Commissioner for PwDs
CCS	Central Civil Services
CDEIC	Cross Disability Early Identification and Intervention Centres
CDS	Canter for Disability Sports
CEO	Chief Executive Officer
CIC	Central Information Commission
CNA	Capacity Need Assessment
CNA	Central Nodal Agency
COVID	Corona Virus Disease
CPGRAMS	Centralized Public Grievance Redress and Monitoring System
CR	Central Registry
CRC	Composite Regional Canters
CSMOP	Central Secretariat Manual of Office Procedures
CSR	Corporate Social responsibility

CSSS	Central Secretariat Stenographers Service
CTI	Central Training Institute
CVC	Central Vigilance Commission
DBT	Direct Benefit Transfer
DC	Domain Competency
DD	Disability Department
DDG	Deputy Director General
DDRC	Deendayal Disabled Rehabilitation Center
DDRS	Deendayal Disabled Rehabilitation Scheme
DEPwD	Department of Empowerment of Persons with Disabilities
DFPR	Delegation of Financial Power Rules
Dir.	Director
DoE	Department of Expenditure
DoPT	Department of Personnel & Training
DS	Deputy Secretary
DSD	Deputy Secretary / Director
DSU	Data Strategic Unit
EDM	Effective Decision Making
eHRMS	E-Tool for Human Resource Management System
ESCAP	Economic and Social Commission for Asia and the Pacific's
ESG	Environmental, Social, and Governance
FAQs	Frequently Asked Questions
FC	Functional Competency
FGD	Focused Group Discussions
FRAC	Framework of Roles, Activities, and Competencies
FRSR	Fundamental Rules and Supplementary Rules
GA & CR	General Administration & Central Registry
GeM	Government eMarket Place
GFR	General Financial Rules
Govt.	Government
GST	Goods and Services Tax
HR	Human Resources
HRD	Human Resources Development
IC	International Cooperation
ICAI	Institute of Chartered Accountants of India
ICSI	Institute of Company Secretaries of India
IEC	Information Education and Communication
IFD	Integrated Finance Division
iGOT	Integrated Government Online Training
IIM	Indian Institute of Management
IIMB	Indian Institute of Management Bangalore
IIPA	Indian Institute of Public Administration
IIT	Indian Institute of Technology
IoT	Internet of Things
IPH	Institute of Physically Handicapped

ISB	Indian School of Business
ISIC	Indian Spinal Injuries Canter
ISL	Indian Sign Language
ISTM	Institute of Secretariat Training and Management
IT	Information Technology
JS	Joint Secretary
L&D	Learning and Development
LBSNA	Lal Bahadur Shastri National Academy Of Administration
LIMBS	Legal Information Management & Briefing System
LTC	Leave Travel Concession
M&E	Monitoring & Evaluation
MCRHRDI	Dr. MCR HRD Institute of Telangana
MDO	Ministry, Department and Organization
MDP	Management Development Programme
MHA	Ministry of Home Affairs
MIS	Management Information System
Misc.	Miscellaneous
MK	Mission Karmayogi
ML	Machine Learning
MoE	Ministry of Education
MoHFW	Ministry of Health and Family Welfare
MoIB	Ministry of Information and Broadcasting
MoRD	Ministry of Rural Development
MoSPI	Ministry of Statistics and Programme Implementation
MSDE	Ministry of Skill Development and Entrepreneurship
NACIN	National Academy of Customs, Indirect Taxes & Narcotics
NDS	National Discipline Scheme
NGO	Non-Governmental Organization
NHFDC	National Handicapped Finance and Development Corporation
NI	National Institutes
NITI Aayog	National Institution for Transforming India Aayog
NLP	Natural Language Processing
NPCSCB	National Programme for Civil Services Capacity Building
NSDC	National Skill Development Corporation
NSE	National Stock Exchange
NT	National Trust
NTP	National Training Policy
NU	National University
OOMF	Output Outcome Monitoring Framework
PFMS	Public Financial Management Service
PG	Public Grievance
PMU	Project Monitoring Unit
PPP	Public Private Partnership
PPT	Power Point Presentation
PwD	Persons with Disabilities

R&D	Research & Development
RCI	Rehabilitation Council of India
RCUES	Regional Centre for Urban and Environmental Studies
RTI	Right to Information
SDG	Sustainable Development Goals
SGS	SGS India Private Limited
SHRMS	Strategic Human Resources Management
SIPDA	Scheme for Implementation of the Rights of Persons with Disabilities Act
SO	Section Officer
SOPs	Standard Operating Procedures
SSA	Senior Secretariat Assistant
TAT	Turn-Around-Time
TDS	Tax Deducted at Source
TNA	Training Need Analysis
UDID	Unique Disability ID
UK	United Kingdom
UNDP	United Nations Development Programme
UNICEF	United Nations Children Education Fund
UP	Utter Pradesh
US	Under Secretary
US	United States
VVGNI	V.V.Giri National Labour Institute
YASHADA	Yashwantrao Chavan Academy of Development Administration

1. Executive Summary

Government of India with a vision of achieving five trillion economy and delivering citizen centric services, has envisaged a new initiative of Mission Karmayogi-National Programme for Civil Services Capacity Building (NPCSCB) in September 2021. The Mission aims to create 'citizen centric, future ready civil service with right attitudes, skills and knowledge aligned to the vision of new India. To fulfil the vision of the Mission Karmayogi, under the aegis of Cabinet Secretariat Coordination Unit, a PM's HR Council was constituted. To operationalize the plans, Government of India has also constituted the Capacity Building Commission (CBC).

The Capacity Building Commission (CBC) was established as an autonomous entity under the institutional framework of the MK through the Gazette of India. CBC's main mandate is to improve the capacity building of civil servants through the Competency Framework, transitioning from a focus on rules to a focus on roles. CBC assists Ministries in preparing their Annual Capacity Building Plan (ACBP) to facilitate this transformation. Accordingly, the Department of Empowerment of Persons with Disabilities has been extended all the support and facilitation in preparing the ACBP.

Department of Empowerment of Persons with Disabilities (DEPwD) is the nodal department for overall policy, planning and coordination of programmes for development of persons with disabilities. DEPwD is constituted into 4 Bureaus with 6 Program Divisions and 6 Support Divisions. These are supported by 35 sections with a sanctioned strength of 125 staff, however the current in-position strength is approximately 82. Each Bureau is headed by a JS / DDG equivalent officers. The Divisions are headed by Director/DS/US level officers, Whereas the Sections are headed by the Section Officers. DEPwD is running nine National Institutes (NIs) dealing with various types on disabilities, National Handicapped Finance and Development Corporation (NHFDC), National Trust, Chief Commissioner for PwDs, Artificial Limbs Manufacturing Corporation of India (ALIMCO), and 30+ Composite Regional Centres (CRCs), which provide rehabilitation services to Persons with Disabilities (PwDs). The core mandate of the department is to empower the lives of PwDs through an all-encompassing approach that includes education, physical rehabilitation, and social and economic empowerment, leading to practical and technologically advanced end-to-end solutions.

CBC's Approach for Preparation of ACBP

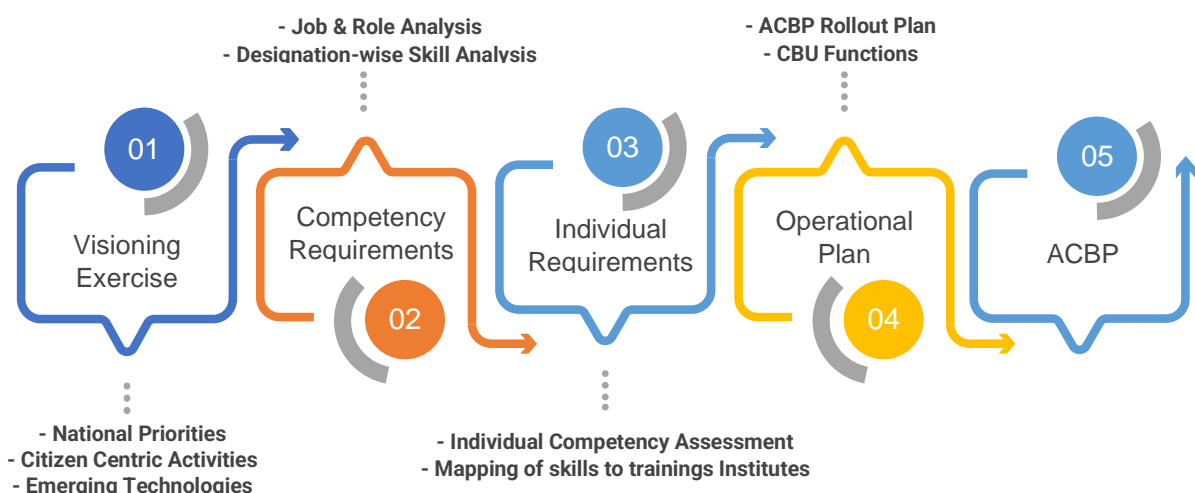
CBC's approach to capacity building is based on *three lenses and three pillars*. These lenses cover the aspects such as National Priorities, Citizen Centricity and Emerging Technologies in each M/D/O. Whereas the three pillars cover the Individual, Organizational, and Institutional aspects with specific objectives. The Individual pillars broadly cover different characteristics of the competencies required i.e., Domain, Functional and Behavioural competencies for the Capacity Need Analysis.

Preparation of ACBP for DEPwD involved conducting a Competency Need Analysis for each job title within the department, followed by an assessment of the individual competency development needs. Different data collection and analytical methods/tools such as secondary research for existing data, collaborative consultation, structured interviews using templates for primary data collection, and validation of the compiled data with senior management through personal interviews.

The initiation meeting with the Secretary of the Department under the chair of Member (HR), CBC played a significant and critical step in setting the background and laying out the broad contours under which the ACBP would be prepared. This meeting helped in identifying convergence aspects that complement and foster the vision and mission of the department with that of the CBC's pillars and lenses. Constitution of a specific Capacity Building Unit (CBU) by the department was a result of this visioning exercise led by the Member (HR), CBC. The newly constituted Capacity Building Unit (CBU) of the department played a significant and crucial role in preparing the ACBP and will be critical for the roll out and implementation of ACBP.

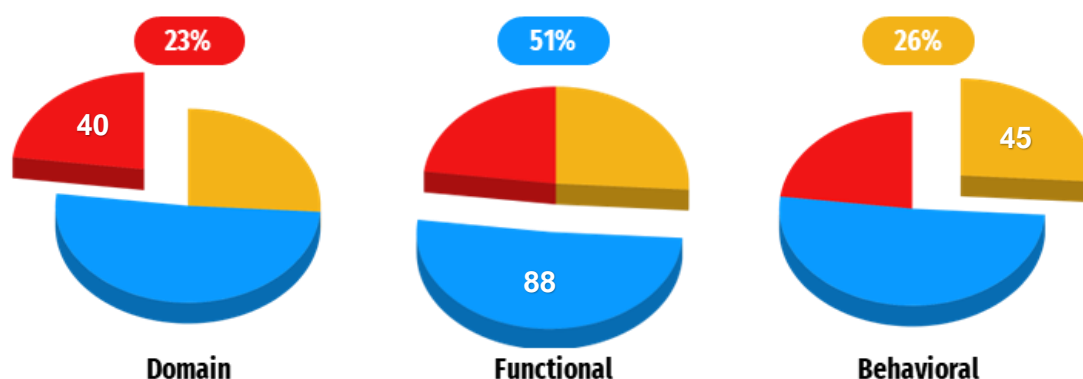
The CBC team with the assistance of DEPwD CBU had conducted an orientation workshop to the representatives of all level officers of the department on the ACBP preparation process. The CBC team further conducted a thorough review of the relevant secondary data, before initiating one-to-one interactions for collecting the designation-specific competency requirements for carrying out their assigned roles, functions, and responsibilities. The CBC team also conducted around 40 section level one-on-one interactions to identify designation-wise competency requirements. The emerging competency requirements from these interactions were further validated through more than twenty senior level interactions with CBU team, bureau / division heads, on future capacity requirements of the department, and designation-wise competency requirements.

Through the focus group discussions and visioning exercise chaired by the Secretary of DEPwD, led to finalizing department's and attached institutions' immediate priority capacity building interventions.



The Designation-wise competencies and individual competency assessment were categorised as domain, functional and behavioural.

- Domain competencies are the skills related to core objectives of the department.
- Functional competencies are the job specific competencies. These are actionable competencies, where the domain competencies are put to action using these competencies. While domain competencies define understanding of a subject in terms of “WHAT”, Functional competencies define “HOW”.
- Behavioral competencies are personality traits, attitudes that enable successful completion of a given task.



Among the total grouped competencies, 40 Domain competencies accounting for 23% of total competencies are department specific core knowledge requirements for day-to-day operations of the department by various designations. These include competencies such as knowledge on Scheme/s Guidelines & Statistics; About DEPwD Vision and Mandate, SIPDA Schemes; ADIP schemes etc. These are complemented by 87 functional competencies accounting for 51% of the total competencies needed by various designations of the departments. Manual of office Procedures; Data Collection, validation, interpretation; DoPT guidelines, Rules, Amendments, Circulars; Noting & Drafting; Presentation Skills; Evaluation of Proposals, Reports etc. are some of the key functional competencies identified. Since DEPwD is a specialized department dealing with specific segments of the population requiring special attention, various designations in the department require around 45 behavioural competencies such as Analytical Skills; Attention to Detail; Communication Skills; Team Working; People First; Coordination etc. account for 26% of the total competencies identified. The complete list of these competencies is included in Section 5.2 of the ACPB. Similarly, the exhaustive list of competencies (un-grouped) are included in the Annexures.

The identified domain, and functional competencies for a designation were assessed with the individual competency requirements. The final list of competencies was mapped to the existing available specific training programs offered in various

institutes. The training interventions at the department level were also collected separately during one-to-one interactions at the senior level. These were analysed and mapped to various existing trainings programs. The non-training requirements identified, which helps in the capacity building of the department with relevant reorganization suggestions are also included in the ACPB of DEPwD.

Having identified and mapped the competencies, the ACBP also includes identifying relevant training programmes. For all the 133 functional and behavioural competencies identified, specific training programmes along with the list of Institutes where these programmes are offered are made part of the ACBP. The courses include iGOT courses offered online. Section 6 of ACBP presents a detailed list of role-specific domain, functional, and behavioural competency training recommendations, as well as information on training institutions. The suggested training programmes are a hybrid of online and offline courses. Considering higher number competencies and their corresponding training programmes,

A further exercise to identifying following immediate department-level training and non-training interventions was done. It is proposed that the department initiates these on priority basis in the initial months of ACBP roll out.

Organization level Training Interventions	
Policy for Mandatory Induction Training	There should be a training policy at Department-level
Training for Consultants	<ul style="list-style-type: none"> - Owing to the scheme/ program specific requirements, long-term contractual staff / consultants are also to be included in the identified trainings.

Organization level Non-Training Interventions	
Technology & Data	<ul style="list-style-type: none"> - Developing e-learning /digital / AV modules - Energy Storage technologies - Latest technology used for Sign language. - Set-up smart lab for R&D, and collaborating with relevant organizations - Career tracking tool for PwDs - Developing knowledge database
Systems & Processes	<ul style="list-style-type: none"> - Assessment on current interface between Department and attached institutions and organize exposure visits for officials of DEPwD to all allied institutions and vice-versa. - Review Scheme/s Guidelines, procedures, etc. with the objective of processes simplification and automation of end end-to-end process. - Develop internal knowledge pool on best practices in the domain. - Satisfaction survey on department services and assistive devices.

Organization level Non-Training Interventions
<ul style="list-style-type: none"> - Develop SOPs for conducting mass camps conducted by the DEPwD and attached organizations. - Immersion / Exposure visits to NGOs, Corporate offices and a possibility of stay with families of PwDs.
Partnerships & Relationships <ul style="list-style-type: none"> - Organize a Start-up conference with NITI Aayog to promote start-up culture in assistive technologies. - Collaborate with institutions like Corporate Manufacturing units, Hospitals, and educational institutions.
Personnel Management <ul style="list-style-type: none"> - To undertake a detailed workload assessment - Encouraging and Promoting PwD employee icons/persons - Develop a pool of alumni and utilize their services for tapping CSR funds.

Visioning Exercise

In addition to the extensive consultations and interactions with every staff member of the department, Secretary, DEPwD took initiative in conducting a visioning workshop. The associated institutes of DEPwD (National Trust, NHFDC, ALIMCO, ISLRTC, IPH, National Institutes) and senior leadership of the department including JS/DS/Director were involved in this exclusive workshop on 22 December 2022. The objective of the exercise was to identify priority training interventions that are in tune with the emerging needs and to meet the future needs of the department. Empowering Disabled Persons with life-saving skills and other similar skills and supporting their needs entails identifying specific needs. To ascertain such needs, experts from NGOs who have extensively worked in the disability sector were specifically contacted. The inputs received from them have now been included in the ACBP.

Consultations with Disability Sector Specialists

As part of the visioning exercise conducted under the Chair of Secretary, DEPwD, it was advised that specific inputs from the disability sector specialists be taken. The Secretary, DEPwD had suggested specific contact with 4 specialists: 1. Ms. Nisha Grover, Founder & Managing Trustee, Akshar Trust Vadodara; 2. Dr. Pankaj Maru Founder and President, Sneh Nagda, Centre for Learning & Empowerment UP, Dr. Bhushan and Ms. Pooja Bageshi.



The CBC team consulted with them individually and sought their specific inputs that would suggest improvement in training / non-training interventions of the department in improving the schemes and strengthening department's capacity. In keeping with the specific inputs to be sought as advised by the Secretary, information seeking template (Annexure I) was designed and shared with them seeking their inputs. Of the four suggested experts, the first two from NGO sector (Ms. Nisha Grover and Dr.



Pankaj Maru) have responded by providing suggestions and improvements to the existing schemes. While the detailed note provided by them is annexed (Annexure I) the key points are listed below:

1. Single-window system for flagship schemes
2. Allocation of funds under National Fund scheme for benchmark disabilities needs to revise.
3. 90% of DDRCs are not receiving the indicated funds, due to lack of knowledge on processes and procedures, complex regulations, etc.
4. Establishment of a District Management Team is advised for implementing DDRC scheme, and supporting DDRCs

While these are similar to the interventions already identified, more specifically, in the categories of Technology and Data and Systems and Processes of the non-training interventions were included in as part of the ACBP in section 6.4.

Detailed list of training and non-training interventions as a result of this visioning workshop is included in the ACBP (Section 6), a brief summary of immediate priority trainings to be taken up is presented below:

Training	Target Audience	Training Institute / Training Provider
Training Interventions (Domain)		
<ul style="list-style-type: none"> • Induction Module • Orientation on Disability domain areas • Refresher Course on existing Schemes / Programs Guidelines (Amendments, FAQs, Problem solutions) 	<ul style="list-style-type: none"> • All New Joiners. • All existing employees - DEPwD, and attached organizations staff 	<ul style="list-style-type: none"> • Internal Champions of DEPwD / attached units. • Private Expert Consultants
Training Interventions (Functional)		
<ul style="list-style-type: none"> • MS – Office (Word / Excel / PPT etc.) – Basic / Adv. • Induction to Emerging Technologies (AI, ML, IoT, Blockchain, AR/VR, NLP, etc.,) • Establishment Matters • Stores Management • Analytical Skills (Python/ R/ Tableau/ Power BI etc.) • Leadership Programs • Procurement / GeM Portal • Successful designing PPP Models 	<ul style="list-style-type: none"> • US to ASO (All existing employees of the DEPwD, and attached organizations) 	 <p>The logos for iGOT (Integrated Government Online Training), Udemy, and Microsoft are displayed vertically.</p>
<ul style="list-style-type: none"> • Procurement of Services, Works, and Contract Management • GeM Portal (11 modules) 	<ul style="list-style-type: none"> • Senior Management of the DEPwD, and attached organizations 	 <p>The logos for iGOT (Integrated Government Online Training) and Udemy are displayed side-by-side.</p>

Training	Target Audience	Training Institute / Training Provider
<ul style="list-style-type: none"> Innovative financial Models Environmental, Social, and Governance (ESG) Funds Innovative financial Models (Business Responsibility Sustainability Reporting) 	<ul style="list-style-type: none"> All existing employees of the DEPwD, (initially 2 from each PD) 	
Training Interventions (Behavioral)		
<ul style="list-style-type: none"> Essentials of Leadership Operational Excellence for Leaders Leadership for Senior Executives Leading Strategic Change Leading Diverse Workforce 	<ul style="list-style-type: none"> JS/DDG to SO (All existing employees of the DEPwD, and attached organizations) 	

Sustenance Plan

The ACBP plan for the DEPwD also includes a sustenance and roll out plan. This chapter in the plan presents the sustainability plan in implementing the capacity-building initiative. The institutionalized concept of constituting Capacity Building Unit (CBU) across all the M/D/Os, including DEPwD is in line with the sustenance plan of ACBP.

The DEPwD has constituted the CBU with the JS & CEO (National Trust) as Chairperson of the CBU and Directors / DS / US as its members. The CBU will implement the capacity-building initiatives identified for the department including the priority list of

interventions identified during the Visioning workshop chaired by the Secretary, DEPwD. This unit will also plan the yearly capacity-building programs and evaluate the programs that were conducted at Programme Level, Learning Level and Behaviour Level. The evaluation in most cases would be carried out internally by CBU. However, the CBU on case-to-case basis may opt for an external evaluation where the programs are too technical. While the detailed roll-out plan is provided in the Section 7. The Monitoring and Evaluation process is further detailed in section 7.5 of the ACBP and the corresponding formats.

2 Introduction

2.1 Mission Karmayogi

In the process of meeting aspirations of the citizens and country, Civil services are at the centre of all government activities i.e., they are agents of policymaking and implementation on ground. The skillsets and capacity of the civil servants play a vital role in service delivery, program implementation and performing core governance functions. This is due to changes in citizens aspirations, government priorities, schemes/programs, etcetera owing to changes in the political, economic, social and technological aspects.

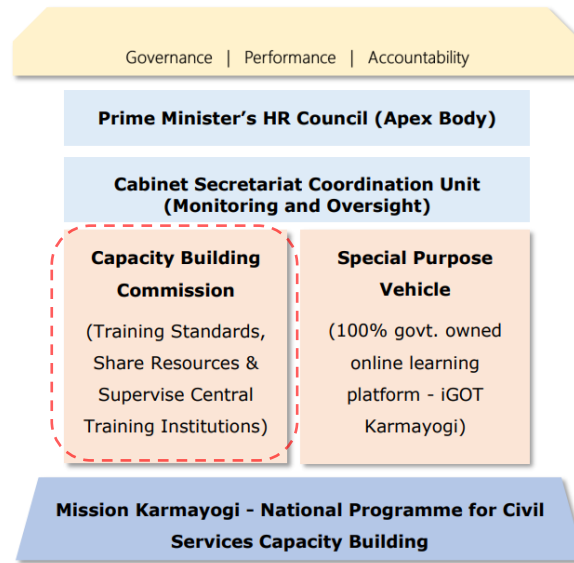
The experience gained during the COVID 19 pandemic also brought forth the need for the civil service to be agile, capable of partnering with diverse stakeholders and to be up to date with new competencies. Enhancing the capacities of the employees is an important intervention in achieving the desired objective. The current training interventions rely on factors such as civil servant seniority, funding availability, and the availability of desired courses. However, these trainings are irregular and unstructured, lacking continuity throughout different stages of one's career. Additionally, opportunities for training are limited to officials based on their seniority and grade, resulting in an insignificant learning ecosystem and a lack of readiness for the future.

Recognizing the importance of capacity building and need for reforms in training, Government of India has launched National Programme for Civil Services Capacity Building (NPCSCB) – Mission Karmayogi in September 2020. Mission Karmayogi aims to create a competent civil service rooted in Indian ethos, with a shared understanding of India's priorities, working in harmonisation for effective and efficient public service delivery.

Mission Karmayogi comprise the six pillars of:

- Policy framework
- Institutional framework
- Competency framework
- Digital learning framework (iGOT-Karmayogi)
- Electronic Human Resource Management System (e-HRMS), and
- Monitoring and evaluation (M&E) framework

Mission Karmayogi will aim to transform approximately 1.5 crore government officials across the Centre, the States, and the local bodies. The institutional framework of the Mission includes:

Figure 1: Mission Karmayogi Institutional Framework

2.2 Capacity Building Commission

Core to the overall institutional framework of Mission Karmayogi, the Capacity Building Commission (CBC) is constituted as an independent body through the Gazette of India on 1st April 2021 with full executive power. It is a three-member Commission, supported by an internal Secretariat headed by a secretary. Members have been appointed from diverse backgrounds such as private sector, academia, public sector, and civil society. The Commission's focus is to drive standardization and harmonization across the Indian civil services landscape.

CBC as the custodian of civil services capacity building ecosystem, is central to the government's ambitious capacity building program. The vision, Mission and functions of CBC are detailed below:

Table 1: CBC Vision, Mission, Objectives

Vision	Enable lifelong learning for all
Mission	Create optimal learning opportunities for each civil servant with the objective to build an agile and future ready public service
Functions	<ul style="list-style-type: none"> • Facilitate preparation of ACBP of ministries / departments / agencies. • Make Policy recommendations to DoPT on personnel/ HR and Capacity Building. • Evolve a harmonious de-siloed approach to improve civil service capacity. • Analyse learning/competency related data from iGOT - Karmayogi, online training platform. • Drive standardization, harmonization, and shared understanding of Capacity Building activities. • Create shared learning resources, including internal and external faculty and resource centres. • Exercise functional supervision over all Central Training Institutions.

	<ul style="list-style-type: none"> • Undertake audit of HR in Government and outcomes of the Capacity Building efforts. • Approve Knowledge Partners and Content Validation mechanism for training of civil servants. • Organize a global HR Summit to bring best practices of HRM to the governance in India.
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2.3 Annual Capacity Building Plan

As discussed in the previous section, realizing the importance of capacity building of employees, efforts required to make it a prominent and a regular activity the GoI has constituted CBC with clear mandate i.e., facilitate preparation of ACBP of ministries / departments / agencies among others.

The CBC has been engaging with and supporting Ministries in preparation of annual Capacity Building Plan. The starting point for the preparation of the annual CBP exercise that is aligned with the Mission's stated objective is in developing a ACBP specific to the Department outlining.

- the larger goals and objectives
- identify the competencies required and preliminary gap analyses to understand competencies that require immediate intervention,
- strategic direction and broad parameters of the CBP for three years, and
- identify broad systemic requirements for instituting an effective, efficient, and sustainable capacity building framework for the Department.

Capacity Building is be defined as the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world (United Nations).

There are changes in citizens aspirations, government priorities, schemes/programs, etcetera owing to changes in the political, economic, social, and technological aspects. The skillsets and capacity of the civil servants play a vital role in service delivery, program implementation and performing core governance functions and on the other hand Mission Karmayogi aims to create a professional, well-trained, and future-looking civil service, that is imbued with a shared understanding of India's developmental aspirations, national programs, and priorities.

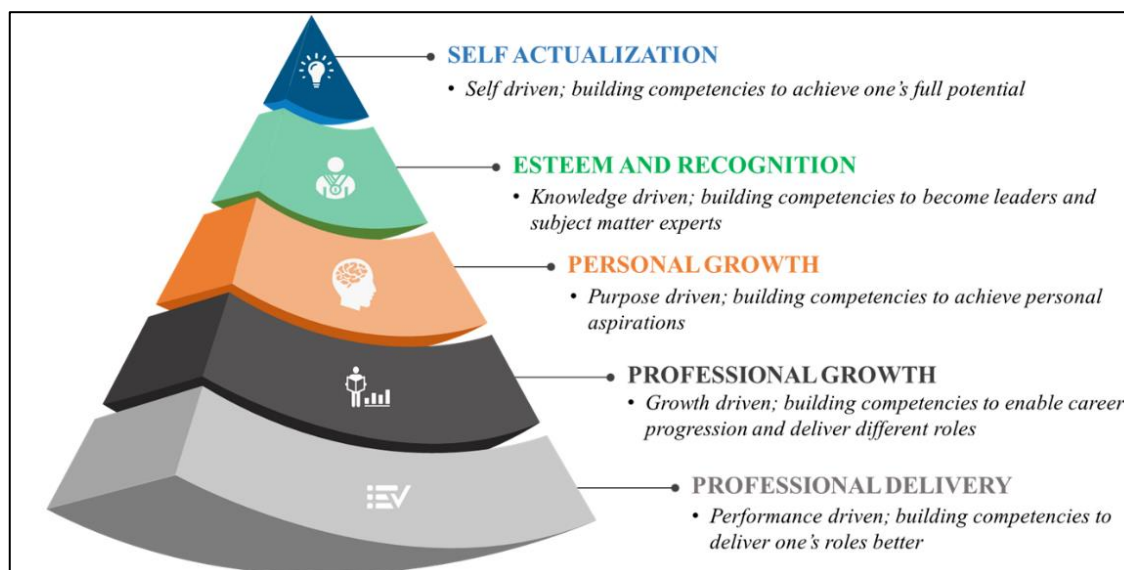
Capacity Building – Individual & Organizational

The above points stress the need for capacity building of civil services to have the requisite knowledge and skill set on best practices and latest developments presently taking place and likely to evolve in the near future.

Capacity building process can be visualized at three levels and as capacity building matures in an organization, it moves from one level to next level:

- **Individual Level:** Capacity building is process of equipping/improving knowledge, skills, and attitude in individual i.e., competencies required to perform the task effectively. individual-level capacity building is to optimize the advantages for the trainees, encourage the sharing of knowledge, and instil a sense of ownership among them.

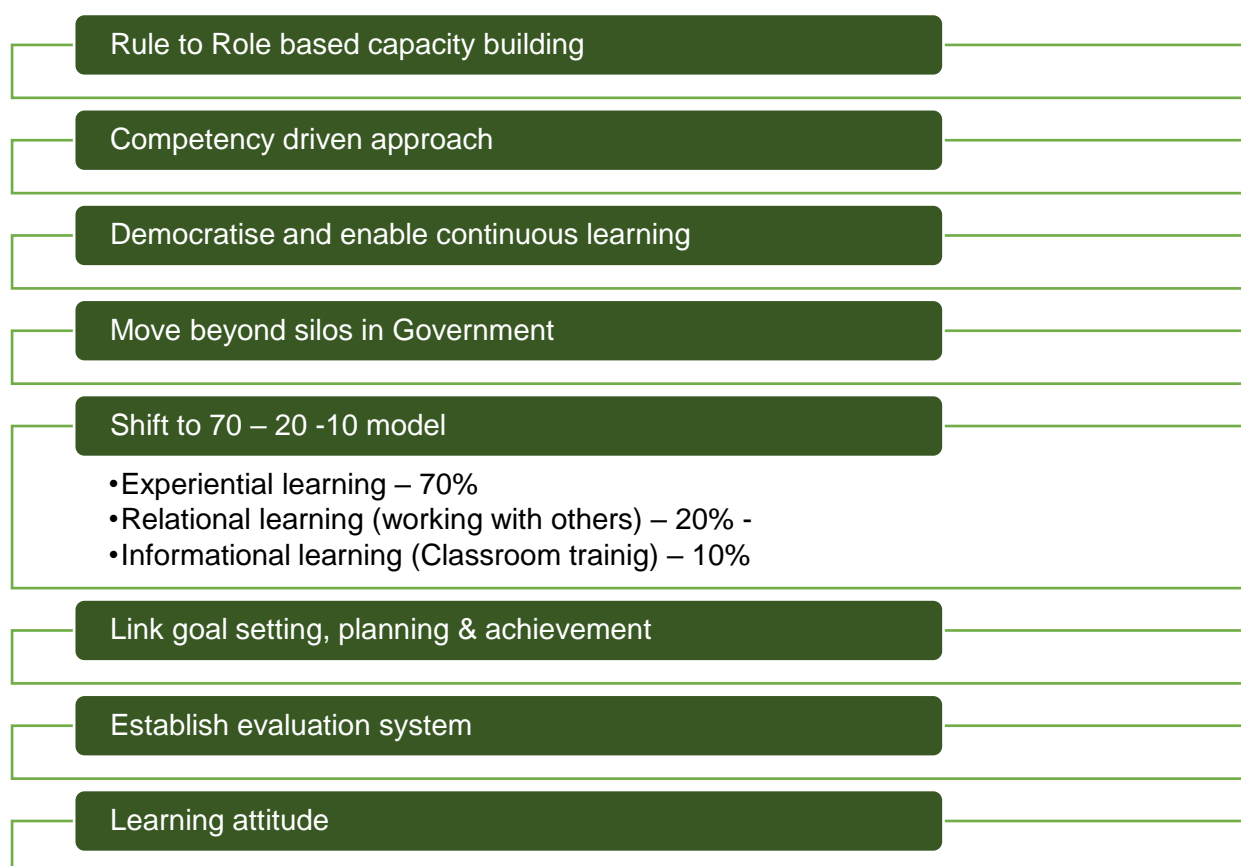
Figure 2: Mission Karmayogi - Policy Framework - Individual



- **Organization Level:** Capacity building is all collective and shared aspects of an organization such as organization structure, processes, infrastructure, external partnerships, organizational policy framework, and technological capabilities with the objective of improving the functioning and performance of organization. The interventions are closely linked to the objective of organization.
- **Institutional level:** Institutional Capacity building refers to the interventions at the policy level, norms, guidelines and frameworks that guide the functioning of the individuals and organizations, and the external environment it operates in. Institutional Capacity building measures will affect the civil servants, Departments, and the Government as whole for example, The National Training Policy, DOPT's CSMOP, Mission Karmayogi, and Capacity Building Commission.

Guiding principles of Mission Karmayogi

Mission Karmayogi is guided by certain core principles that are applicable to all capacity building interventions. The same are depicted below.

Figure 3: Guiding principles of Mission Karmayogi

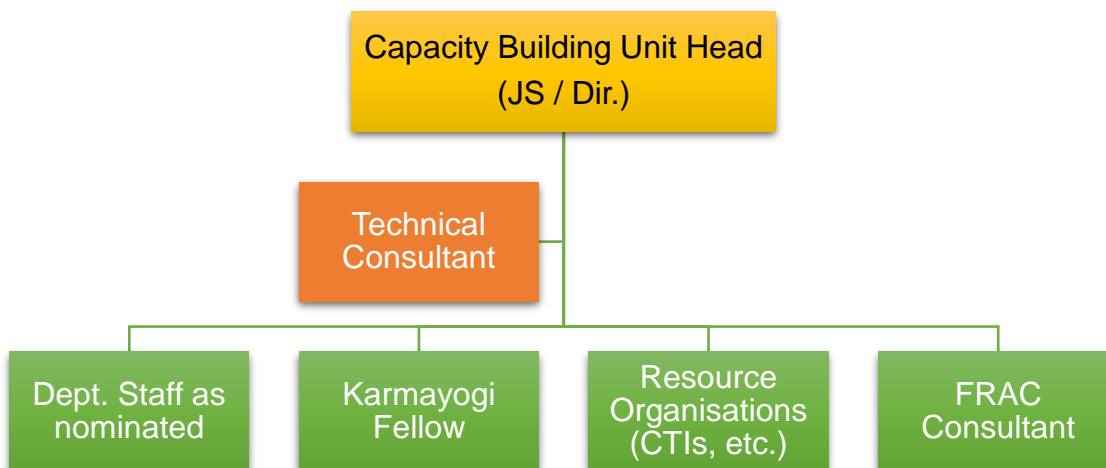
To achieve the vision, make civil services future ready and to address the current challenges, it is important to have a clearly defined capacity building plan for individual and the organization.

2.4 Department Capacity Building Unit (CBU) and Functions

DEPwD to design, plan, and implement capacity building functions strategically, the M/D/O will require a dedicated capacity building unit to meet capacity building requirements at the individual and organisational levels.

CBC intends to institutionalise Capacity building by setting up a Capacity Building unit (CBU) in respective departments which will lead efforts in operationalizing competency framework, developing content, curating assessments etcetera. and will work closely with Capacity Building Commission.

This CBU will consist of manpower resources from the department, supported by specialist manpower from Capacity Building Commission.

Figure 4: Proposed Structure of the DEPwD CBU

An independent team of individuals, having the required knowledge and skills would be deployed in this CBU so that they can carry out the capacity building (training/organisational) related activities in a continuous manner to standardize and institutionalize the training management processes in the Department.

Proposed Scope of Work of Capacity Building Unit (CBU)

As can be seen above, the Capacity Building Unit (CBU) may be constituted with the following roles:

- **CBU Head:** An officer of the seniority of Additional Secretary, Joint Secretary, or Director will head the CBU.
- **Department Staff as nominated:** The CBU head will nominate personnel they deem suitable, basis the size and requirements of the Department, to become CBU members. The CBU can include the Director (Training) or equivalent of the Department's nodal training institutes (if any) and must include at least one Under Secretary and one Section Officer of the department, with preference given to those in the Training / Establishment / General Administration sections.

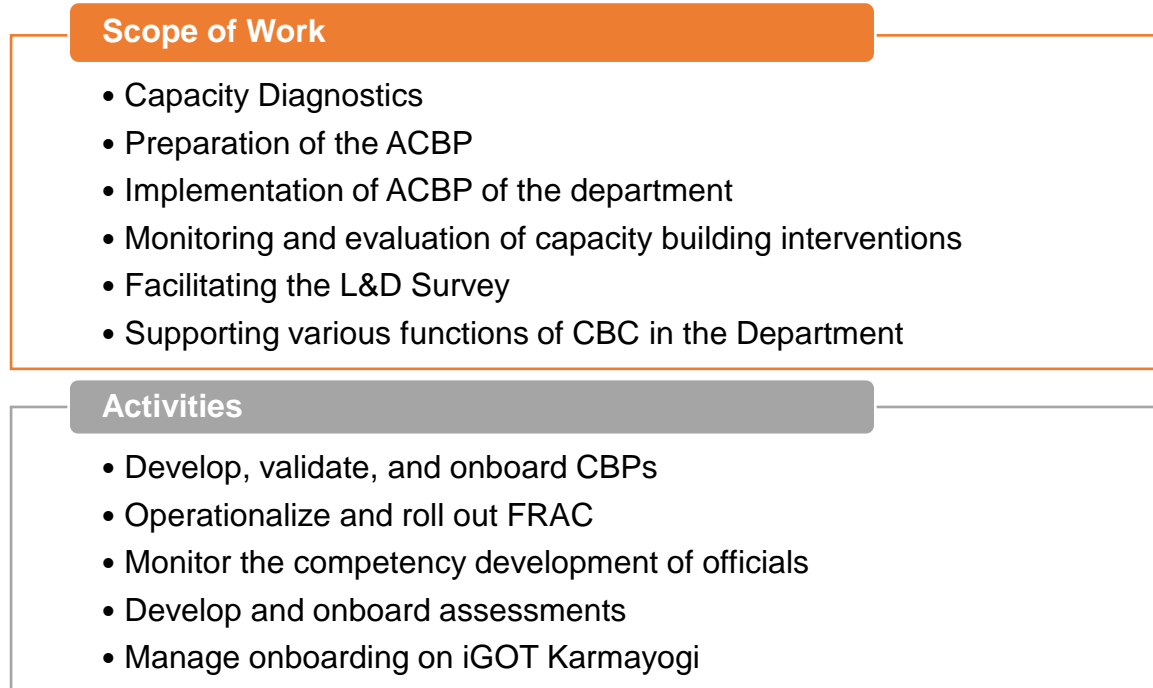
Further support will be provided to the CBU by the following roles:

- **Karmayogi Fellow:** Appointed by the CBC/Department for a span of 2 years who act as a Capacity Building Coordinator to support the CBU head in the establishment, implementation & monitoring of all the functions of the CBU.
- **Resource Organizations:** A representative of the department's own / empaneled Training institutes (if any) who will facilitate the design, course facilitation, logistics, etcetera for the training.
- **Technical Consultant:** The Technical consultant will be appointed by the CBC for the development of CBP with the Department.

Functions of CBU

The CBU constituted at Department-level will undertake the following functions and scope of work:

Figure 5: Brief Scope of work & Activities of CBU



The detailed list of activities proposed for CBU is provided as *Annexure II*

CBU of the DEPwD

In accordance with the framework of CBU, DEPwD has constituted CBU with the following staff.

Name	Designation	Designation in CBU
Shri K. R. Vaidheeswaran	Joint Secretary & CEO, National Trust	Chairperson
Shri Kishor B. Surwade	Deputy Director General	Member
Ms. Beena E. Chakravarty	Director	Member
Shri Mrityunjay Jha	Deputy Secretary	Member
Ms. Meena K. Sharma	Deputy Secretary	Member
Shri Sunil Kumar Mahto	Deputy Secretary	Member
Shri Sauranshu Sinha	Under Secretary	Member

3 About the Approach of Annual Capacity Building Plan

3.1 Three Lenses and Pillars of ACBP

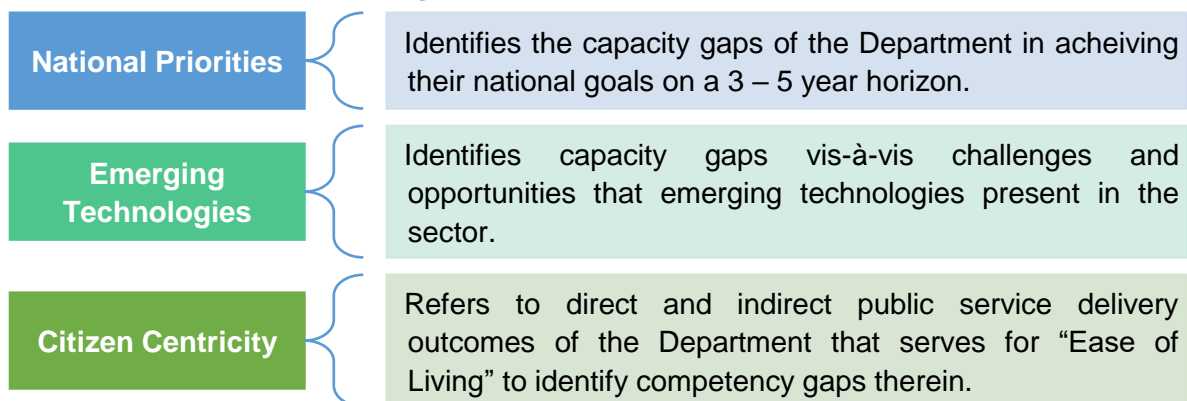
The approach of Annual Capacity Building Plans (ACBP) is based on three lenses and three pillars which are depicted and detailed below:

Figure 6: Three Lenses & Pillars of ACBP



The ACBP preparation process considers the objectives, activities, and functions of the department through the lenses of National Priorities, Citizen Centricity and Emerging Technologies. The objectives and activities may overlap with different lenses, core objective being Capacity Building as a strategy to facilitate and act as a catalyst to achieve objectives of the M/D/O. Detailed description regarding the pillars and lenses is depicted below.

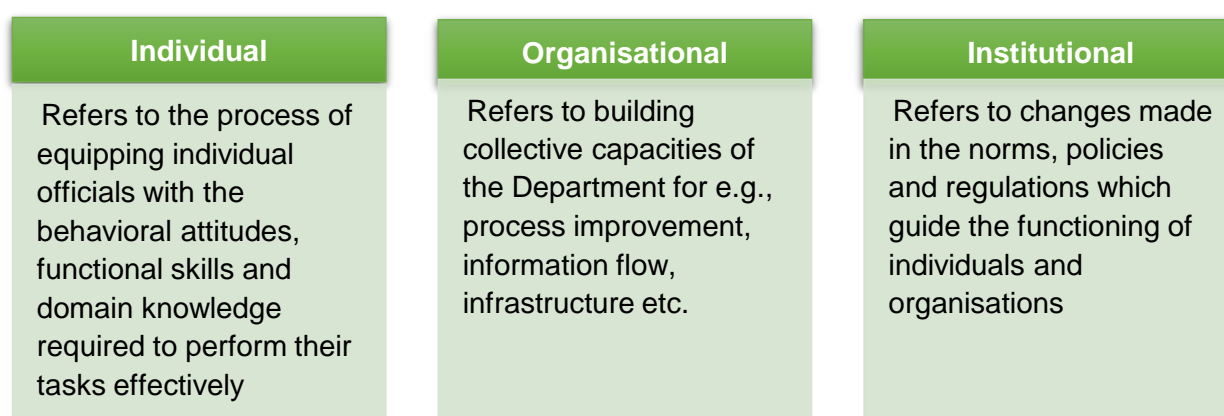
Figure 7: Three Lenses of ACBP



Three pillars of the Capacity Building Plans considered are Individual, Organizational and Institutional. At each level, efficiency and effectiveness is essential. As part of ACBP for individual level, competency enhancement is proposed for improving efficiency. Similarly for organizational effectiveness, non-training interventions are identified which would be used to strategize building of collective capacities of the Department and for institutional level capacity building refers to changes to be made in the norms, policies and regulations which guide the functioning of individuals and organizations.

Initiatives proposed at each of the pillar's effectiveness is detailed below:

Figure 8: Three Pillars of ACBP



3.2 ACBP Framework

Every role within an organization has a specific purpose and it is important that the person filling that role has the necessary competencies to deliver services efficiently and effectively. To ensure that employees are equipped with the relevant competencies, it's important to clearly identify and define the competencies required for each role.

Competency analysis is the process of identifying relevant competencies required to do the work. Based on the competency requirements of any designation and the individual occupying that position, relevant capacity building programs are to be developed and made available to enhance the competencies of the incumbent to perform better.

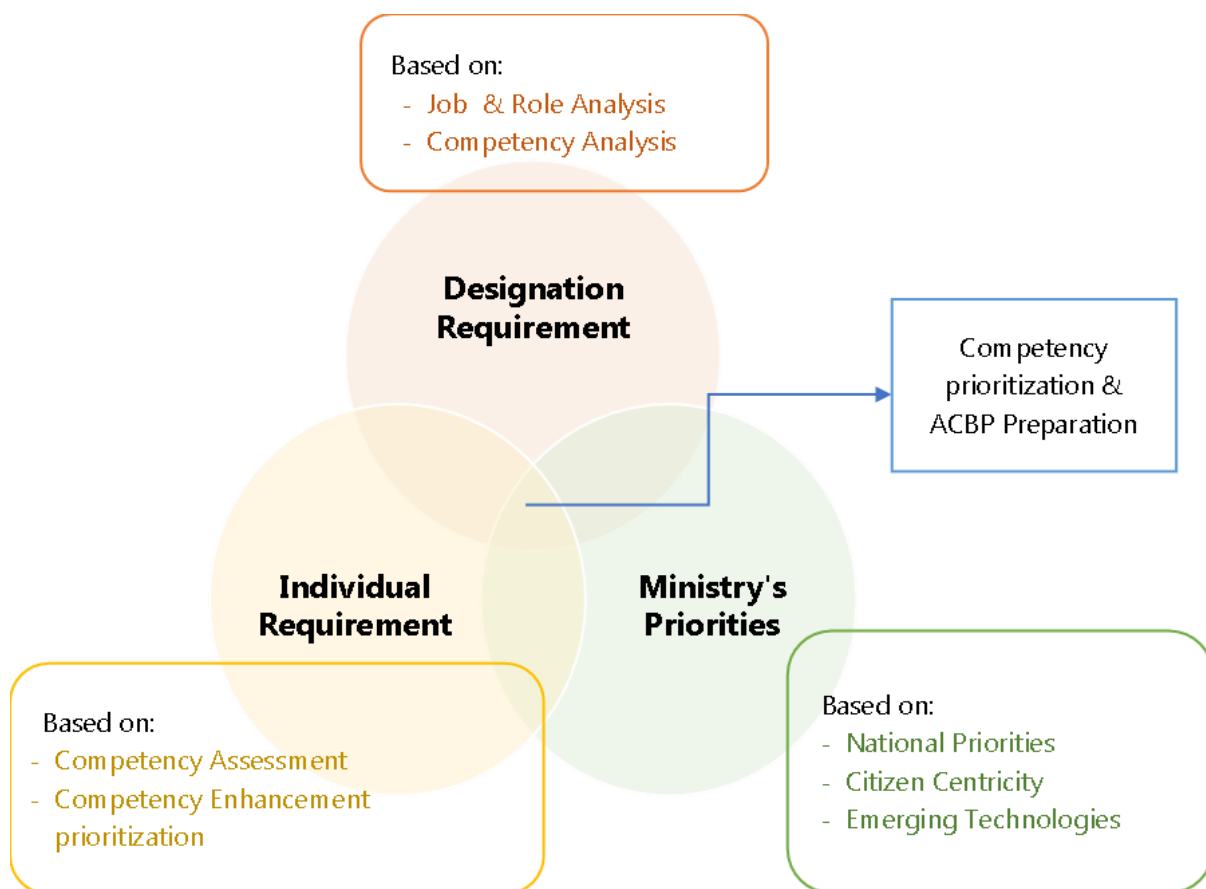
Creating an ACBP involves a systematic and data-driven approach to enhance employee skills and abilities by utilizing available resources effectively. M/D/Os must choose capacity building initiatives that yield maximum benefits by determining the training needs of the majority of employees to improve their competencies and

ultimately achieve their organizational goals. The elements of ACBP preparation are discussed in next section.

3.2.1 Elements of ACBP Development

ACBP development is collation and analysis of three dimensions namely Department's priorities based on its National Priorities, Citizen centricity & Emerging Technologies; Designation-wise competency requirements and Individual competency requirements.

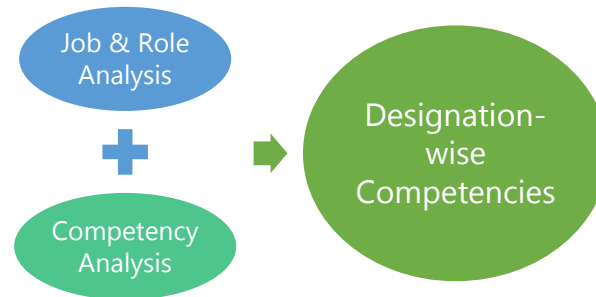
Figure 9: Elements of ACBP Development



ACBP lists out the priority capacity building programs that would encompass the requirements of all the three dimensions, which form the critical capacity building requirements.

- **Designation-wise Competency Requirement**

Analyzing job, role, and competencies for each designation based on Section and Department level mandates to identify competency needs.



- **Individual Competency Requirement:**

Individual assessment of the competencies vis-à-vis the competencies identified for that designation was carried out to arrive at competency enhancement requirements of employees working in the department.



- **Section-level Priorities:**

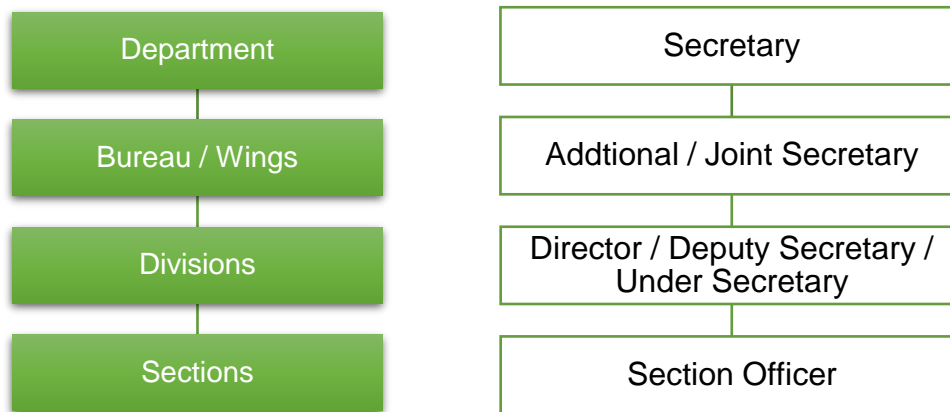
Competencies identified and assessed for the designations are collated separately at the section level to interpret the competency requirements specific to the section/s for handling specific functions.

- **Department-level Priorities:**

The priority of M/D/O level competencies is culmination of the competency enhancement requirements identified at the individual-level which were collated at the section-level.

About Bureaus / Divisions / Sections

Functional and functionary hierarchy of the DEPwD considered for the ACBP is:



DEPwD is led by Secretary at executive level. Wings are headed by Additional Secretary and Joint Secretaries, and divided into multiple divisions under a Director, Deputy Secretary, or Under Secretary. Each section is led by a Section Officer with varying responsibilities to achieve section goals.

To enhance individual capabilities, it's crucial to determine competency needs for each role. For example, a Deputy Secretary / Director in charge of a division needs budget and procurement skills but may need additional tech competencies to meet future / emerging departmental needs. Analysing present and future competency requirements is a critical step in filling any gaps.

Role definition:

As mentioned in previous sections, each designation plays a different role in fulfilment of the functions assigned to that designation. During the competency analysis the following roles were considered and description of the same is presented below:

Table 2: Roles and their Description

Role	Definition
Decision Maker	The role of taking decision pertaining to the sub-function.
Strategist	The role that is responsible for formulating a plan considering various dependencies, variables, potential risks, mitigations and devises a strategy for implementation of the plan for achievement of a specific objective.

Role	Definition
Manager / Supervisor	A role played for ensuring implementation of the plan by optimizing the resources to achieve specific objective through resource allocation, continuous monitoring, and mid-course corrections, if any.
Verifier / Reviewer	A role played for adding value to already completed activity or the activity in progress, including making any corrections, ensuring adherence to prescribed practices, rules, regulations etc.
Initiator / Implementor	A role where a file or an activity is initiated i.e., where 1 st level of compliance to the rules, regulations, prescribed standards are followed. This role involves collection of all relevant data and converts the same into information to enable right decision making.

Depending on the role played by various designations relevant Domain, Functional and Behavioural competencies were identified.

3.2.2 Designations and Role

The designations considered for the ACBP preparation are Assistant Section Officer (ASO), Section Officer (SO), Under Secretary (US), Deputy Secretary (DS) / Director (Dir.), Joint Secretary (JS). Where employees from other cadre are positioned with a different designation, equivalent of the pre-defined designations such as ASO, SO, US, DS/Dir., JS were used.

Based on discussions, observations, and understanding, the roles of different designations are mapped and are common across the department. Each designation plays one major role and several minor roles, which are defined below:

Table 3: Designation-wise Role Mapping

Designation	Major Role	Minor Role
Assistant Section Officer (ASO)	<ul style="list-style-type: none"> Initiator Implementor 	<ul style="list-style-type: none"> Reviewer Verifier
Section Officer (SO)	<ul style="list-style-type: none"> Verifier Reviewer 	<ul style="list-style-type: none"> Initiator Implementor Strategiser
Under Secretary (US)	<ul style="list-style-type: none"> Verifier Reviewer 	<ul style="list-style-type: none"> Initiator Decision Maker
Deputy Secretary (DS) / Director (D)	<ul style="list-style-type: none"> Strategiser Decision Maker 	<ul style="list-style-type: none"> Verifier
Joint Secretary (JS) / Additional Secretary (AS)	<ul style="list-style-type: none"> Decision Maker 	<ul style="list-style-type: none"> Strategiser

Competencies are identified based on the role & responsibilities played by each of these designations in their respective sections.

3.2.3 Competencies

Competency is a combination of attitudes, knowledge, and skills that enable an individual to do a job well. Capacity building focuses on providing government officials with the competencies they need to fulfill their roles effectively. There are three types of competencies in this context: domain, functional, and behavioral and their definitions are detailed below:

- **Domain:**

These competencies enable individuals to effectively perform roles within a specialised discipline or field. Domain competencies are generally applicable to the core work of a department. For example, DEPwD, Vision, Mission, & Mandates, SIPDA scheme Guidelines, etcetera.

- **Functional:**

These competencies help cater to the operational requirements of a department such as administration, procurement, financial management, and so on. Functional competencies are applicable across a wide range of ministries/ departments of the government. For example, budgeting, project management and data analysis.

- **Behavioral:**

These are a set of benchmarked behaviours displayed (or observed / felt) by individuals across a range of roles within the Department. For example, empathy and leadership.

3.2.4 Frequency of Competencies

During discussions with departments, information about functions and sub-functions was gathered and linked to various job titles based on their role in fulfilling sub-function duties. Competency analysis was done based on the role played, determining the necessary domain, functional, and behavioural competencies needed to fulfil the task. Frequency of each competency was computed based on number of times that competency was repeated is compounded at each level, viz., designation, section, and department level.

3.2.5 Levels of Competencies:

While determining the competencies required for each job title, the level of proficiency (Basic, Intermediate, Advanced) was also established based on the function and sub-function. The definitions for these levels are provided below.

Table 4: Level of Competencies and their Definitions

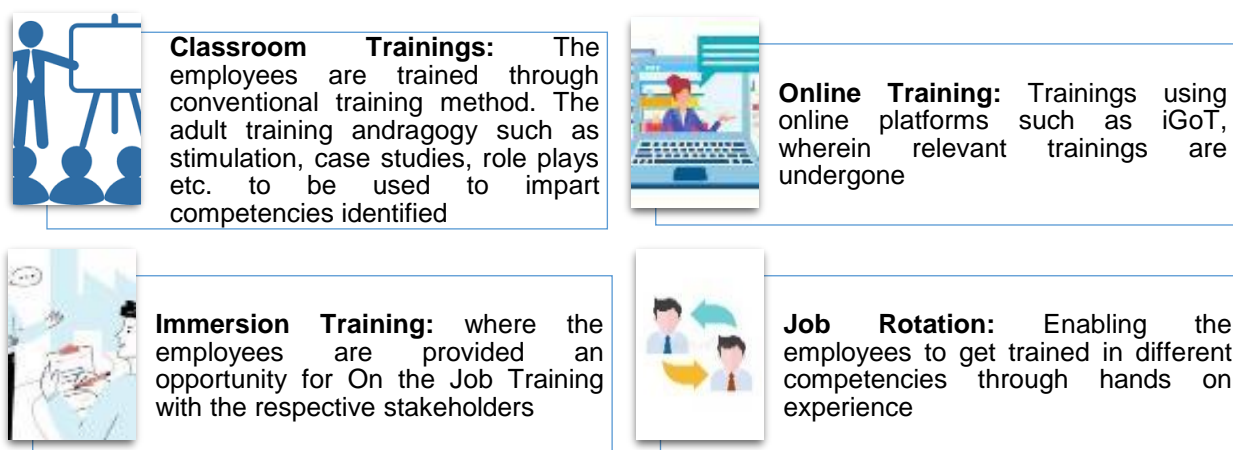
Level of Competency	Definition
Basic	The required competency level is Basic, when the individual needs to have a basic information regarding the subject, who can be guided, if need be, by others.
Intermediary	Working Knowledge of the competency level is defined as Intermediary, when the individual has a good understanding of the competency and may not need support in utilizing the same.
Advanced	The competency which is required at expertise level is when the individual has a deep understanding of the competency and can guide others.

3.2.6 Training & Non-Training Interventions

The purpose of this Capacity Needs Analysis was to identify the competency requirements and develop the ACBP. As part of this, interactions were carried out with the officials for identification of competencies required against various roles played by different designations and the analysis of the same was undertaken. Different aspects of interventions that can have significant impact on functioning of the Department were also identified. While Training interventions included different pedagogy of trainings, the non-training interventions were also identified and grouped into different categories.

- Training Interventions**

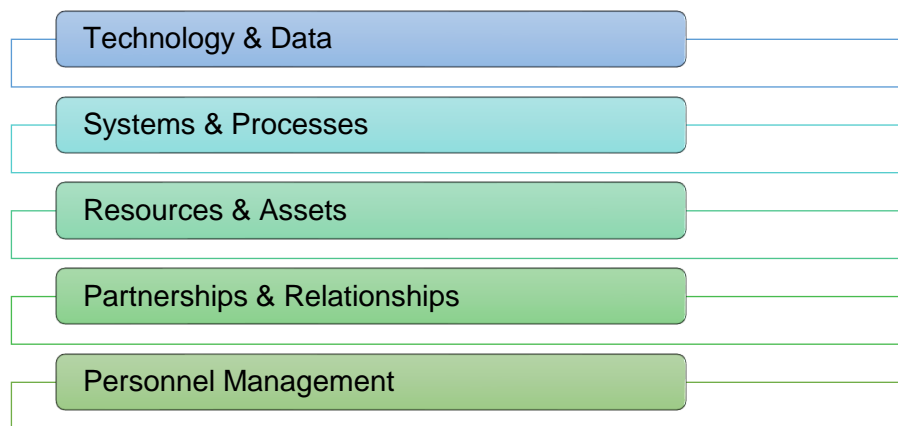
The training interventions were captured in a scientific manner with flow and analysis of the data collected at each stage of the process and final validation by the leadership. Training interventions are majorly in the form of identification and recommendation of the training programs offered by institutes of national and international repute. Some of the training interventions are as follows:

Figure 10: Proposed Training Interventions

- **Non-Training Interventions**

Some of the interventions that can improve performance of the employees in the department were also captured through free-wheel discussions and personal interactions. The non-training interventions were grouped into following five segments and the M/D/O specific observations and recommendations are detailed in a separate chapter:

Figure 11: Areas of Non-Training Interventions



3.2.7 Training Division for Facilitating Trainings

The Department has established a CBU at the strategic-level for visioning, implementation, and monitoring of the competency-based training functions in the Department. To operationalize the training section, its Vision, Mission & Objectives of Training Function are discussed below:

- **Vision:**

Continuous Development of competencies of the personnel to enable the Department to place right person in the right job with right competencies for optimum utilization of resources in achievement of the mandate of the Department.

- **Mission:**

Continuous assessment of competency requirements of the department for each designation and assessment of the individual employees for competency gap analysis and plan relevant interventions to enable each employee to acquire relevant competencies to perform better.

- **Objectives:**

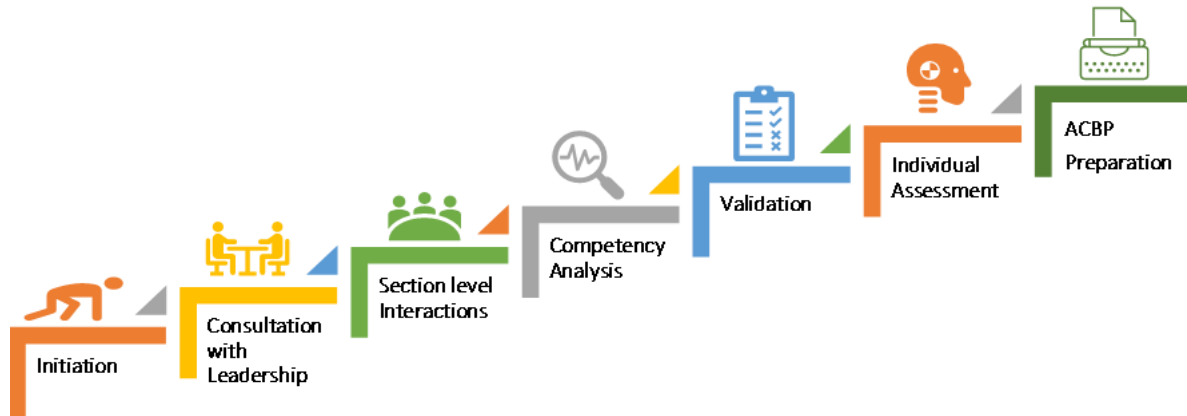
Key objectives of the Department CBU include.

- Capacity and System diagnostics
- Preparation of ACBP of the department
- Implementation of ACBP of the department.
- Assessment of the employees learning & development.
- Monitoring and Evaluation of CBPs and mid-course corrections.

3.3 Approach and Methodology

The Department's Annual Capacity Building Plans (ACBP) were developed using the principles of Strategic Human Resource Management (SHRM). The ACBP's design and development involved working with department officials to identify current and future challenges and validate competencies with senior leadership. The steps followed for designing and developing the ACBP are given in the figure below:

Figure 12: Steps in ACBP Preparation



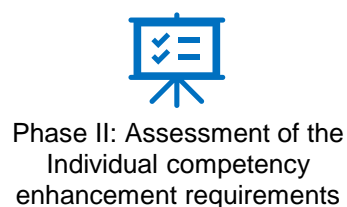
As an initial step, detailed secondary research about the department was carried out and this was followed by consultations / interactions with the senior executives to understand current challenges and future requirements considering the vision and objectives of the department. Based on the initial discussions, primary data collection to identify and analyse the competencies required for each designation and role. Based on the competency enhancement requirements, a three-year capacity building plan for the department was developed.

Approach

The approach adopted for development of Capacity Building Plan of the Department was in two phases:

- Phase-I: Competency Analysis for each designation in the department
- Phase-II: Assessment of the Individual competency enhancement requirements

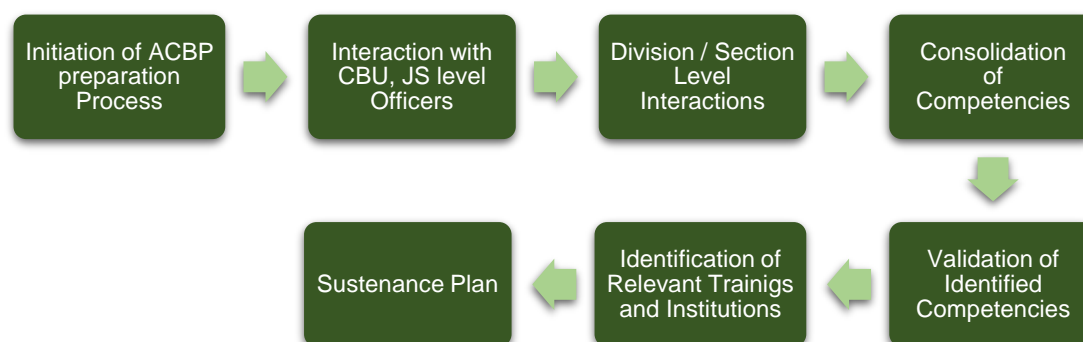
Figure 13: Approach adopted for ACBP Preparation.



Phase I: Competency Analysis – Designation-wise

Competency Analysis is the process of identifying the Domain, Functional and Behavioural competencies required in an organisation to fulfil its mandate efficiently and effectively. To identify competencies for each designation the following process was adopted.

Figure 14: Process followed for Identifying Designation-wise Competencies.



○ **Initiation Of ACBP Preparation Process:**

The ACBP preparation was initiated through an orientation session of the leadership of the department by the Member of the Capacity Building Commission (CBC). The department was suggested to establish a Capacity Building Unit (CBU) that will serve as a strategic unit for all the capacity building activities. The core objective of the activity along with the information required with respect to the vision, training and non-training interventions envisaged were also deliberated in this orientation session.

○ **Interactions with CBU:**

After orientation session, Interactions were conducted with the CBU to understand the current personnel capacity development challenges, short-term, and long-term plans of the department were identified and grouped the interventions into National Priorities & Programs, Citizen Centric activities, and emerging technologies.

○ **Division / Section level Interactions:**

To enable hassle free information collection from respective sections, an orientation on the purpose and process of Capacity Building Plan was conducted for the Director, Deputy Secretary and Under Secretary level officers. Specific tools were developed to gather information on the functions and sub-functions undertaken by the section and the roles played for completion of the sub-function by each of the designations in the hierarchy starting from Assistant Section Officer to that of Additional Secretary. The roles played by different designations were classified as Initiator, Implementor, Verifier, Reviewer, Manager, Strategist and

Decision maker. For each of these sub-functions identified, the roles were mapped to the respective designations. An illustration of the function, sub-function and its mapping to that of designations and the roles is depicted below.

Table 5: Function, Sub-function, Designation and Role Mapping

#	Function	Sub-Function	Designation	Role
1.	Function (F - 1) • RTI works	Sub-function (SF -1) • Receipt of RTI Application	AS	Decision Maker
			JS	Strategiser
			DSD	Manager
			US	Verifier
			SO	Implementor
			ASO	Initiator
2.		Sub-function (SF – 2) • Examine, and draft the reply, and submit for the approval of the competent authority	AS	
			JS	
			DSD	
			US	Decision
			SO	Reviewer
			ASO	Implementor

In the above table, RTI Works (F -1) represents a function and Receipt of the RTI Application, and examine, and draft the reply, and submit for the approval of the competent authority as represents sub-functions (1), and (2). The roles played by different designations in the sub-function (1) and (2) are depicted in the table. In SF – 2, the process terminates at US level and hence no role was identified for Deputy Secretary / Director, JS. Based on the role played by each designation, the Domain, Functional and Behavioural competencies were identified and classified as basic, intermediary, and advanced. The definitions of these roles, levels of competencies are detailed in subsequent Sections.

Table 6: Designation-wise Role and Competencies Mapping

Designation	Role	Domain Competency	Domain Level
JS	Strategiser	DEPwD Vision, Mandate	Intermediary
DSD	Manager	SIPDA Scheme & Guidelines	Advanced
US	Verifier	Scholarship Scheme & Guidelines	Basic
SO	Implementor	AIC Scheme & Guidelines	Intermediary
ASO	Initiator	ADiP Scheme & Guidelines	Advanced

Designation	Role	Functional Competency	Functional Level
JS	Strategiser	Decision Making Techniques	Advanced

Designation	Role	Functional Competency	Functional Level
DSD	Manager	Reviewing Skill	Intermediary
US	Verifier	Coordination Skill	Intermediary
SO	Implementor	Drafting	Basic
ASO	Initiator	Noting	Basic

Designation	Role	Behavioral Competency	Behavioral Level
JS	Strategiser	Decisive	Basic
DSD	Manager	Attention to Detail	Basic
US	Verifier	Team working	Basic
SO	Implementor	Communication	Advanced
ASO	Initiator	Coordination	Advanced

○ **Consolidation of Competencies:**

The competencies identified for each designation are consolidated at the section level to arrive at comprehensive list of competencies for different designations pertaining to the section. At the section level, competencies identified for different designations are mapped along with the levels, as detailed below.

Table 7: Section-level Competencies

Name of the Division Name of the Section			DD – IV Scholarship		
	ASO	SO	US	DSD	JS / AS
Functional Competency					
Budget Administration	I	I	A	A	A
Record Keeping	A	A	I		
PFMS Process	A	A	A	A	A
Drafting	I	I	A	A	I

A – Advanced, I – Intermediary

The competencies identified for the specific designation are listed in order of importance for completing the designation's assigned responsibilities. The competencies that are repeated the most number of times can be considered as important competencies for the designation in the section. Designation-wise, report of competency list in a section is depicted below.

Table 8: Count of Competencies Designation (ASO) & Levels Identified

Designation	ASO			
Level of Competency	Advanced	Intermediary	Basic	Grand Total
Domain				
AIC Scheme Guidelines	5	3	1	9
SIPDA Scheme Guidelines	4	2	1	7
About DEPwD Vision, Mandate, etc.	5	0	0	5
Functional				

Level of Competency	Advanced	Intermediary	Basic	Grand Total
eOffice	4	2	2	8
PFMS Process	3	2		5
Coordination	1			1
Behavioural				
Attention to Detail		1		1
Empathetic			1	1

Department level competency list is generated by consolidating competencies identified for each section and the important competencies are identified based on frequency of the competencies.

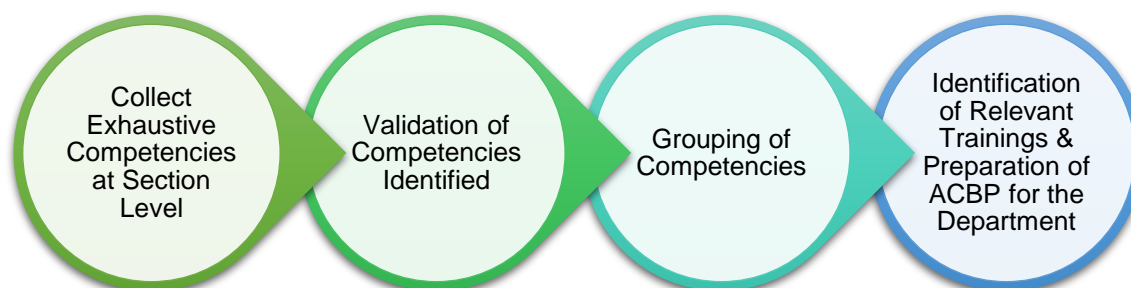
○ **Validation & Prioritization:**

The competencies identified at the section level were presented to the respective Under Secretary, Deputy Secretary or Director and JS/AS for validation. Post validation and after necessary update, the department level, section level and designation wise competencies were finalised.

○ **Grouping of Competencies:**

The competencies that were identified based on the role were elaborate and detailed. The homogeneous competencies were grouped into relevant categories with generic titles.

Figure 15: Grouping of Competencies



○ **Identification of the Relevant Trainings:**

Based on the Competencies arrived at, relevant training programmes are mapped by carrying out secondary research regarding relevant training programmes and the institutes of national repute. Where modules are to be specific to the department, recommendations are made for development of the modules using internal or external expertise.

○ **Sustenance Plan:**

A continuous exercise in developing capacity building plans is mandatory. Internal competency analysis at the individual, and organization level is also necessary at every stage of introducing a new scheme or process, to ensure system continuity. To identify the relevant training programs and conduct the process, a select group of department personnel may be identified, and be trained. Further details on the roll-out plan and continuity strategy are outlined in subsequent chapters.

● **Phase – II: Assessment of Individual Competency Requirements**

Once the designation-wise competencies have been identified, the competency requirement of the individuals in the designation was identified based on the assessment by the reporting officer.

The competencies identified in Phase I of the process were used as a reference for identifying individual training requirements. For employees at the level of Under Secretaries and below, the competency need assessment (CNA) was carried out by their immediate supervisor i.e., Deputy Secretary or Director. For employees in the category of Deputy Secretary or Director and above, CNA was undertaken through the process of self-assessment.

To prioritize the competencies based on the requirement of employees, the assessors were requested to carryout forced distribution method. In this method, the identified competencies were segregated into three categories based on the criterion defined below:

Table 9: Grouping of Competencies for Individual Training Assessment

Category	Criterion
A	Training Urgently Required
B	Training is Required
C	Training not required in near future

The competencies that a reporting officer believes an employee needs to improve upon are categorized as 'Training Urgently Required' (category A). Those who only need a refresher course are categorized as 'Training Required' (category B) and employees who already possess expert level competencies are grouped as 'Training Not Required in the Near Future' (category C). The competency grouping was carried out for every individual in the department, and it was consolidated at the department level.

The competency enhancement requirement was prioritized based on the urgency and number of individuals requiring it and this was done through Weighted Score Method. Wherein, the Code A, i.e., Training Urgently required was assigned weightage of '3', Code B, i.e., Training is required was assigned weightage of '2' and Code C, i.e.,

Training not required in near future was assigned weightage of '1'. By this method, priority list of competencies was arrived, and this was further mapped to Year I, Year II and Year III programs. The entire process is explained through a sample case study.

○ **Case Study:**

There are three ASOs named X, Y and Z are working in Scholarship Section and six functional competencies in the order of their importance along with their frequency are listed below:

Table 10: Functional Competencies and Frequency (model)

Competencies	Frequency
eOffice	6
Noting & drafting	5
MS Office	4
PFMS Process	3
Communication	2
Reviewing Skills	1

Individual Priority List by reporting officer:

Table 11: Individual Training Priority List (model)

Competencies	Frequency	Name of the Employees		
		X	Y	Z
eOffice	6	A	A	B
Noting & drafting	5	C	C	C
MS Office	4	B	A	C
PFMS Process	3	A	A	A
Communication	2	C	A	C
Reviewing Skills	1	B	B	A

Compilation of Competencies based on categorization (count of A, B, C)

Table 12: Compilation of Competencies based on Categorization (model).

Competencies	A	B	C
eOffice	2	1	0
Noting & drafting	0	0	3
MS Office	1	1	1
PFMS Process	3	0	0
Communication	1	0	2
Reviewing Skills	1	2	0

Weighted Average of the Count to consider – urgency as well as number of persons requiring the competency.

Table 13: Assigning Weightages (model)

Competencies	A	B	C	Weighted Score
eOffice	$2 \times 3 = 6$	$1 \times 2 = 2$	$0 \times 1 = 0$	8
Noting & drafting	$0 \times 3 = 0$	$0 \times 2 = 0$	$3 \times 1 = 3$	3
MS Office	$1 \times 3 = 3$	$1 \times 2 = 2$	$1 \times 1 = 1$	6
PFMS Process	$3 \times 3 = 9$	$0 \times 2 = 0$	$0 \times 1 = 0$	9
Communication	$1 \times 3 = 3$	$0 \times 2 = 0$	$2 \times 1 = 2$	5
Reviewing Skills	$1 \times 3 = 3$	$2 \times 2 = 4$	$0 \times 1 = 0$	7

Prioritized list of Competencies for conduct of trainings (model) is as below:

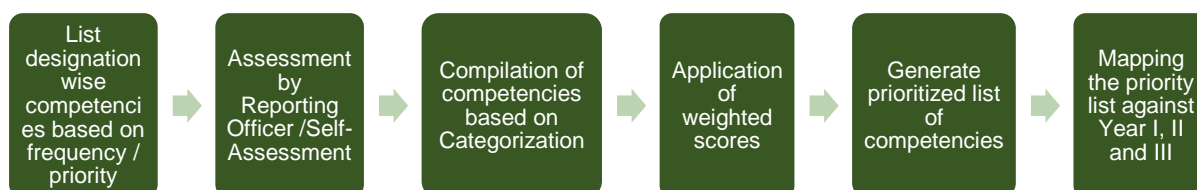
Table 14: Prioritized list of Competencies

Competencies	Weighted Score	Training Year
eOffice	9	I
Noting & drafting	8	I
MS Office	7	I
PFMS Process	6	II
Communication	5	II
Reviewing Skills	3	III

○ **Inferences:**

It may be observed that in Table 7, the competencies DC – 5 and DC - 6 have highest frequencies indicating that they are important competencies needed by all the ASOs in that Section. After applying weighted scores, it is seen that only the competency DC-5 has appeared in the top three of the Prioritized List. This is because many employees felt the need for enhancement or strengthening of knowledge in this competency. Though the competency DC – 6 is identified as one of the important competencies in table 7, it appears last in the list of prioritized competencies indicating that most employees already have a good knowledge of it. Same is the case with other competencies.

The steps followed for assessment and prioritization of competency enhancement requirements may be summed as follows:



○ Methodology

Design and Development of ACBP involved collaborative consultation and adoption of various techniques to collect information/data which are as follows:

Figure 16: Techniques used for the preparation of ACBP.



○ Secondary Research

To initiate the activities of preparation of ACBPs, it is essential to have an understanding about the mandate of the organisation, nomenclature, schemes & programmes, etc. A detailed study was undertaken to collate information of the department such as Business Rules, Organogram, work allocation orders, information about schemes/programmes, achievements, etc. This information was collected using a structured format.

○ Collaborative Consultations & Personal Interviews

Collaborative consultations were carried out with various levels of employees in the department to understand current challenges and perceived vision of the department. The discussions with the top management have given a lead for further collection of information from different wings, divisions, and sections of the department. For the consultation meetings, a structured format was used.

○ Structured interview with Divisions / Sections

Further discussions were held with Divisions/Section staff, for collection of the information pertaining to functions, sub-functions, designation wise roles, competencies, and level at which it is required. A separate format was developed for collecting this information.

○ Freewheel Discussions

Freewheel discussions were carried out with various levels of the employees to understand priorities, vision, current challenges & possible solutions. These details

were used as a basis for non-training interventions for improvement/strengthening of functioning of the department.

- **Focused Group Discussions**

FGDs were conducted with employees at various levels to understand priorities, future interventions, and problem-solving interventions during orientation sessions, validations, and visioning exercises.

- **Validation of the Competency Requirements**

Validation exercise was carried out for all the sections with the respective Director or Deputy Secretary and Joint Secretary. The validation was undertaken with the objective of seeking concurrence on the identified functions, sub-functions and corresponding competencies and levels so identified.

4 An overview of the Department

4.1 About DEPwD

In 1998, the Ministry of Welfare was renamed as the Ministry of Social Justice & Empowerment (M/o SJ&E). Later, in October 1999, the Tribal Development Division was separated to establish the Ministry of Tribal Affairs. In January 2007, the Minorities Division and Wakf Unit were moved out of the Ministry to form a separate Ministry, and the Women and Child Development Department became the Ministry of Women & Child Development.

The Disability subject, which falls under the purview of the M/o SJ&E, has received varying degrees of attention from different State Governments. At the Central level, however, disability is just one of the several responsibilities of the M/o SJ&E and is looked after by a single bureau. This has resulted in an inadequate implementation structure and lack of attention. To address this, the 11th Five Year Plan proposed strengthening the Disability Division of the M/o SJ&E by converting it into a separate Department. This would allow for effective communication with all concerned Ministries/Departments and better fulfilment of responsibilities towards the disabled. On 3rd January 2012, the decision to create a separate Department of Disability Affairs within the M/o SJ&E was approved in principle and announced by the President before both Houses of Parliament on 12th March 2012. Department of Empowerment of Persons with Disabilities (DEPwD) under Ministry of Social Justice & Empowerment was set up in May 2012, though the subject of "Disability" recorded in the State List in the Seventh Schedule of the Constitution, the Government of India has always been proactive in the disability sector.

DEPwD is running nine National Institutes (NIs) dealing with various types on disabilities and 30 plus Composite Regional Centres (CRCs), which provide rehabilitation services to Persons with Disabilities (PwDs) and run courses for rehabilitation professional, and also funds a large number of NGOs for similar services. Established National Handicapped Finance & Development Corporation (NHFDC), which provides loans at concession rates of interest to PwDs for self-employment. To facilitate empowerment, and social inclusion and act as a nodal agency to look after all developmental agenda of Persons with Disabilities (Divyangjan).

4.2 Allocation of Business Rules of the Department

Department of Empowerment of Persons with Disabilities (DEPwD) has undertaken activities that follow from the subjects allocated under the Government of India (Allocation of Business) Rules with latest amendments as mentioned below:

1. Indo-US, Indo-UK, Indo-German, Indo-Swiss and Indo-Swedish Agreements for Duty-free import of donated relief goods/supplies and matters connected with the distribution of such supplies. The following subjects which fall within

List III -Concurrent List of the Seventh Schedule to the Constitution (as regards legislation only):

2. Social Security and Social Insurance, save to the extent allotted to any other Department.
3. For the Union territories, the following subjects which fall in List II -State List or List III - Concurrent List of the Seventh Schedule to the Constitution, in so far as they exist in regard to such territories: Relief of the Disabled and the unemployable; Social Security and Social Insurance, save to the extent allotted to any other Department.
4. To act as the nodal Department for matters pertaining to Disability and Persons with Disabilities. NOTE: The Department of Empowerment of Persons with Disabilities (Divyangjan) shall be the nodal Department for the overall policy, planning and coordination of programs for Persons with Disabilities. However, overall management and monitoring etc. of the sectoral programs in respect of this group shall be the responsibility of the concerned Central Ministries, State Governments and Union territory Administrations. Each Central Ministry or Department shall discharge nodal responsibility concerning its sector.²
5. Special schemes aimed at rehabilitation and social, educational, and economic empowerment of Persons with Disabilities, e.g., supply of aids and appliances, scholarships, residential schools, skill training, concessional loans and subsidy for self-employment, etc.
6. Education and Training of Rehabilitation Professionals.
7. International Conventions and Agreements on matters dealt with in the Department, The United Nation Convention on the Rights of Persons with Disabilities.
8. Awareness generation, research, evaluation, and training in regard to subjects allocated to the Department.
9. Charitable and Religious Endowments, and promotion and development of Voluntary Effort pertaining to subjects allocated to the Department.
10. The Rehabilitation Council of India Act, 1992 (34 of 1992).
11. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996).
12. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (44 of 1999).
13. The Rehabilitation Council of India.
14. The Chief Commissioner for Persons with Disabilities.
15. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

16. The National Handicapped Finance and Development Corporation.
17. Artificial Limbs Manufacturing Corporation, Kanpur.
18. Deen Dayal Upadhyaya Institute of Physically Handicapped, New Delhi.
19. National Institute for the Orthopedically Handicapped, Kolkata.
20. National Institute of Visually Handicapped, Dehradun.
21. National Institute of Mentally Handicapped, Secunderabad.
22. Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai.
23. National Institute of Rehabilitation Training and Research, Cuttack.
24. National Institute for the Empowerment of Persons with Multiple Disabilities, Chennai.
25. The Indian Sign Language Research and Training Centre, New Delhi.

4.3 Vision, Mission, and Objectives

The vision, mission and objectives of the department are:

Vision:

To build an inclusive society in which equal opportunities are provided for the growth and development of Persons with Disabilities so that they can lead productive, safe and dignified lives.

Mission:

To empower Persons with Disabilities, through its various Acts / Institutions / Organizations and Schemes for rehabilitation and to create an enabling environment that provides such persons with equal opportunities, protection of their rights and enables them to participate as independent and productive members of society.

Objectives:

- Physical rehabilitation, which includes early detection and intervention, counselling & medical rehabilitation, and assistance in procuring appropriate aids and appliances for reducing the effect of disabilities.
- Educational rehabilitation including vocational education.
- Economic rehabilitation and social empowerment
- Developing rehabilitation professionals/personnel
- Improving internal efficiency /responsiveness/service delivery
- Advocating empowerment of persons with disabilities through awareness generation among different sections of the society.

4.4 Goals of the Department vis-a-vis National Priorities of the GoI

The Indian government, through the Ministry of Social Justice and its Department of Empowerment of Persons with Disabilities, recognizes the needs of the 26.8 million people with disabilities in the country. To promote their social equity and ensure their full and equal participation in society, the government enacted the Rights of Persons with Disabilities Act in 2016. This new legislation replaces the previous 1995 act and aligns with the United Nations Convention on the Rights of Persons with Disabilities, which recognizes 21 types of disabilities. With these changes, India now recognizes 21 types of disabilities, instead of previously recognised 7 types of disabilities. Supporting to 21 types of PwDs is utmost import goal of the Department.

The amendments and repealing of old PwD Act allowed framing relevant rules in 2017 to recognise and create an enabling environment to ensure equal opportunities, equity, social justice and empowerment of persons with disabilities. It also matched the requirements of Rehabilitation Council of India Act, 1992 for quality educational empowerment, and National Trust Act, 1999 for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.

The Ministry of Social Justice's Department of Empowerment of Persons with Disabilities is committed to promoting the full participation and equality of people with disabilities.

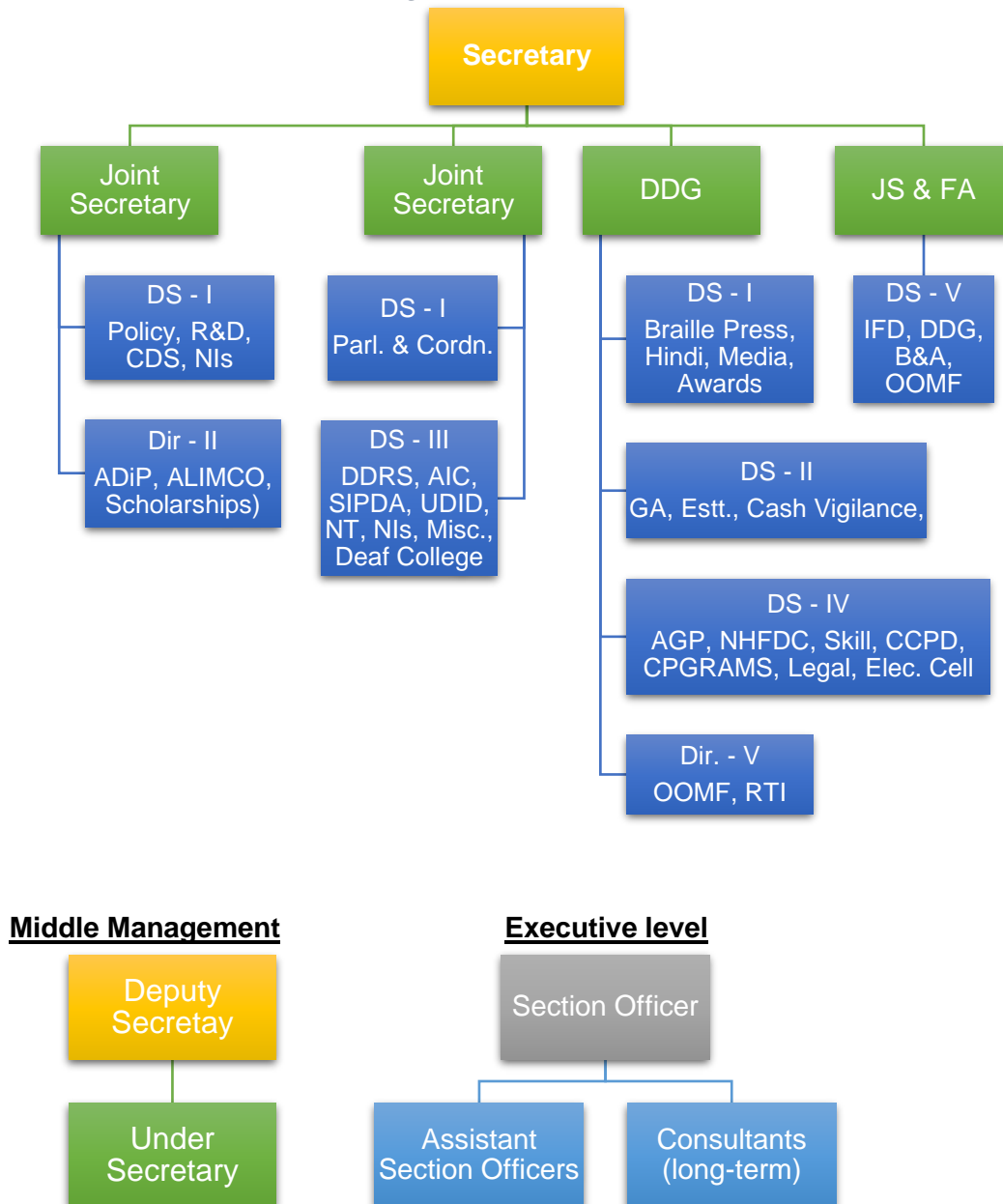
- Bilateral agreements with several countries, including the US, UK, Germany, Switzerland, and Sweden, to allow for duty-free import of assistive devices.
- The department is also dedicated to implementing the *Incheon Strategy* i.e., United Nations (ESCAP) resolution for the Asian and Pacific Decade of Disabled Persons, with the goal of "Making the Right Real" for people with disabilities in the region. The department signed the declaration on the matter at the Beijing conference in 1992.

The ultimate goal is to provide comprehensive support to persons with disabilities, incorporating education, physical rehabilitation, social and economic empowerment, resulting in practical, technology-backed end-to-end solutions to improve their overall well-being and increase their social equity.'

4.5 Organogram of the Department and Work Allocation

The organogram of the Department is presented below:

Figure 17: DEPwD Structure



4.6 Bureaus / Sections / Schemes

The mandate of the department is implemented through various wings and details of the same are mentioned below:

Table 15: Bureaus / Sections List*

#	Sections	#	Sections
Deputy Director General (DDG)			
1	Braille Press	10	AGP
2	Hindi	11	NHFDC
3	Media & Publicity	12	Skill
4	National Awards	13	CCPD
5	Establishment	14	Legal
6	General Administration & CR	15	CPGRAMS
7	Cash	16	OOMF
8	Vigilance	17	RTI
9	Statistics Cell		
Joint Secretary - I			
1	National Institutes (5) / CRCs	6	National Trust
2	DDRS / DDRC	7	ISIC
3	SIPDA	8	College of Deaf Studies
4	UDID	9	Parliament & Coordination
5	AIC		
Joint Secretary - II			
1	Acts / Policy / Vision / SGOS / National Fund / UNCRPD / National University / CDEIC		
2	National Institutes (4) / CRCs		
3	RCI	6	ADIP
4	Research & Development	7	ALIMCO
5	Centre for Disability Sports	8	Scholarships
Joint Secretary (JS & FA)			
1	IFD		
2	Budget / Audit		

* This is conditional list has not been fully re-organized as intended

Acts & Schemes of DEPwD

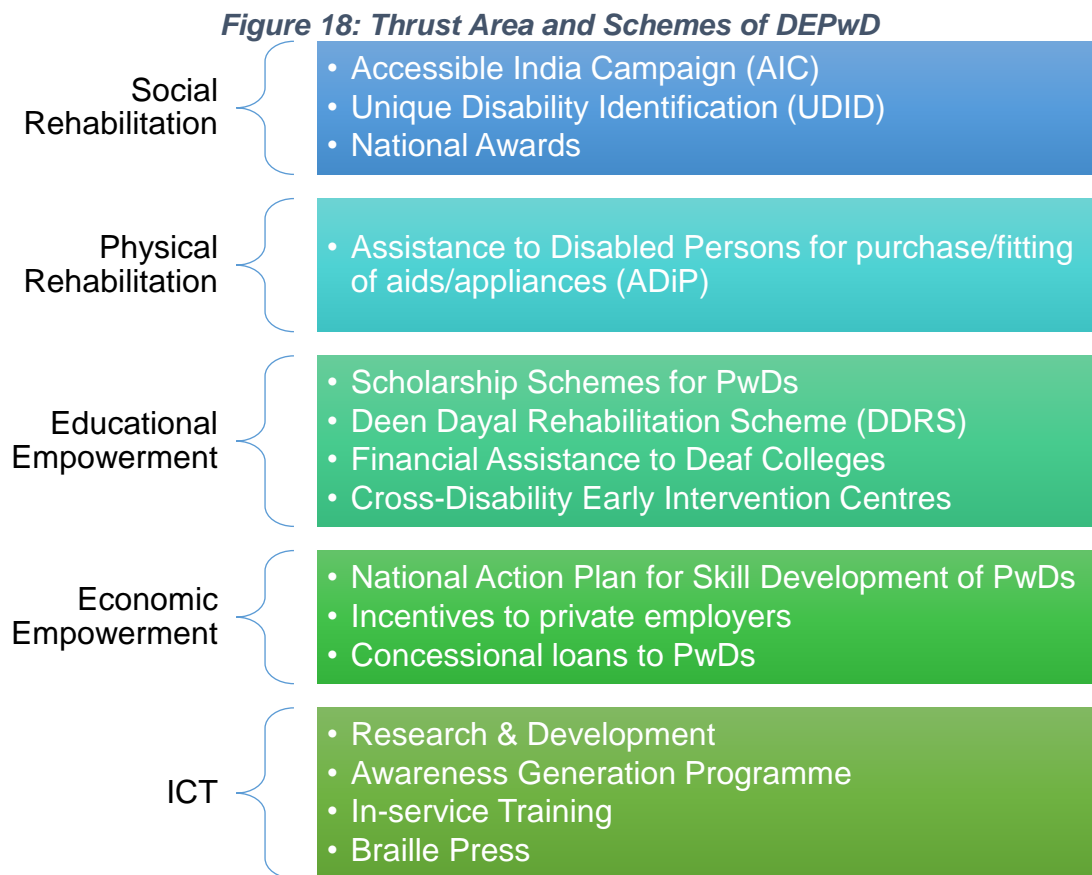
In compliance with the repealed Act, DEPwD to create an enabling environment and to ensure social equity, justice of persons with disabilities enacted following *legal framework*.

- Rights of Persons with Disability (RPwD) Act, 2016.
- Rehabilitation Council of India (RCI) Act, 1992

- National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

The following figure depicts the departments' programmes / schemes that are designed with a basic purpose of providing the social equity and their inclusion in the nation building. To handhold, provide barrier free environment and prepare the disabled youth for the future, the department has designed Social / Physical / Educational / Economic Empowerment Schemes.

Following are the various schemes being implemented for empowering the disabled persons with focus on different thrust areas:



4.7 Current Activities of the Department

4.7.1 Citizen centricity

The DoEPwD is a core and niche department catering to specific needs of the persons with disabilities. Citizen centricity of the department therefore revolves around empowering the disabled persons and their families by providing benefits that cater to their needs. It is therefore natural that all the schemes and programmes of the department are designed and implemented with clear objectives of not only meeting specific needs of disabled persons but also create conducive environment to enable them to fully participate in their wellbeing leading to contributing to nation building. As

discussed above, each of the programme is designed to provide support to persons with one of the listed 21 disabilities. Figure 19 indicates key measures taken towards citizen centricity in addition to the current schemes / programs.

Figure 19: Citizen Centric Activities of DEPwD*

Benefits catering the rights of Citizens (PwDs)	Children between the age group of 6 and 18 years shall have the right to free education.
	5% reservation in seats in Govt. and Govt. aided higher educational
	Disabled Accessibility in public buildings (both Government and private) in a prescribed time-frame.
	4% reservation in Government jobs
	Grant of guardianship by District Court or State Govt. designated authority for joint decision – making between the guardian and PwDs
	Broad based Central & State Advisory Boards on Disability to be set up as policy making bodies.
	The Office of CCPD and State Commissioners will act as regulatory bodies and Grievance Redressal Agencies and also M&E of the Act.
	National and State Fund to provide financial support.
	The Act provides for penalties for offences committed against persons with disabilities.
	Designated special Courts to handle cases concerning violation of rights of PwDs.

* Secondary data collected from the department

4.7.2 Technology (both present and emerging)

DEPwD as part of its commitment to the Digital India program has implemented several measures to create and host various e-governance tools. The digitization initiatives undertaken by the Department can be classified in the table below.

Table 16: Current Technological Interventions of DEPwD*

#	Name of the Institution	Department Websites / Portals
1	National Trust	www.thenationaltrust.gov.in
2	National Institute for the Empowerment of the Persons with Visual Disabilities	www.nivh.gov.in
3	Ali Yavar Jung National Institute for the hearing and Handicapped	www.ajynihh.nic.in
4	National Institute for The Empowerment Of Persons	www.niepid.nic.in

#	Name of the Institution	Department Websites / Portals
	With Intellectual Disabilities (Divyangjan)	
5	National Institute for Empowerment of Persons with Multiple Disabilities	www.niepmd.tn.nic.in
6	Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities	www.iphnewdelhi.in
7	Swami Vivekanand National Institute of Rehabilitation Training and Research	www.svnirtar.nic.in
8	National Institute for Locomotor Disabilities	www.niohkol.nic.in
9	Indian Sign Language Research and Training Centre	www.islrtc.nic.in
10	National Institute of Mental Health Rehabilitation	www.nimhr.ac.in
11	DEPwD	www.disabilityaffairs.gov.in
12	Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances	www.adip.disabilityaffairs.gov.in
13	-	www.thehalfwayhomes.disabilityaffairs.gov.in
14	Unique Disability Identification	www.swalambancard.gov.in
15	Rehabilitation Council of India	www.rehabcouncil.nic.in
16	National Handicapped Finance Development Corporation	www.nhfcd.nic.in
17	Artificial Limbs Manufacturing Corporation of India	www.alimco.in
	DEPwD Skill Mission	www.depwdskill-nap.gov.in

#	Applications	#	Websites / Portals
1	SignLearn – ISL Learning Sign Learn is Indian Sign Language (ISL) dictionary	2	Sugamya Bharat App - 'Accessible India' mobile app. assists PwDs in identifying the gaps and facilitate their remedial by concerned authorities.
#	Software (Third Party)	#	Software (Third Party)
1	Manupatra (citation search tool)	7	Envato Elements (graphic assets, educational resources, and business management tools)

2	Embedsocial (user generated content platform)	8	Monkey Survey (a cloud-based survey tool that helps users create, send and analyze surveys)
3	Filezilla (file transfer protocol tool to exchange files)	9	Survey JS (survey builder tool)
4	Canva Pro (Media editing tool)	10	GoDaddy (www domain registrar)
5	Adobe Creative Cloud (tool for graphic design, video editing, etc. with optional cloud services)	11	TextLocal (tool to create, deploy, and measure all your SMS campaigns via one single console)
6	Cisco AnyConnect (Virtual Private Network)		

* Primary Data collected from the department

4.8 Future Roadmap of the Department

With the objective of empowering PwDs, the department has set forth the following action plan in the coming year:

4.8.1 Citizen centricity

*Table 17: Future Citizen Centric Interventions**

Future Milestones – Citizen Centricity	
Thrust Area	Plan Description
Rehabilitation	Target is to provide aids and assistive devices to 14.00 lakh disabled persons and especially 2500 cochlear implants by 2024
Sports	Promoting Sports through dedicated newly established Centre for Disability Sports and its branches
Skilling	Strengthening implementation of National Action Plan for Skill Development.
Culture	Promoting performing arts amongst Divyangjan through cultural programs.
Public Buildings	Scaling up Access India Campaign (All public buildings to be accessible to PwDs by 2023-24).
Airports	All airports to be fully accessible to PwDs by 2023-24
Railways	All major railway stations to be made fully accessible by 2023-24
Buses	All bus stations to be made fully accessible by 2023-24

* Secondary data collected from the department

4.8.2 Technology

Realising the importance of technology and its commitment to Digital India initiative, the department has been making every effort to utilise the technology as an enabler

in its endeavours. Some of the activities planned by the department towards this end include:

Table 18: Future Technological Interventions*

Future Milestones – Technological Interventions	
Integration	Linking UDID with Aadhaar
Disabled Friendly	All Government websites to be made PwDs friendly by 2024
Knowledge Management	Establish Data Strategic Unit (DSU) for Knowledge Management
Process Simplification using Emerging Technologies	Use of Emerging Technologies AI, ML, IoT, Power BI, SPSS, Google forms etc. for process simplification, data analysis
e-Learning	Development of Digital Modules on disabilities sensitization of other ministries (officials / public representatives / vendors etc.)
	Converting training materials into braille and sign language to cater to the training needs of visually impaired and hearing-impaired employees
	Develop 20 minutes AV modules of all schemes for inclusion on the official website/s
Assistive Technology	To provide / procure state-of-the-art technologies for assistive devices / aids to disabled persons by collaborating with private entities
	To conduct Start-up conference with NITI Aayog to promote start-up culture in assistive technologies.

* Primary & Secondary data collected from the department

4.9 Current Training Management System of the Department

At present, staff training function is managed by Establishment division. Some of the pointers that emerged through interactions are:

- **Non-availability of Training Policy:** At present, department does not have any specific training policy for the employees. Also, the Department does not have its own training institute for taking up capacity building requirements of officials posted at the Department.
- **Trainings Conducted by the Cadre Controlling Authorities (CCA):** Staff attend the training programs conducted by the respective cadre controlling authority (like DoPT, MoSPI etc.) to comply with the condition of attending mandatory trainings to be eligible for promotion. Institute of Secretariat Training and Management (ISTM) is intimated for conduct of orientation training for newly joined, and recently promoted staff for cadre level training. List of trainings attended by the DEPwD officials are provided in the Annexure III.

- **Capacity Building Unit:** DEPwD did not constitute any Training Cell as recommended by the National Training Policy (NTP) 2012. However, as part of Mission Karmayogi, the Department has constituted a Capacity Building Unit (CBU) in consultation with Secretary's office in July 2022 under the chairmanship of Joint Secretary & CEO of National Trust with members drawn from different wings of the Department. The CBU will steer all capacity building efforts of the department henceforth.

4.10 Conclusion

To provide social equity of the 26.8 million persons with disabilities, DEPwD was formed as an independent Department under Social Justice Ministry with a clear mandate as per allocated business rules. To implement this mandate DEPwD has incorporated RPwD Act, 2016, National Trust Act, 1999, and Rehabilitation Council of India Act, 1992. The activities and objectives of the department are also aligned with International Policies, and schemes for the empowerment of the persons with disabilities. Further, the department has established various national institutions, and corporations, engaged with State Governments, NGOs to facilitate the citizen's (PwDs) needs at the grass-root level. Department coordinates with various stakeholders to monitor and evaluate the implementation of the schemes. For effective implementation and monitoring of the schemes/programmes, the department has automated partial interventions of the schemes, and is in the process of establishing Data Strategic Unit, and a PMU.

To achieve the stated objectives, the department has engaged technical consultants apart from the regular departmental staff. The CSS/CSSS staff receive administrative training from external institutions like ISTM and CTIs as the department lacks a specialized training institute. To improve their understanding of the schemes, staff may be encouraged to participate in mandatory immersion programs or job rotations at the attached National Institutes. Unfortunately, long-term technical consultants are not provided with skill-enhancement opportunities. The department is currently developing a strategy to modernize the production of aids and prosthetics for people with disabilities. This includes implementing cutting-edge technologies such as long-lasting batteries by establishing R&D labs. In the educational services using latest state of the art technologies like smart classes for education. The department also aims to promote economic empowerment for people with disabilities through corporate social responsibility initiatives and social impact bonds.

5 Competency Framework and Capacity Needs Analysis

5.1 Current Capacity Building Function of the Department

At present, the department does not have any specific training policy. Also, the department does not have its own training institute for taking up capacity building requirements of officials posted at the Department. It has also been observed that staff posted at the Department on account of transfer/promotion/first appointment do not undergo any Department-specific induction/domain-specific training particularly at ASO, SO and US-levels and learns the nuances of work only as on the job training.

Currently training of employees at the Department is primarily supply driven. Officers and staff from the department attend trainings on nomination when deputed by the senior officers. This is partly done to meet the basic requirements of complying with the condition of attending mandatory trainings to be eligible for promotions at ISTM. It is envisaged that the recently constituted CBU will take-up the activities related to capacity building functions at Department-level including competency mapping, preparation / updation of ACBP, organizing training programs, monitoring and evaluation of training programs, etcetera.

5.2 Department-Level Capacity Need Analysis

As mentioned in the previous chapter, Competency is defined as a set of demonstrable characteristics and skills that enable and improve the efficiency of performance of a job of an individual. The competencies identified through interactions with Department have been categorised as domain, functional and behavioural. The definition of domain, functional and behavioural competencies:

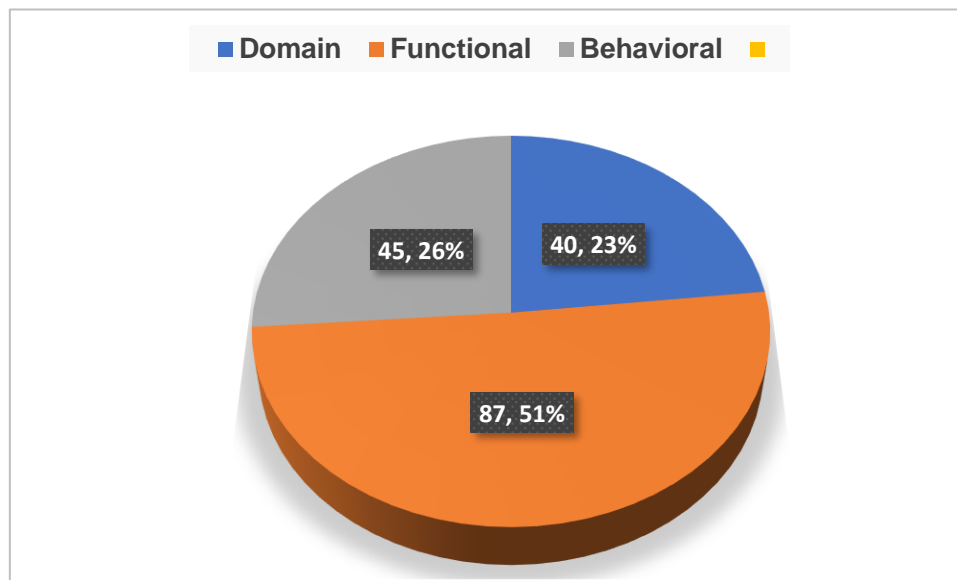
- **Domain:** Knowledge elements that are required for delivering the responsibilities. This competency defines the intellectual knowledge one needs to have to complete a given task or assigned responsibilities. In other words, the theoretical understanding of the concepts or the subject constitutes Domain Competency. Domain competencies are the competencies related to core objectives of the department.
- **Functional:** Functional competencies are the job specific competencies. These are actionable competencies, where the domain competencies are put to action using these competencies.
While domain competencies define understanding of a subject in terms of “WHAT”, Functional competencies define “HOW”.
- **Behavioural:** These competencies are personality traits, attitudes that enable successful completion of a given task. Behavioural competencies define, level of application of knowledge and functional competencies, that are possessed or can be acquired by an individual.

As part of ACBP preparation, Department level competency list is generated by consolidating competencies identified for each section and the important competencies are identified based on frequency of the competencies.

The list of competencies identified for each role played for fulfilment of the sub-function and function are exhaustive. During the process of preparing Department level competencies, the homogeneous competencies are grouped into relevant competencies with generic titles (given in the Annexure II).

For DEPwD, a total of 172 competencies were identified i.e., Domain (40), Functional (87), and Behavioural (45) and the breakup of the same is presented in the figure:

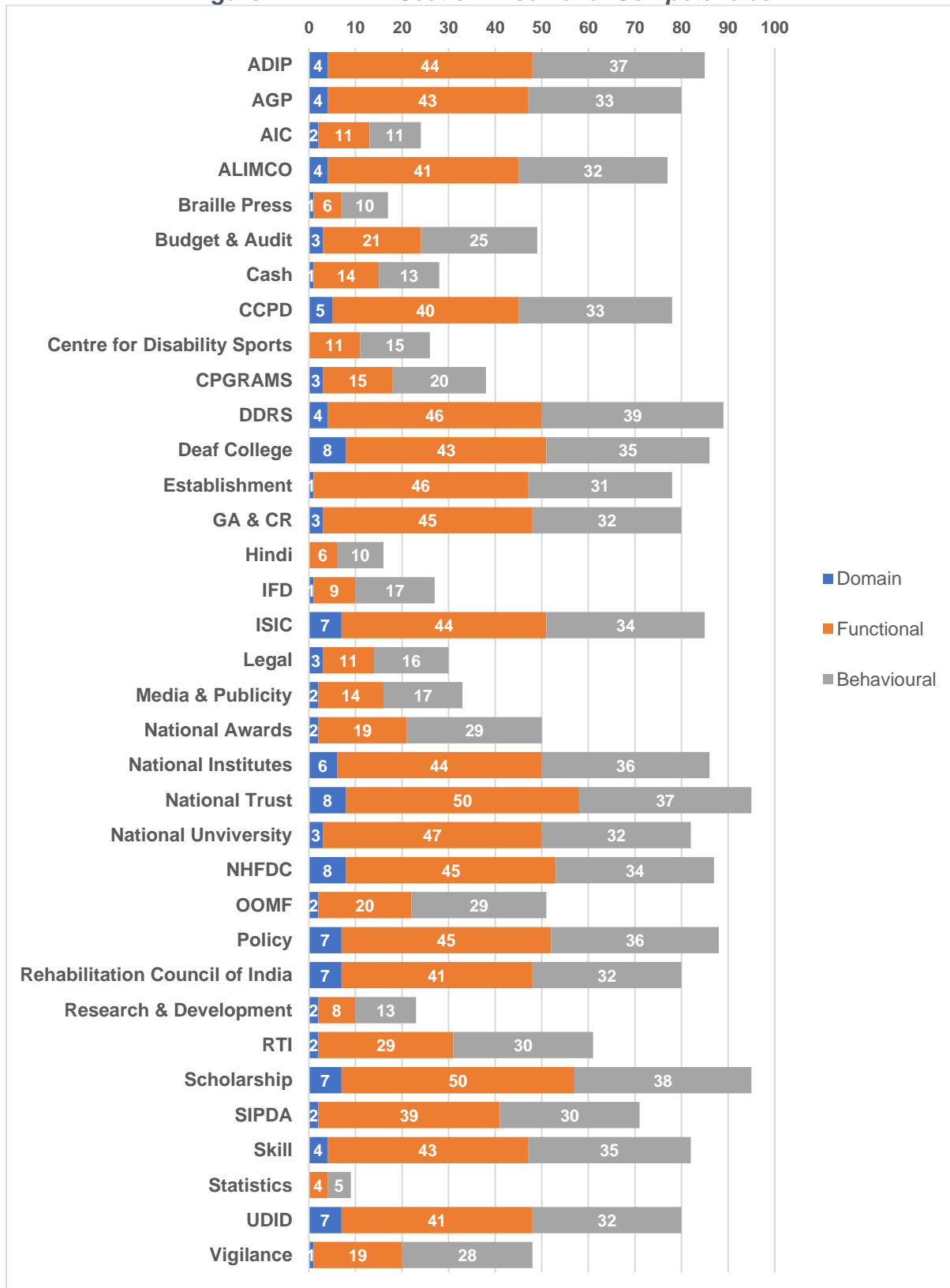
Figure 20: Total No. Of Unique Competencies Identified in DEPwD



As mentioned above, competencies are identified for each designation under each section and the frequency (number of times the competency used by an official for carrying out functions and sub-functions) is recorded based on the detailed discussions.

The section-wise number of competencies is as follows:

Figure 21: DEPwD Section-wise no. of Competencies

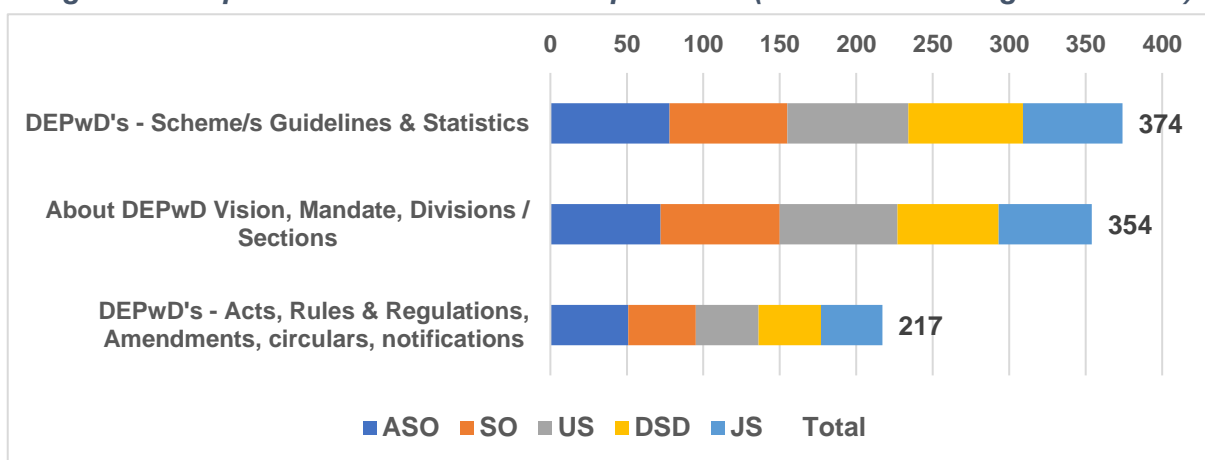


In the following sections of this chapter, the Department-level competencies under these three categories (Domain-Functional-Behavioural) are analysed.

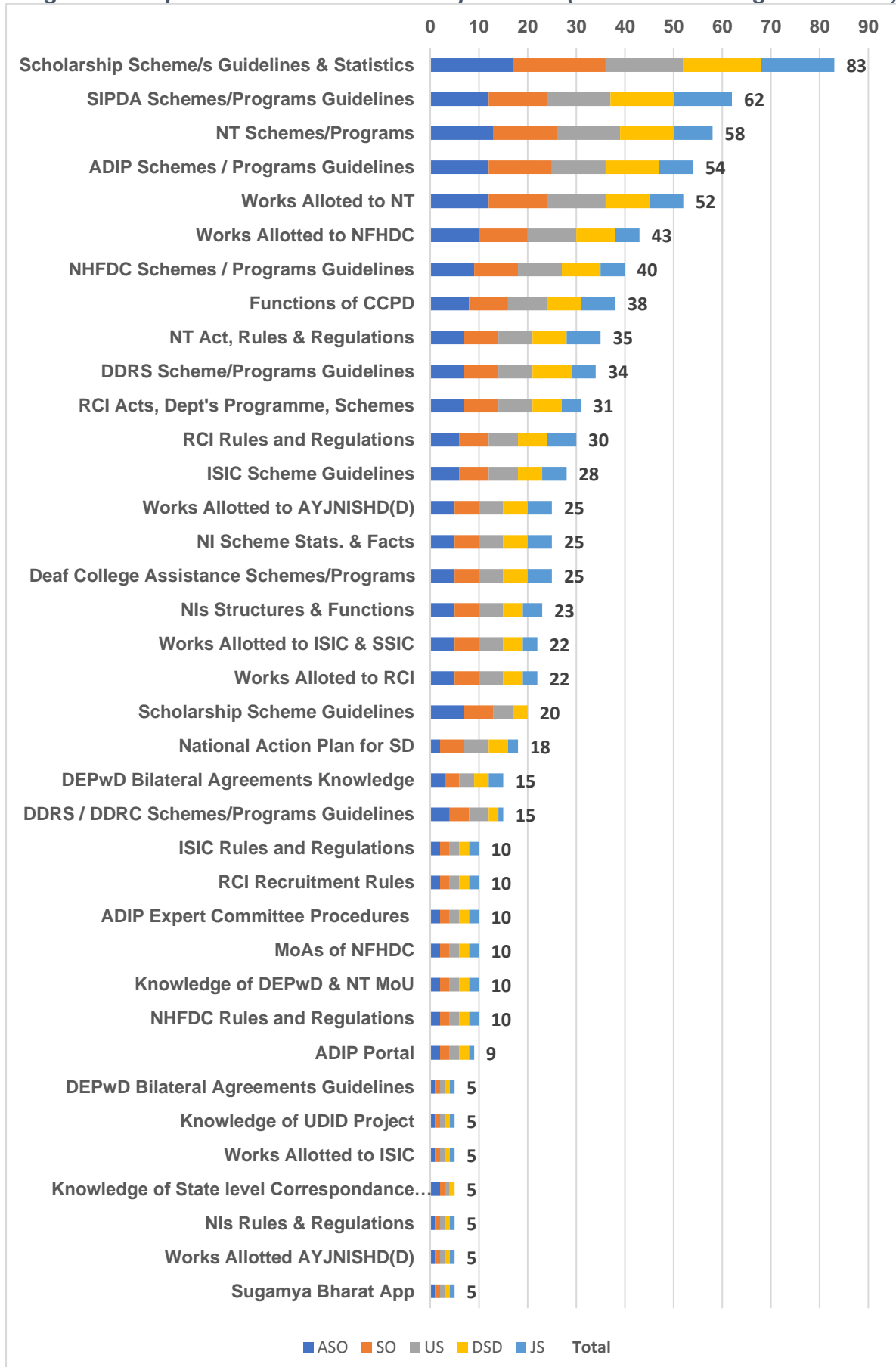
Domain Competencies

In DEPwD, a total of 40 competencies were identified under Domain category and are arranged based on the number of times that competency has been identified during interactions. The competencies identified constitute the domain knowledge required for implementation of the mandate and core programs of the department. The identified Domain competencies with total and designation-wise usage/repetition is presented below:

Figure 22: Department level Domain Competencies (Identification range above 150)



The DEPwD, tasked with serving specific segments of citizens with special needs, requires its executive staff to possess three key domain-specific competencies as illustrated in the figure 22. It is critical for them to have a comprehensive understanding of the department's schemes and guidelines, as well as relevant statistics. A strong grasp of the department's vision, mandate, and divisional operations is the second crucial competency. Finally, staying updated with the latest provisions and revisions through a thorough understanding of acts, rules, regulations, circulars, and amendments is a vital domain competency.

Figure 23: Department level Domain Competencies (Identification range below 100)

Apart from the schemes implemented by affiliated organisations, the department directly administers approximately 15 schemes. To administer, monitor, evaluate, and release grant-in-aid of various schemes and to attached institutions programmes, the department has established 23 programme divisions and programme support sections. Figure 23 shows remaining 35 domain competencies that are relevant and critical for programme divisions. For instance, Scholarship Scheme/s Guidelines & Statistics competency is used 83 times which is 4.49% of total domain competencies by various levels of officers in the Department, which is an amalgamation of six schemes and administered by two sections, namely, offline, and online scholarship schemes etcetera. Next in the order is SIPDA Scheme / Program Guidelines, which has been referred to 62 times which is 3.36% of total domain competencies. As SIPDA is an umbrella scheme consisting of many sub-schemes such as AIC, AGP, National Skill Development, Braille Press, Research & Development, CDEIC, etc., and this scheme is frequently referred by those divisions.

While the competency frequency and its significance in terms of most required is presented above, designation-wise use/requirement of Domain competencies are provided in detail in the following table. Against each identified competency, the number of times it is identified by each designation is also presented.

Table 19: Designation-wise Domain Competencies of DEPwD

#	Domain Competencies	ASO	SO	US	DSD	JS	Total	%
1.	DEPwD's - Scheme/s Guidelines & Statistics	78	77	79	75	65	374	20.25%
2.	DEPwD's Divisions / Sections, Vision, Mission, Mandate	72	78	77	66	61	354	19.17%
3.	DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications	51	44	41	41	40	217	11.75%
4.	Scholarship Scheme/s Guidelines & Statistics	17	19	16	16	15	83	4.49%
5.	SIPDA Schemes/Programs Guidelines	12	12	13	13	12	62	3.36%
6.	NT Schemes/Programs	13	13	13	11	8	58	3.14%
7.	ADIP Schemes / Programs Guidelines	12	13	11	11	7	54	2.92%
8.	Works Allotted to NT	12	12	12	9	7	52	2.82%
9.	Works Allotted to NFHDC	10	10	10	8	5	43	2.33%
10.	NHFDC Schemes / Programs Guidelines	9	9	9	8	5	40	2.17%
11.	Functions of CCPD	8	8	8	7	7	38	2.06%

#	Domain Competencies	ASO	SO	US	DSD	JS	Total	%
12	NT Act, Rules & Regulations	7	7	7	7	7	35	1.89%
13	DDRS Scheme/Programs Guidelines	7	7	7	8	5	34	1.84%
14	RCI Acts, Dept's Programme, Schemes	7	7	7	6	4	31	1.68%
15	RCI Rules and Regulations	6	6	6	6	6	30	1.62%
16	ISIC Scheme Guidelines	6	6	6	5	5	28	1.52%
17	Works Allotted to AYJNISHD(D)	5	5	5	5	5	25	1.35%
18	NI Scheme Stats. & Facts	5	5	5	5	5	25	1.35%
19	Deaf College Assistance Schemes/Programs	5	5	5	5	5	25	1.35%
20	NIs Structures & Functions	5	5	5	4	4	23	1.25%
21	Works Allotted to ISIC & SSIC	5	5	5	4	3	22	1.19%
22	Works Allotted to RCI	5	5	5	4	3	22	1.19%
23	Scholarship Scheme Guidelines	7	6	4	3		20	1.08%
24	National Action Plan for SD	2	5	5	4	2	18	0.97%
25	DEPwD Bilateral Agreements Knowledge	3	3	3	3	3	15	0.81%
26	DDRS / DDRC Scheme Guidelines	4	4	4	2	1	15	0.81%
27	ISIC Rules and Regulations	2	2	2	2	2	10	0.54%
28	RCI Recruitment Rules	2	2	2	2	2	10	0.54%
29	ADIP Expert Committee Procedures	2	2	2	2	2	10	0.54%
30	MoAs of NFHDC	2	2	2	2	2	10	0.54%
31	Knowledge of DEPwD & NT MoU	2	2	2	2	2	10	0.54%
32	NHFDC Rules and Regulations	2	2	2	2	2	10	0.54%
33	ADIP Portal	2	2	2	2	1	9	0.49%
34	DEPwD Bilateral Agreements Guidelines	1	1	1	1	1	5	0.27%
35	Knowledge of UDID Project	1	1	1	1	1	5	0.27%
36	Works Allotted to ISIC	1	1	1	1	1	5	0.27%
37	Knowledge of State level Correspondence Hierarchy	2	1	1	1		5	0.27%
38	NIs Rules & Regulations	1	1	1	1	1	5	0.27%
39	Works Allotted AYJNISHD(D)	1	1	1	1	1	5	0.27%
40	Sugamya Bharat App	1	1	1	1	1	5	0.27%

Functional Competencies

To administer critical and routine work 87 functional competencies were identified based on the number of times that competency has been referred during interactions. The list of Functional competencies with total and designation-wise usage/repetition is presented below (for ease of presentation the identified Functional competencies are presented in four ranges: 100 and above, 97-41, 40-10, and below 10, based on the number of times identified competencies are used).

Figure 24: Functional Competencies of DEPwD (Identification range above 100)

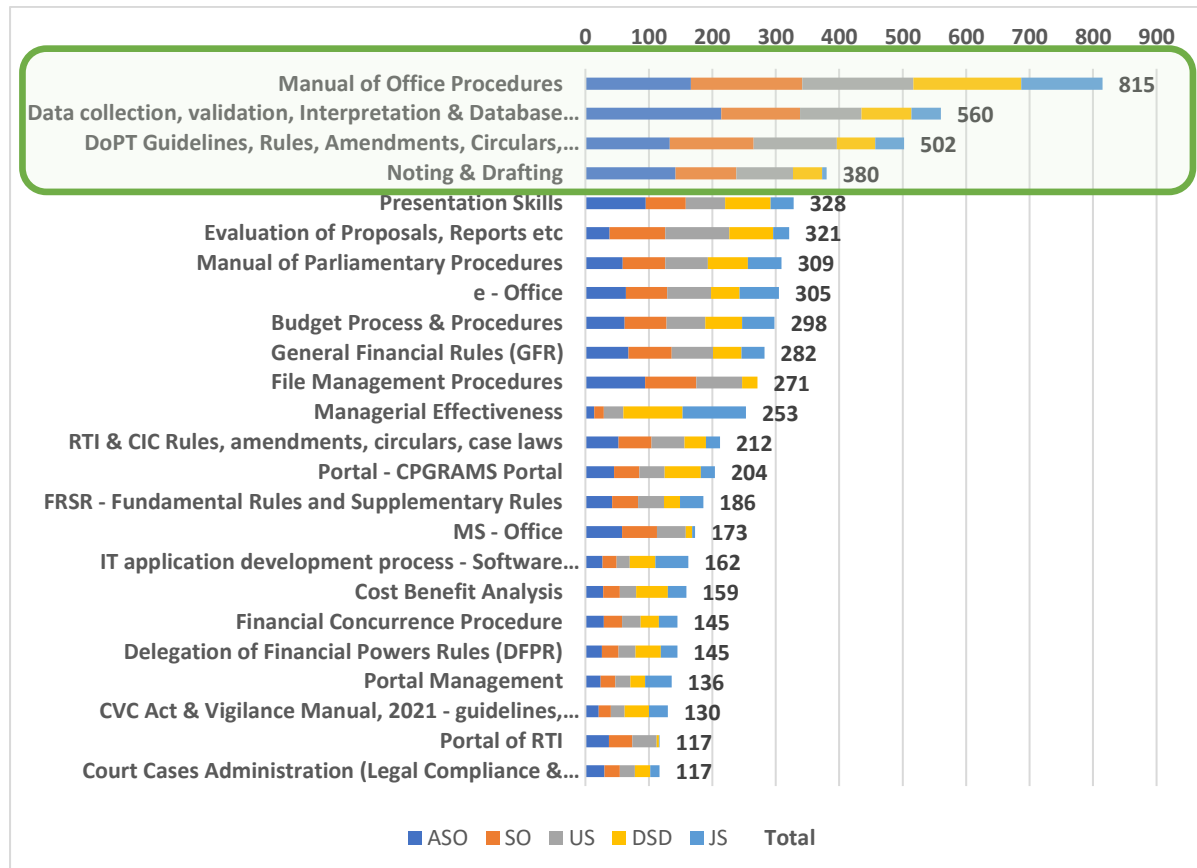


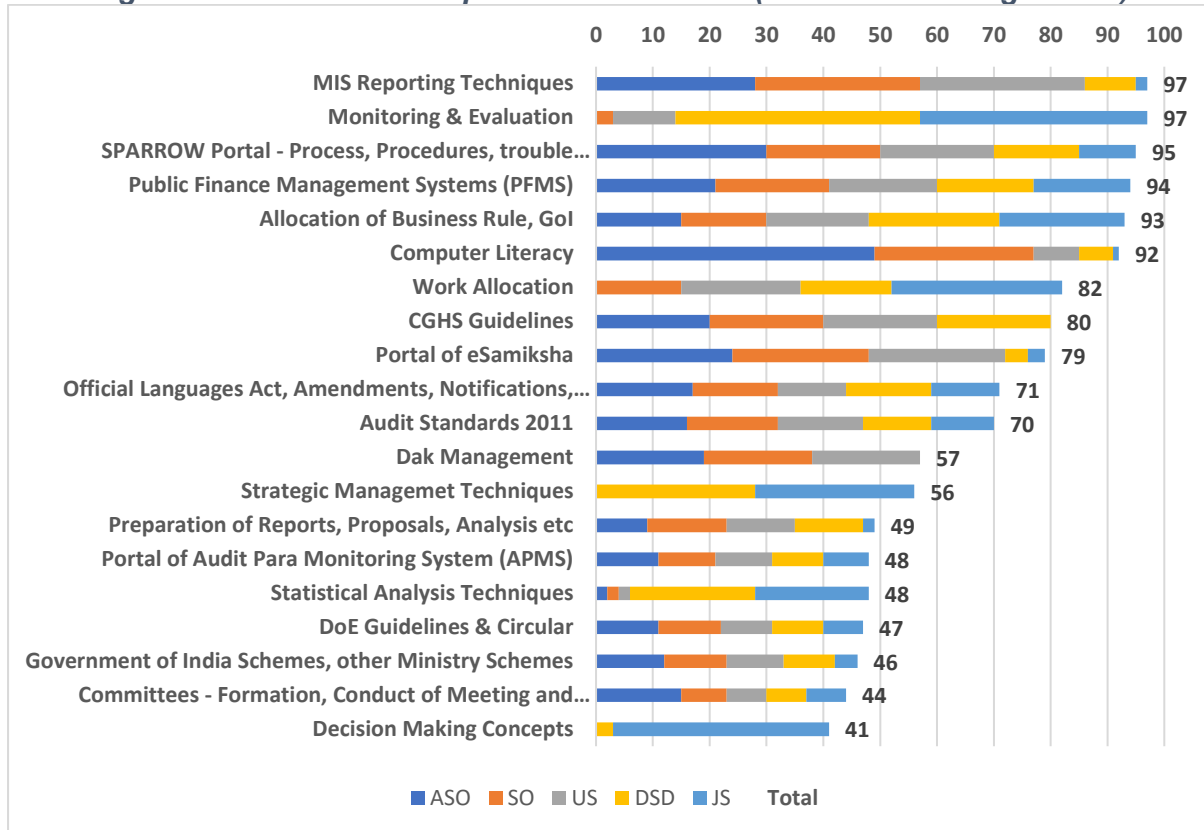
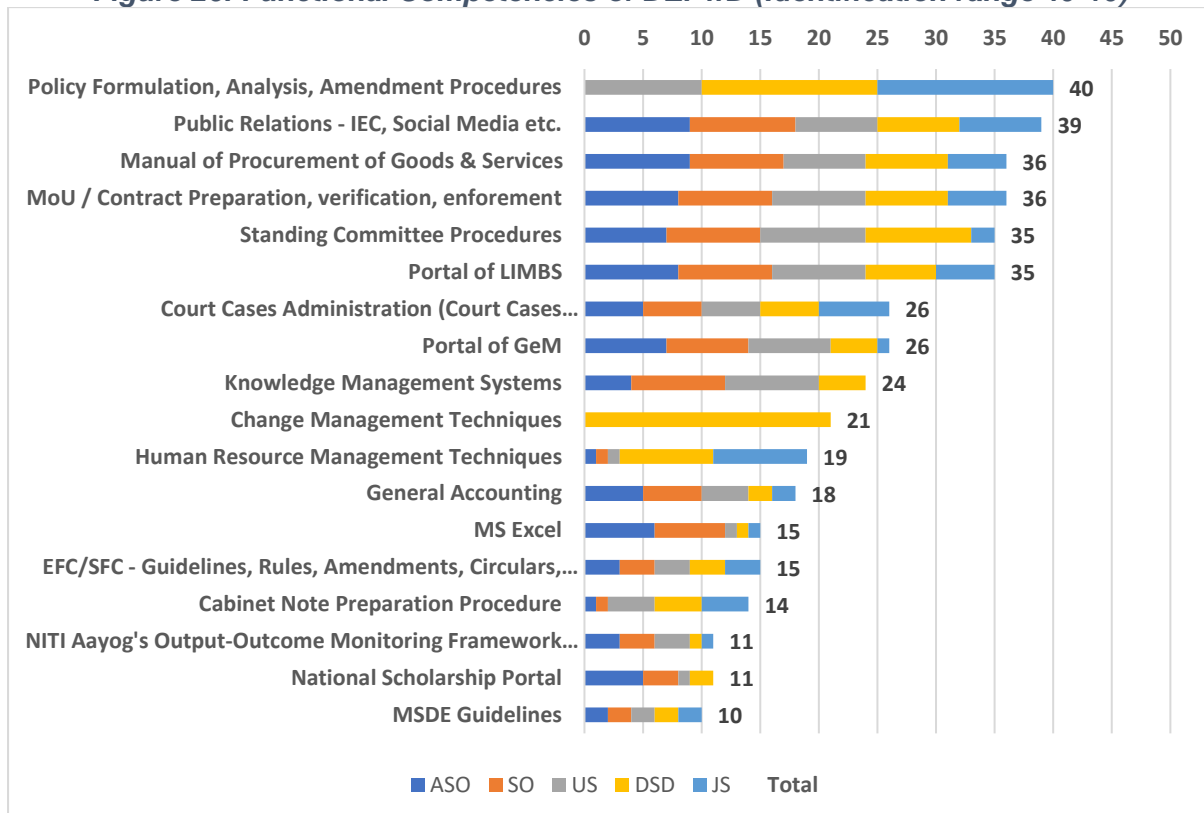
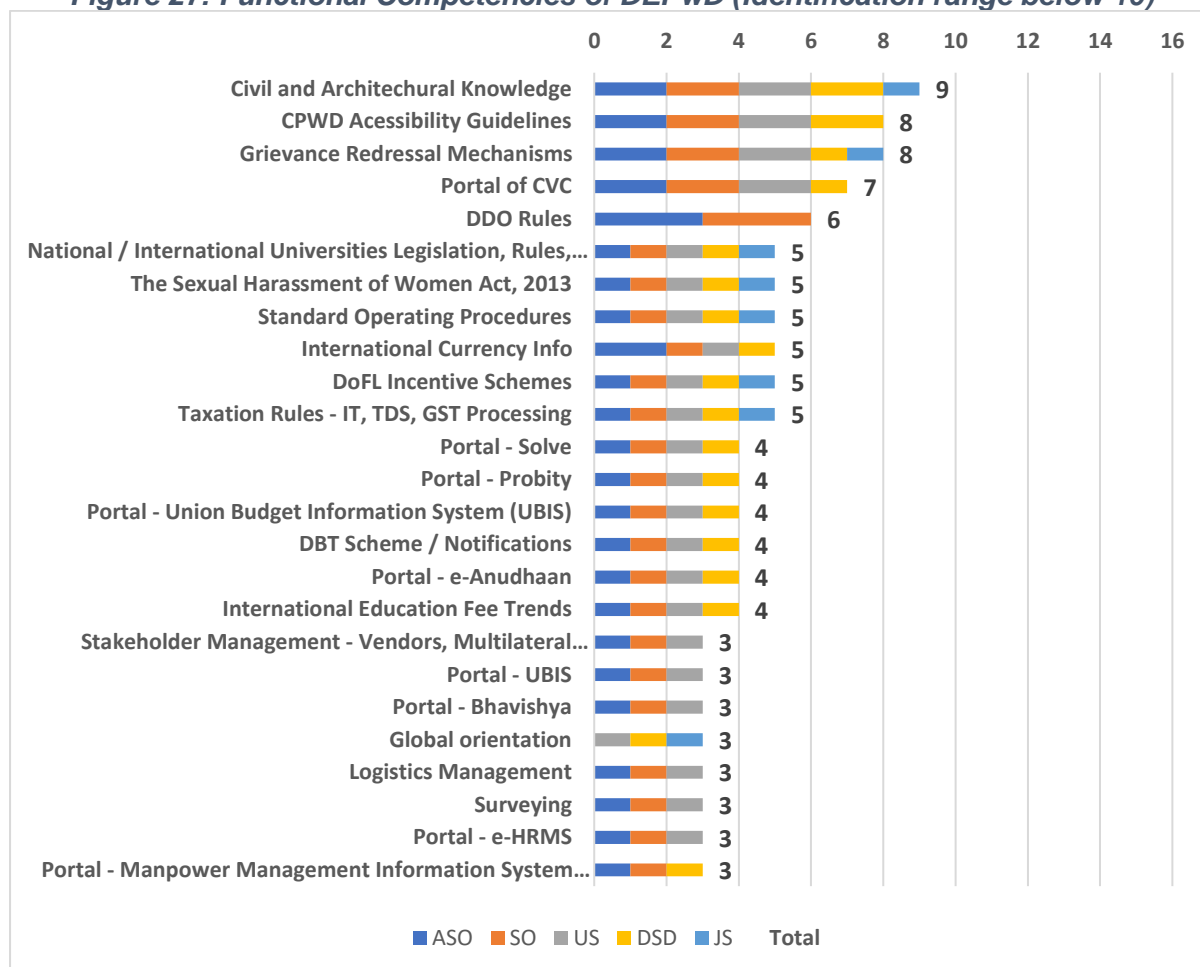
Figure 25: Functional Competencies of DEPwD (Identification range 91-41)**Figure 26: Functional Competencies of DEPwD (Identification range 40-10)**

Figure 27: Functional Competencies of DEPwD (Identification range below 10)

While the competency frequency and its significance in terms of most required is presented above, designation-wise use/requirement of Functional competencies are provided in detail in the following table. Below for each designation, the number of times the identified competency is associated with it is presented.

Table 20: Designation-wise Functional Competencies of DEPwD

#	Functional Competencies	ASO	SO	US	DSD	JS	Total	%
1.	Manual of Office Procedures	166	176	175	170	128	815	9.65%
2.	Data collection, validation, Interpretation & Database Management	214	124	97	79	46	560	6.63%
3.	DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	133	132	131	61	45	502	5.95%
4.	Noting & drafting	142	96	89	46	7	380	4.50%
5.	Presentation Skills	95	63	62	72	36	328	3.88%

#	Functional Competencies	ASO	SO	US	DSD	JS	Total	%
6.	Evaluation of Proposals, Reports etc	38	88	101	69	25	321	3.80%
7.	Manual of Parliamentary Procedures	59	67	67	63	53	309	3.66%
8.	e - Office	64	65	69	45	62	305	3.61%
9.	Budget Process & Procedures	62	66	61	58	51	298	3.53%
10.	General Financial Rules (GFR)	68	68	65	45	36	282	3.34%
11.	File Management Procedures	94	81	72	24		271	3.21%
12.	Managerial Effectiveness	14	15	31	93	100	253	3.00%
13.	RTI & CIC Rules, amendments, circulars, case laws	52	52	52	34	22	212	2.51%
14.	Portal - CPGRAMS Portal	45	40	40	57	22	204	2.42%
15.	FRSR - Fundamental Rules and Supplementary Rules	42	41	41	25	37	186	2.20%
16.	MS - Office	58	55	45	10	5	173	2.05%
17.	IT application development process - Software Development Life cycle	27	22	21	40	52	162	1.92%
18.	Cost Benefit Analysis	28	26	26	50	29	159	1.88%
19.	Financial Concurrence Procedure	29	29	29	29	29	145	1.72%
20.	Delegation of Financial Powers Rules (DFPR)	26	26	27	40	26	145	1.72%
21.	Portal Management	24	23	24	23	42	136	1.61%
22.	CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	21	19	22	38	30	130	1.54%
23.	Portal of RTI	37	37	38	4	1	117	1.39%
24.	Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.)	30	24	24	24	15	117	1.39%
25.	MIS Reporting Techniques	28	29	29	9	2	97	1.15%
26.	Monitoring & Evaluation		3	11	43	40	97	1.15%
27.	SPARROW Portal - Process, Procedures, trouble shooting	30	20	20	15	10	95	1.13%
28.	Public Finance Management Systems (PFMS)	21	20	19	17	17	94	1.11%
29.	Allocation of Business Rule, Gol	15	15	18	23	22	93	1.10%

#	Functional Competencies	ASO	SO	US	DSD	JS	Total	%
30.	Computer Literacy	49	28	8	6	1	92	1.09%
31.	Work Allocation		15	21	16	30	82	0.97%
32.	CGHS Guidelines	20	20	20	20		80	0.95%
33.	Portal of eSamiksha	24	24	24	4	3	79	0.94%
34.	Official Languages Act, Amendments, Notifications, Circulars	17	15	12	15	12	71	0.84%
35.	Audit Standards 2011	16	16	15	12	11	70	0.83%
36.	Dak Management	19	19	19			57	0.68%
37.	Strategic Management Techniques				28	28	56	0.66%
38.	Preparation of Reports, Proposals, Analysis etc	9	14	12	12	2	49	0.58%
39.	Portal of Audit Para Monitoring System (APMS)	11	10	10	9	8	48	0.57%
40.	Statistical Analysis Techniques	2	2	2	22	20	48	0.57%
41.	DoE Guidelines & Circular	11	11	9	9	7	47	0.56%
42.	Government of India Schemes, other Ministry Schemes	12	11	10	9	4	46	0.54%
43.	Committees - Formation, Conduct of Meeting and Report Preparation & Analysis	15	8	7	7	7	44	0.52%
44.	Decision Making Concepts				3	38	41	0.49%
45.	Policy Formulation, Analysis, Amendment Procedures			10	15	15	40	0.47%
46.	Public Relations - IEC, social media etc.	9	9	7	7	7	39	0.46%
47.	Manual of Procurement of Goods & Services	9	8	7	7	5	36	0.43%
48.	MoU / Contract Preparation, verification, enforcement	8	8	8	7	5	36	0.43%
49.	Standing Committee Procedures	7	8	9	9	2	35	0.41%
50.	Portal of LIMBS	8	8	8	6	5	35	0.41%
51.	Court Cases Administration (Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.))	5	5	5	5	6	26	0.31%

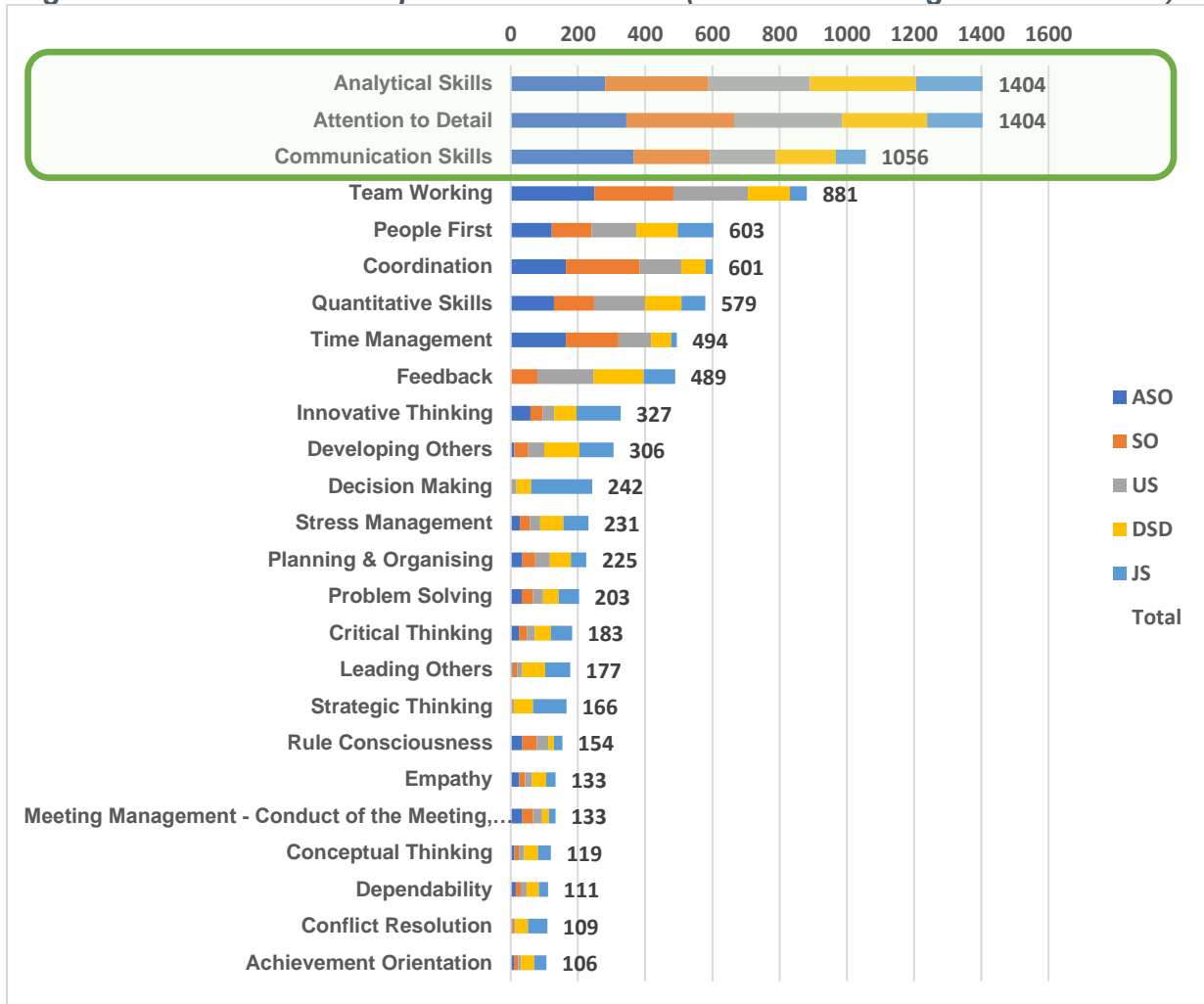
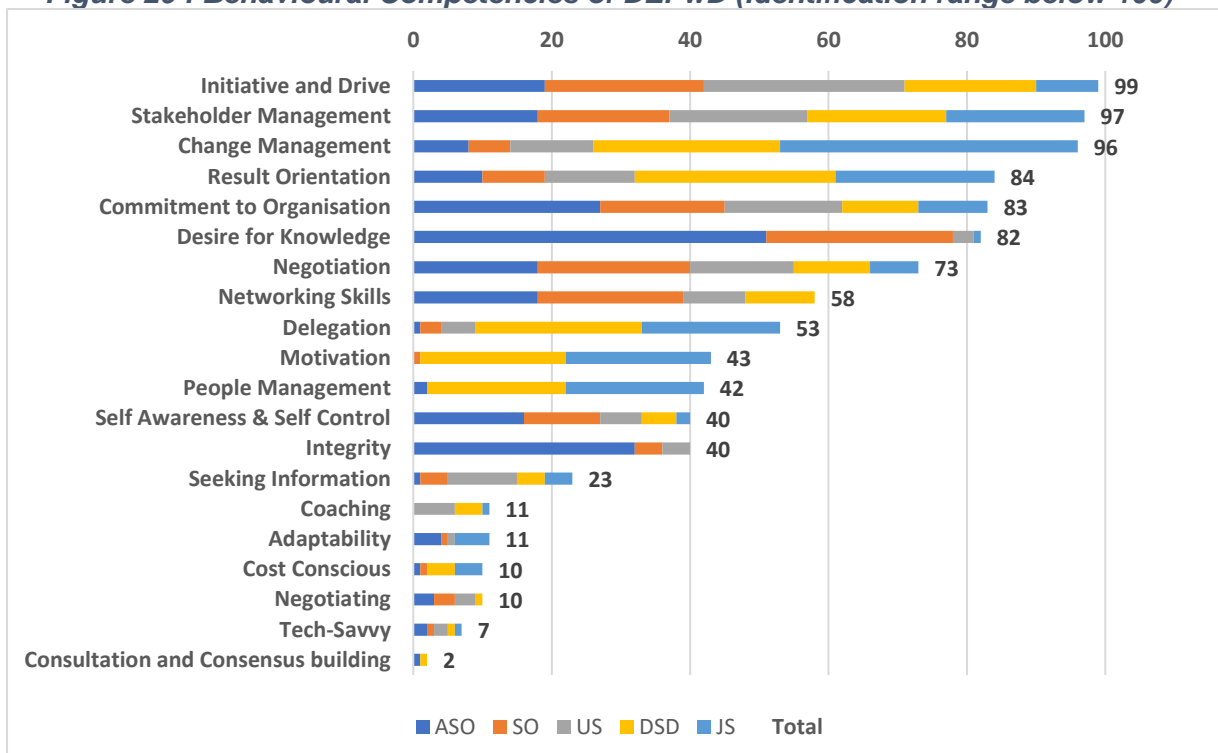
#	Functional Competencies	ASO	SO	US	DSD	JS	Total	%
52.	Portal of GeM	7	7	7	4	1	26	0.31%
53.	Knowledge Management Systems	4	8	8	4		24	0.28%
54.	Change Management Techniques				21		21	0.25%
55.	Human Resource Management Techniques	1	1	1	8	8	19	0.23%
56.	General Accounting	5	5	4	2	2	18	0.21%
57.	MS Excel	6	6	1	1	1	15	0.18%
58.	EFC/SFC - Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	3	3	3	3	3	15	0.18%
59.	Cabinet Note Preparation Procedure	1	1	4	4	4	14	0.17%
60.	NITI Aayog's Output-Outcome Monitoring Framework (OOMF)	3	3	3	1	1	11	0.13%
61.	National Scholarship Portal	5	3	1	2		11	0.13%
62.	MSDE Guidelines	2	2	2	2	2	10	0.12%
63.	Civil and Architectural Knowledge	2	2	2	2	1	9	0.11%
64.	CPWD Accessibility Guidelines	2	2	2	2		8	0.09%
65.	Grievance Redressal Mechanisms	2	2	2	1	1	8	0.09%
66.	Portal of CVC	2	2	2	1		7	0.08%
67.	DDO Rules	3	3				6	0.07%
68.	National / International Universities Legislation, Rules, & Regulations	1	1	1	1	1	5	0.06%
69.	The Sexual Harassment of Women Act, 2013	1	1	1	1	1	5	0.06%
70.	Standard Operating Procedures	1	1	1	1	1	5	0.06%
71.	International Currency Info	2	1	1	1		5	0.06%
72.	DoFL Incentive Schemes	1	1	1	1	1	5	0.06%
73.	Taxation Rules - IT, TDS, GST Processing	1	1	1	1	1	5	0.06%
74.	Portal - Solve	1	1	1	1		4	0.05%
75.	Portal - Probity	1	1	1	1		4	0.05%
76.	Portal - Union Budget Information System (UBIS)	1	1	1	1		4	0.05%
77.	DBT Scheme / Notifications	1	1	1	1		4	0.05%

#	Functional Competencies	ASO	SO	US	DSD	JS	Total	%
78.	Portal - e-Anudhaan	1	1	1	1		4	0.05%
79.	International Education Fee Trends	1	1	1	1		4	0.05%
80.	Stakeholder Management - Vendors, Multilateral funding agencies, Institutions, partners etc.	1	1	1			3	0.04%
81.	Portal - UBIS	1	1	1			3	0.04%
82.	Portal - Bhavishya	1	1	1			3	0.04%
83.	Global orientation			1	1	1	3	0.04%
84.	Logistics Management	1	1	1			3	0.04%
85.	Surveying	1	1	1			3	0.04%
86.	Portal - e-HRMS	1	1	1			3	0.04%
87.	Portal - Manpower Management Information System (MMIS)	1	1		1		3	0.04%

As part of Functional competencies, '*Manual of Office Procedures*' is the most used competency and have identified 815 times which is 9.65% of total functional competencies, this functional competency is also called as Central Secretariat Manual of Office Procedure (CSMOP) is a resource for employees that establishes guidelines and protocols for all the major principles, actions, and decisions of a department. Next in the order is '*Data collection, validation, Interpretation & Database Management*' and have been identified 560 times which is 6.63% of total functional competencies, and is referred for various activities like Parliament Questions, Proposal Analysis, Employee Roster update, MIS updation, etc. Subsequent in the list are '*DoPT Guidelines*' which is a culmination of Rules, Amendments, Circulars, Notifications related to AIS, CCS, CSSS etc. used in establishment matters. 'Noting and Drafting' skill is critical for day-to-day correspondence with internal and external stakeholders.

Behavioural Competencies

In DEPwD, a total of 45 Behavioural Competencies are identified and designation-wise usage/repetition is presented below (for ease of presentation the competencies are presented range-wise based on the number of times they are identified):

Figure 28: Behavioural Competencies of DEPwD (Identification range 100 and above)**Figure 29 : Behavioural Competencies of DEPwD (Identification range below 100)**

While the competency frequency and its significance in terms of most required is presented above, designation-wise use/requirement of Behavioural competencies are provided in detail in the following table. Below for each designation, the number of times the identified competency is associated with it is presented.

Table 21: Designation-wise Behavioural Competencies of DEPwD

#	Behavioural Competencies	ASO	SO	US	DSD	JS	Total	%
1.	Analytical Skills	281	307	302	316	198	1404	12.30%
2.	Attention to Detail	344	321	321	253	165	1404	12.30%
3.	Communication Skills	364	225	193	169	62	1013	8.87%
4.	Team Working	255	238	224	127	52	896	7.85%
5.	Coordination	164	220	123	72	22	601	5.26%
6.	People First	117	114	128	118	105	582	5.10%
7.	Quantitative Skills	129	119	152	108	71	579	5.07%
8.	Time Management	164	157	97	59	17	494	4.33%
9.	Feedback	1	78	168	148	94	489	4.28%
10.	Innovative Thinking	59	36	35	66	131	327	2.86%
11.	Developing Others	10	42	48	104	102	306	2.68%
12.	Decision Making			17	44	181	242	2.12%
13.	Stress Management	27	30	31	69	74	231	2.02%
14.	Planning & organising	34	37	43	61	45	220	1.93%
15.	Problem Solving	33	33	30	47	60	203	1.78%
16.	Critical Thinking	24	25	23	47	64	183	1.60%
17.	Leading Others	6	14	15	68	74	177	1.55%
18.	Strategic Thinking		1	8	57	100	166	1.45%
19.	Rule Consciousness	35	42	35	17	25	154	1.35%
20.	Empathy	25	18	20	42	28	133	1.17%
21.	Meeting Management - Conduct of the Meeting, Agenda Preparation, MoM, Meeting Etiquette etc	35	31	27	21	19	133	1.17%
22.	Conceptual Thinking	11	13	16	41	38	119	1.04%
23.	Dependability	15	15	18	36	27	111	0.97%
24.	Conflict Resolution	5	4	4	38	58	109	0.95%
25.	Stakeholder Management	23	21	21	22	20	107	0.94%
26.	Achievement Orientation	9	13	9	39	36	106	0.93%
27.	Initiative and Drive	19	23	29	19	9	99	0.87%

#	Behavioural Competencies	ASO	SO	US	DSD	JS	Total	%
28.	Change Management	8	6	12	27	43	96	0.84%
29.	Result Orientation	10	9	13	29	23	84	0.74%
30.	Desire for Knowledge	51	27	4		1	83	0.73%
31.	Commitment to Organisation	27	18	17	11	10	83	0.73%
32.	Negotiation	19	23	16	12	7	77	0.67%
33.	Self-Awareness & Self Control	13	11	8	14	27	73	0.64%
34.	Delegation	1	3	5	24	20	53	0.46%
35.	Networking Skills	13	19	8	8		48	0.42%
36.	Motivation		1		21	21	43	0.38%
37.	People Management	2			20	20	42	0.37%
38.	Integrity	32	4	4			40	0.35%
39.	Ethics	8	7	6	4		25	0.22%
40.	Seeking Information	1	4	10	4	4	23	0.20%
41.	Centric	5	5	5	5	1	21	0.18%
42.	Coaching			6	4	1	11	0.10%
43.	Adaptability	4	1	1		5	11	0.10%
44.	Tech-Savvy	2	1	2	1	1	7	0.06%
45.	Negotiating	2	2	2			6	0.05%
46.	Consultation and Consensus building	1			1		2	0.02%

Under this category, '*Analytical Skills*' and '*Attention to Details*' have been identified as most important competencies and they have been identified 1404 times which is 12.30% of total behavioural competencies by all the levels of the staff. These two competencies provide the ability to review every detail and analyze the same while working with various proposals under various schemes, monitoring the implementation of the schemes, and during inputs for various references received from the stakeholders.

'Communication Skills' is the next Behavioural competency which has appeared 1013 times which is 8.87% of total behavioural competencies. DEPwD communicates regularly with all attached 9 National Institutions, National Trust, NHFDC, ALIMCO (PSU), CRCs, RCI, state governments, etc. Good communication (oral and written) skills with all the stakeholders will help staff in better understanding, conveying your message, trust and commitment, and improved productivity.

5.3 Section-Level Capacity Needs Analysis

DEPwD has 35 Sections, few divisions are handling the core work/mandate of the Department and the other divisions are handling the work of providing general administration, operational and functional support.

For divisions that are handling the core work, the domain competencies specific to the core work of the department and associated functional and behavioural competencies were identified through extensive discussions. Similarly for the other sections providing the general administration, operational and functional support select domain and relevant behavioural and functional competencies are identified.

In the next section, a short description of the work undertaken by each division, followed by analysis/requirement of select competencies is provided.

Section-wise Functions and Sub-functions mapped list is provided as Annexure III, and the exhaustive list of domains, functional, and behavioural competencies (de-grouped) identified for all sections are included in the Annexure IV

The Department is organized into Divisions / Sections, and they have been categorised based on the nature of work being handled.

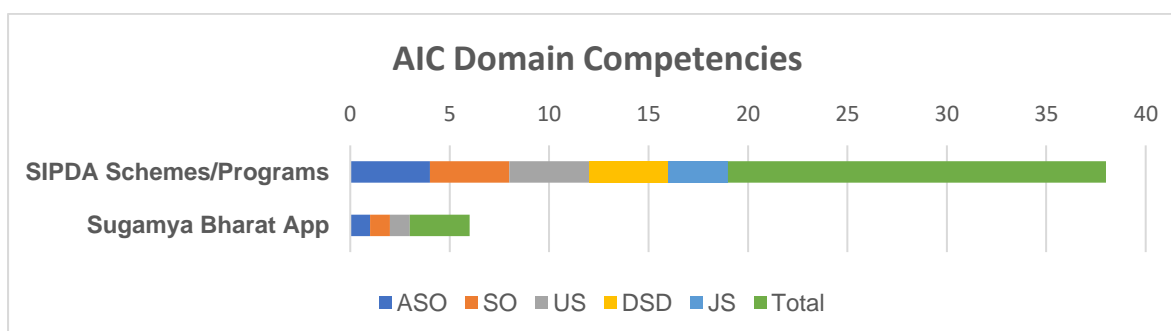
Table 22: Sections List

Program Divisions / Sections	Other Support Divisions / Sections
1. Accessible India Campaign (AIC)	22. National Awards
2. Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADiP)	23. Establishment
3. Awareness Generation Program (AGP)	24. Hindi
4. Scheme for Implementation of the Rights of Persons with Disabilities Act, 2016 (SIPDA)	25. Vigilance
5. Unique Disability ID (UDID)	26. GA & CR
6. Rehabilitation Council of India (RCI)	27. Integrated Finance Division (IFD)
7. Braille Press	28. Cash
8. Artificial Limbs Manufacturing Corporation (ALIMCO)	29. CPGRAMS
9. Deendayal Disabled Rehabilitation Scheme (DDRS)	30. Budget & Audit
10. Scholarship	31. Legal
11. Skill Development	32. Media & Publicity
12. Policy	33. RTI

13. National Institutes (Nis)	34. Output-Outcome Monitoring Framework (OOMF)
14. National Handicapped Finance Development Corporation (NHFDC)	35. Statistics & DBT
15. Chief Commissioner for Persons with Disabilities (CCPD)	
16. National Trust	
17. National University	
18. Financial Assistance for Deaf Colleges	
19. Indian Spinal Injuries Center (ISIC)	
20. Research & Development	
21. Centre for Disability Sports	

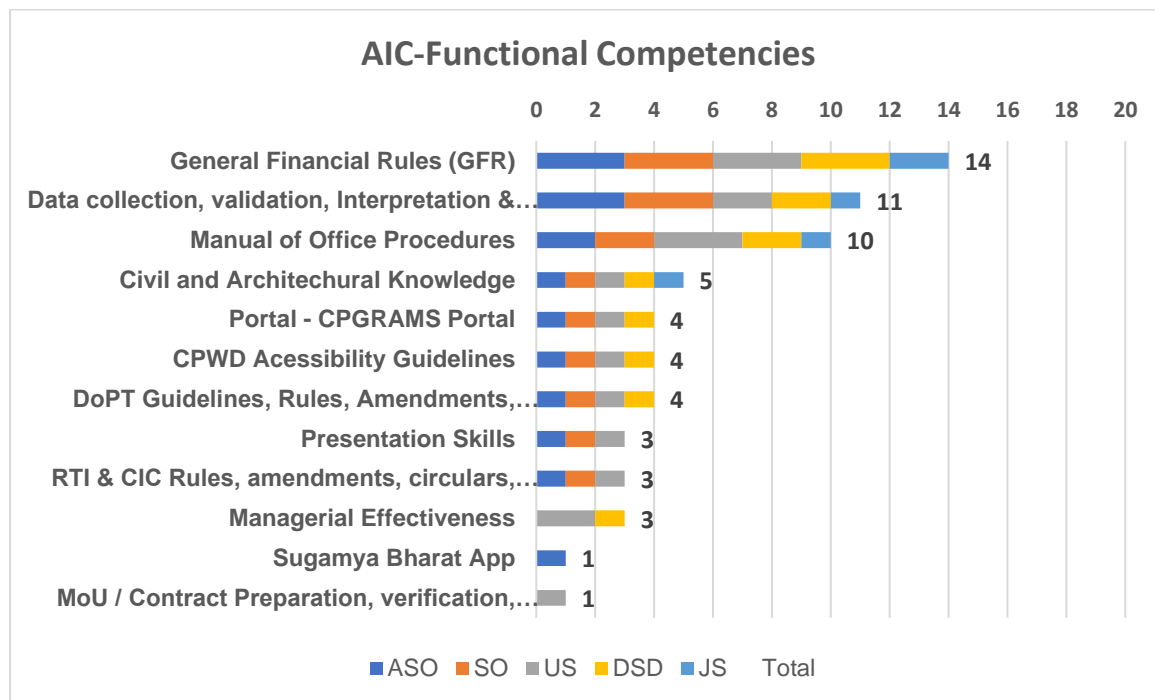
1. Accessible India Campaign (AIC) Sugamya Bharat Abhiyan

This section handles Accessible India Campaign (Sugamya Bharat Abhiyan) a nationwide flagship campaign for achieving universal accessibility for Persons with Disabilities and to create an enabling and barrier free environment, with a focus on three verticals: Built Environment; Public Transportation and Information & Communication Technologies. The domain competencies required for working in this section is presented below:



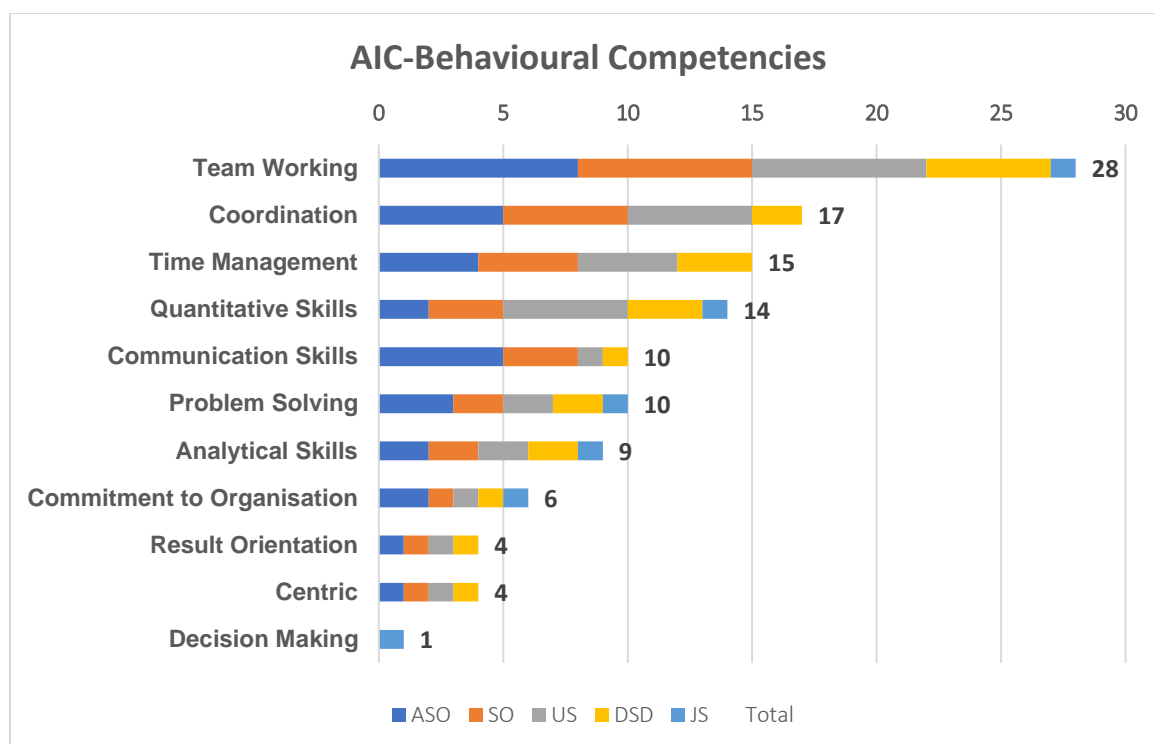
As the wing works closely with all the stakeholders in implementing the infrastructure development projects, knowledge of schemes / programs guidelines implemented by the Department is of utmost importance along with the Sugamya Bharat App, which is a mobile app, which assists the implementing officials on real time basis. All these Domain competencies are required for all level of officials.

The functional competencies identified for this section are presented below:



‘General Financial Rules’ is identified as key function skill of this division and knowledge of this competency is important while dealing with for release of grant-in-aid and other financial transactions. Next in the order is Data collection, validation, and analysis emerged and this helps in monitoring the implementation of the scheme and assessing its performance.

The behavioural competencies identified for this section are presented below:

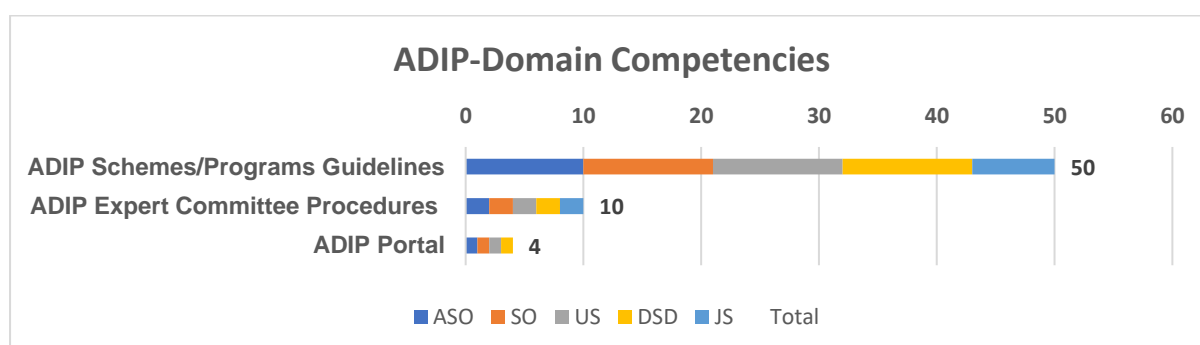


Team working has emerged as key competency and this signifies that better results will emerge when all the department staff work as a team. Coordination is next in the order of priority skill and this competency signifies the need for maintaining good working relation with all the stakeholders for achieving the desired results.

2. Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADiP)

This Program Division handles the applications received from PwDs, State Govts., NGOs etc. requesting for Aids /Appliances for the empowerment of PwDs.

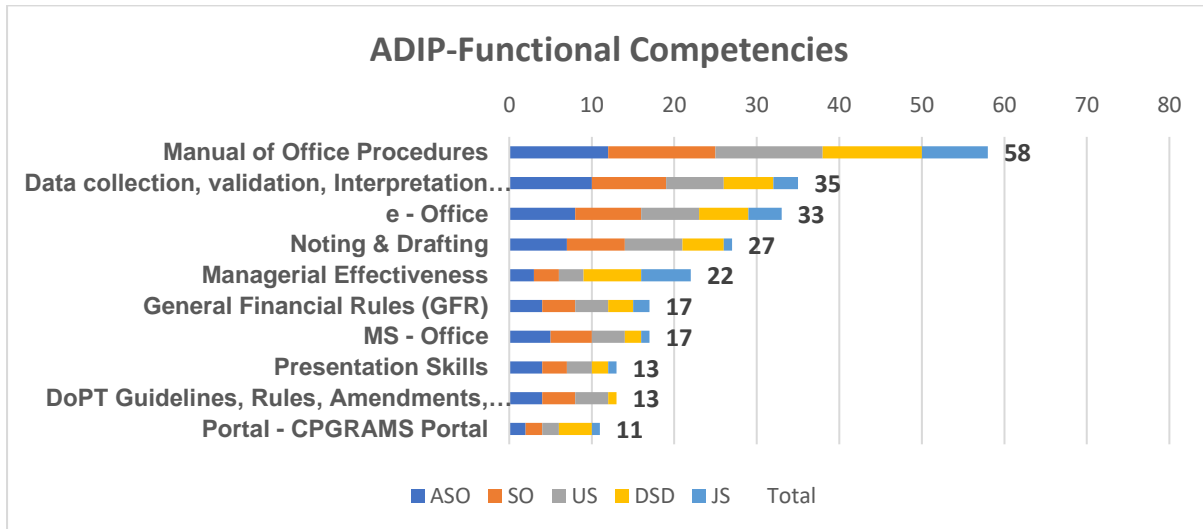
The domain competencies identified for this division include:



Familiarity with the ADiP Scheme Guidelines and the procedures of the Expert Committee is essential for section-level staff who support individuals with disabilities through state governments and NGOs that offer social assistance to PwDs. These

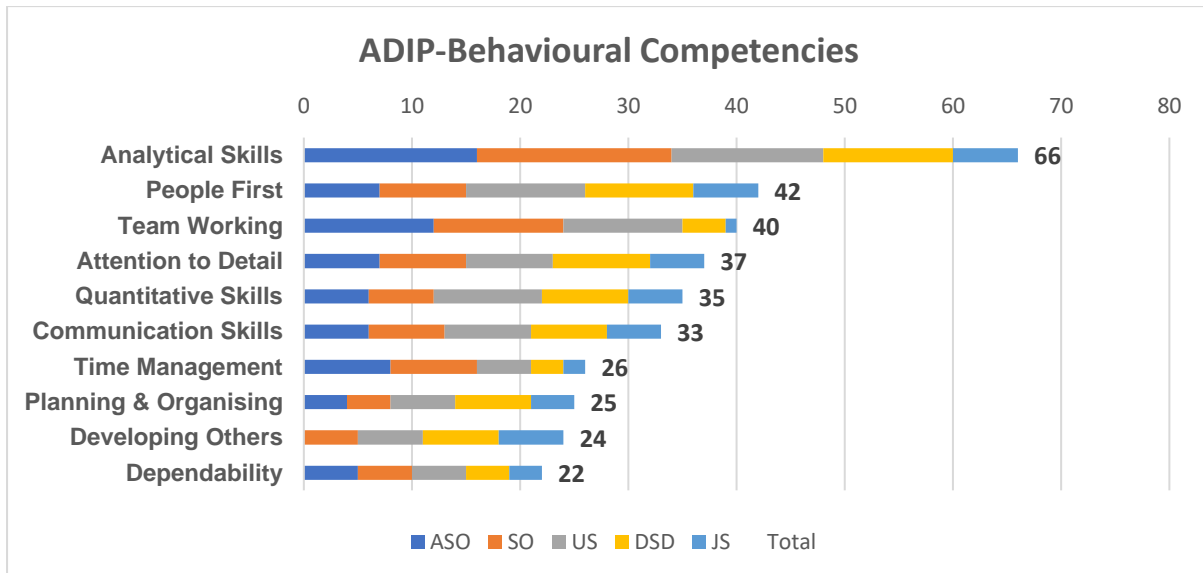
competencies enable them to facilitate the grant of funds and adhere to established processes and procedures.

The functional competencies identified for this section are presented below:



'Manual of Office Procedures' is the most used functional skill in this section and this competency guides employees with all administrative procedures and practices to be followed at all the levels of Government.

The behavioral competencies identified for this section are presented below:

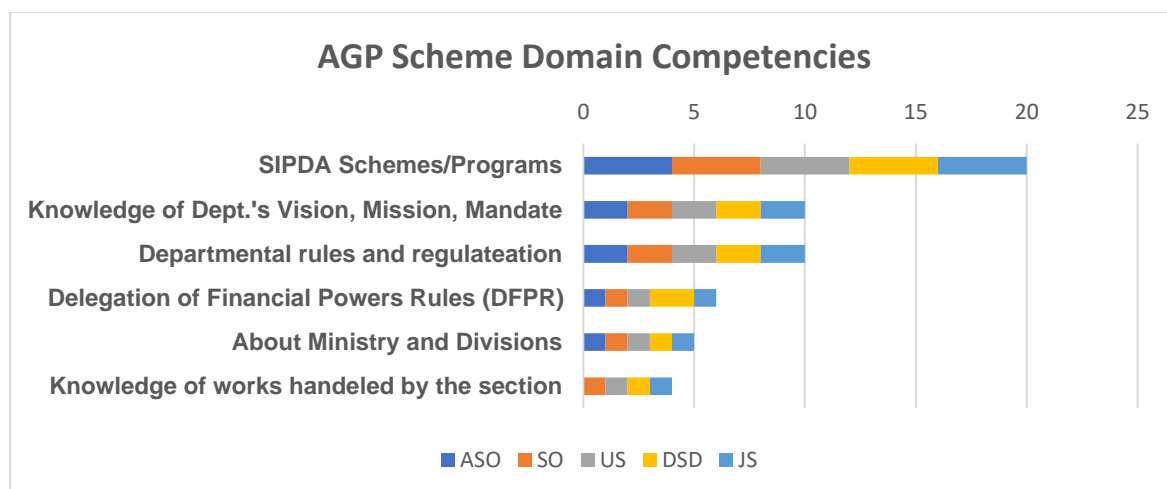


In ADiP section, major work is release of grant-in-aid to the stakeholders and Analytical skills is critical competency for analysis of the financial proposals.

3. Awareness Generation Program (AGP)

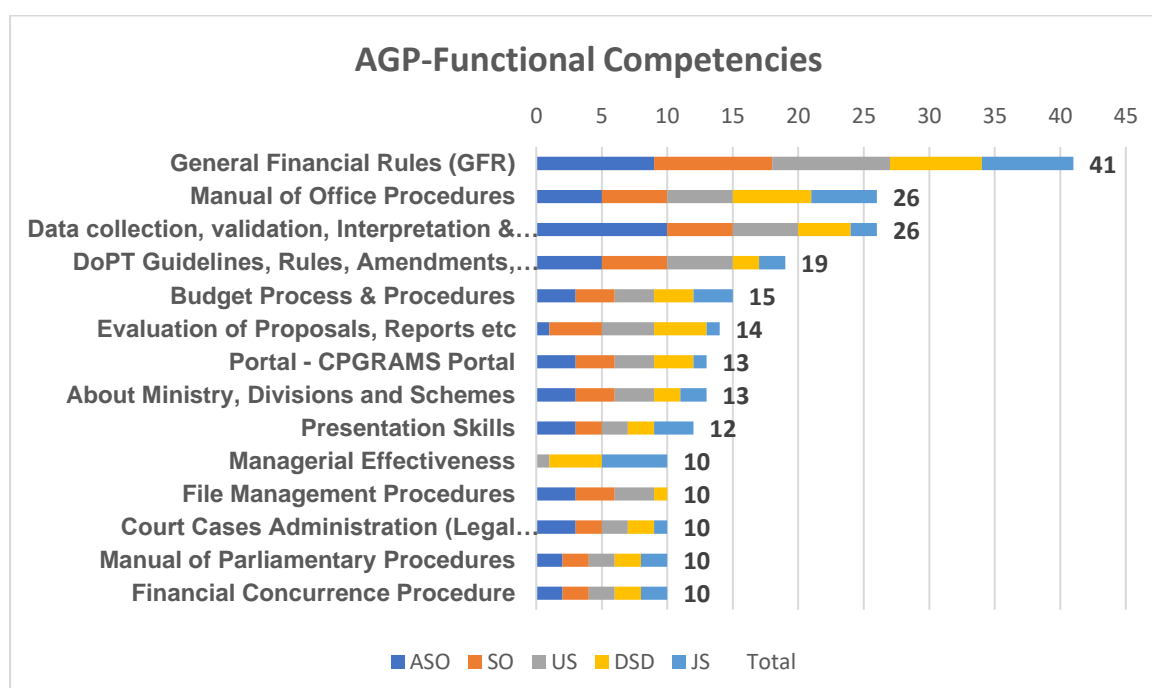
This section deals with implementation of Awareness Generation Program, release of grant-in-aid, and coordination with the implementing agencies.

The domain competencies identified for this section are presented below:



Awareness Generation Program is part of the SIPDA umbrella scheme for augmenting the awareness, and sensitizing public through various activities. SIPDA scheme guidelines, overall vision, and mandate of the department are the domain competencies required for the successful implementation of the scheme.

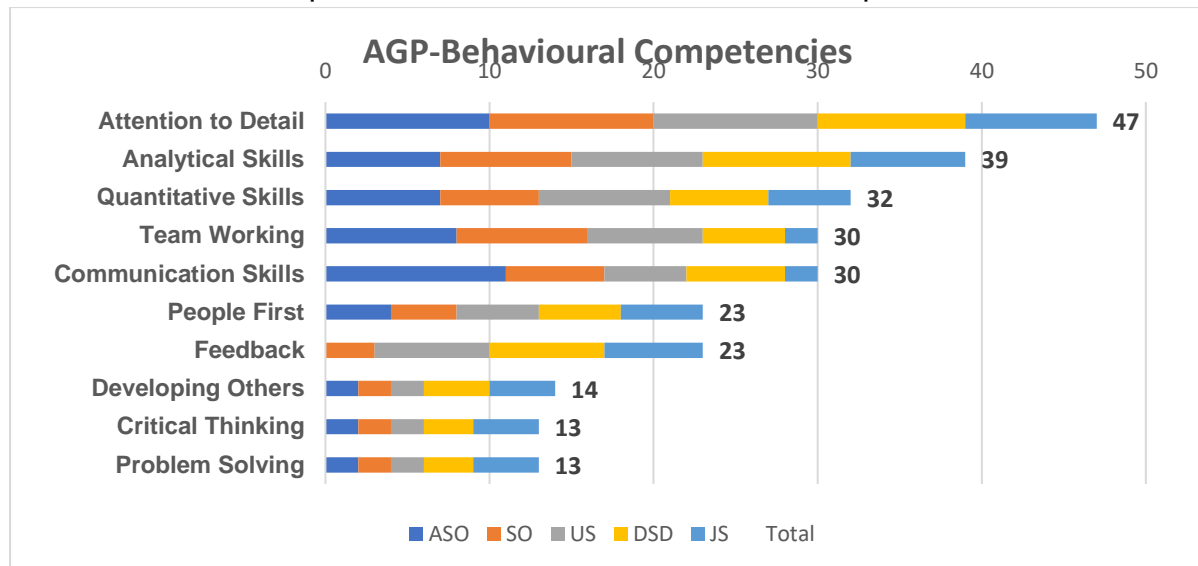
The functional competencies identified for this section are presented below:



'General Financial Rules' is identified as key function skill of this division and knowledge of this competency is important while dealing with for release of grant-in-aid and other financial transactions. Next in the order are Data collection, validation,

and analysis emerged and this helps in monitoring the implementation of the scheme and assessing its performance.

The behavioural competencies identified for this section are presented below:

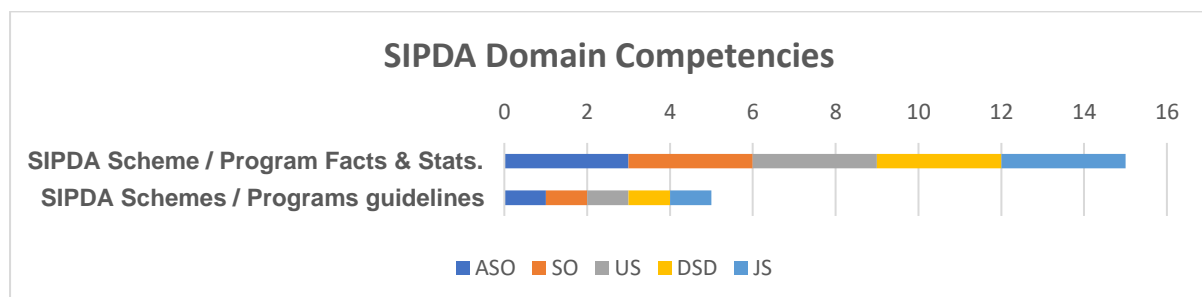


Attention to detail and Analytical skill go together and are required while assessing the proposals, dealing with financial transactions, and monitoring and evaluation.

4. Scheme for Implementing of Persons with Disabilities (SIPDA)

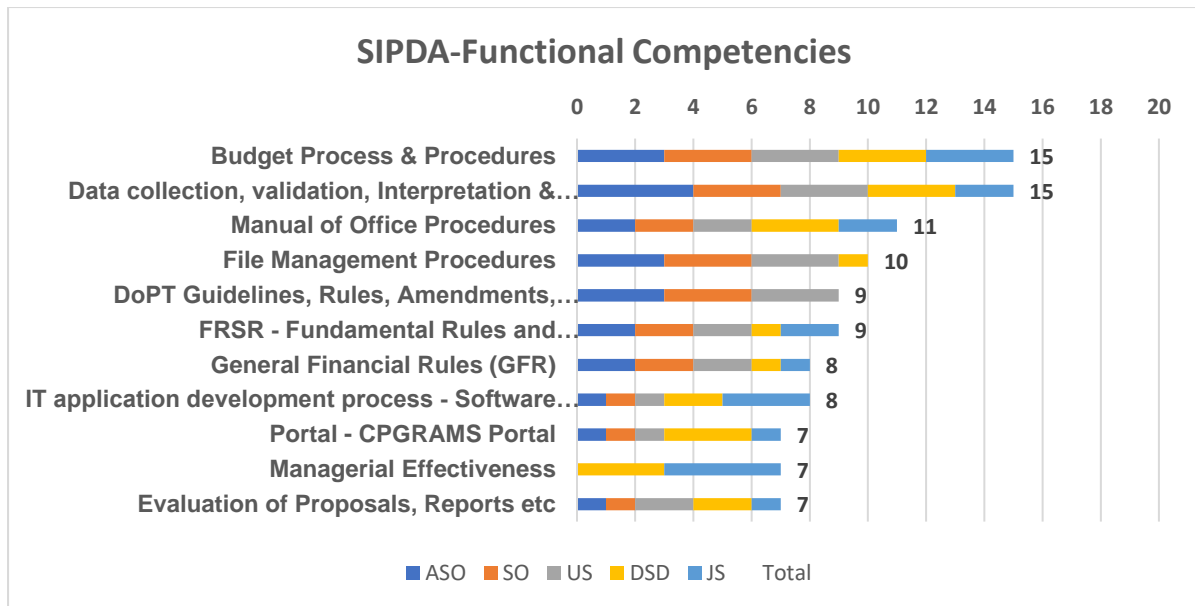
To undertake various activities outlined in RPwD Act, 2016, Scheme for Implementing of Persons with Disabilities Act (SIPDA), is launched as an Umbrella Scheme. This scheme has different sub-schemes namely AIC, AGP, UDID, R&D, Skill Development, Braille Press for provision of barrier-free environment to PwDs, release of budget, and monitor the scheme implementation.

The domain competencies identified for this section are presented below:



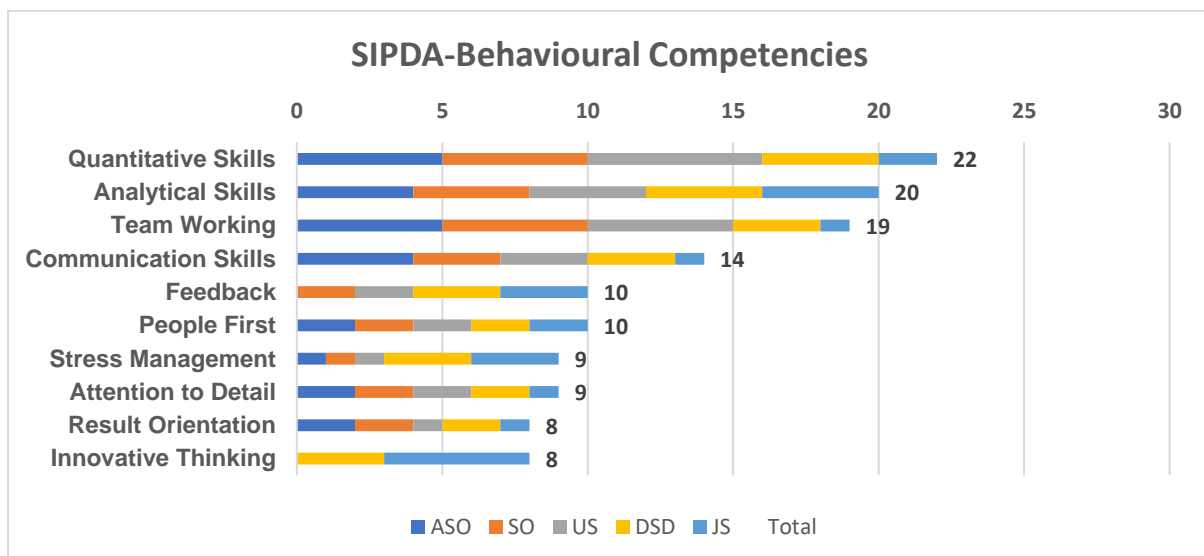
SIPDA being the umbrella scheme, complete knowledge of this scheme guidelines, implementation mechanism and latest updates are key domain competencies for the staff working in this section.

The functional competencies identified for this section are presented below:



Similarly, the section deals with release of budget to various sub-schemes and monitors the implementation of schemes. Hence Budget Process & Procedures, and Data collection, validation, Interpretation have been identified as key functional competencies.

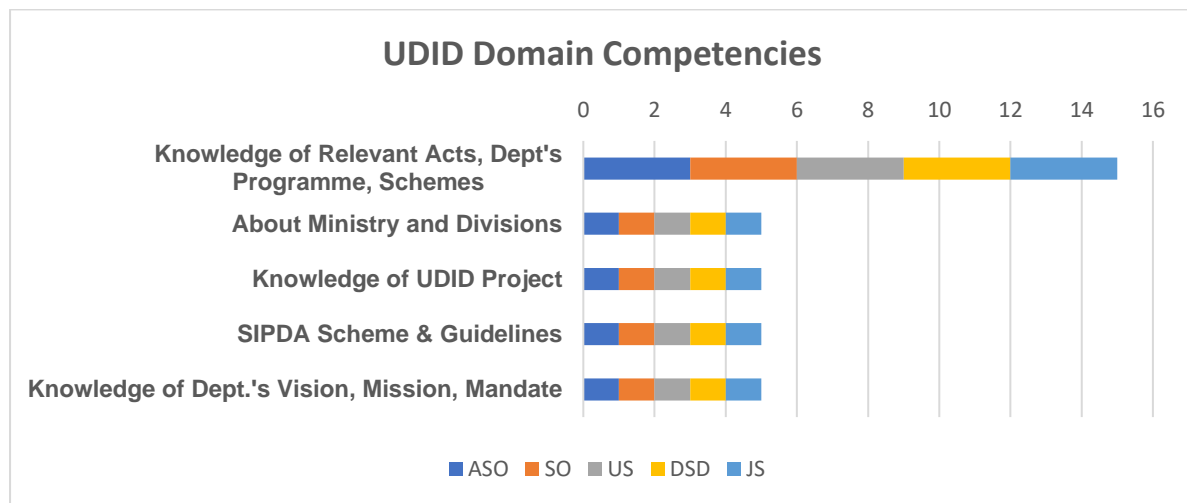
The behavioural competencies identified for this section are presented below:



5. Unique Disability Identification Project (UDID)

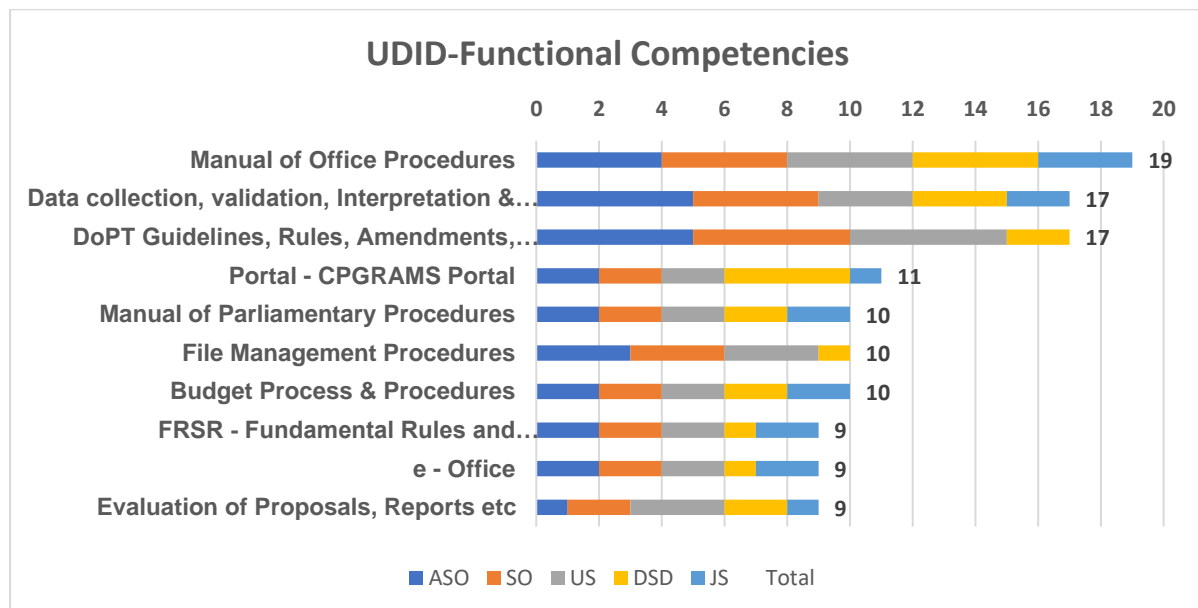
This Section deals with the project for creation of national data base for persons with disabilities and for issuing Disability Certificate and Unique Disability ID card to PwDs.

The domain competencies identified for this section are presented below:



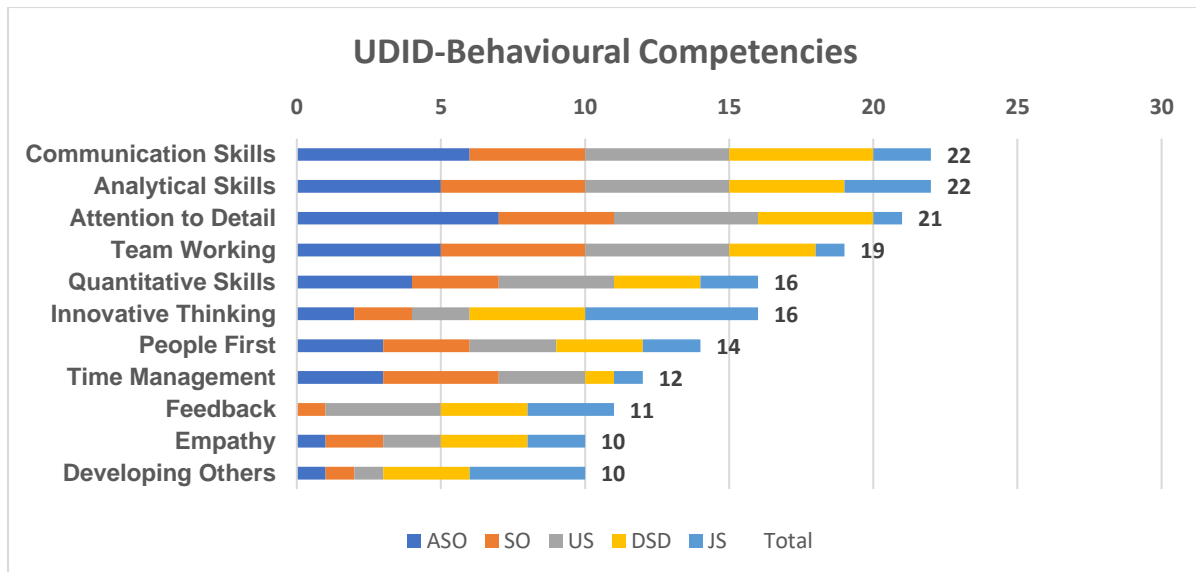
Unique disability Identification is a unique project cutting across all the schemes for identification and recognizing the persons with disabilities. Understanding department's mandate, programs, coupled with procedure for issuing UDID cards are important competencies identified for division under domain category.

The functional competencies identified for this section are presented below:



'Manual of Office Procedures' is the most used function skill in this section, which guide employees that establishes guidelines and protocols for all the major actions, moralities, and decisions of a department. It ensures efficiency, consistency, and professionalism.

The behavioural competencies identified for this section are presented below:

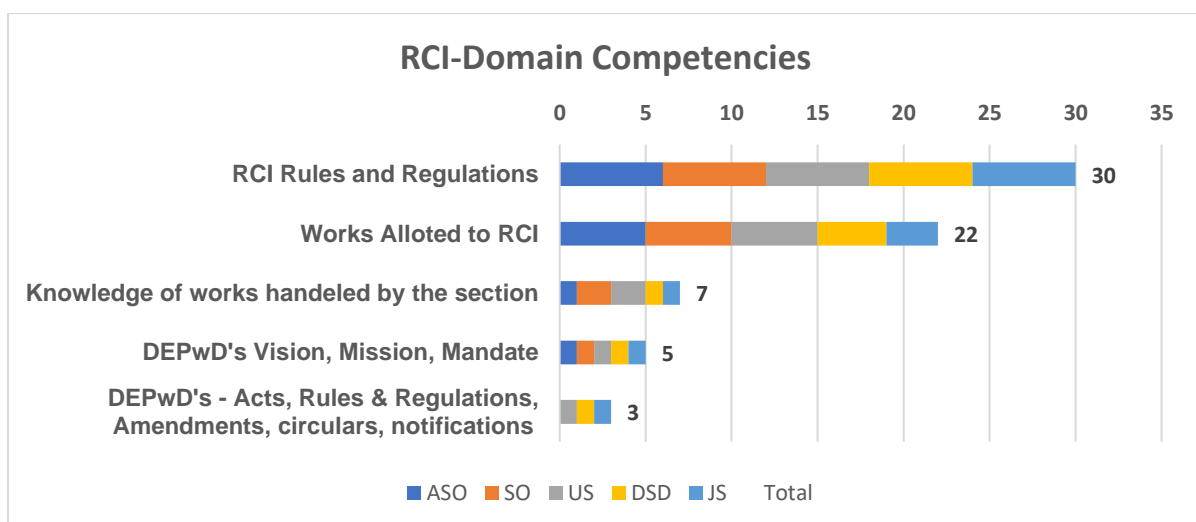


Communication skills and analytical skills have appeared as the topmost competencies with same priority in this section. which directly assists the persons with disabilities and state government officials after detailed assessing the applications received and for providing the UDID.

6. Rehabilitation Council of India (RCI)

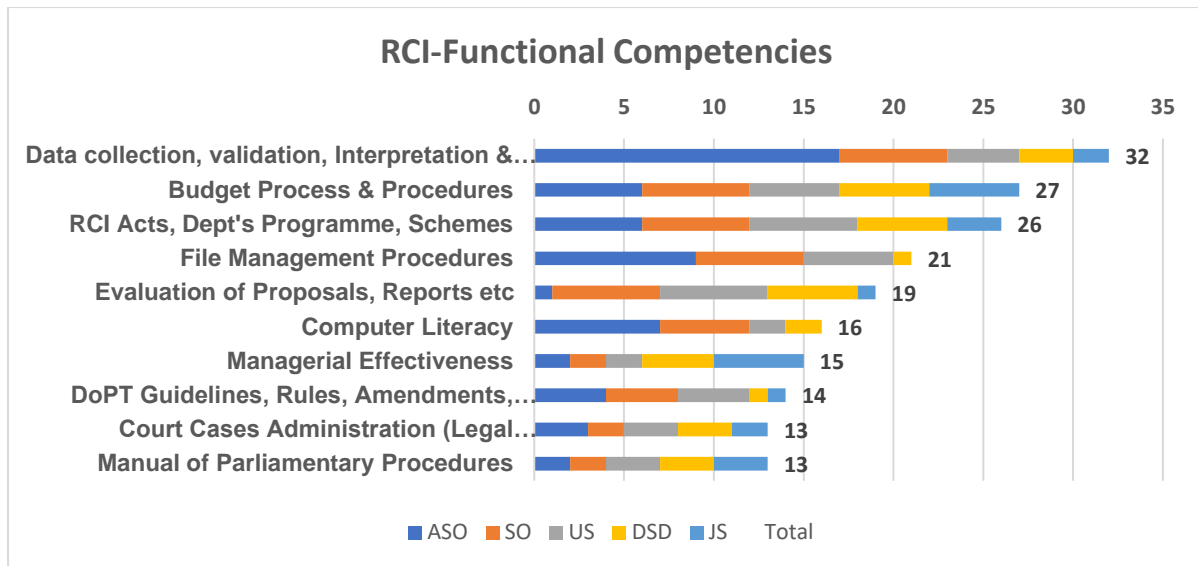
This section deals with RCI administrative matters, grants allocation and assisting the RCI for the references and grievances received.

The domain competencies identified for this section are presented below:



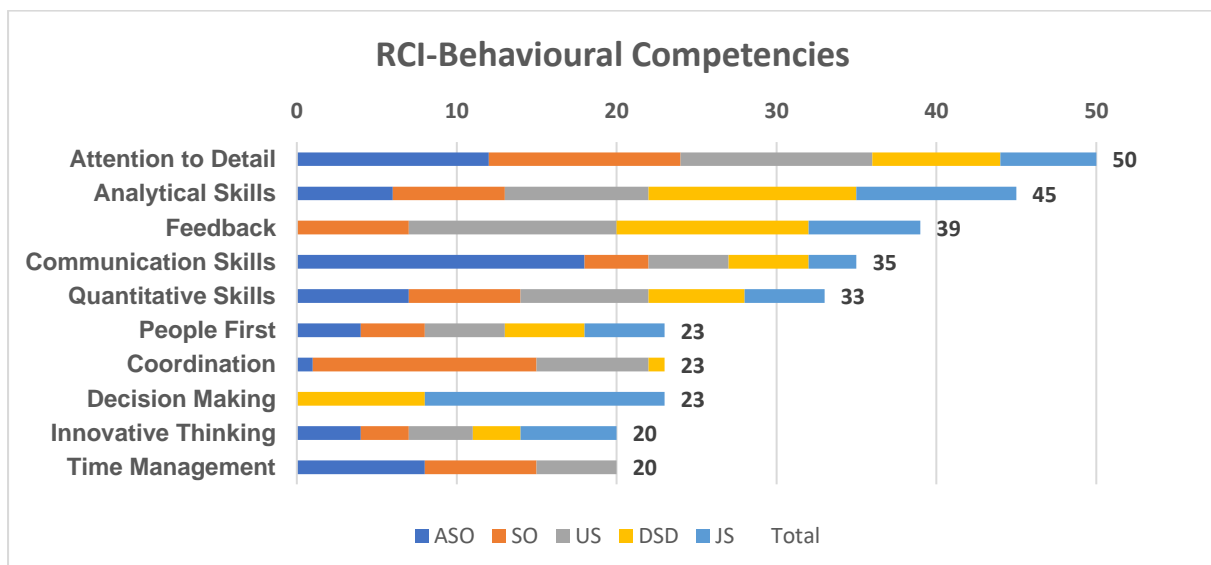
Understanding the RCI Act, Rules and Regulations, functions of RCI are critical domain competencies of this section for efficient working with Council.

The functional competencies identified for this section are presented below:



Data collection, validation, and interpretation MIS is the priority skill required for this section staff for better analysis of the proposals, and references received from the Council.

The behavioural competencies identified for this section are presented below:

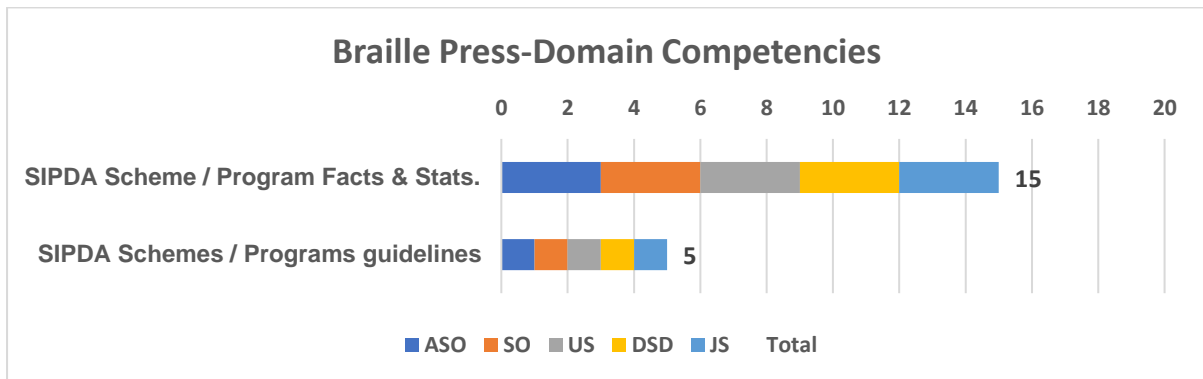


Attention to detail and Analytical skill go in tandem and are key skills while assessing the proposals and doing financial transaction, and while monitoring and evaluating the works of the stakeholders.

7. Braille Press

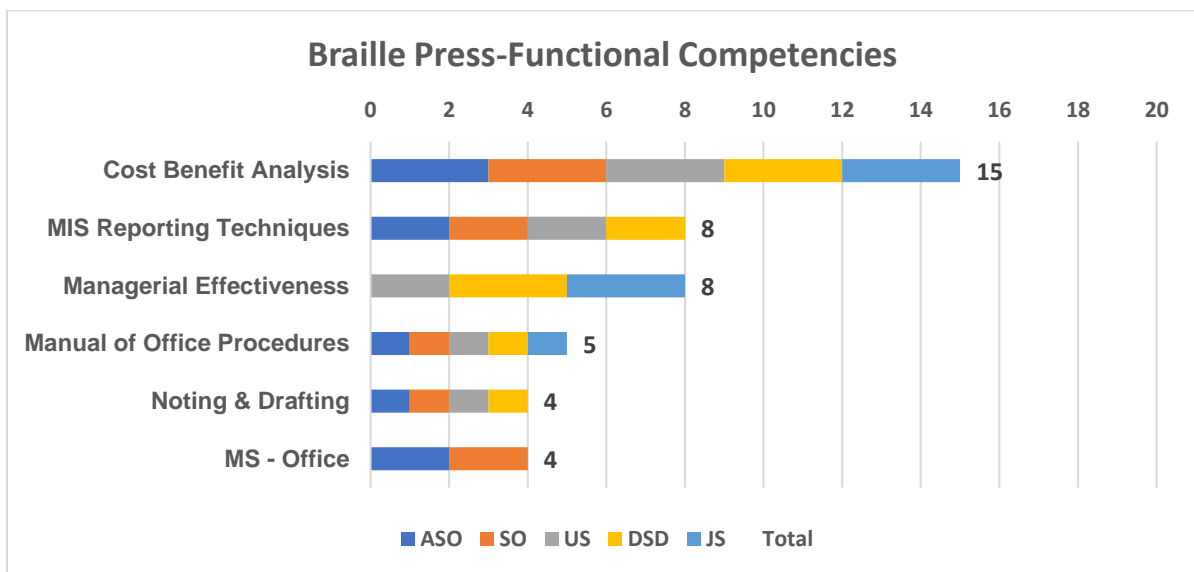
This section deals with the administrative, and financial matters such as release of grant in aid, proposals acceptance, administrative concurrence for Braille Press works of DEPwD and coordinate also with the associated institutions.

The domain competencies identified for this section are presented below:



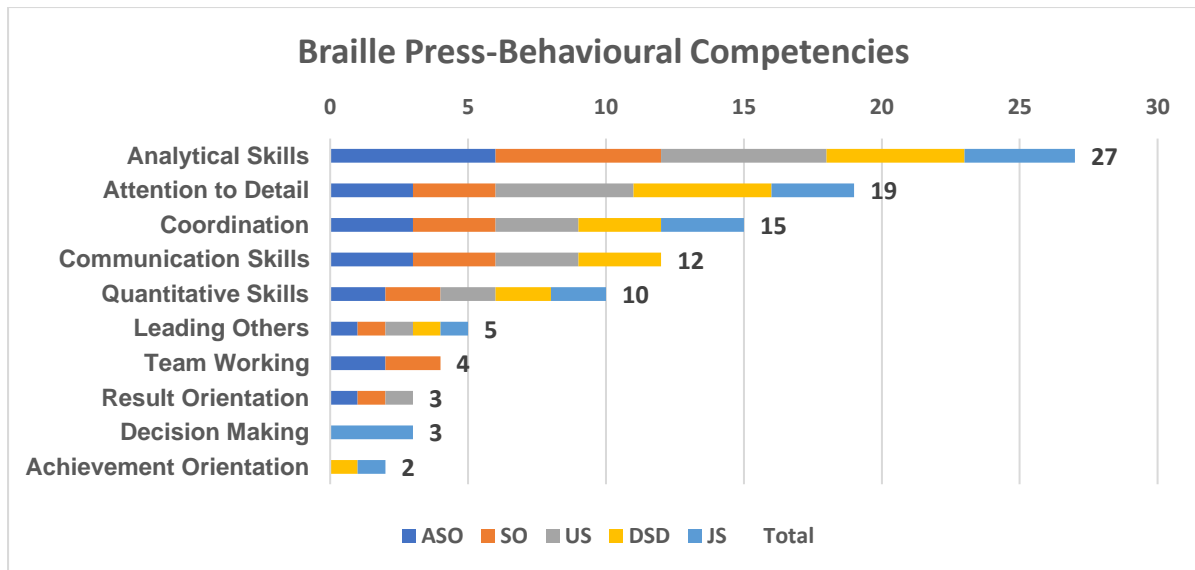
Braille Press divisions implements SIPDA umbrella scheme by supporting attached institutions in braille works by releasing grant-in-aid as per the scheme guidelines. Understanding, and update on scheme guidelines is key domain competencies for this section.

The functional competencies identified for this section are presented below:



Cost Benefit Analysis is key functional competency used to release the funds released for printing of braille books and renovation of braille press machinery.

The behavioural competencies identified for this section are presented below:

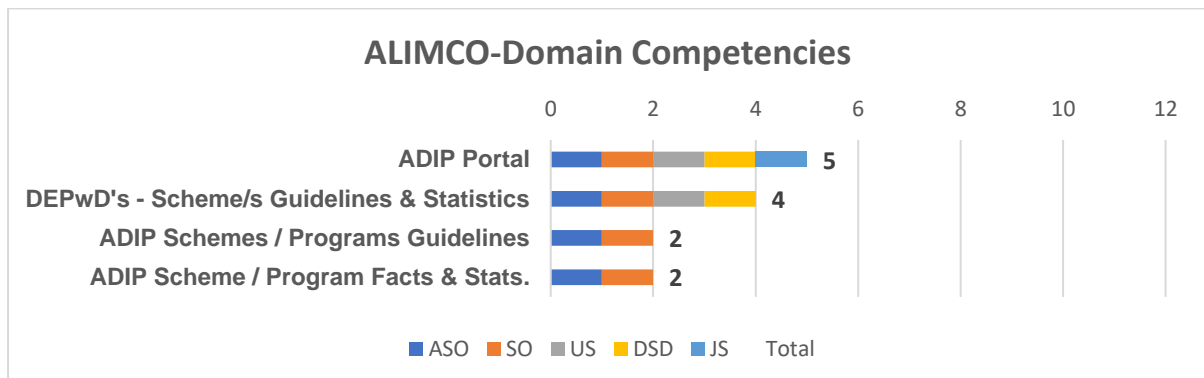


Analytical skills are the used in this section to analyse the financial proposals received for various works of the braille press.

8. Artificial Limbs Manufacturing Corporation (ALIMCO)

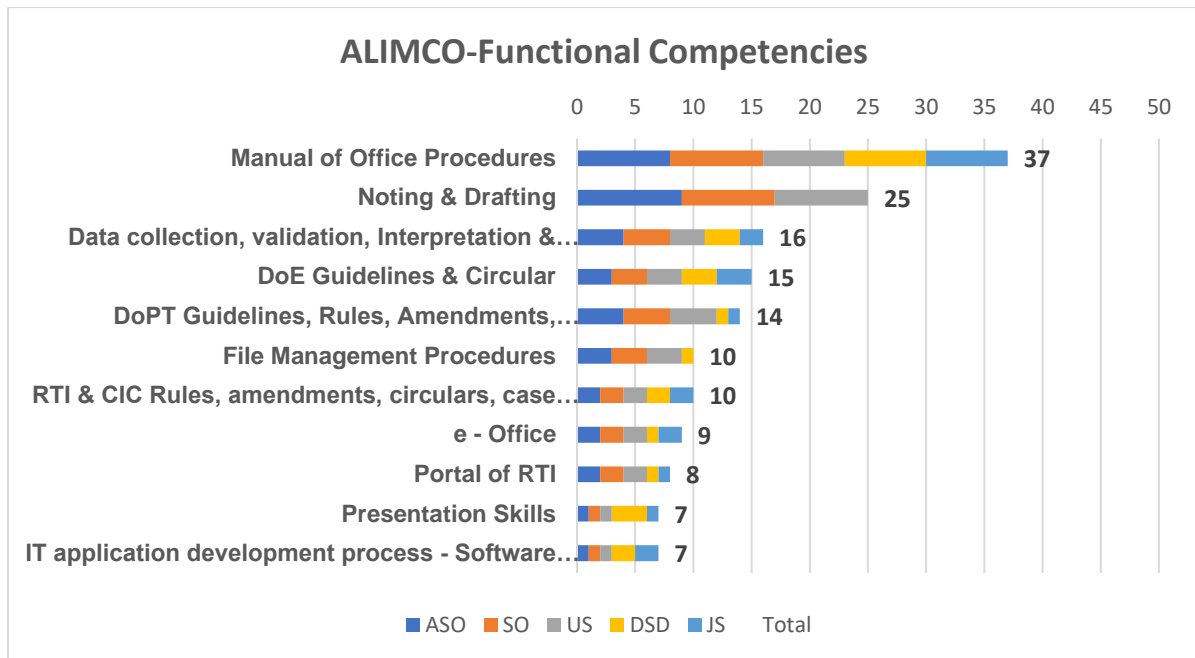
ALIMCO manufactures and supplies the assistive aid devises to persons with disabilities for ADIP scheme. This section deals with the administrative matters and release of grants for the proposals received from ALIMCO. and other administrative matters.

The domain competencies identified for this section are presented below:



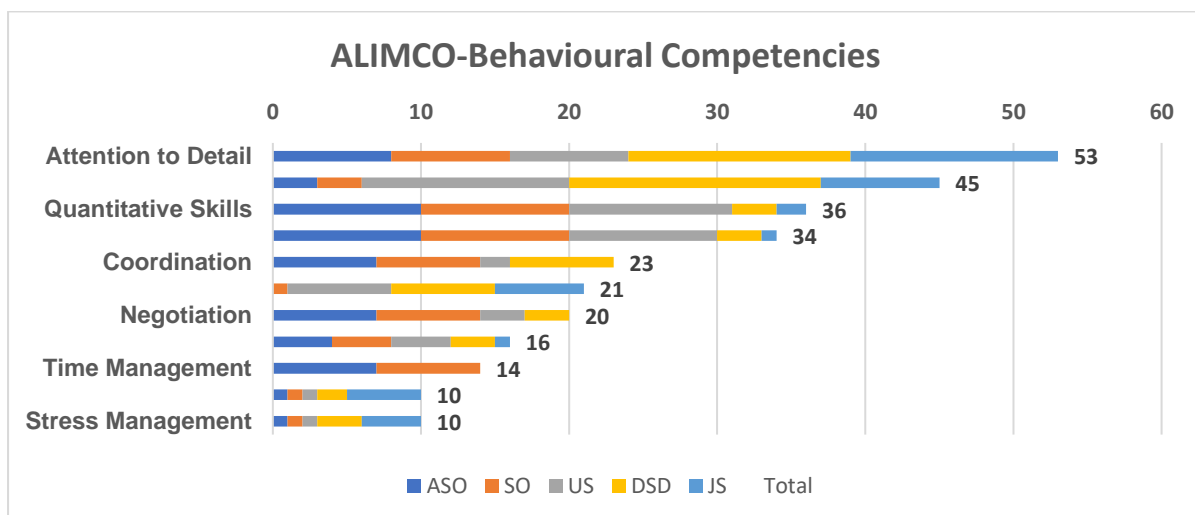
This section needs to have fair understanding of ADIP scheme guidelines, ADIP portal, as ALIMCO is supporting the supply of assistive devices for PwDs under ADIP Scheme.

The functional competencies identified for this section are presented below:



‘Manual of Office Procedures’ is the most used function skill in this section, which guides employees with established guidelines and protocols for all the major actions, moralities, and decisions of the department. It ensures efficiency, consistency, and professionalism. Noting & Drafting is the next critical skill for this division majorly for ASO to US level officials for day-to-day correspondence.

The behavioural competencies identified for this section are presented below:

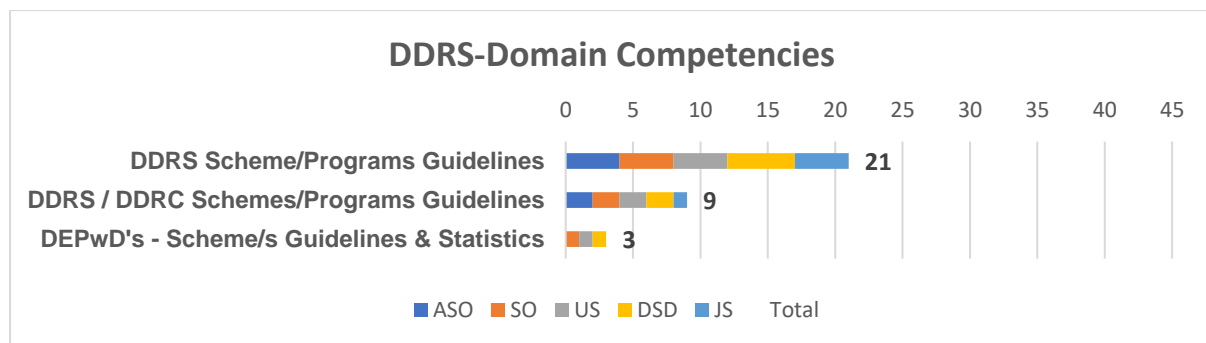


Attention to details and quantitative skills go in tandem for analysis and examination of the proposals and references received from the PSU.

9. DDRS / DDRC

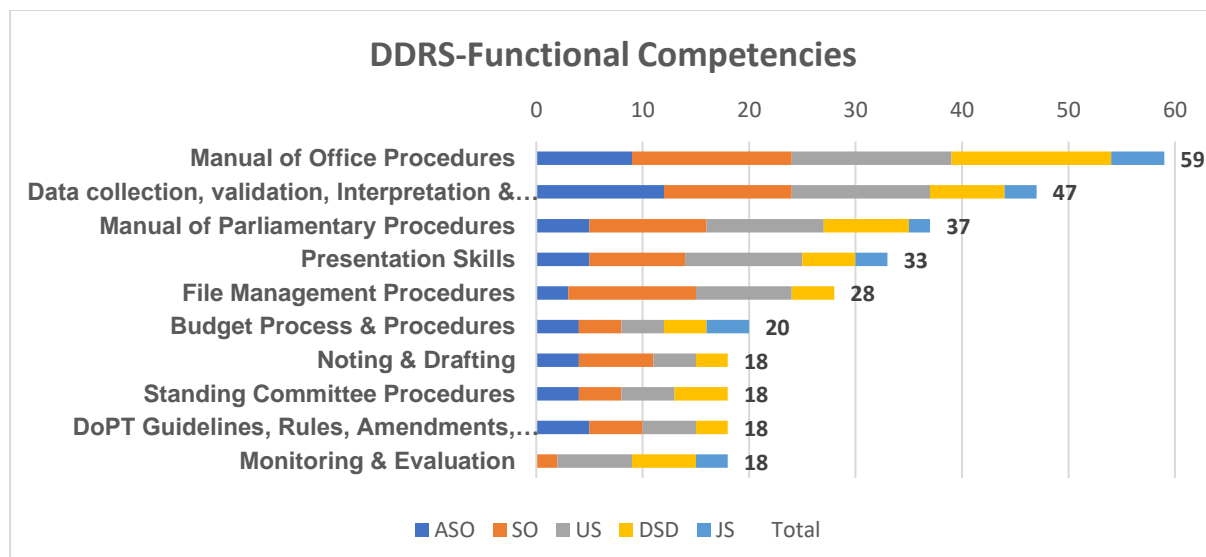
Deendayal Disabled Rehabilitation Scheme (DDRS) section processes the grants-in-aid to non-governmental organizations for providing a wide range of services to children / persons with disabilities with regard to matters related with school education, community-based rehabilitation, home based rehabilitation, half-way home etc. To provide these services, the District Disability Rehabilitation Centres (DDRCs), is a sub-scheme under DDRS. This section responsibilities are to cater to the administrative matters of the field units i.e., DDRCs through DDRS Scheme.

The domain competencies identified for this section are presented below:



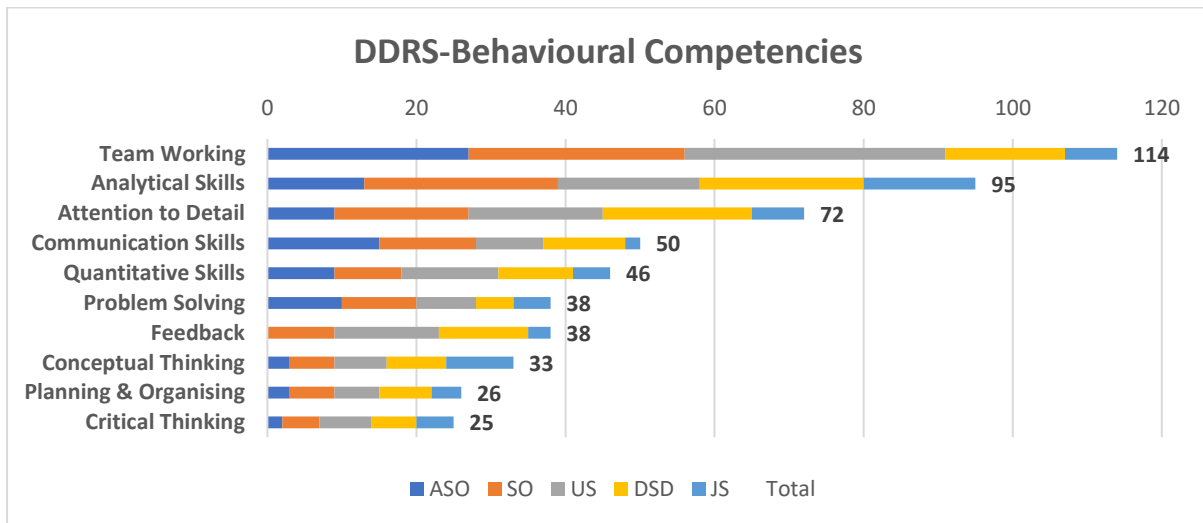
In addition, detailed knowledge of the DDRS scheme guidelines through e-Anudhaan portal for stakeholder management is the key domain competency for the section.

The functional competencies identified for this section are presented below:



'Manual of Office Procedures', and 'Data Collection, validation, Interpretation' (for the reasons explained in other sections) are identified for the section as function competencies.

The behavioural competencies identified for this section are presented below:

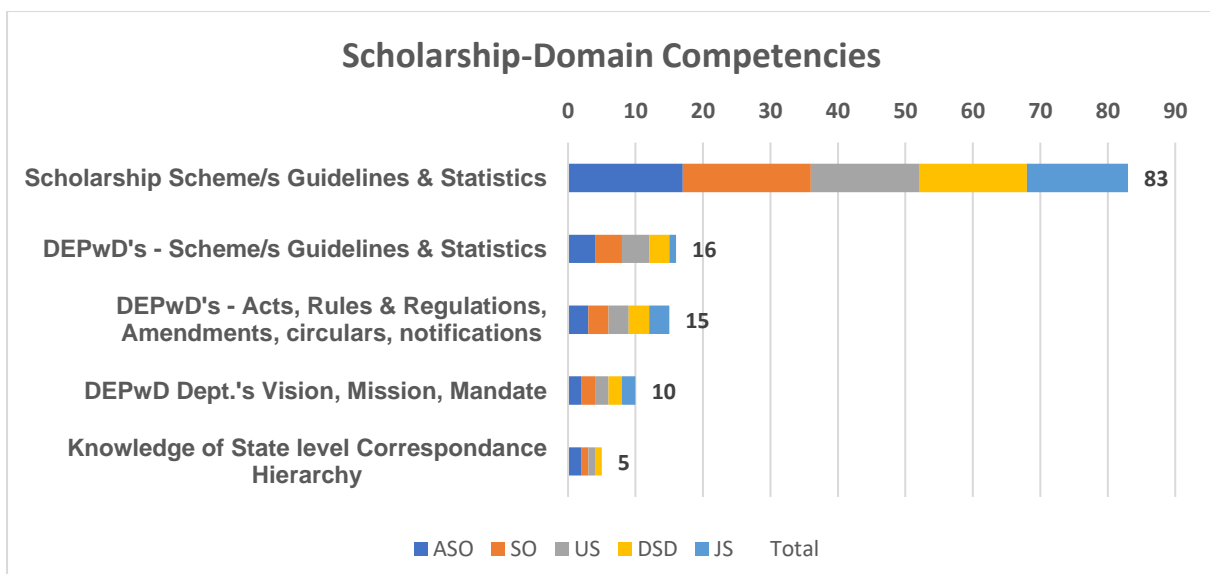


In order to implement the DDRS scheme, key tasks include communicating with the stakeholders, i.e., the NGOs carrying out the scheme, in order to receive their proposals, review them, and communicate about the scheme's progress. These communications would necessitate 'Team Working' skills for better scheme implementation and outcomes, as well as 'Analytical skills' for reviewing the progress and implementation.

10. Scholarship

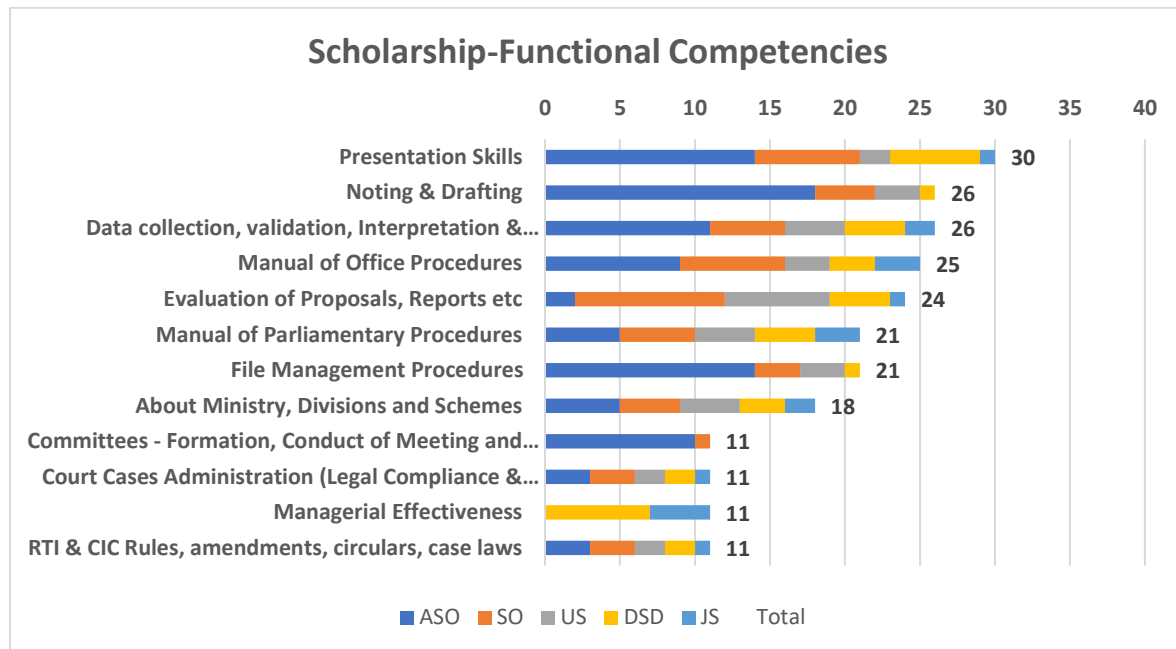
This Section deals with five scholarship schemes being provided namely, pre-matric, post-matric / top-class scholarship, National Fellowship, National Overseas scholarship, and free coaching to facilitate education of PwDs. Selection of the beneficiaries for these scholarship schemes are done on the basis of the merit after the recommendation of the State Governments/UTs.

The domain competencies identified for this section are presented below:



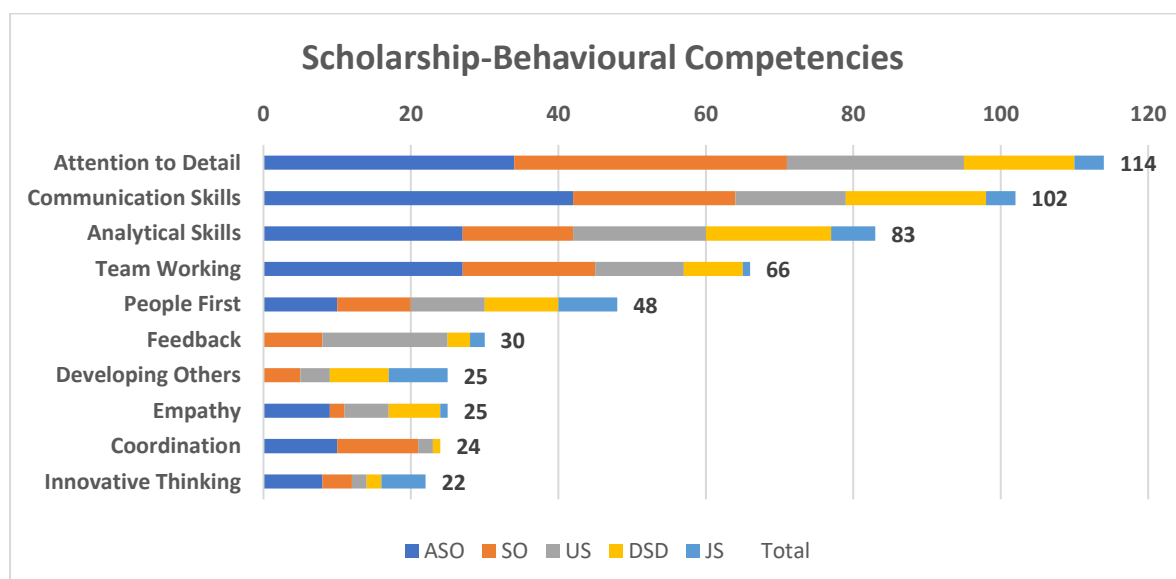
Scholarship scheme guidelines and statistics is the key domain competency for administering the applications received for the scholarship along with the understanding of department policies, vision, mission are the competencies required for officials working in the section.

The functional competencies identified for this section are presented below:



Presentation Skills and Noting & Drafting are critical functional skills identified for this section which are important for appropriate, and timely completion day-to-day transactions.

The behavioural competencies identified for this section are presented below:

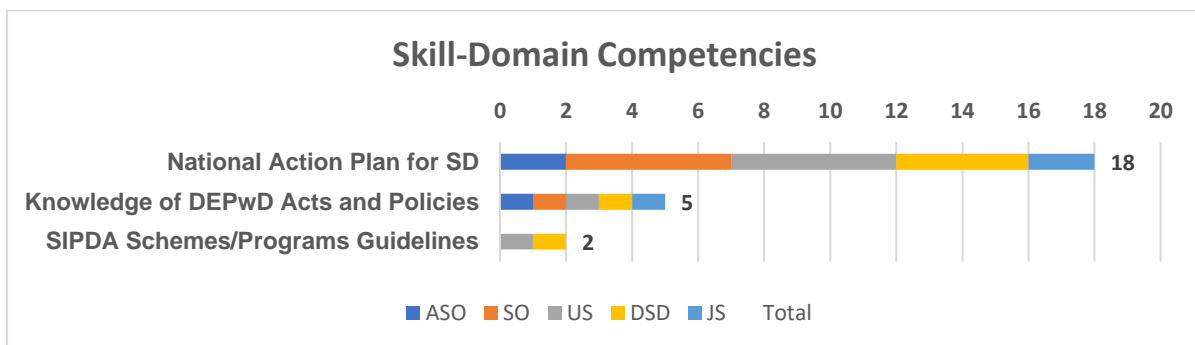


Communication Skills with the PwDs is crucial in resolving their queries and grievances and Attention to Details in the implementation of the schemes are critical behavioural competencies.

11. Skill Development

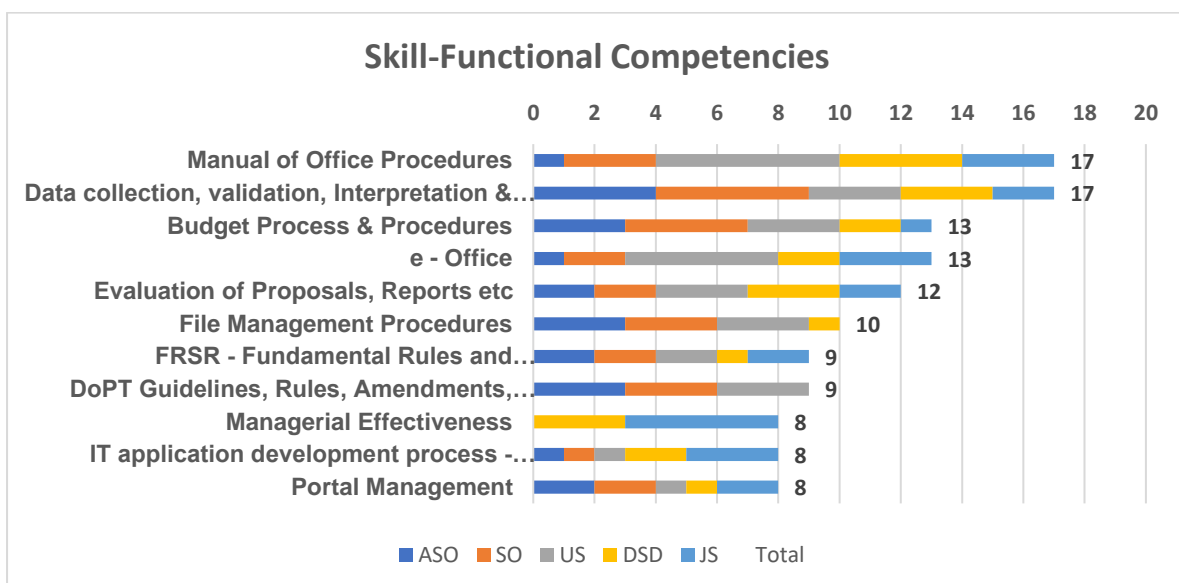
This division implements NAP for Skill Development of PwDs as a PMU and responsible for undertaking Training Needs Assessment, developing e-learning modules, providing quality vocational training, Monitoring & Evaluation, Assessment and relevant Certificate Generation, assisting in employment generation of PwDs. And also implements incentives to employers employing PwDs.

The domain competencies identified for this section are presented below:



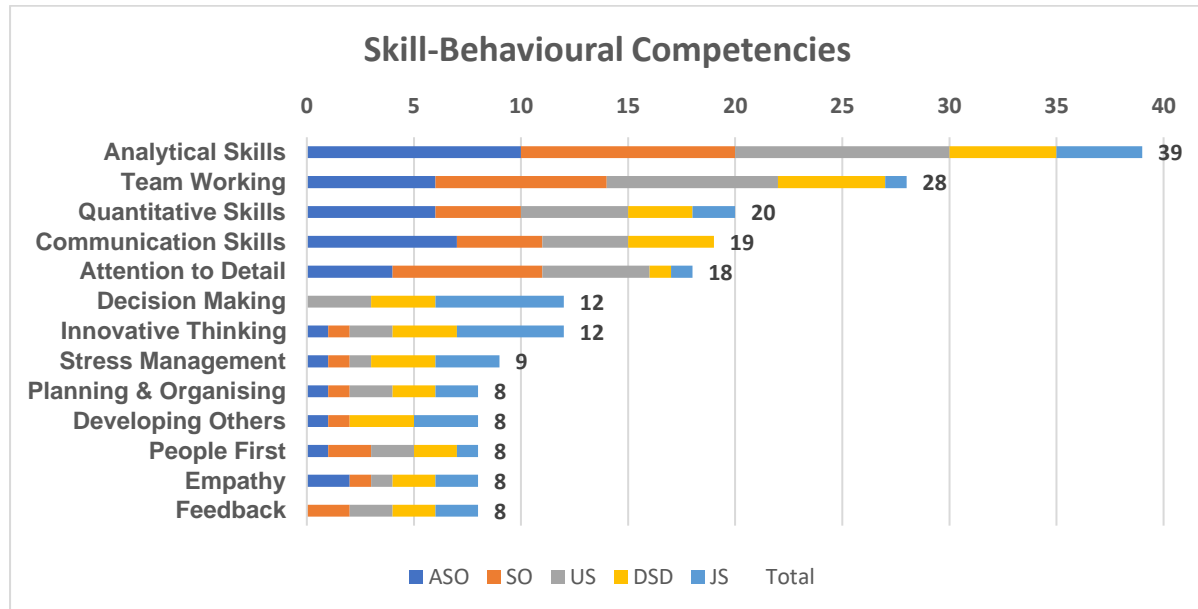
For undertaking functions and sub-functions, the National Action plan for skill development provide the functionaries fair understanding of the activities listed for the skill development of PwDs, secondly RPWD act provides the rights and provisions envisaged for the disabled persons.

The functional competencies identified for this section are presented below:



CSMOP, Budget Process & Procedures are most identified functional competencies which are used in granting the aid to the stakeholders for implementation of skill programs. Data collection, validation, and interpretation skill for measuring the output-outcome of skill trainings implemented.

The behavioural competencies identified for this section are presented below:

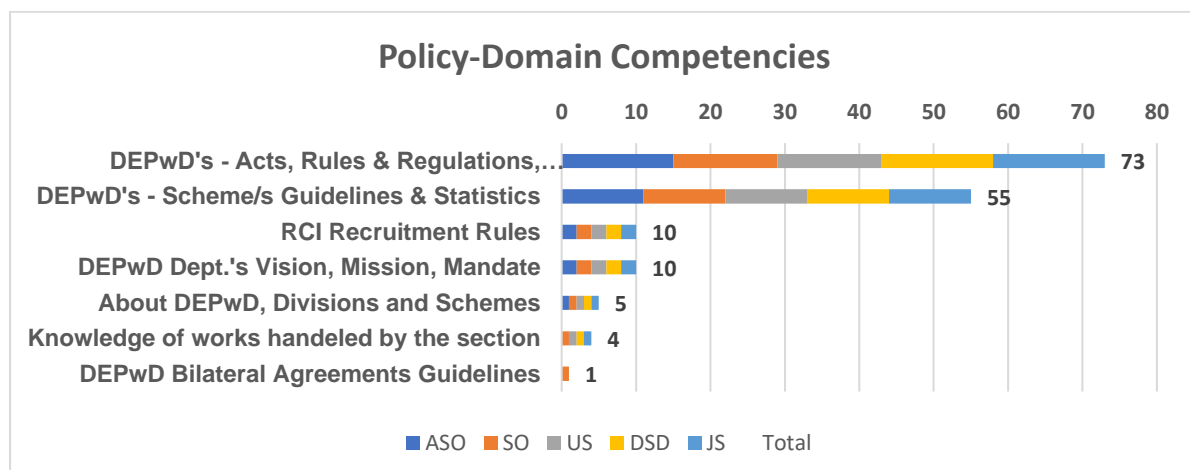


To draw inferences of the output-outcome of the implemented skill trainings, analytical skills are critical for the staff in the section.

12. Policy

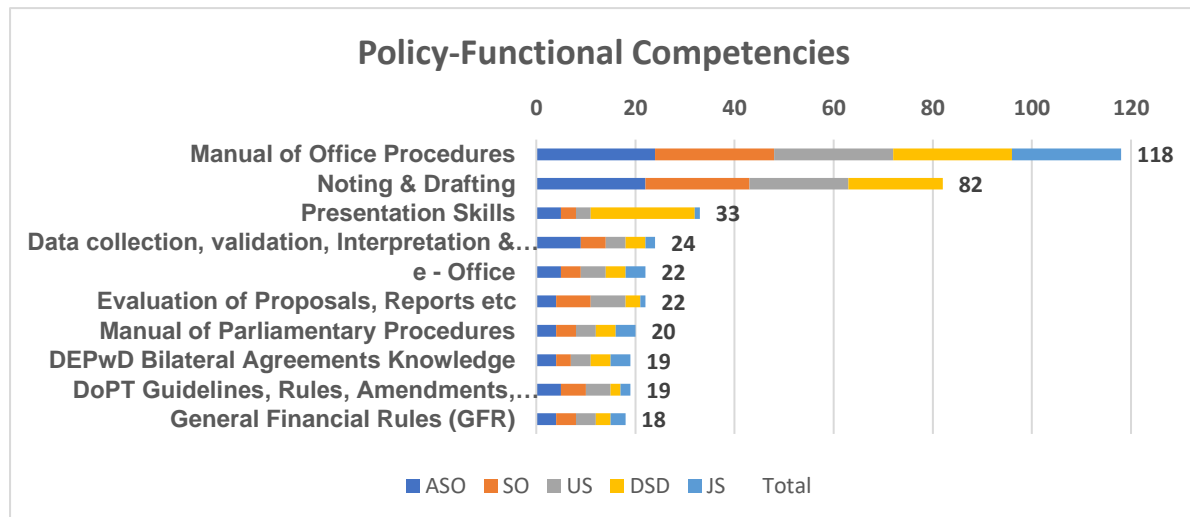
This Section is primarily responsible in research and administrative functions of Acts / policies formulation, their amendments, in collaboration with internal and external stakeholders, and assist the department at policy level in incorporating the new establishments.

The domain competencies identified for this section are presented below:



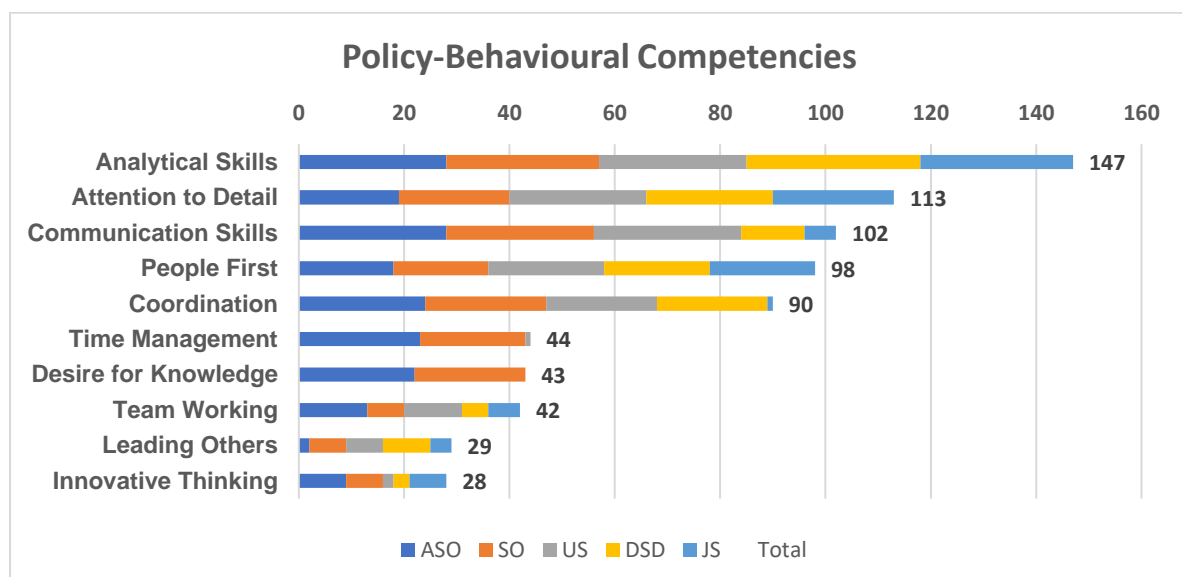
This division is responsible for the administration of amendments related to the Acts, rules and regulations, bilateral agreements signed by the department, therefore, understanding disability sector as domain knowledge with trends and technologies, Acts, policies of the department and scheme guidelines are the competencies required for better functioning.

The functional competencies identified for this section are presented below:



CSMOP and Noting & Drafting are basic and critical skill sets required particularly ASO and SO level employees for appropriate and timely completion of day-to-day correspondence.

The behavioural competencies identified for this section are presented below:

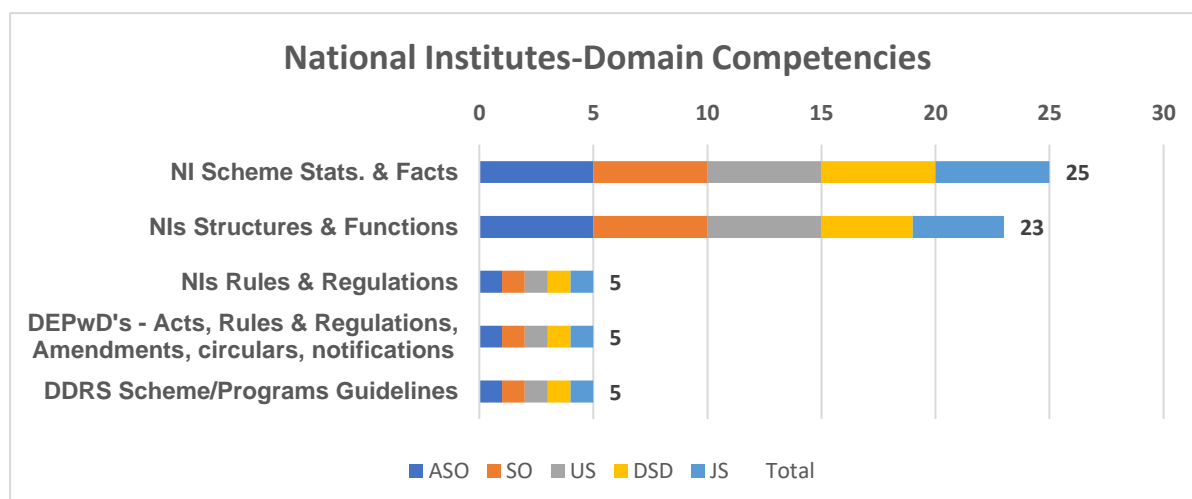


Analytical Skills and Attention to detail are crucial functional competencies while drafting the new legal framework or amendments to existing ones of the department.

13. National Institutes

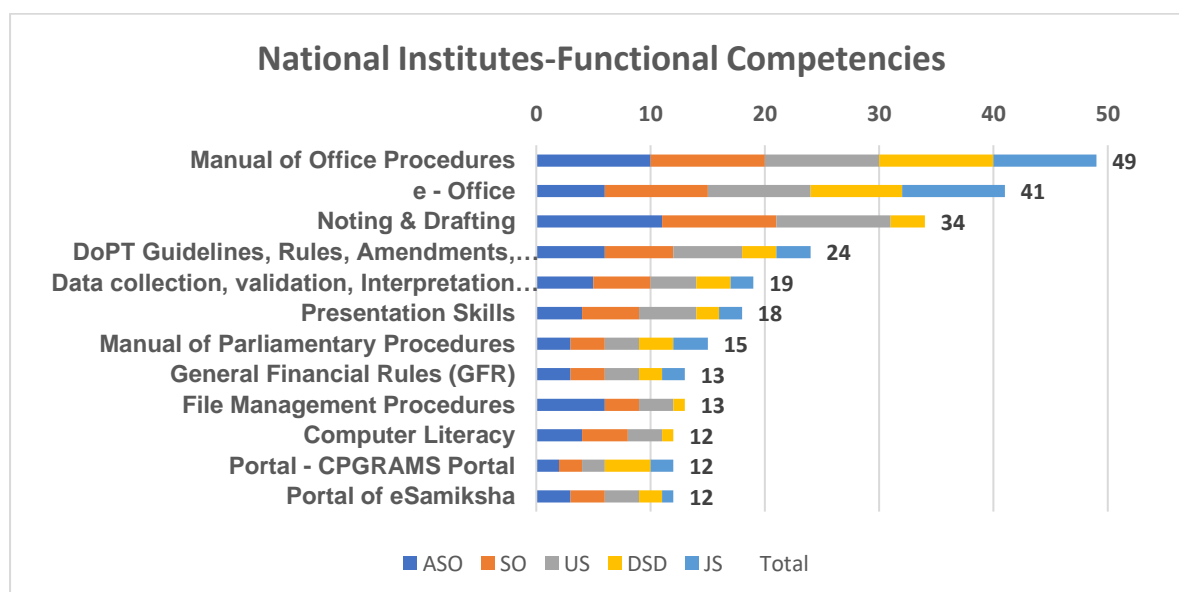
This section deals with the administrative, and financial matters such as release of grant in aid proposals, and other administrative concurrence works of National Institutes. These National Institutes implements the mandate of DEPwD with regard to various disabilities.

The domain competencies identified for this section are presented below:



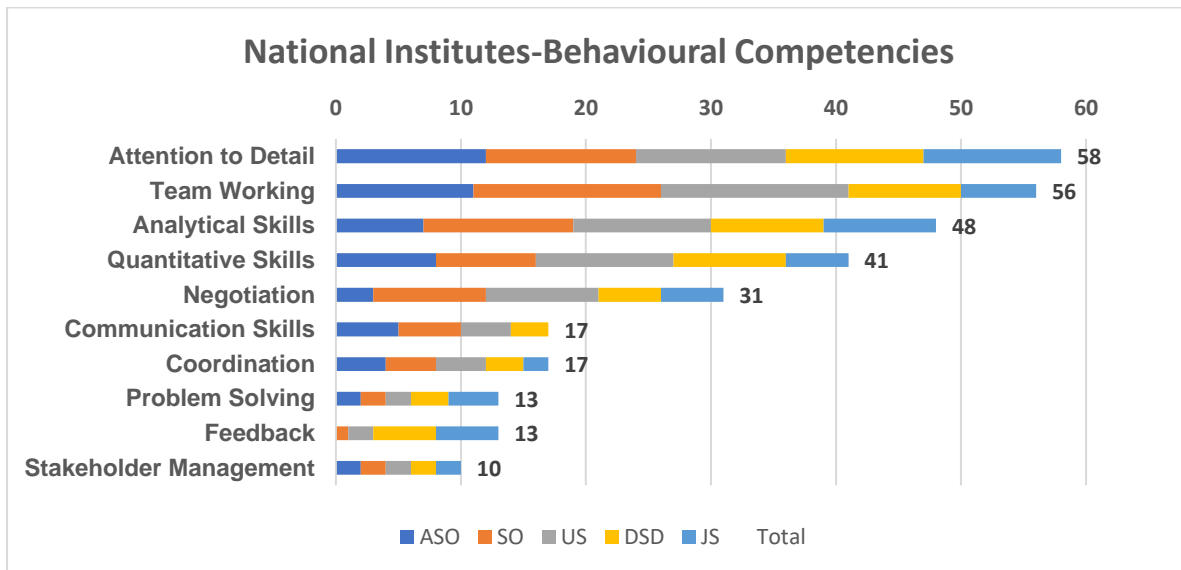
This section deals with the administrative matters of the NIs, knowledge of their structure and schemes are the key competencies required for the officials working in this division.

The functional competencies identified for this section are presented below:



CSMOP is basic and critical skill set required for all employees in the department for appropriate and timely completion of day-to-day correspondence.

The behavioural competencies identified for this section are presented below:

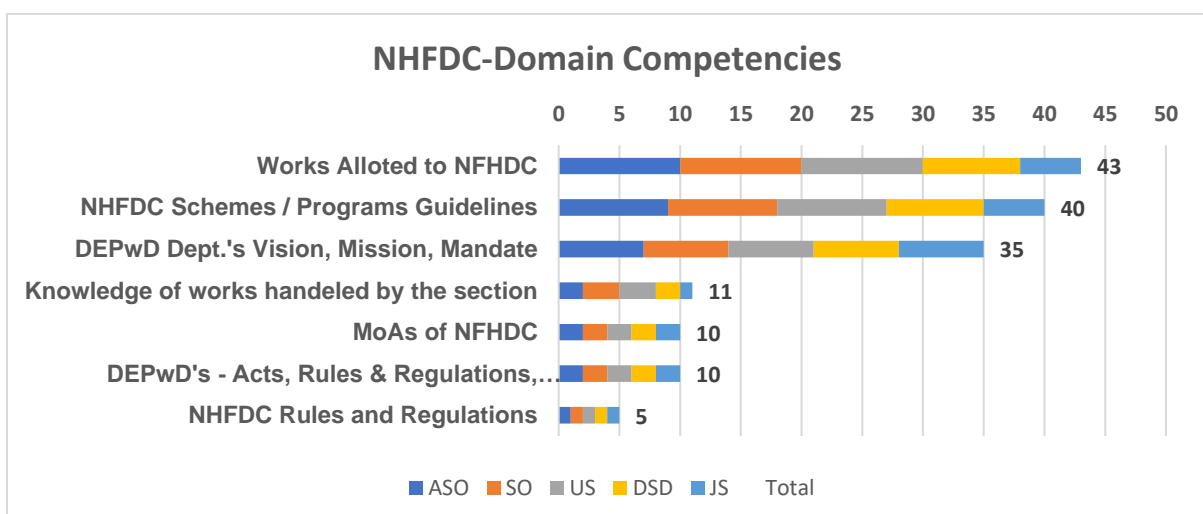


Team working and Attention to detail are crucial behavioural competencies for dealing with correspondence received such as release of grants, recruitment of critical posts, grievances redressal etc. from the National Institutes and other relevant stakeholders.

14. National Handicapped Finance and Development Corporation (NHFDC)

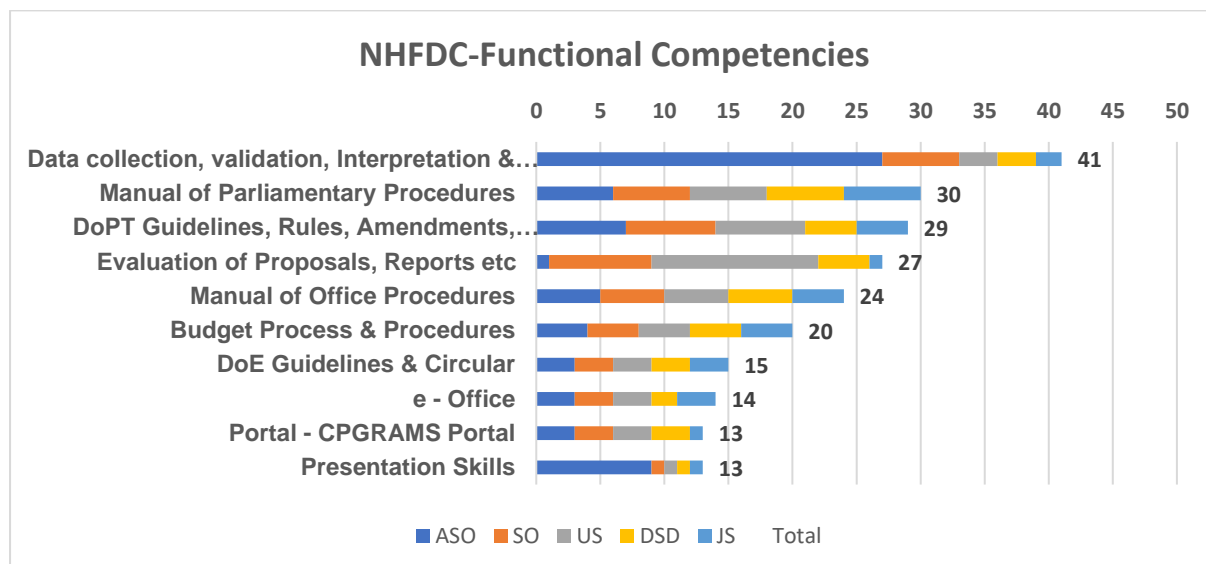
This section deals with matters related to NHFDC such as release of grant-in-aid for the proposals received from NHFDC and finalising the MoU between the department and NHFDC. NHFDC functions as an apex institution for extending financial support for initiating activities contributing directly or indirectly to the income generation or helping Persons with Disabilities (PwDs) in their overall process of empowerment through the State Channelizing Agencies (SCAs) nominated by the State Government(s)/selected Public Sector Banks (PSBs)/Regional Rural Banks (RRBs).

The domain competencies identified for this section are presented below:



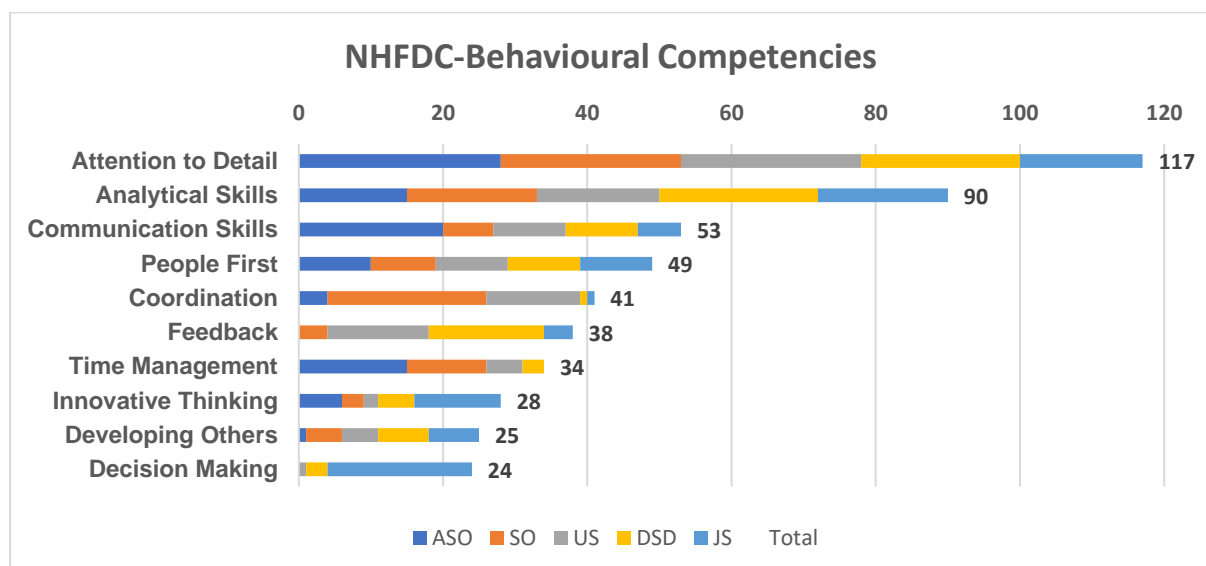
The knowledge of the works allotted through MoU and budget allotted to NHFDC are essential for the officials of the section to release required grants, and provide administrative approvals.

The functional competencies identified for this section are presented below:



Data Collection, Validation, and Interpretation emerged as top priority functional competency for this section which is critical for analysing the proposals and other references received from NHFDC.

The behavioural competencies identified for this section are presented below:

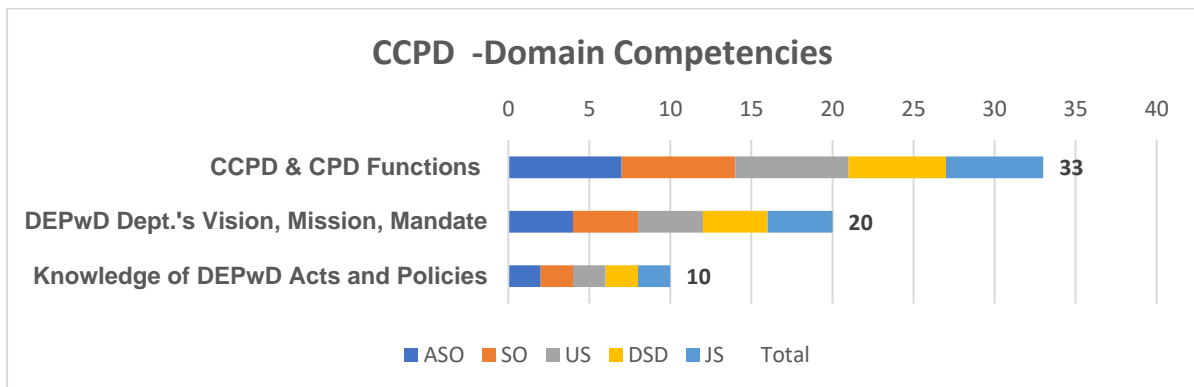


Analytical Skills and Attention to detail are crucial behavioural competencies for dealing with the correspondence received from NHFDC for release of grants, finalising MoU, inputs on recruitment of key posts, etc.

15. Chief Commissioner for Persons with Disabilities (CCPD)

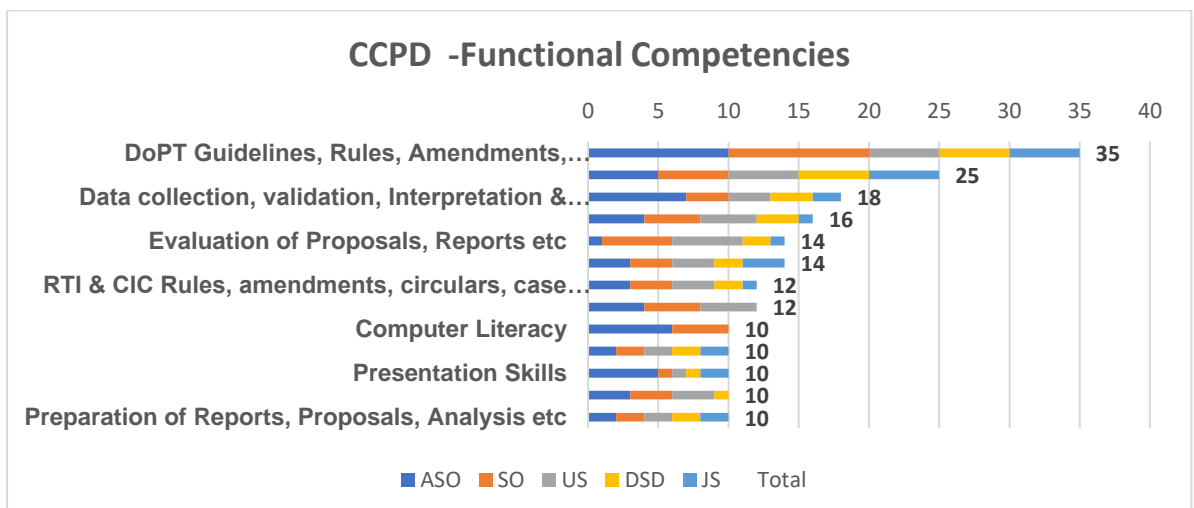
This section deals with CCPD's administrative matters which are at the helm of department. Chief Commissioner is mandated to co-ordinate the work of the State Commissioners for Persons with Disabilities, monitor utilization of funds disbursed by the Central Government and take steps to safeguard the rights and facilities made available to the persons with disabilities.

The domain competencies identified for this section are presented below:



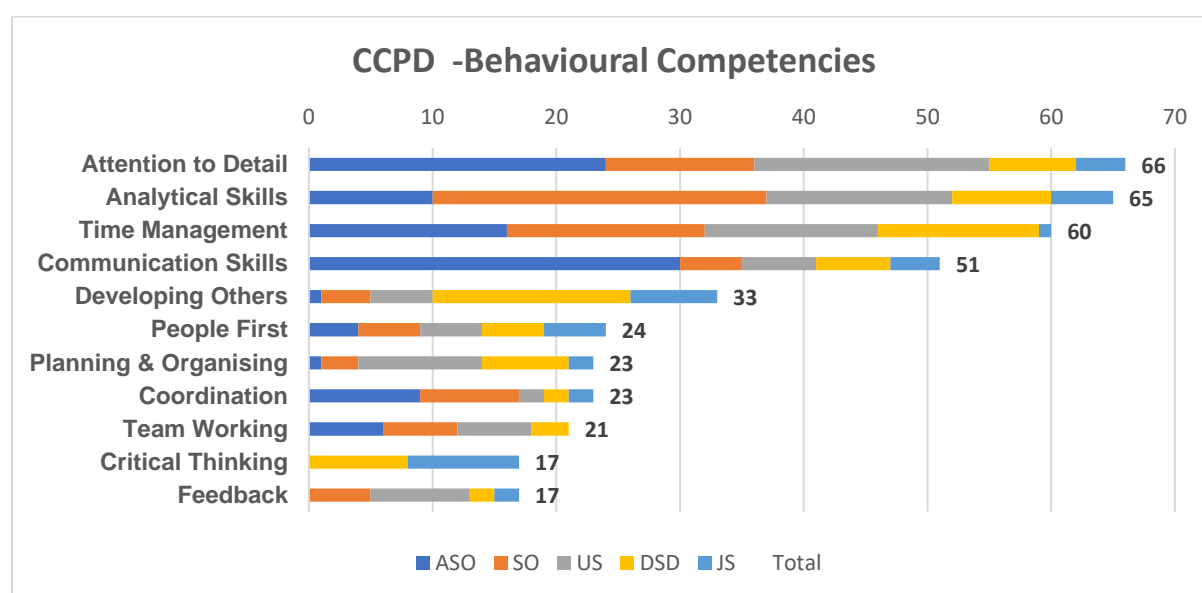
This section deals with the administrative matters and release of grants to the CCPD proposals. Fair understanding of the works and relevant acts of CCPD are essential to perform activities of this section.

The functional competencies identified for this section are presented below:



DoPT Guidelines, circulars are most referred functional competency for this section for manpower management of CCPD such as recruitment, increasing the sanctioned strength, etc.

The behavioural competencies identified for this section are presented below:

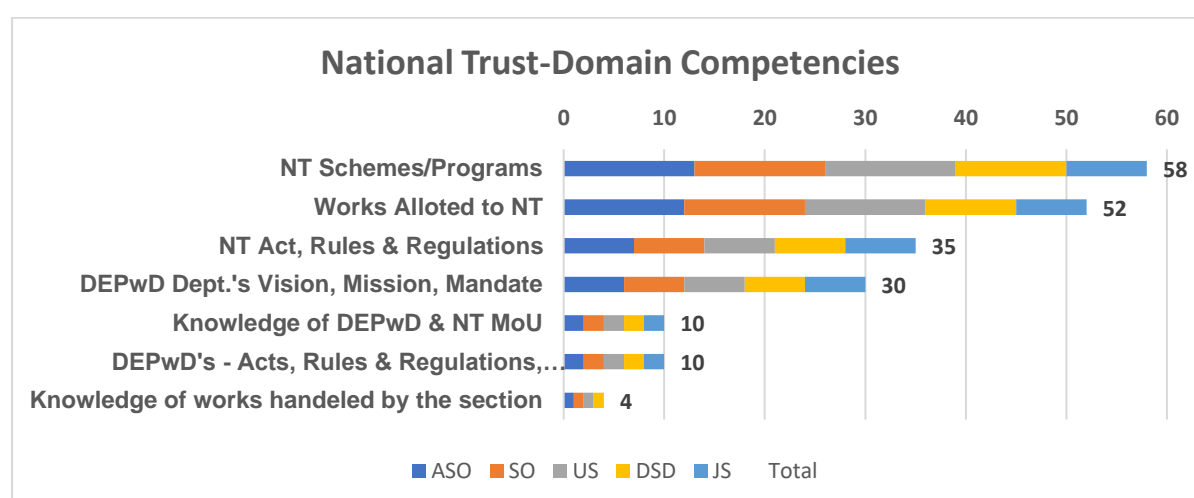


Analytical Skills and Attention to detail are crucial behavioural competencies for dealing with the correspondence received from CCPD for release of grants, inputs on recruitment at key posts, etc.

16. National Trust

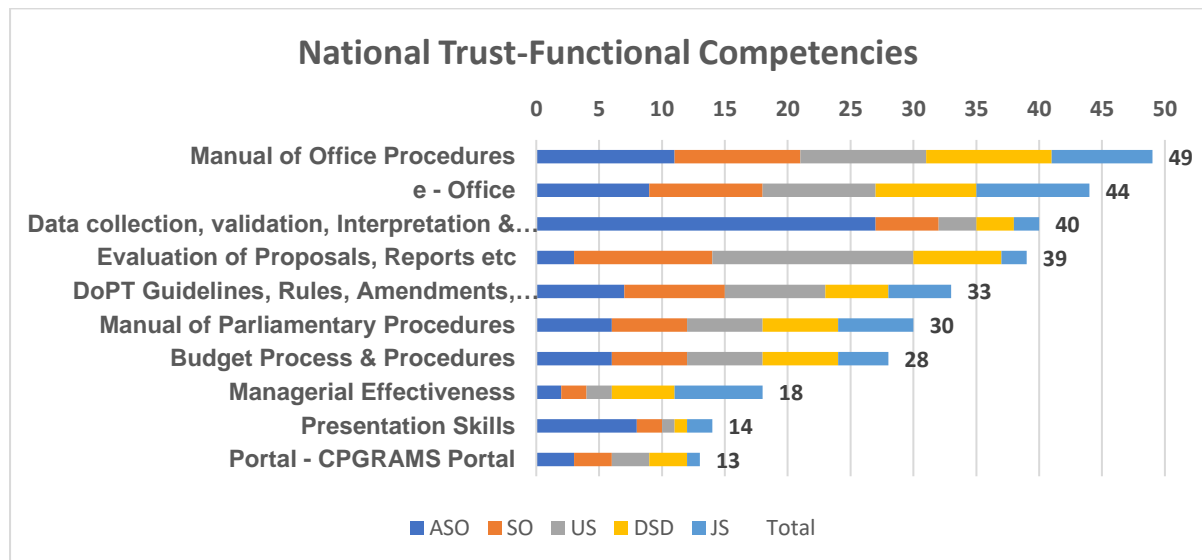
The National Trust's fundamental purpose is to create an enabling environment, i.e., providing opportunities for Persons with Disabilities through comprehensive support systems and also by collaborating with other Ministries, etc., which will lead towards development of an inclusive society. This Section in DEPwD deals with some of the administrative matters relating to NT, release of grant-in-aid, and redressal of grievances escalated to DEPwD.

The domain competencies identified for this section are presented below:



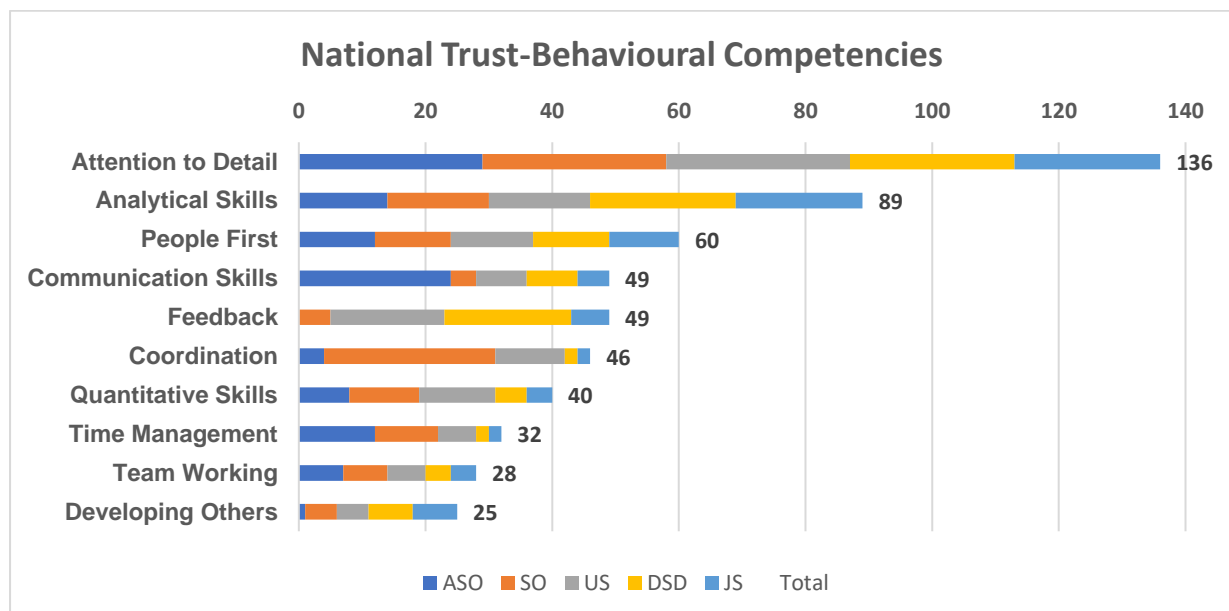
This section deals with the administrative matters and release of grants to the National Trust proposals. Fair understanding of the works and NT schemes and programs are essential to perform the activities of this section.

The functional competencies identified for this section are presented below:



CSMOP, and e-office are most referred functional competencies for handling the day-to-day correspondence received from the National Trust.

The behavioural competencies identified for this section are presented below:

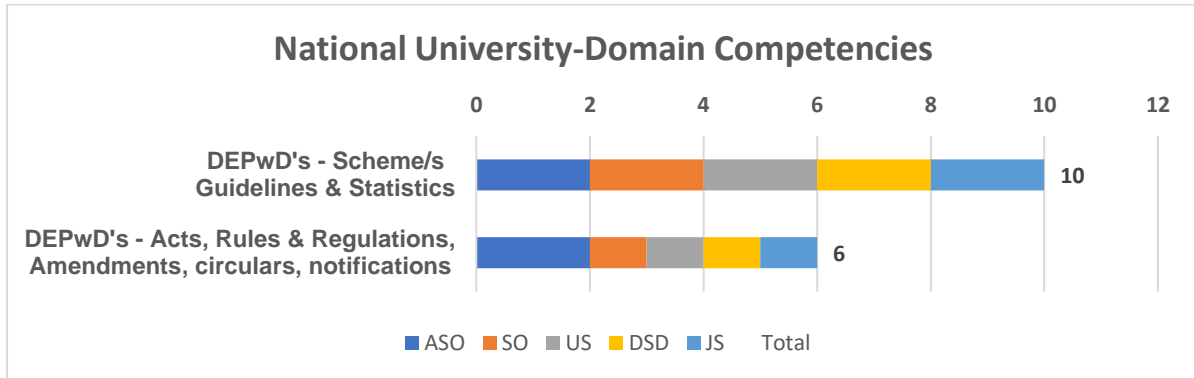


Analytical Skills and Attention to detail are crucial behavioural competencies for dealing the correspondence received from National Trust for release of grants, inputs on recruitment of key posts, etc.

17. National University

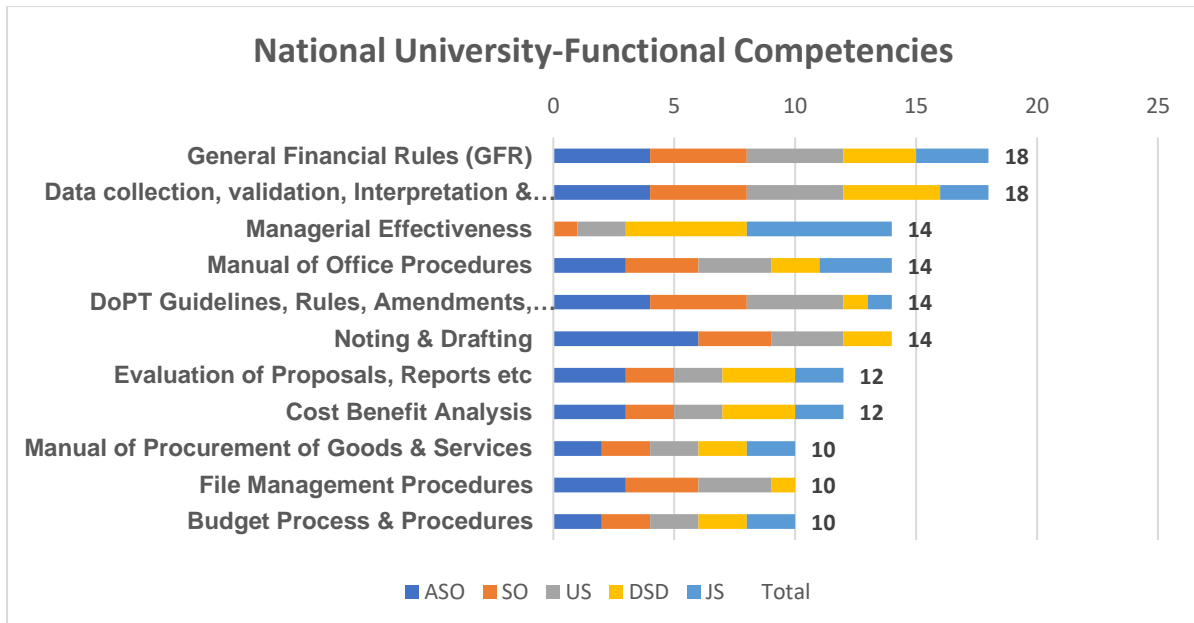
This Section is handling the establishment matters of the National University in the North-Eastern Region of India.

The domain competencies identified for this section are presented below:



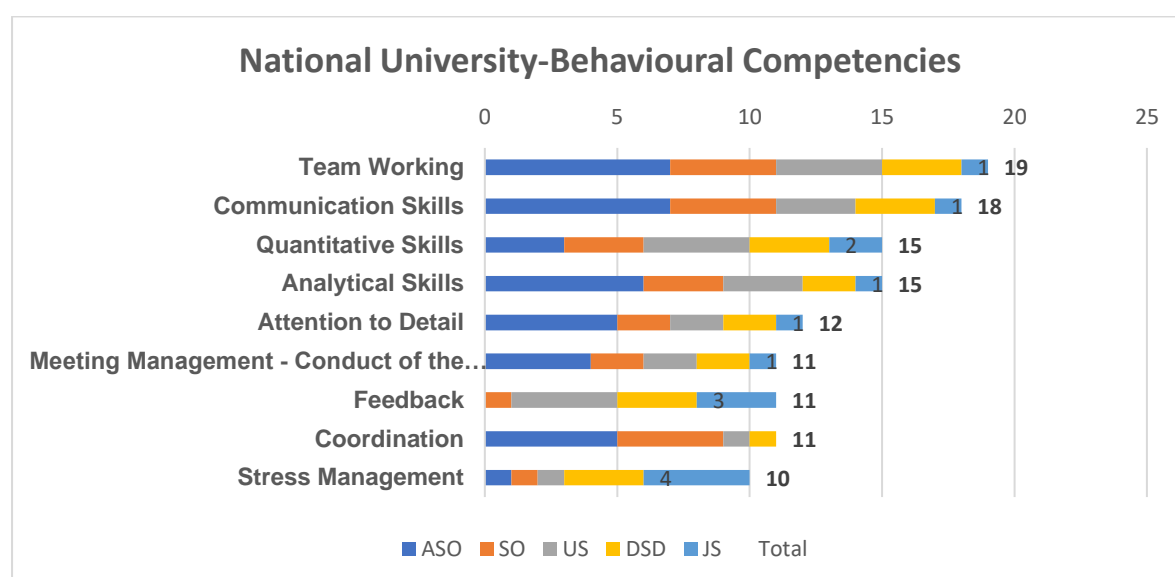
Understanding of the DEPwD's legal framework and Scheme Guidelines will help in designing the functional aspects of the to be established National University.

The functional competencies identified for this section are presented below:



GFR, Managerial Effectiveness, CSMOP, Noting & Drafting, and Evaluation of Proposals are critical functional competencies., Knowledge of these functional skills will help the section staff for timely completion of the establishment of National University.

The behavioural competencies identified for this section are presented below:

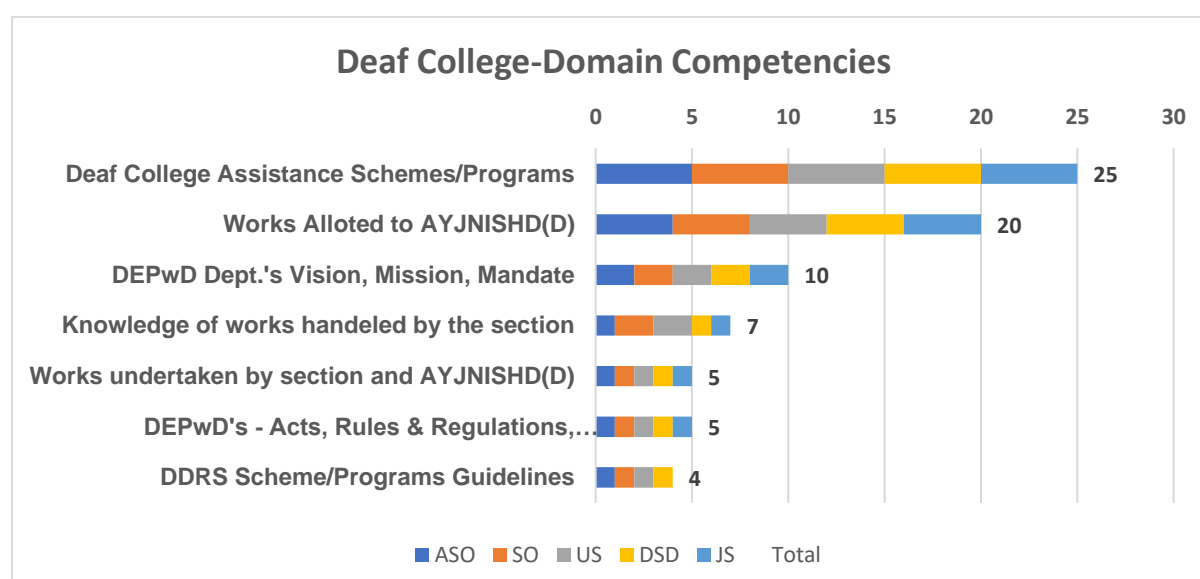


Communication skills and team working are the most sought competencies in this section staff for fruitful stakeholder management in establishing the University.

18. Financial Assistance for Deaf Colleges

This section deals with establishment and administrative matters and release of grant-in-aid for various applications received from State Governments for empowerment for Deaf Colleges.

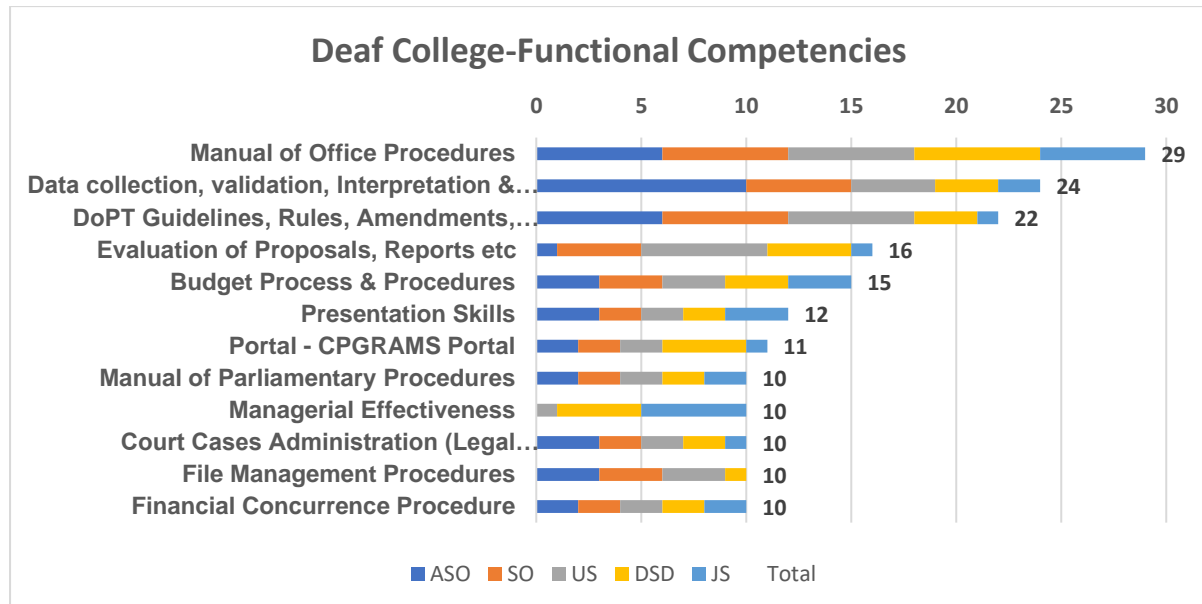
The domain competencies identified for this section are presented below:



This section deals with the matters of Deaf Colleges run by the State Governments and release of grants to the Deaf colleges, based on the proposals of State

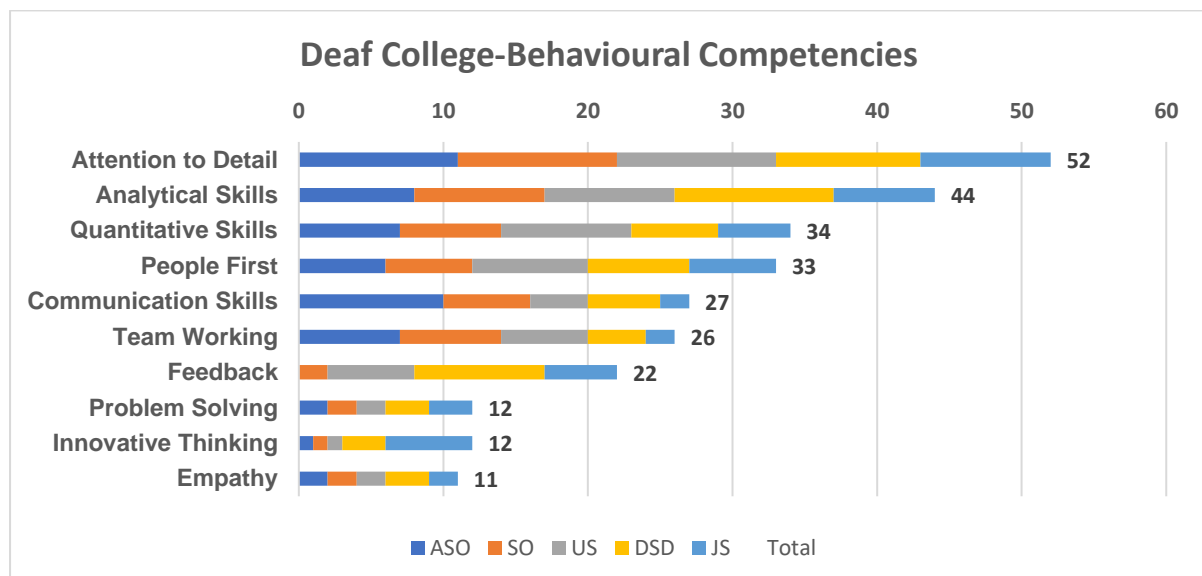
Governments. Fair understanding of the works and schemes and programs are essential to perform activities efficiently in this section.

The functional competencies identified for this section are presented below:



Apart from CSMOP, Data collection, validation, and interpretation competency for the review of the proposals / reports received under the scheme of assistance to deaf colleges is critical competency for the staff in this section.

The behavioural competencies identified for this section are presented below:

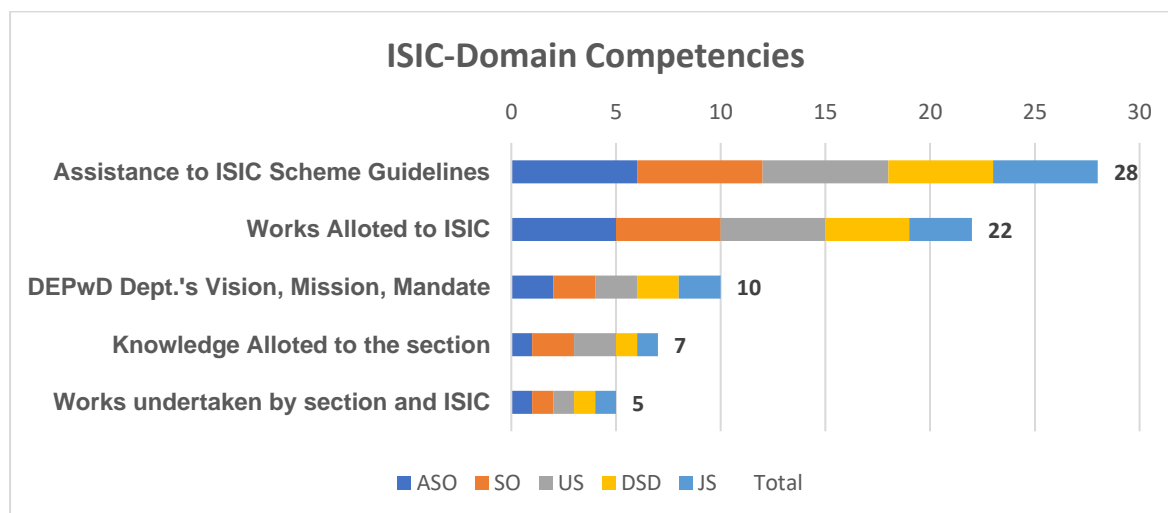


Analytical Skills and Attention to detail are crucial functional competencies for dealing the correspondence received from the stakeholders under the scheme for release of grants, inputs on recruitment of key posts, etc.

19. ISIC – Institute of Spinal Injury Centre

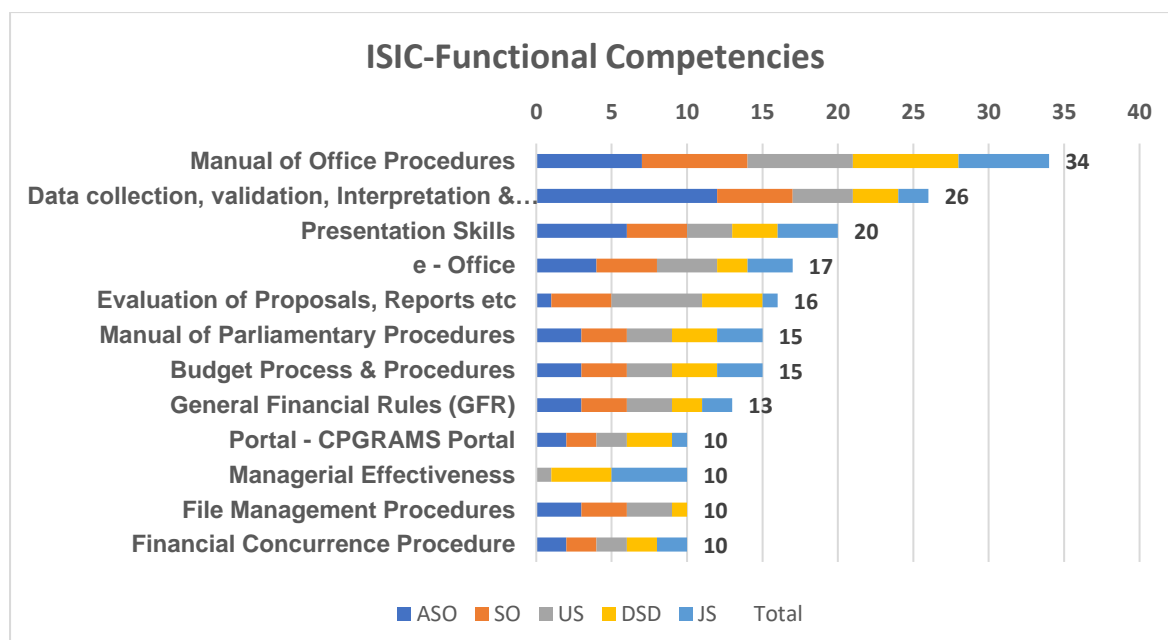
This section deals with ISIC institute, release of grant in aid, budget, and administrative matters, and provide inputs and recommendations to the centre.

The domain competencies identified for this section are presented below:



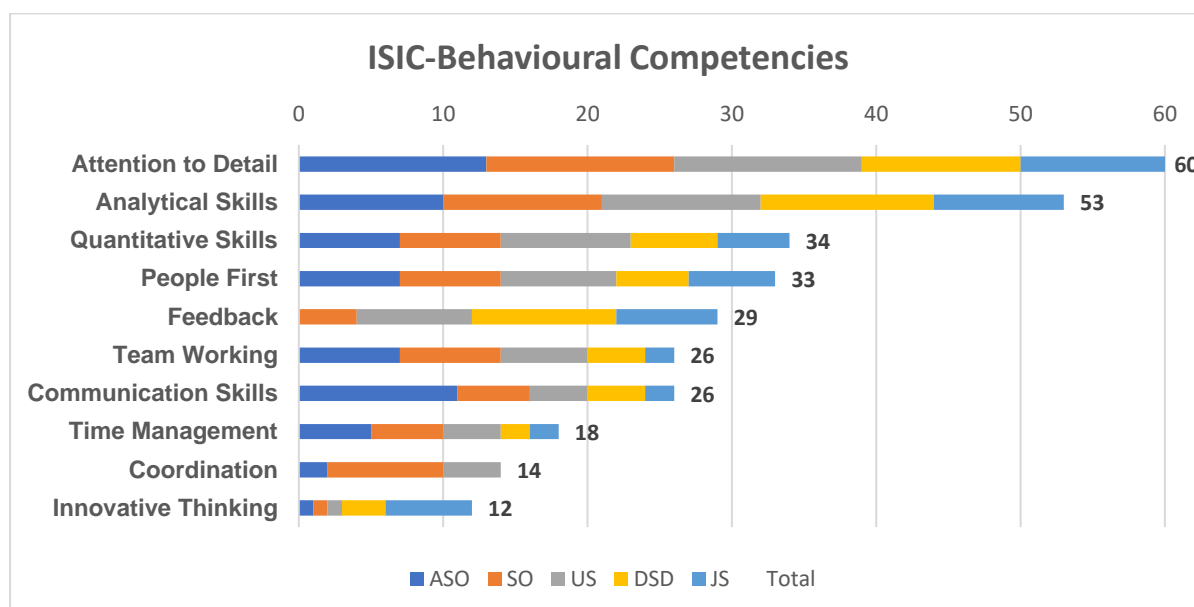
This section deals with the schemes related matters of ISCI and release of grants to the ISCI. Fair understanding of the works and ISIC schemes and guidelines are essential to perform activities efficiently in this section.

The functional competencies identified for this section are presented below:



Apart from CSMOP, Data collection, validation, and interpretation competency for the review of the proposals / reports and other references received from ISIC is critical competency for the staff in this section.

The behavioural competencies identified for this section are presented below:

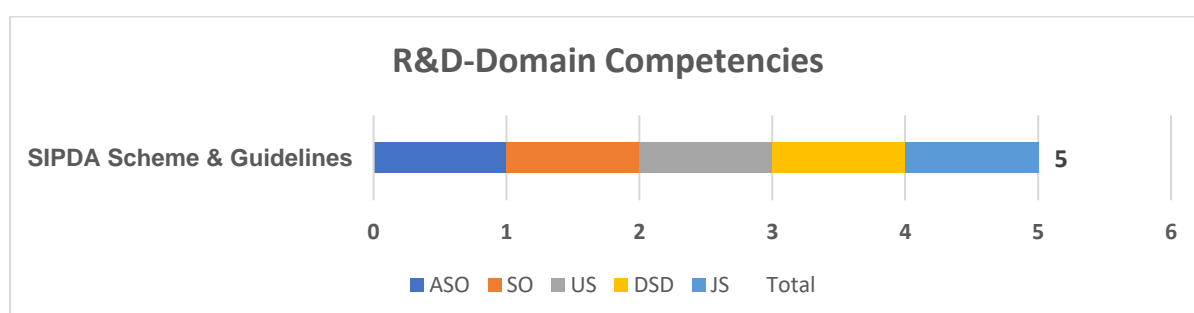


Analytical Skills and Attention to detail are crucial behavioural competencies for dealing with the correspondence received from the stakeholders under the scheme for release of grants, inputs on recruitment of key posts, etc.

20. Research & Development (R&D)

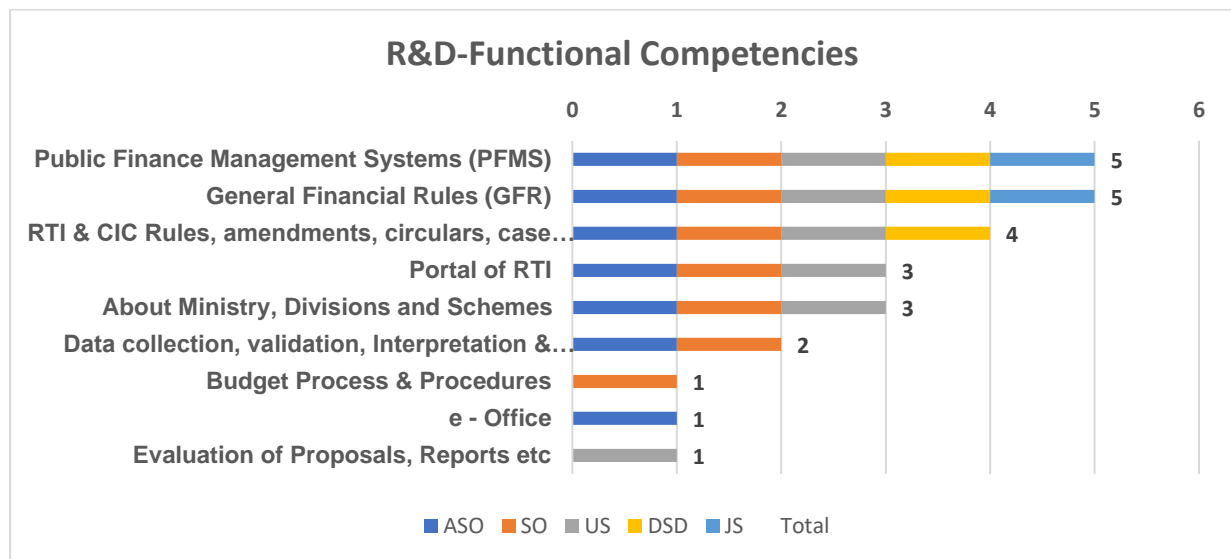
This Section deals with the sub-scheme of SIPD for promotion of research in prevention and prevalence of disability and the application of science & technology for the development of indigenous, appropriate aids and appliances.

The domain competencies identified for this section are presented below:



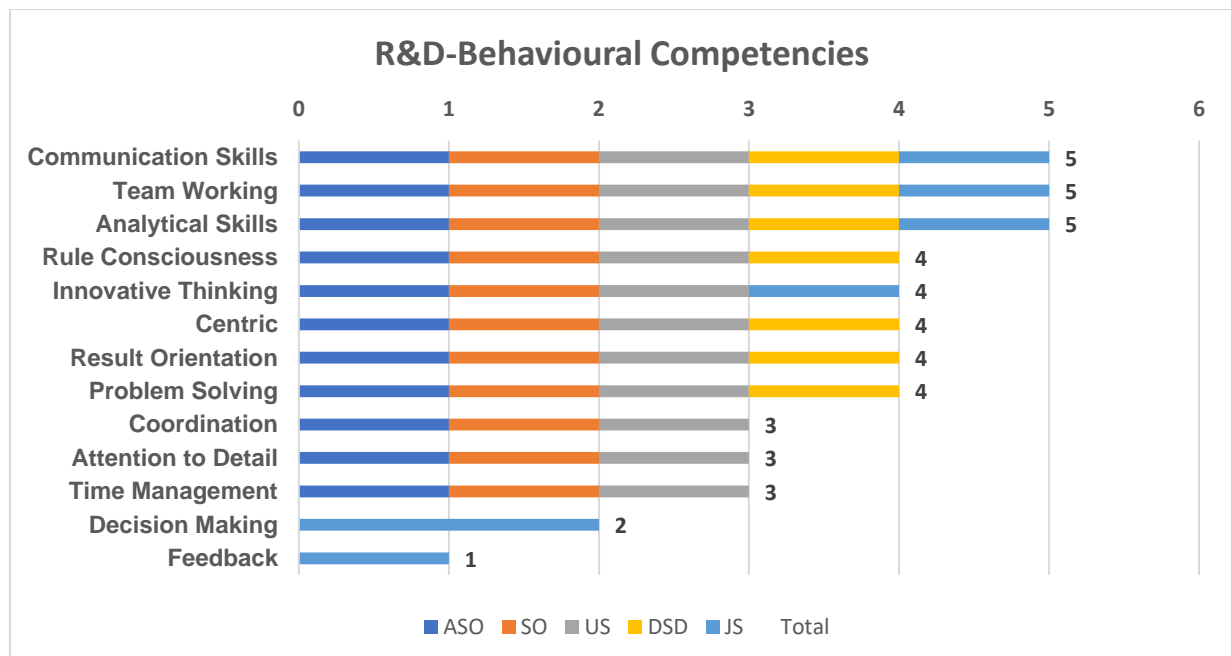
Understanding provisions for the assistance in research under SIPDA sub-scheme is the only domain competency the section staff needs to be aware of.

The functional competencies identified for this section are presented below:



Public Financial Management System (PFMS) and GFR are identified as critical functional competencies. Proficiency in these competencies help the staff of this section to review and release the grants under the scheme from the stakeholders more efficiently.

The behavioural competencies identified for this section are presented below:

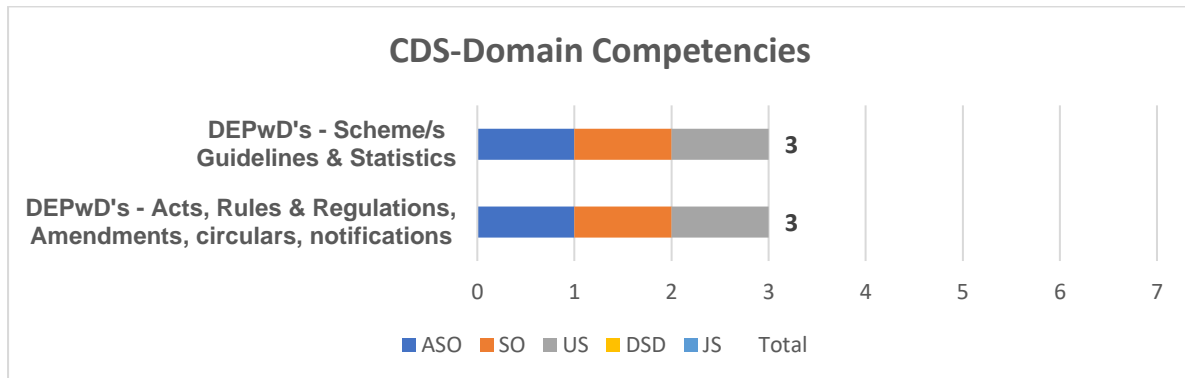


Communication skills and Team Working are critical competencies identified for this section for better stakeholder management.

21. Centre for Disability Sports (CDS)

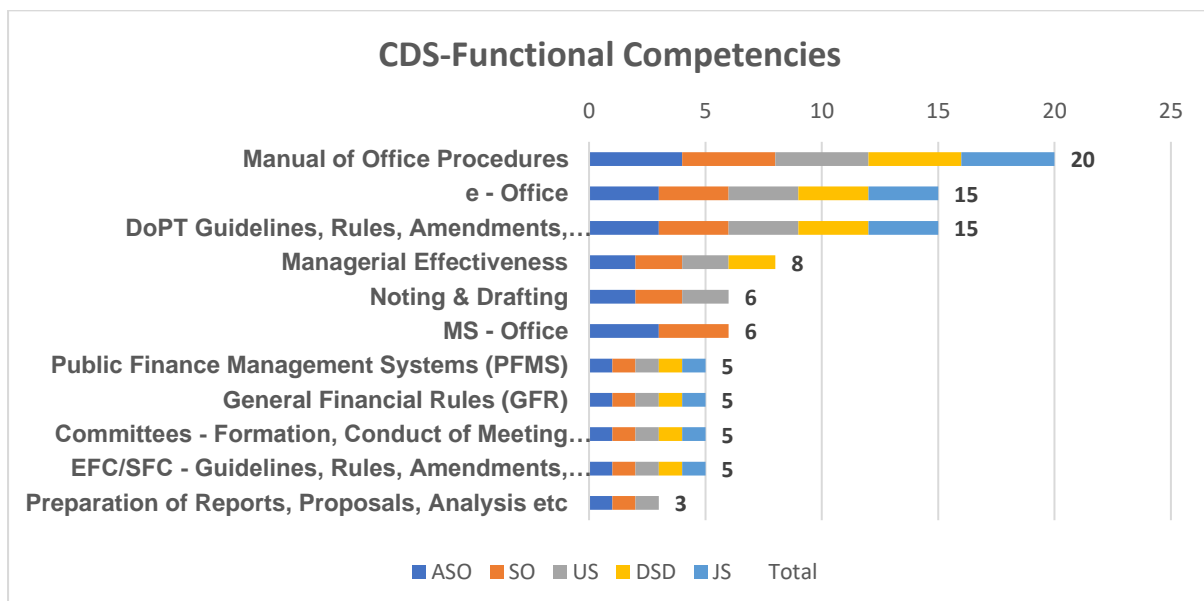
This section currently deals with the establishment of CDS and recruitment of staff for these sports centres.

The domain competencies identified for this section are presented below:



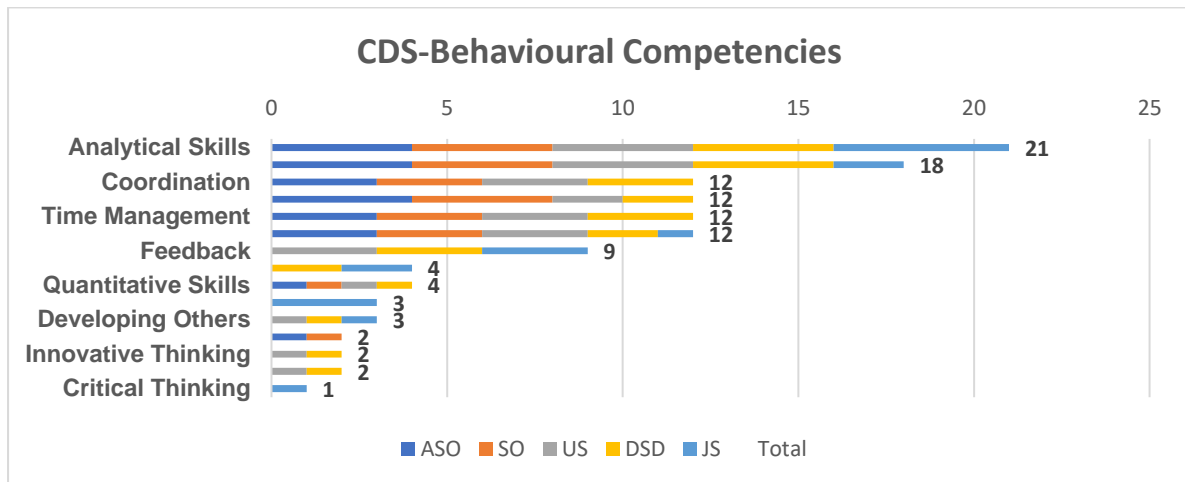
Understanding overall mandate of the department such as Acts, and Policies, and general understanding of the overall schemes of the department are essential domain competencies.

The functional competencies identified for this section are presented below:



CSMOP, and eOffice functional competencies are most used this section staff for administrative approvals related to the establishment of CDS and its branches.

The behavioural competencies identified for this section are presented below:

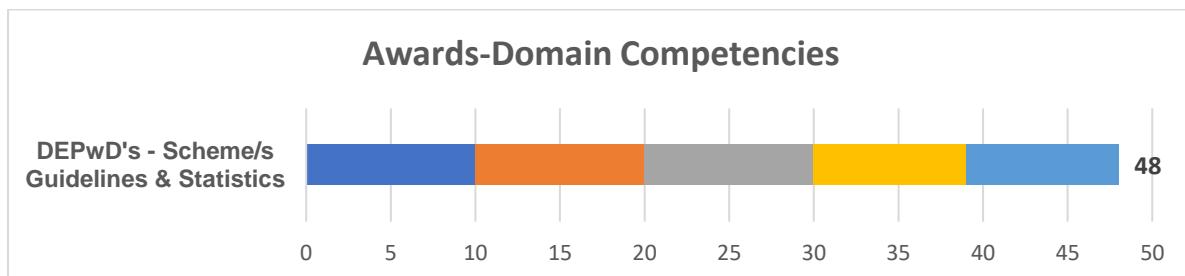


Analytical skills are to review the administrative and financial proposals received from the vendors for the establishment of CDS and its branches.

22. National Awards

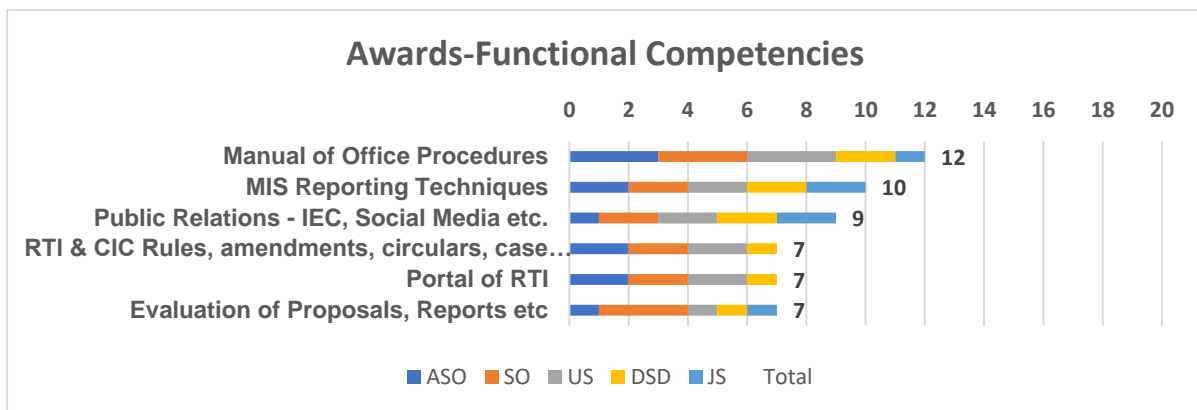
This Section handles prestigious Annual National Awards event of the Department and fulfils the pre-requisites such as inviting the applications, selection, and finalization of awardees, organizing the event in coordination with the general administration department.

The domain competencies identified for this section are presented below:



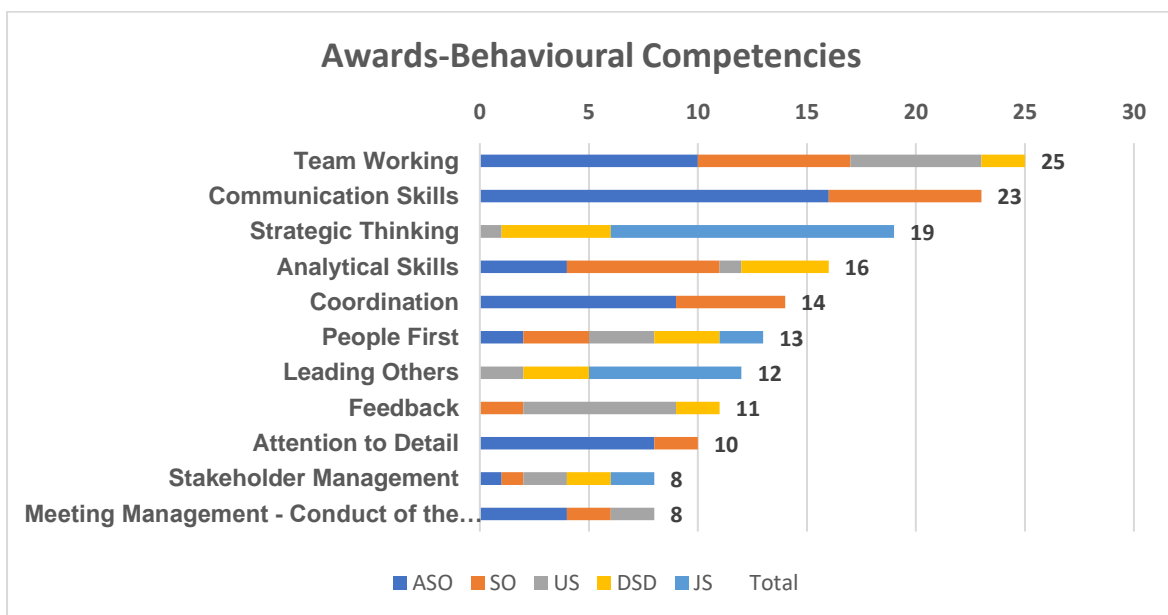
The section staff needs to have a comprehensive understanding of the department's overarching scheme/guidelines pertaining to recognizing the contributions of establishments and individuals towards empowering persons with disabilities, it is necessary for them to comprehend the diverse range of national awards available for PwDs.

The functional competencies identified for this section are presented below:



Fair understanding of CSMOP and MIS Reporting techniques are critical functional competencies for the section staff to fulfil the pre-requisite activities and to finalize the National Awards.

The behavioural competencies identified for this section are presented below:



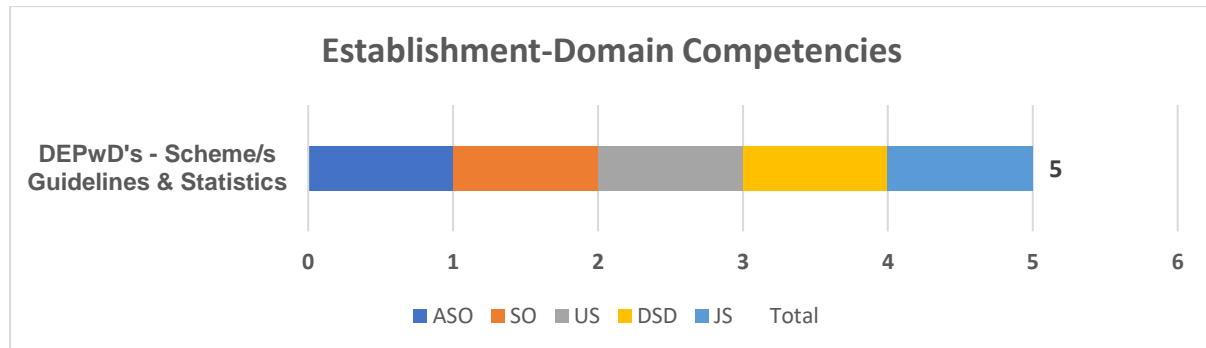
Team working and communication with other sections of the department during finalisation various category of awards is important behavioural competency for this section.

23. Establishment

The Establishment division deals with all service-related matters in respect of officers/official of the Department such as recruitment, promotion, pension related

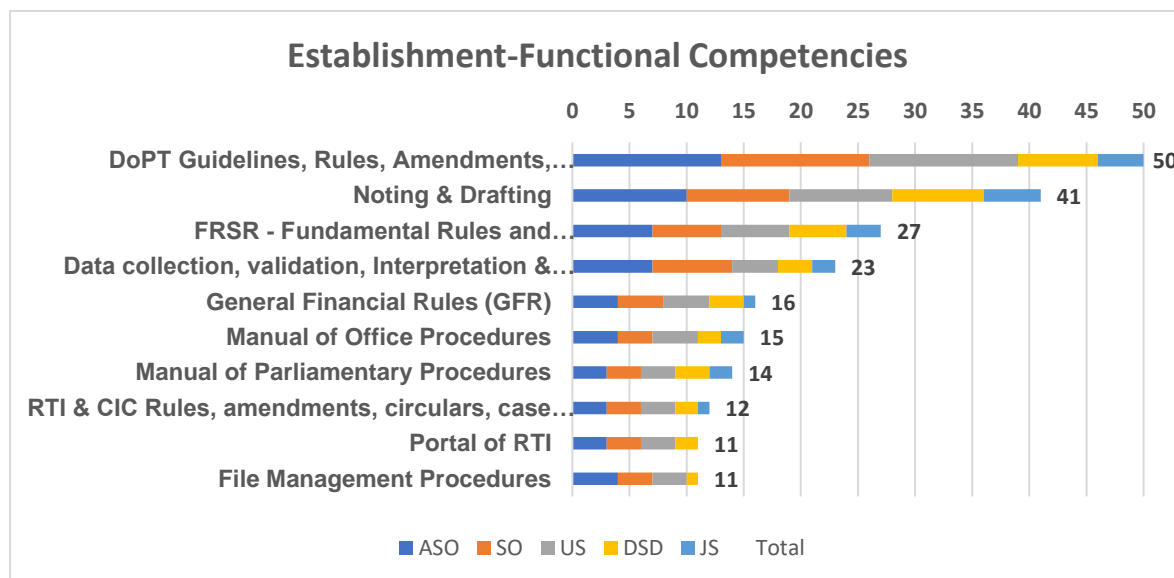
matters, etc. and also deals with salary and related matters of officials working in the Department.

The domain competencies identified for this section are presented below:



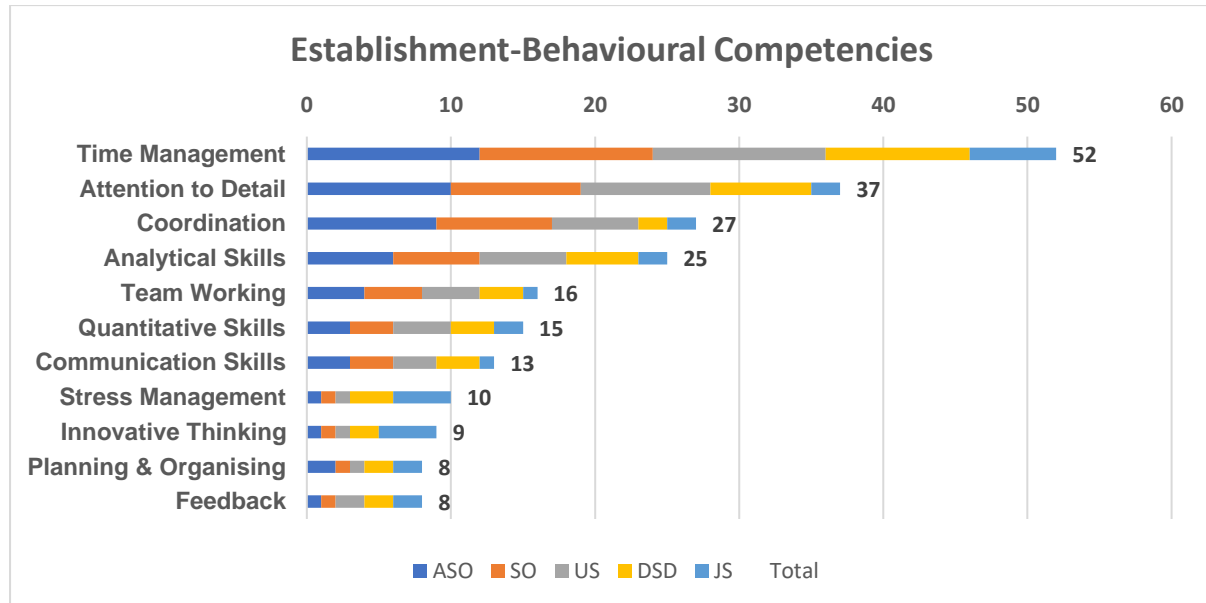
As the section deals with establishment matters of the Department including work allocation, knowledge about the Department and its mandate is important as it will support the officials at the division to undertake its functions more efficiently.

The functional competencies identified for this section are presented below:



As mentioned, the division handles the establishment matters of officials, the up-to-date knowledge of guidelines, rules, their subsequent amendments, circulars, notifications, etc., related to all services (AIS, CCS, CSSS), issued time to time by the DoPT, Govt. of India is the most important as well as identified Functional competencies for all the officials of the division along with 'Noting & Drafting'.

The behavioural competencies identified for this section are presented below:

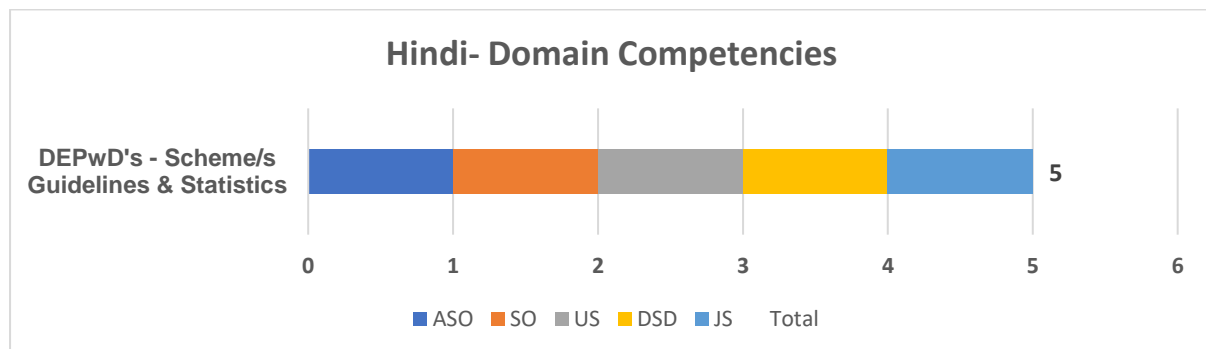


While dealing with establishment matters of various services, 'Attention to Details' with regard to guidelines, rules, etc. of DoPT, Govt. of India, Income Tax rules, Allowance, Insurance Rules, etc., is most identified Behavioural competency particularly at the levels of ASO and SO.

24. Hindi

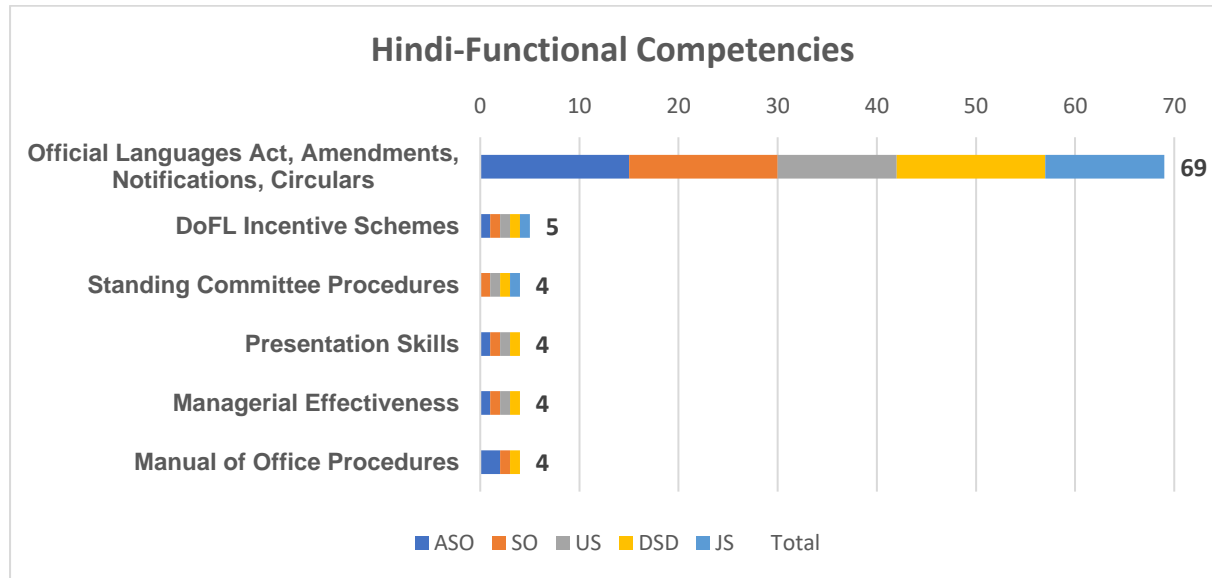
To ensure the usage of Hindi in the official work, there is a separate Official Language / Hindi division which is responsible for translation (English to Hindi and vice-versa) of reports, parliament questions, documents, etc. and implementation of Official Language Policy of the Govt. of India in the Department.

The domain competencies identified for this section are presented below:



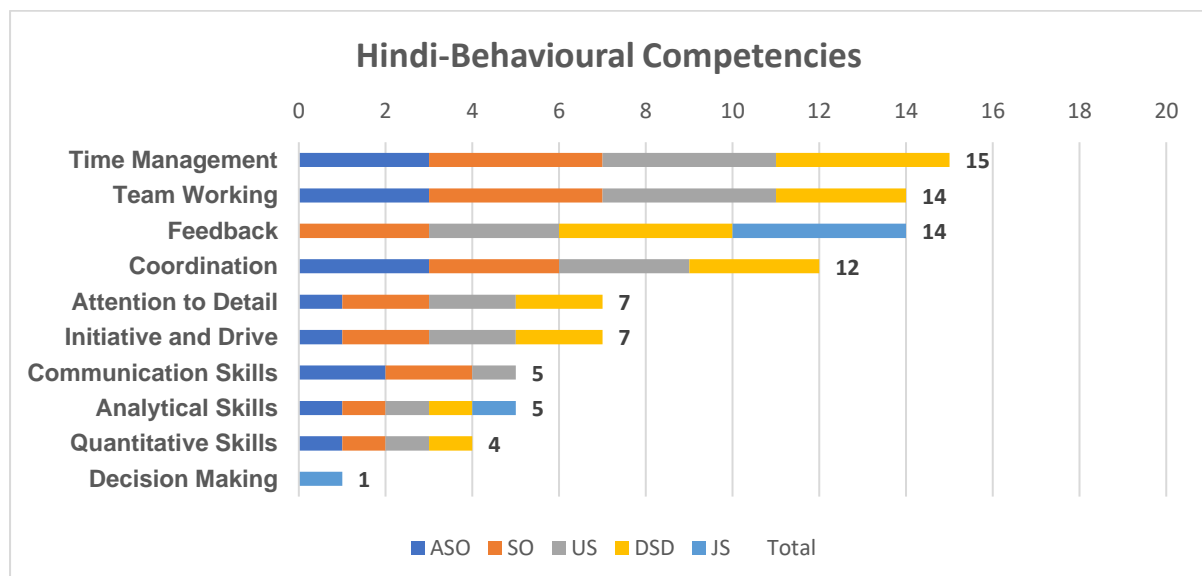
As the section deals mainly with usage of Hindi, knowledge about Department and Department, its mandate, various schemes, and their objectives, etc., is important as it will support the officials at the division to undertake their functions particularly translation related more effectively.

The functional competencies identified for this section are presented below:



As the division is tasked with promotion of use of Hindi, the detailed knowledge of Official Language Act with all subsequent amendments and circulars and notifications issued is the most frequently identified Function competency. As the division organizes Hindi Samiti and other meetings along with some events as part of Hindi Pakhwada, 'Meeting Management' and 'Event Management' are identified as other Functional competencies.

The behavioural competencies identified for this section are presented below:

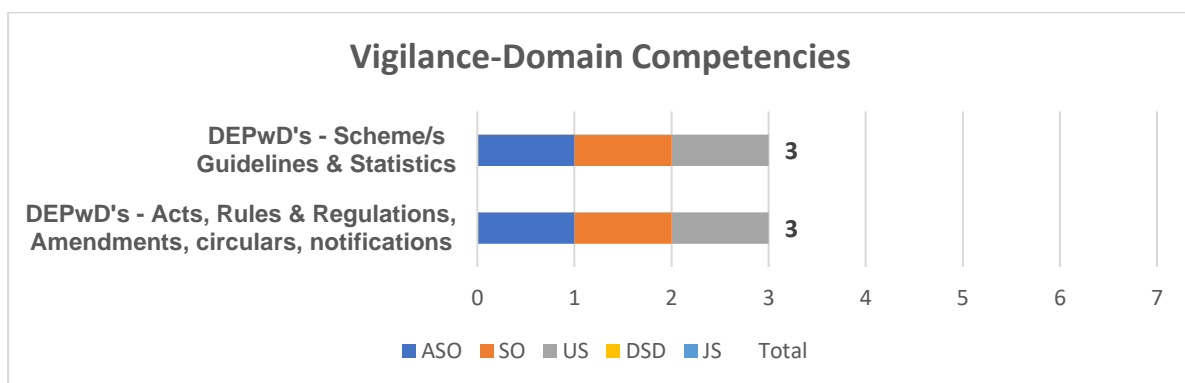


Time Management critical competency in order to finish the translation works received from all the sections and updating relevant MIS in time.

25. Vigilance

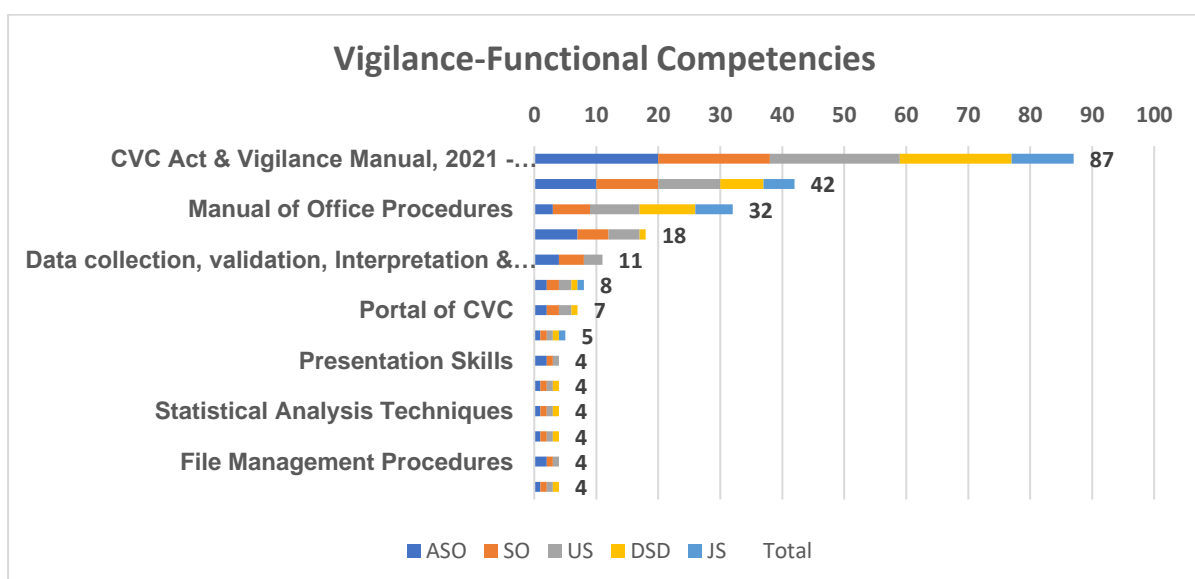
The Vigilance division is responsible for vigilance activities in the Department for all levels of officials and all cadres under the general superintendence of the CVC, depending on case-to-case basis.

The domain competencies identified for this section are presented below:



The knowledge of Department, Policies, schemes & guidelines along with expected outputs/outcomes with assigned resources is very useful for officials working as part of the section.

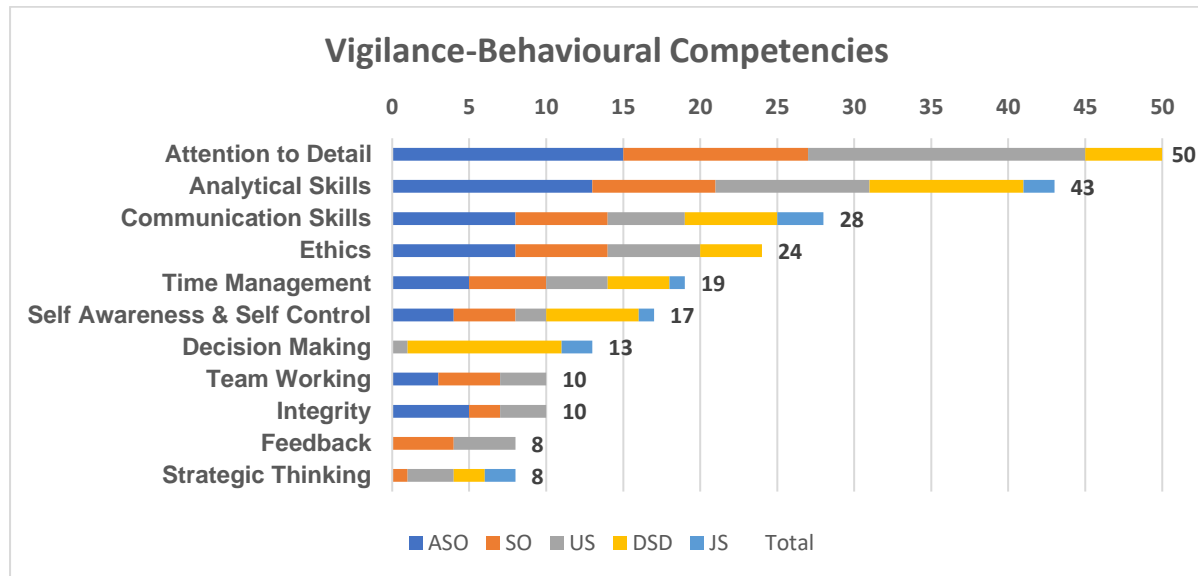
The functional competencies identified for this section are presented below:



The vigilance division acts as a link between Department and the CVC. While handling the complaint/case reported to this division, it is important to establish the vigilance

angle and for this the division it is important for the officials to be aware and keep themselves updated with all the 'CVC Act & Manual.

The behavioural competencies identified for this section are presented below:

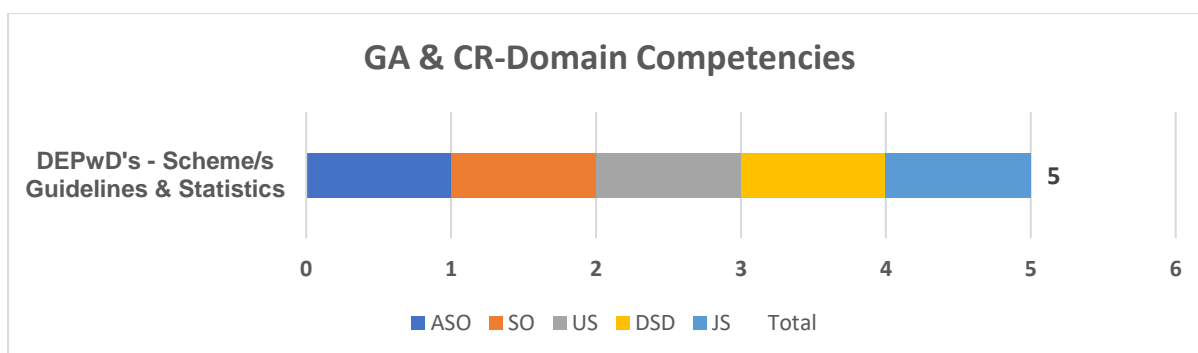


As part of behavioral competencies, while scrutinizing the complaints for confirmation and compliance in alignment with the Vigilance guidelines, it is important to analyze the case from multiple dimensions and put-up the file with suitable recommendation/s on whether to drop the complaint or proceed further. Hence, being aware of 'CVC Guidelines and Procedures' coupled with the 'Analytical Skill' and Attention to Detail are important competencies for the officials working in the section.

26. General Administration & Central Registry

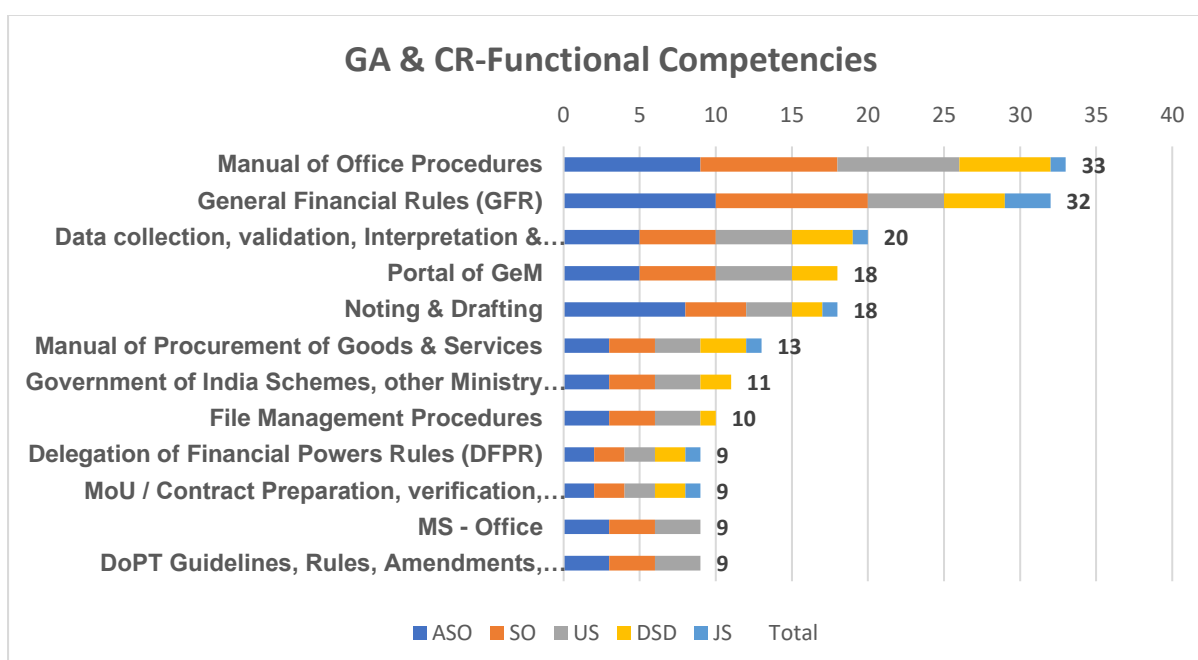
The General Administrative section of the Department coordinates various activities required for seamless functioning of Department's logistics management, housekeeping, central registry etc. without any problems.

The domain competencies identified for this section are presented below:



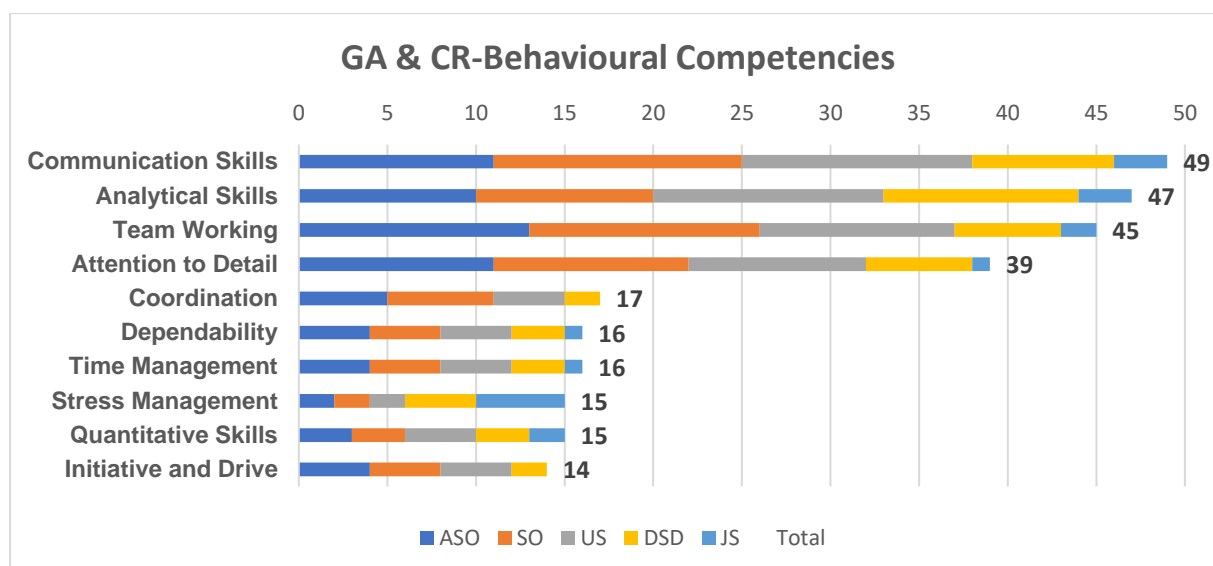
This Section needs to have general understanding of DEPwD's overall schemes to handle Central Registry (CR) for dak management in the department.

The functional competencies identified for this section are presented below:



Having a comprehensive understanding of CSMOP can enhance the employees' effectiveness in their day-to-day tasks and procedures. The General Financial Rules (GFRs) comprise a set of regulations and directives from the Government of India that should be adhered to by all individuals involved in matters related to public finances. It is crucial for the section personnel to be aware of the most recent amendments in the GFR since it affects their release of funds to various vendors dealt with by the section.

The behavioural competencies identified for this section are presented below:

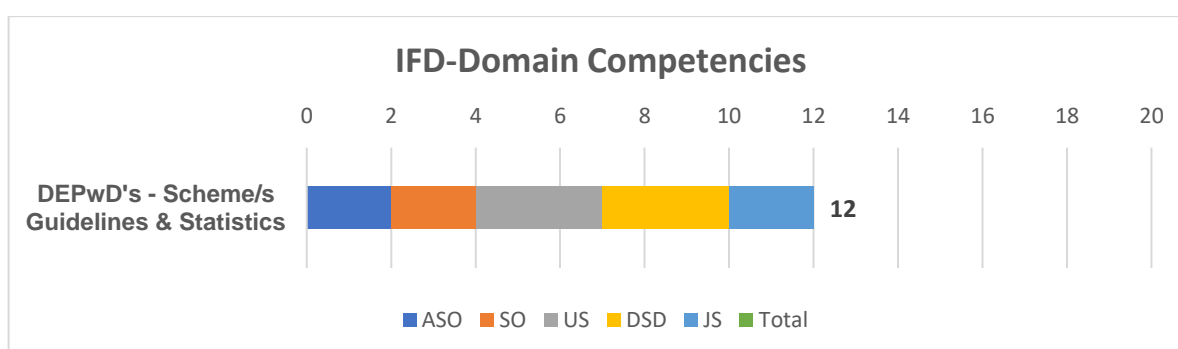


GA & CR major work is inter-departmental coordination work, to fulfill such work Communication skills are critical in this division.

27. Integrated Finance Division (IFD)

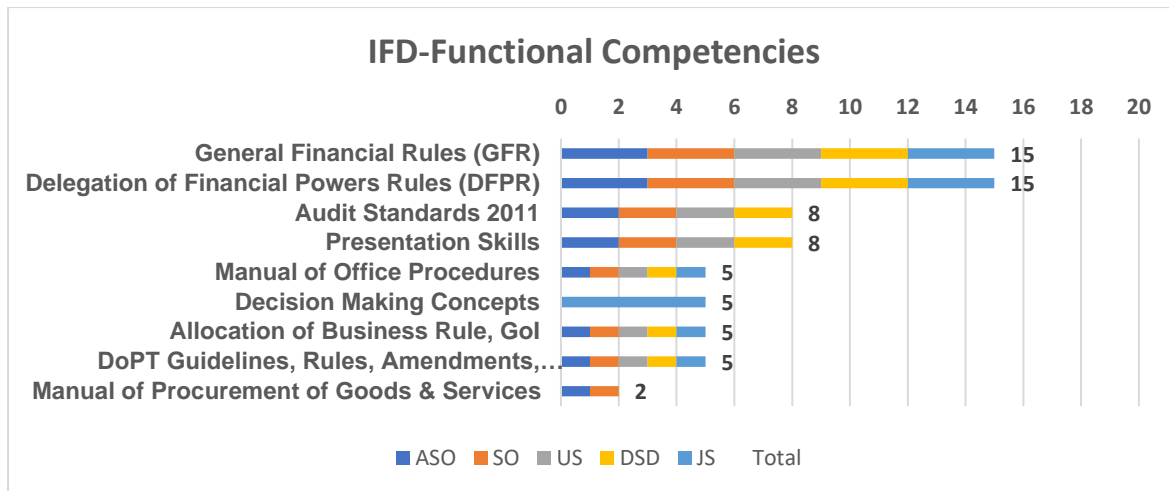
Integrated Finance and Budget wing coordinates with all the sections of the Department for vetting the technical and financial proposals received from the stakeholders under DEPwD's schemes and other maintenance activities.

The domain competencies identified for this section are presented below:



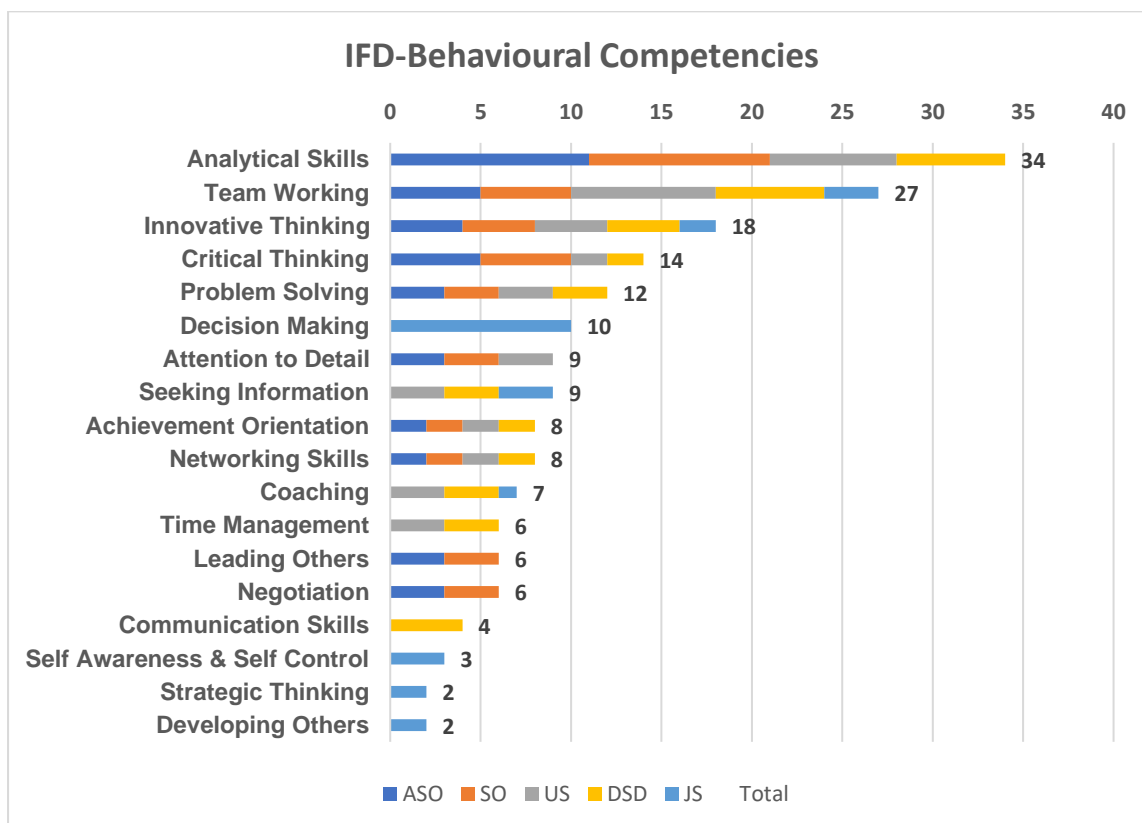
As per the procedural requirements, various proposals for technical and financial support (including release of installments for already approved projects) received from the Stakeholders under the various schemes of the Department are forwarded to Integrated Finance Division (IFD) for concurrence and comments, therefore, it is important for officials of the section to have detailed knowledge of scheme guidelines and status of scheme/project implementation. While undertaking budget procedures including preparation of Detailed Demand for Grants (DDG), it is important for the officials to have knowledge of mandates of allied institutions and CPUs of department.

The functional competencies identified for this section are presented below:



Officials in this division need to adhere to the GFR for vetting various proposals and financial transactions related references, hence GFR is critical competency for the staff working in this division.

The behavioural competencies identified for this section are presented below:

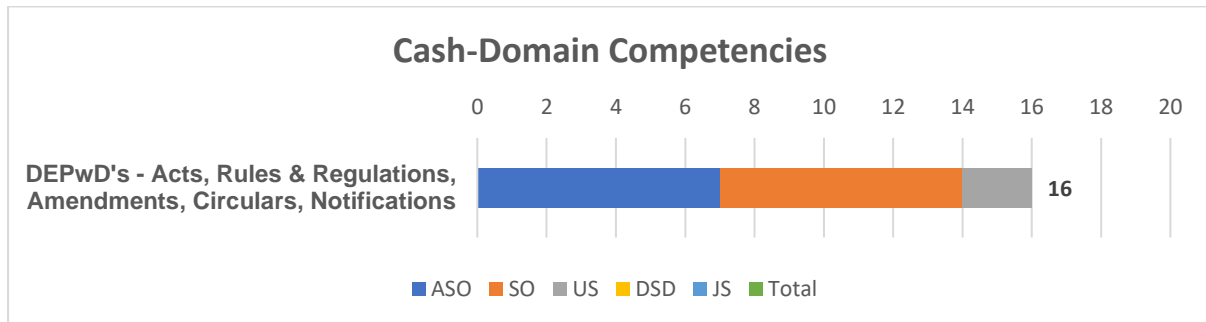


Along with 'Analytical' which is an important Behavioural competency is put in use very frequently for analyzing the proposal, providing recommendation/comments on financial matters put by the other sections for releasing of funds.

28. Cash

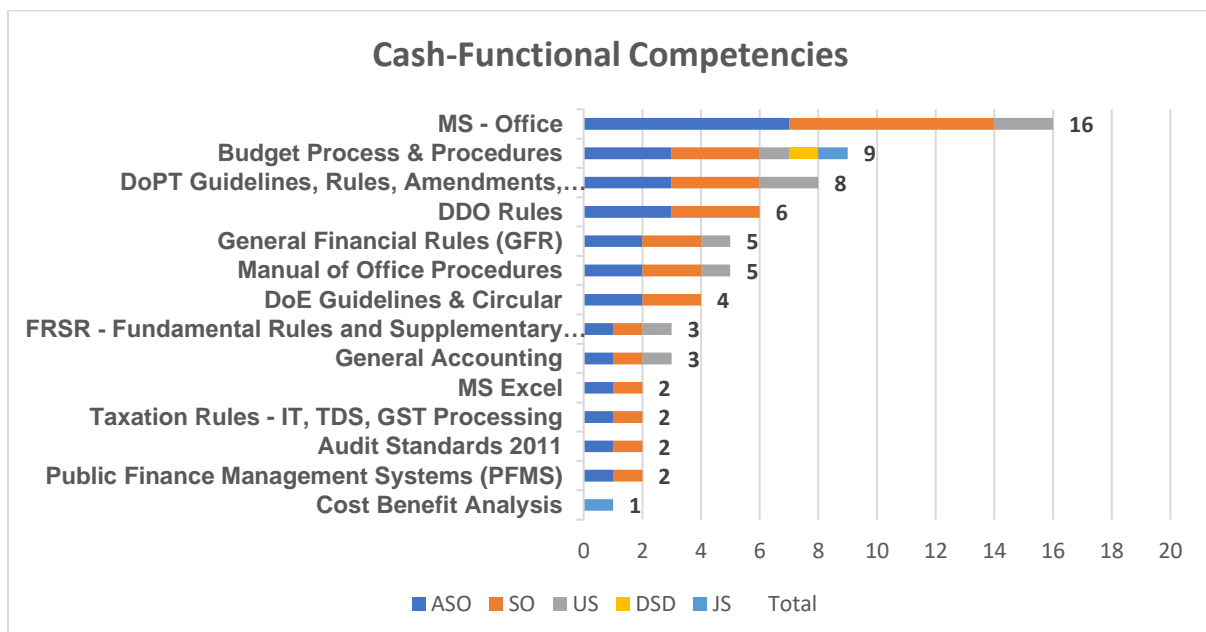
This section processes vendor bills received from various sections in the Department, undertakes Income Tax / GST works, and Salary bills based.

The domain competencies identified for this section are presented below:



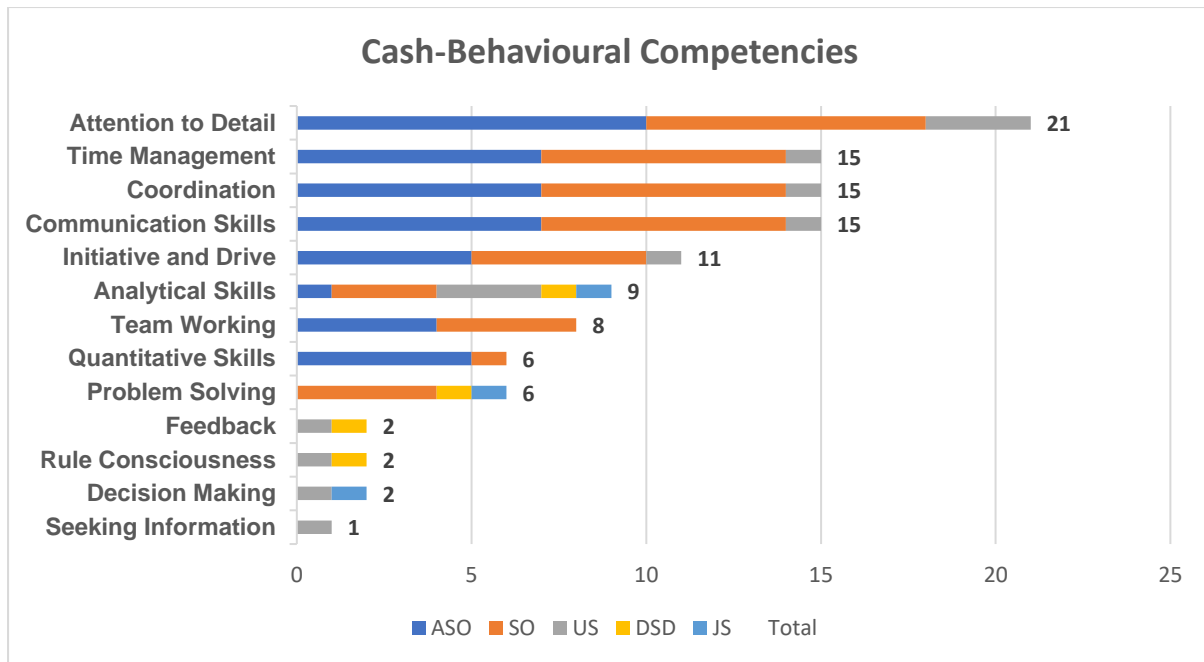
Understanding overall schemes implemented in the department to for better understanding of the bills before passing them for payment is critical domain competency in this department.

The functional competencies identified for this section are presented below:



MS Office in particular MS Excel is critical functional competency for the officials working in this section for processing salary bills, IT works etc.

The behavioural competencies identified for this section are presented below:

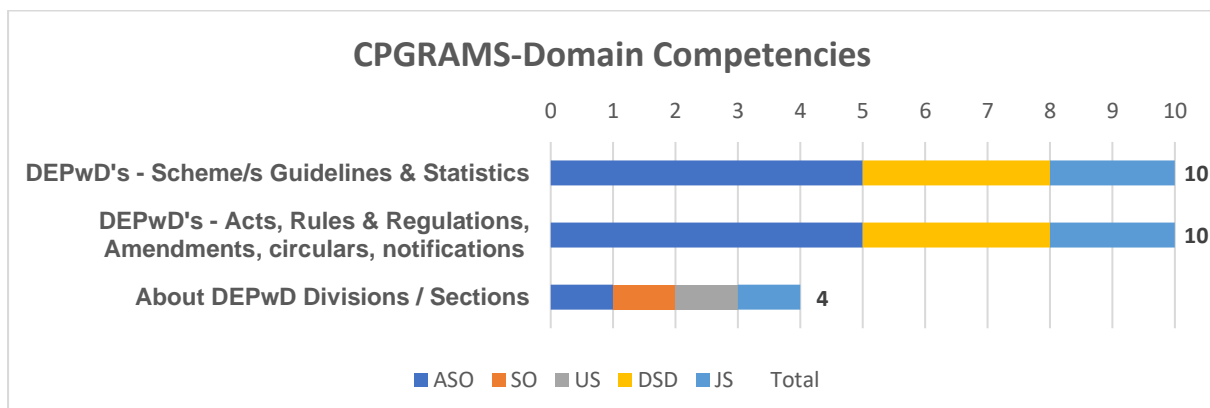


Attention to Detail and Time Management are most identified behavioural competencies in this section for settling the various bills after careful examination of particulars in time.

29. CPGRAMS

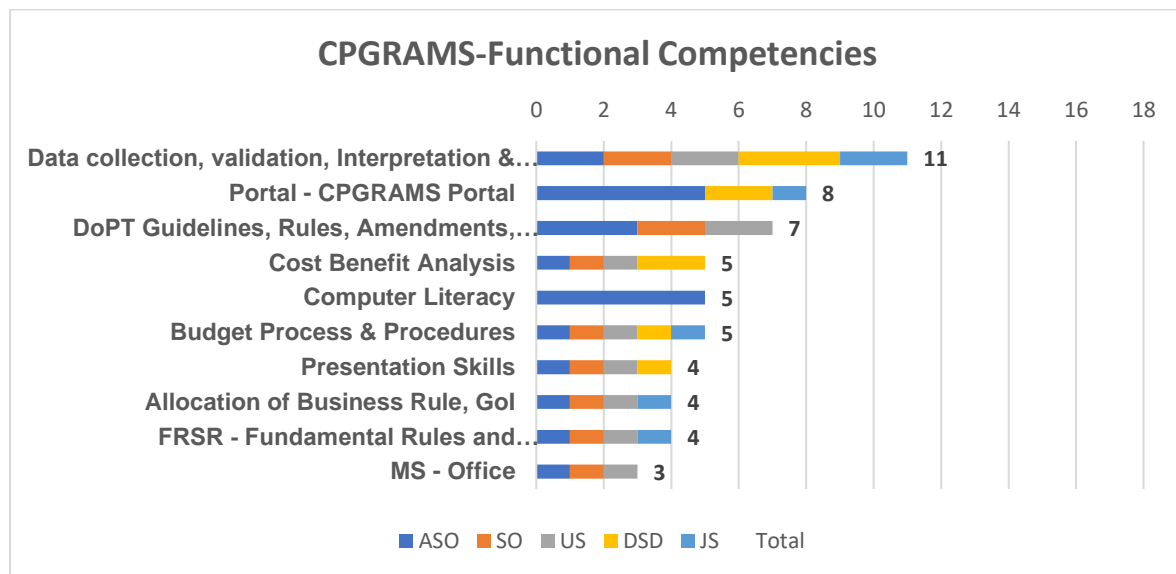
This section handles public grievances received from the public and stakeholders of the department. In coordination with other sections of the Department this divisions resolves grievances.

The domain competencies identified for this section are presented below:



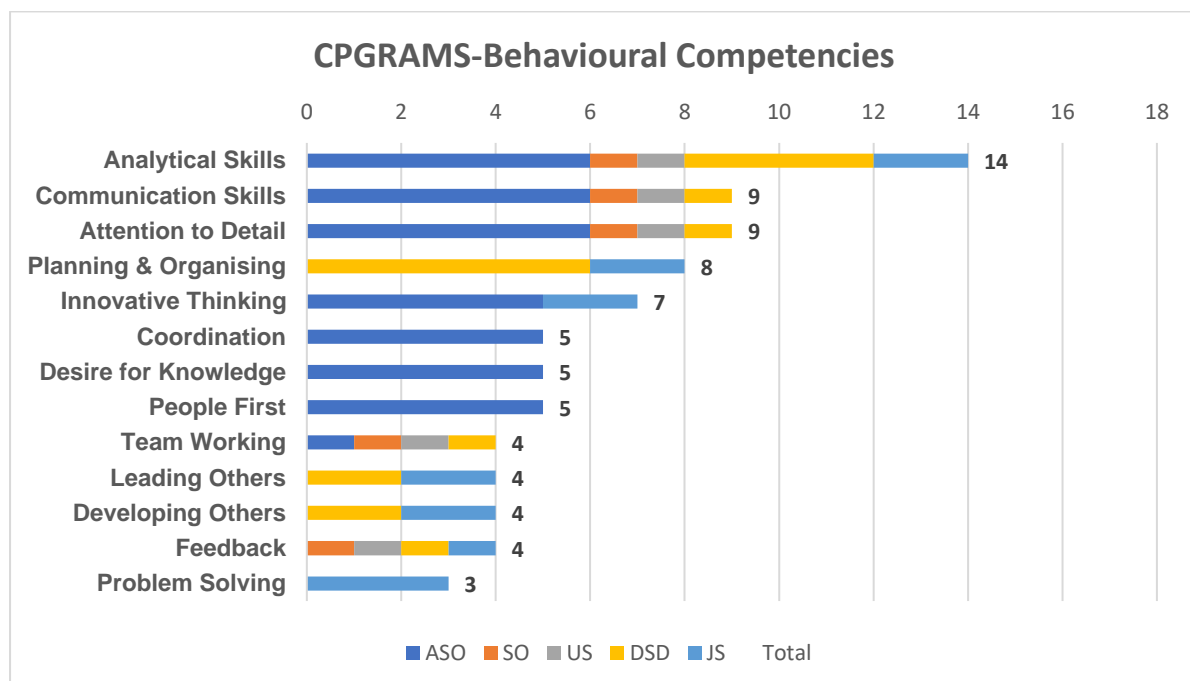
This section needs to have overall understanding of the Department, divisions and sections, schemes/s and guidelines and Acts, and policies, which is a key domain competency for assisting other sections in resolving the grievances received.

The functional competencies identified for this section are presented below:



Data Collection, validation, data interpretation, and CPGRAMS Portal are the critical functional competencies of this section to address the public grievances received successfully.

The behavioural competencies identified for this section are presented below:

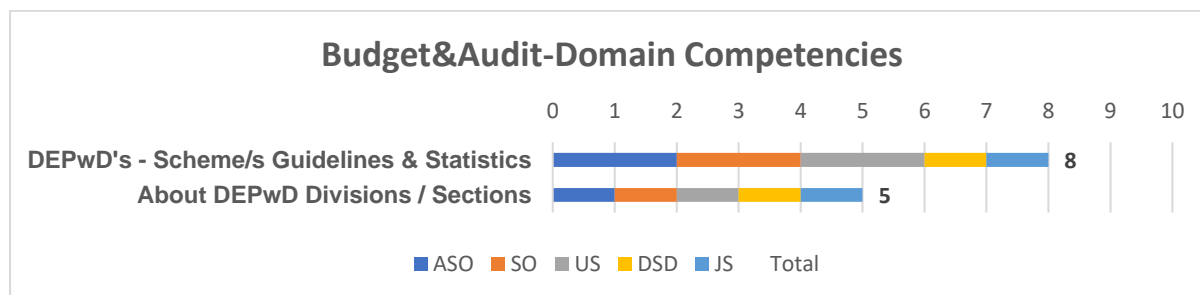


Analytical and Communication skills are most used behavioural competencies in this section. For successful data interpretation of the replies to the grievances and communication skills coordination with the section stakeholders of the department.

30. Budget & Audit

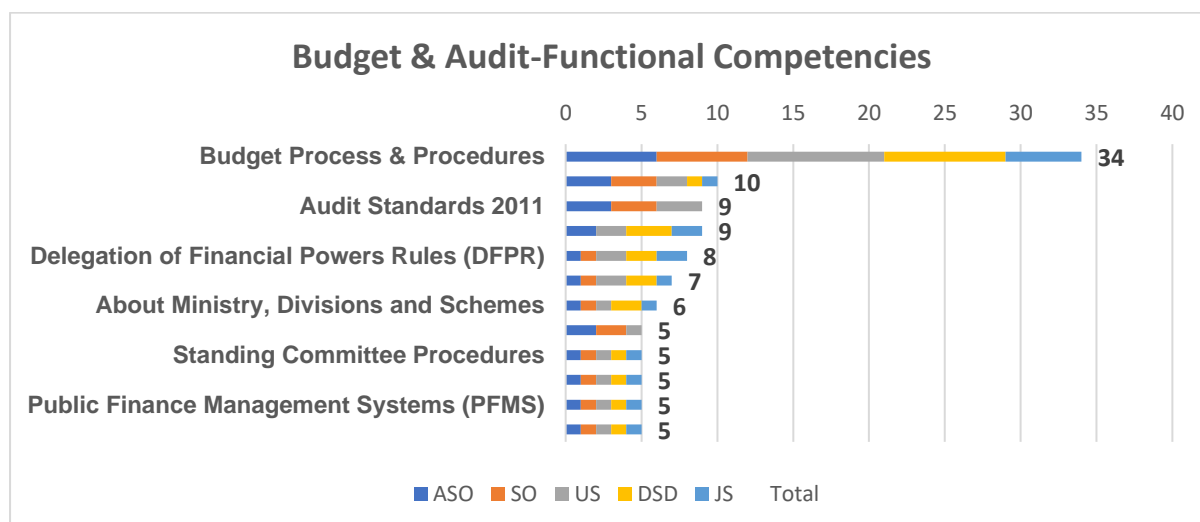
This Section handles preparation of Budget Estimates, finalisation of Annual Budget, Reappropriation of Budget, and assisting and finalisation of third party and CAG audits.

The domain competencies identified for this section are presented below:



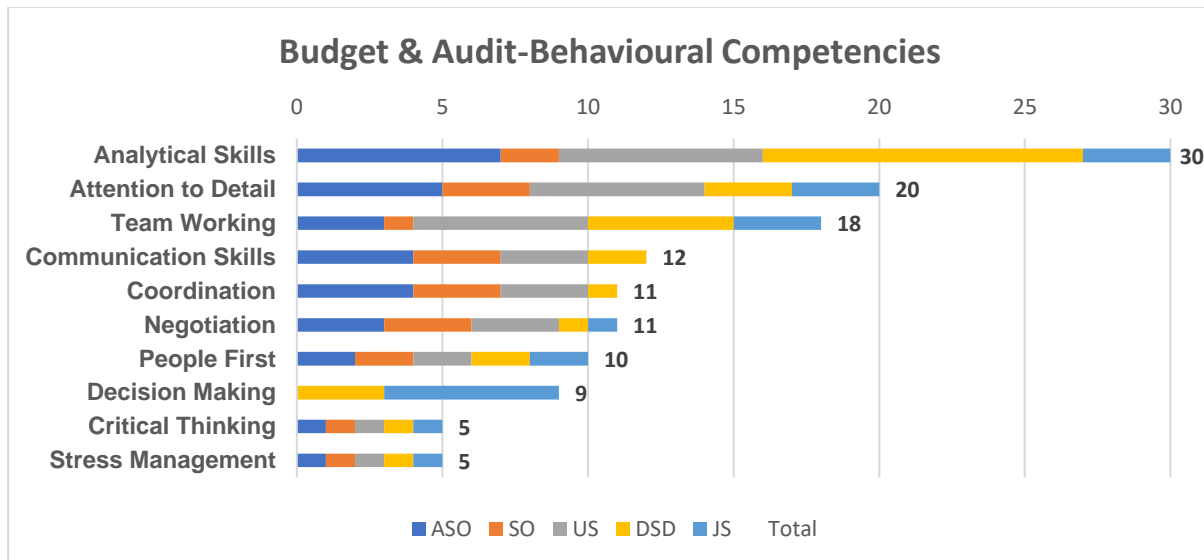
Understanding overall provision of budget to various schemes, and knowledge of various divisions and sections are critical domain competencies of this section staff.

The functional competencies identified for this section are presented below:



Budget Process & Procedure is most identified domain competency. The staff to finalize needs to have thorough understand of the BE / RE, Reappropriation and finalization of Annual Budget. Audit Standards for closure of statutory audits successfully.

The behavioural competencies identified for this section are presented below:

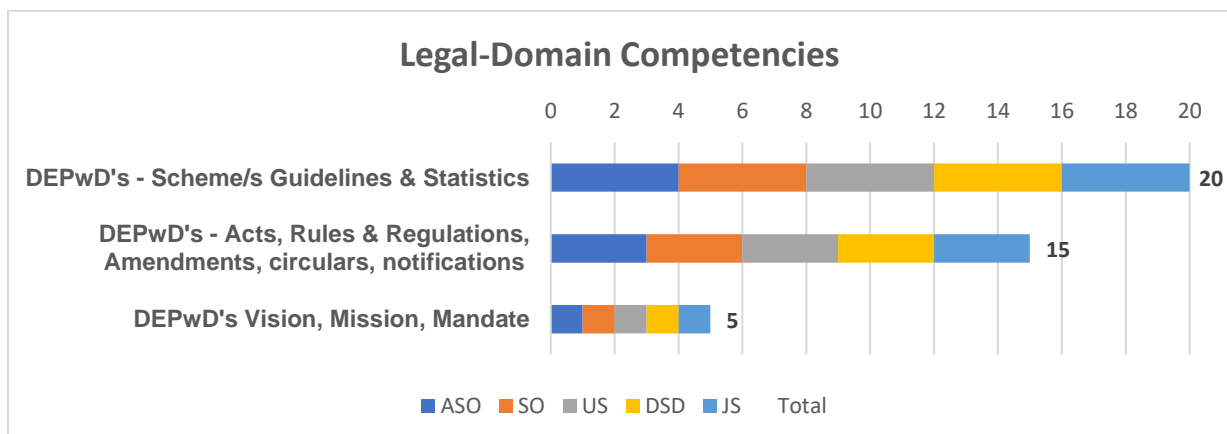


Analytical and Attention to Detail Aare critical behavioural competencies for the staff in this section for completion budget and audit works with accuracy, error free.

31. Legal

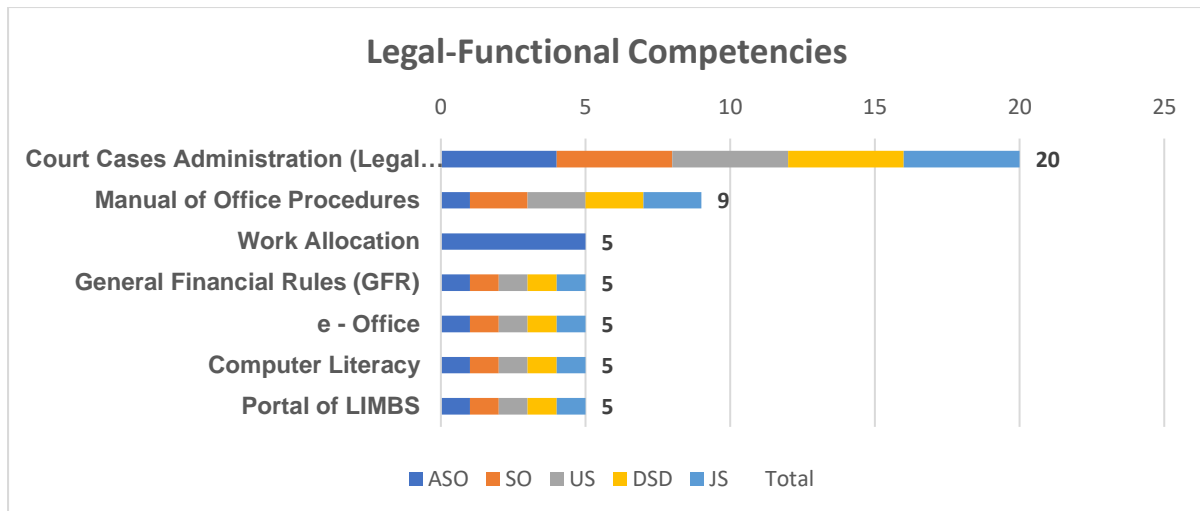
This section handles legal vetting of various critical documents and handles court cases of the Department.

The domain competencies identified for this section are presented below:



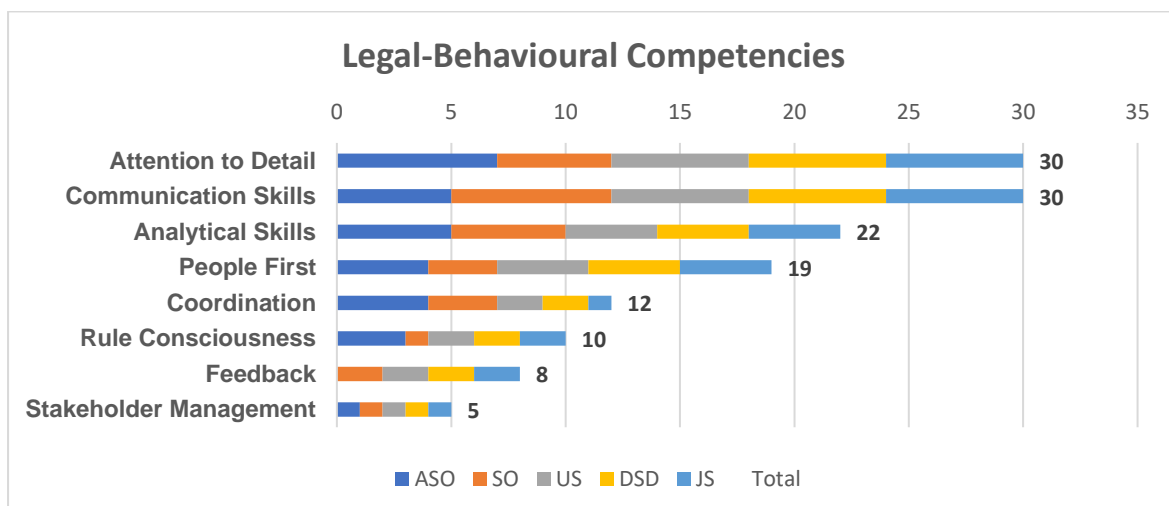
Understanding of overall legal framework of the department, and general understanding of various schemes will help the staff in this section in vetting critical documents and aiding in the court cases.

The functional competencies identified for this section are presented below:



Court Cases Administration is necessary domain competency for this section staff to assist the department in handling the court cases jointly with the associated advocates of the department.

The behavioural competencies identified for this section are presented below:

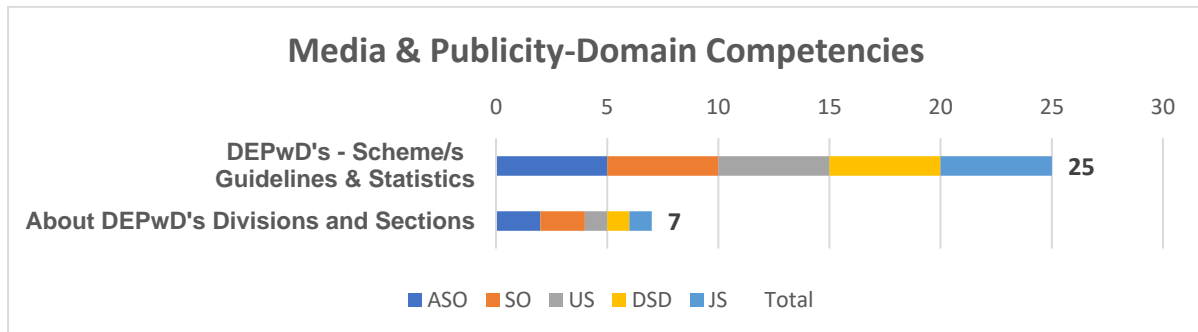


Attention to detail and Communication skills are the most used behavioural competencies of this section for handling court cases successfully and managing the stakeholders involved in the process.

32. Media & Publicity

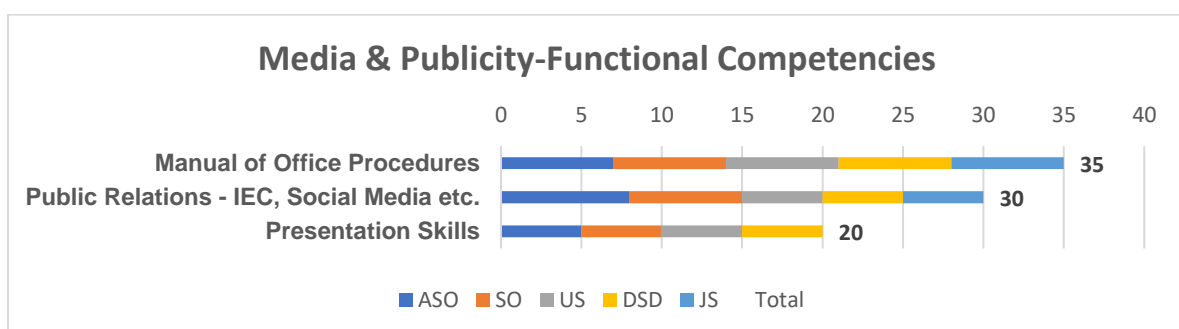
This Section handles publicity of the Schemes, public relations, protocol management, IEC activities including through emerging social media platforms. This section plays critical role during national and international events of the department.

The domain competencies identified for this section are presented below:



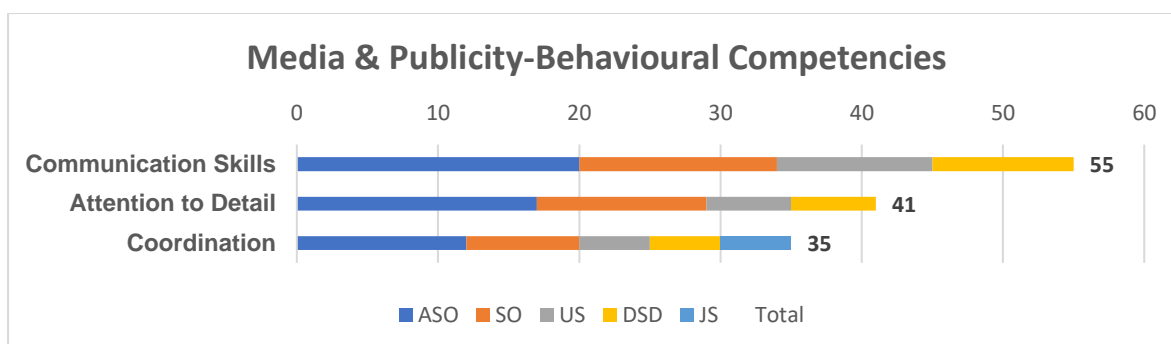
Overall understanding of the divisions, sections, schemes and their guidelines for better creation awareness and publicity of the schemes and programs of the department.

The functional competencies identified for this section are presented below:



CSMOP and Public relations, IEC, social media are most used functional competencies of the staff working in this section for providing required awareness and publicity to the schemes and events of the department.

The behavioural competencies identified for this section are presented below:

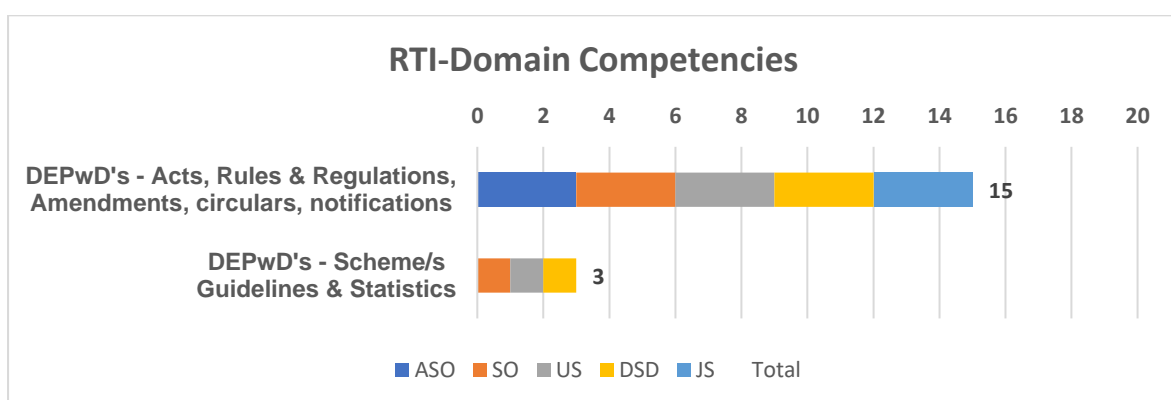


Communication skills and Attention to Detail are critical behavioural competencies to deal with the various stakeholders involved in the protocol and publicity process.

33. RTI

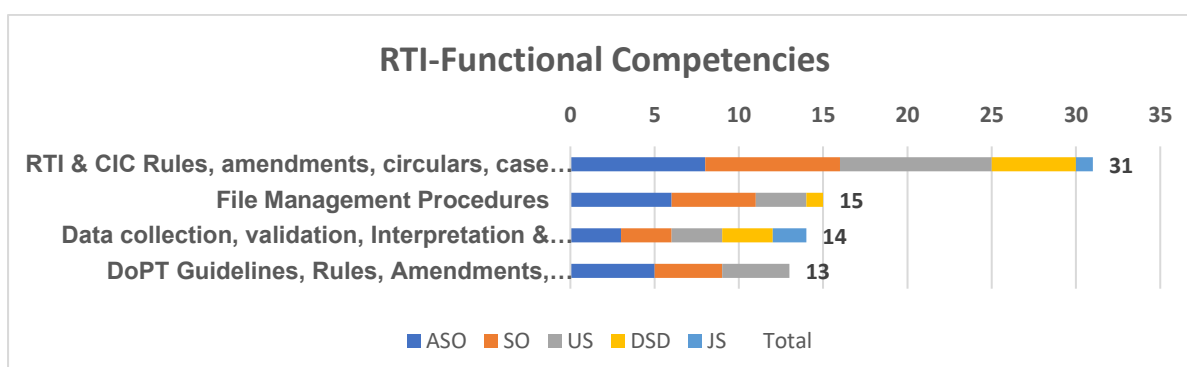
This Section handles the RTI requests received by the department and coordinates with other sections in providing the information.

The domain competencies identified for this section are presented below:



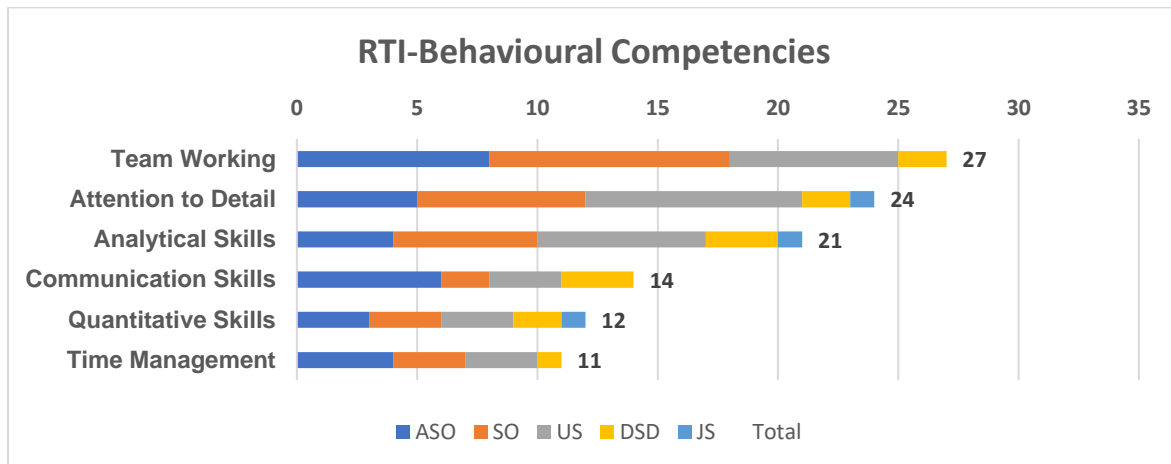
To respond the RTI queries, an understanding of legal framework of the department and Scheme/s guidelines are critical domain competencies for this section staff.

The functional competencies identified for this section are presented below:



RTI & CIC Rules, amendments, circulars, case laws, etc. are import resources for successful understanding and handling of the RTI queries received by the department.

The behavioural competencies identified for this section are presented below:

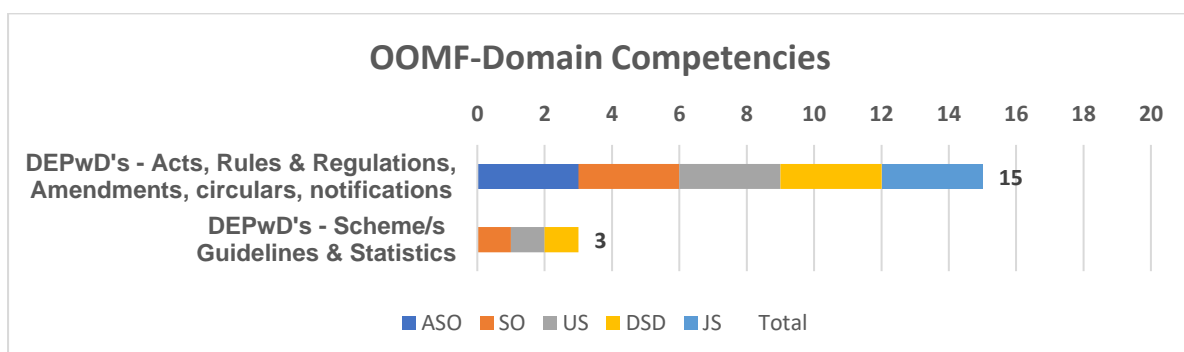


Attention to Detail and Team working are critical and most used behavioural competencies of the section. Attention to the details provided in the replies to RTI queries will help in resolving in less time and by working as a team with the sections of the department.

34. Output-Outcome Monitoring Framework (OOMF)

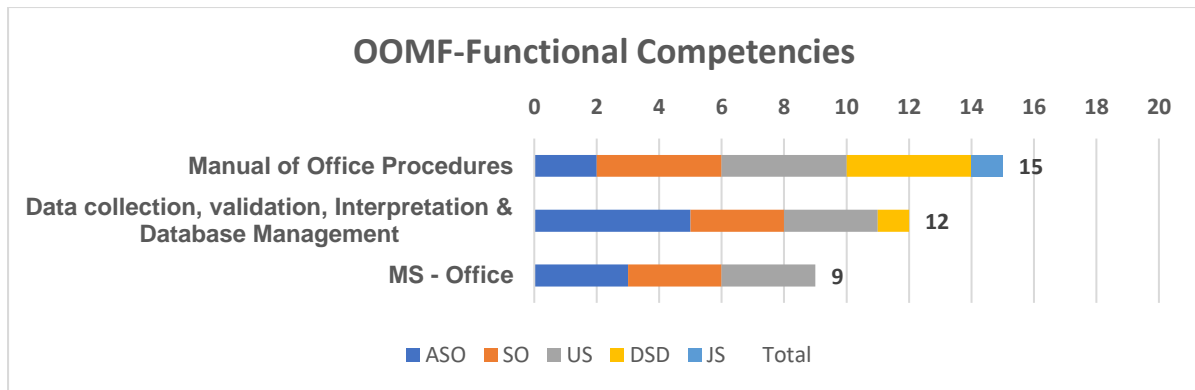
This section handles the responsibility of submission of periodical reports as per the requirement of OOMF (DMEO) of NITI Aayog. This section coordinates with the NITI Aayog and Department officials in finalizing the targets, monitoring the implementation of the targets for required output and outcome.

The domain competencies identified for this section are presented below:



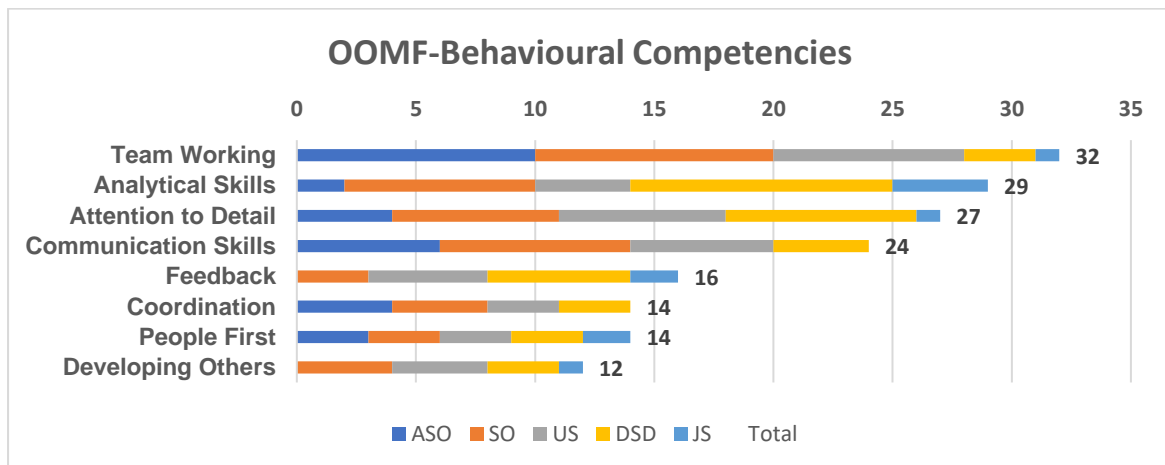
In order to provide right information in fixing the targets and to monitor the output-outcome, a fair understanding of Departments' schemes is critical domain competencies for this section staff.

The functional competencies identified for this section are presented below:



Understanding CSMOP and Data Management techniques are critical functional competencies for timely completion and closure of the OOMF targets given to the department.

The behavioural competencies identified for this section are presented below:

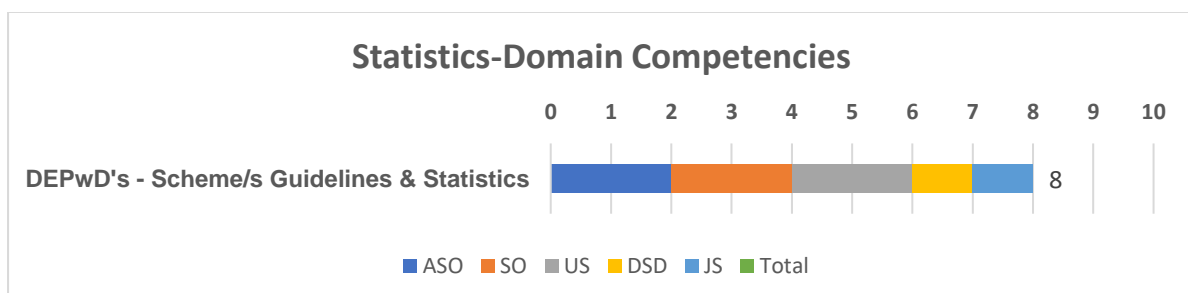


In order to fulfill the OOMF targets successfully, team working with the program divisions and critical analysis of the output achieved are important.

35. Statistics & DBT

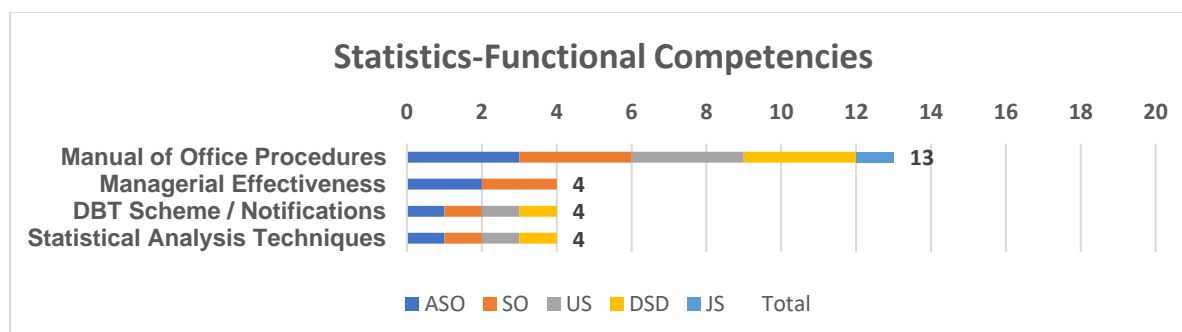
This division assists department in providing the statistical analysis of various schemes of the department and also monitors the DBT Activities.

The domain competencies identified for this section are presented below:



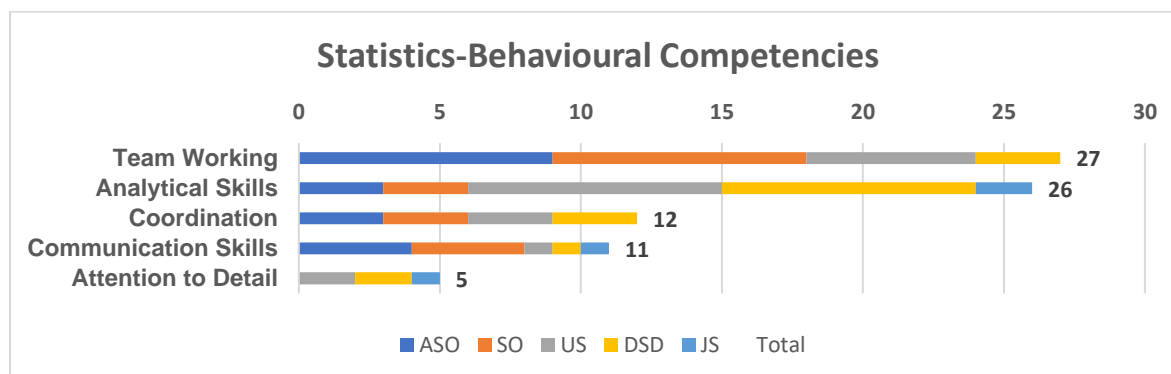
General knowledge of overall Department's schemes, statistics would benefit in the analysis of the data.

The functional competencies identified for this section are presented below:



Statistical Analysis Techniques, to provide right guidance to the management on scheme implementation trends. Managerial skills for internal coordination on DBT updates, and external coordination between department and relevant stakeholders

The behavioural competencies identified for this section are presented below:



Having strong analytical skills to conduct statistical analysis on the outcomes of various schemes is an essential behavioral competency for staff in this section. These skills are crucial for monitoring and evaluating the implementation of the schemes, as well as for understanding any necessary amendments to the scheme guidelines, processes, and procedures.

5.4 Designation -wise Capacity Needs Analysis

As detailed in the approach & methodology, different designations play different roles in fulfilment of objectives set for the section and department. Department level and section level competency priorities based on their frequency are detailed above. In this section, designation-wise competencies analysis is detailed.

For every designation, competencies with highest frequency are shown. These are the competencies identified for the designation indicating that anyone occupying the specific position needs to have the required competencies, if not they need to acquire

these competencies to perform efficiently. The competencies detailed below are the consolidated competencies at the department level.

Table 23: Designation-wise Role Mapping & Capacity Needs Analysis

Designation		Domain Competencies	Functional Competencies	Behavioural Competencies
ASO	Major Role	- DEPwD's - Scheme/s Guidelines & Statistics	- Data collection, validation, Interpretation & Database Management	<ul style="list-style-type: none"> - Communication Skills - Attention to Detail - Analytical Skills - Team Working - Time Management
	<ul style="list-style-type: none"> • Initiator • Implementor 	- DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications	- Manual of Office Procedures	
	Minor Role	- About DEPwD Divisions / Sections	- Noting & Drafting	
	<ul style="list-style-type: none"> • Verifier 	- DEPwD's Vision, Mission, Mandate	- DoPT Guidelines, Rules, Amendments, Circulars, Notifications	
SO	Major Role	- DEPwD's - Scheme/s Guidelines & Statistics	- Manual of Office Procedures	<ul style="list-style-type: none"> - Attention to Detail - Analytical Skills - Team Working - Communication Skills - Coordination
	<ul style="list-style-type: none"> • Verifier • Implementor 	- About DEPwD Divisions / Sections	- DoPT Guidelines, Rules, Amendments, Circulars, Notifications	
	Minor Role	- DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications	- Data collection, validation, Interpretation & Database Management	
	<ul style="list-style-type: none"> • Reviewer • Initiator 	- DEPwD's Vision, Mission, Mandate	- Noting & Drafting	

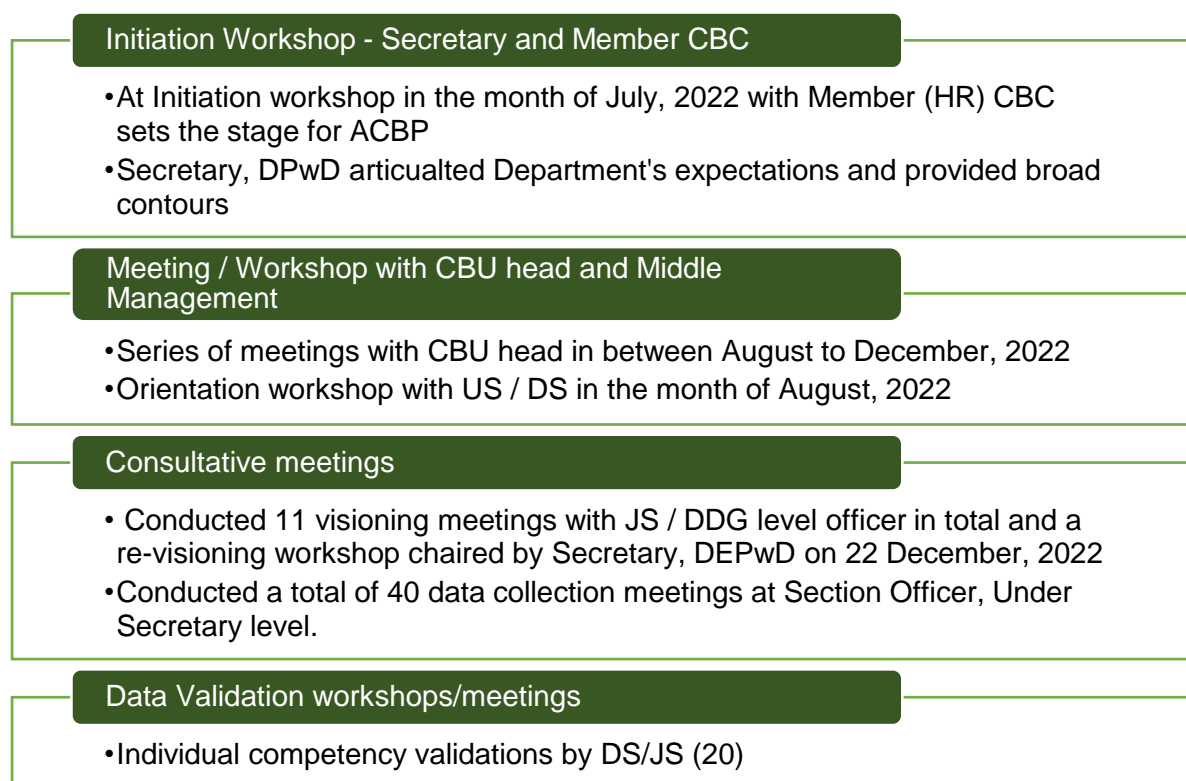
Designation		Domain Competencies	Functional Competencies	Behavioural Competencies
			- Evaluation of Proposals, Reports	
US	Major Role	<ul style="list-style-type: none"> - DEPwD's - Scheme/s Guidelines & Statistics - About DEPwD Divisions / Sections - DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications - DEPwD's Vision, Mission, Mandate 	<ul style="list-style-type: none"> - Manual of Office Procedures - DoPT Guidelines, Rules, Amendments, Circulars, Notifications - Evaluation of Proposals, Reports - Data collection, validation, Interpretation & Database Management - Noting & drafting 	<ul style="list-style-type: none"> - Attention to Detail - Analytical Skills - Team Working - Communication Skills - Feedback
	<ul style="list-style-type: none"> • Reviewer • Implementor 			
	Minor Role			
	<ul style="list-style-type: none"> • Verifier • Initiator • Decision Maker 			
DS / Director	Major Role	<ul style="list-style-type: none"> - DEPwD's - Scheme/s Guidelines & Statistics - DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications 	<ul style="list-style-type: none"> - Manual of Office Procedures - Managerial Effectiveness - Data collection, validation, Interpretation 	<ul style="list-style-type: none"> - Analytical Skills - Attention to Detail - Communication Skills - Feedback - Team Working
	<ul style="list-style-type: none"> • Reviewer • Strategiser 			
	Minor Role			

Designation		Domain Competencies	Functional Competencies	Behavioural Competencies
	<ul style="list-style-type: none"> Decision Maker Verifier 	<ul style="list-style-type: none"> About DEPwD Divisions / Sections DEPwD's Vision, Mission, Mandate 	<ul style="list-style-type: none"> & Database Management Presentation Skills Evaluation of Proposals, Reports 	
JS / DDG	Major Role	<ul style="list-style-type: none"> DEPwD's - Scheme/s Guidelines & Statistics 	<ul style="list-style-type: none"> Manual of Office Procedures 	<ul style="list-style-type: none"> Analytical Skills Decision Making Attention to Detail Innovative Thinking People First
	<ul style="list-style-type: none"> Decision Maker Reviewer 	<ul style="list-style-type: none"> DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications 	<ul style="list-style-type: none"> Managerial Effectiveness 	
	Minor Role	<ul style="list-style-type: none"> About DEPwD Divisions / Sections 	<ul style="list-style-type: none"> e - Office 	
	<ul style="list-style-type: none"> Strategiser 	<ul style="list-style-type: none"> DEPwD's Vision, Mission, Mandate 	<ul style="list-style-type: none"> Manual of Parliamentary Procedures Budget Process & Procedures 	

5.5 Workshop Insights / Anecdotal Experiences

Preparation of Annual Capacity Building Plans (ACBPs) of the Departments is a unique experience involving several steps – both at the Department level and the Capacity Building Commission level. ACBPs are being prepared under active initiative of the CBC. The process begins with ice-breaking workshop/meeting between the Member (HR) of the Commission with the DEPwD Secretary and Bureau and Division heads for which ACBP is proposed to be prepared by CBC. This is followed by several interactions between Department and the appointed consulting group led by the CBC points of contacts. The whole process is designed to be consultative and iterative to develop hands-on plan that is simple and yet comprehensive enough to enable the Department to achieve and contribute to the vision of the honorable Prime Minister in achieving Atmanirbharata and five trillion economy. Following different levels of interactive workshops/consultations were held in preparing the ACBP of DEPwD.

Figure 30: Chronology of Workshops



The department officials at all levels exhibited keen interest and curiosity since it was aimed at designing and developing a plan keeping their capacities as the central theme. Making it interactive and iterative process sustained the momentum. After every level of data collection leading to identifying the relevant competencies; these were presented to the same group of officers seeking their inputs and further course corrections were made. These set of competencies along with other discussion points were then presented to their next higher up officials seeking to validate the correctness and mid-course correction. For example, the set of competencies collected for the

Section Officers were presented to the Under Secretary and Deputy Secretary officers for validations.

Adapting to the approach discussed in chapter 3 of this Plan, before every discussion, the workflow and processes followed in each section formed the basis of identifying the skills/competencies required to complete the functions/sub-functions. This approach aided in relating to their day-to-day activities, thereby each level officers quickly comprehending the need to identify a particular set of competencies – either at domain level or functional level was easy. The Deputy Secretary and Joint Secretary level data validation workshops/meetings helped in driving the context and utility of a comprehensive ACBP plan being prepared by CBC.

When guided meetings/workshops were held with different level of officers with a cumulative decadal experience between them, it is inevitable that strong opinions are expressed aimed either at identifying the course correction of the competencies identified or reinforcing the correctness of the data being presented. Bringing their personal experiences as a ‘nominated trainee’ at a generic training sponsored/nominated by the department was common. During such interactions, parallels on the generic nature of trainings and their relevance to their function/role were drawn. A common point observed during these workshops was the appreciation of CBC’s efforts in developing a relatable role-based capacity building plans that would not only help their present roles but also prepare them for future needs.

5.6 Summary

The Competency Framework and Capacity Needs Analysis presented in this chapter is the core of Annual Capacity Building Plan. This chapter presents the skeletal description of the current competency structure of the Department identifying the critical gaps. This is followed by detailed analysis of Department-level capacity needs. Under this section, the competencies identified during the elaborate consultative process with different levels of functionaries is presented under three categories of competencies. Under each of these categories, the competencies identified as the most critical to deliver their section-specific functions/sub-functions are identified.

The department-wide summated competency sets are followed by section-level set of grouped competencies required at the domain, functional and behavioral level for both Individual and Institutional is presented in detail. As discussed in the chapter 3 of approach and methodology, the ACBP being prepared by CBC for DEPwD is unique in identifying role-specific capacity needs of each role in the department. These role-specific competencies are identified for both present needs as well as future needs of the department considering their technological and non-training interventions identified.

6 Capacity Building Plan

6.1 Prioritised Competencies

The Department-level competencies under all three categories at the Department level, i.e., Domain, Functional and Behavioural are discussed in previous section. Based on the frequency (number of times the competency used by an official for carrying out functions and sub-functions) of each competency, the prioritised competencies at the Department level are listed below.:

Table 24: Prioritized Competencies

Domain Competencies
<ul style="list-style-type: none"> • DEPwD's - Scheme/s Guidelines & Statistics • DEPwD's - Acts, Rules & Regulations, Amendments, circulars, notifications • About DEPwD Divisions / Sections • DEPwD's Vision, Mission, Mandate <p>Remaining domain competencies list are of scheme specific</p>
Functional Competencies
<ul style="list-style-type: none"> • Manual of Office Procedures • Data collection, validation, Interpretation & Database Management • DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. • Noting & Drafting • Presentation Skills • Evaluation of Proposals, Reports etc. • Manual of Parliamentary Procedures • e - Office • Budget Process & Procedures • General Financial Rules (GFR)
Behavioural Competencies
<ul style="list-style-type: none"> • Analytical Skills • Attention to Detail • Communication Skills • Team Working • People First • Coordination • Quantitative Skills • Time Management • Feedback • Innovative Thinking

6.2 Immediate Priority Training Initiatives

In addition to the extensive consultations and interactions with every staff member of the department, Secretary, DEPwD took initiative in conducting a visioning workshop. The associated institutes of DEPwD (National Trust, NHFDC, ALIMCO, ISLRTC, IPH, National Institutes) and senior leadership of the department including JS/DS/Director were involved in this exclusive workshop on 22 December 2022. The objective of the exercise was to identify priority training interventions that are in tune with the emerging needs and to meet the future needs of the department. Empowering Disabled Persons with lifesaving skills and other similar skills and supporting their needs entails identifying specific needs. To ascertain such needs, experts from NGOs who have extensively worked in the disability sector were specifically contacted. The inputs received from them have now been included in the ACBP.

Consultations with Disability Sector Specialists

As part of the visioning exercise conducted under the Chair of Secretary, DEPwD, it was advised that specific inputs from the disability sector specialists be taken. The Secretary, DEPwD had suggested specific contact with 4 specialists: 1. Ms. Nisha Grover, Founder & Managing Trustee, Akshar Trust Vadodara; 2. Dr. Pankaj Maru Founder and President, Sneh Nagda, Centre for Learning & Empowerment UP, Dr. Bhushan and Ms. Pooja Bageshi.




The CBC team consulted with them individually and sought their specific inputs that would suggest improvement in training / non-training interventions of the department in improving the schemes and strengthening department's capacity. In keeping with the specific inputs to be sought as advised by the Secretary, information seeking template (Annexure I) was designed and shared with them seeking their inputs. Of the four suggested experts, the first two from NGO sector (Ms. Nisha Grover and Dr. Pankaj Maru) have responded by providing suggestions and improvements to the existing schemes. While the detailed note provided by them is annexed (Annexure I) the key points are listed below:



1. The flagship schemes can be accessed through a single-window system.
2. The allocation of funds for benchmark disabilities under the National Fund scheme needs to be revised.
3. Due to a lack of knowledge on processes and procedures, complex regulations, etc., 90% of DDRCs are not receiving the funds they require.
4. It is recommended to establish a District Management Team to implement DDRC scheme and provide support to DDRCs.





Detailed list of training and non-training interventions as a result of this visioning workshop is presented below:



Table 25: Immediate Priority Training Interventions of DEPwD




Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
Domain Competencies			
Induction Module (Orientation DEPwD of Vision, Mission, Mandate, structures and their functions, responsibilities, brief introduction of various schemes etc.)	<ul style="list-style-type: none"> All New Joiners in the Department and attached Institutions 	Internal Champions of DEPwD / Organizations (attached)	2 – 4 hr. module (suggested) Will provide quick understanding of the Department structures, it's mandate, his/her role and responsibilities
Orientation on Disability domain areas and emerging trends	<ul style="list-style-type: none"> All existing employees of the DEPwD, and attached organizations (initially 2 from each unit) 	<ul style="list-style-type: none"> Sector specific experts <ul style="list-style-type: none"> Internal champions, Private consultants 	1 full day module (suggested) - Will provide emerging reforms, trends, and technologies in the disability affairs domain
Refresher Course on existing Schemes / Programs Guidelines (Amendments, FAQs, Problem solutions)	<ul style="list-style-type: none"> All existing employees of the DEPwD, (initially 2 from each PD) All existing employees of the attached organizations (initially 2 from each Org.) 	<ul style="list-style-type: none"> Sector specific experts <ul style="list-style-type: none"> Internal champions, Private consultants 	Depends on Training Agenda (suggested) - Will help in understanding the solutions for the problems faced in administering the schemes
Functional Competencies			




Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
<ul style="list-style-type: none"> • Programme on IT Skills (MS – Office) <ul style="list-style-type: none"> - Word / Excel / PPT (both beginners and advanced levels) 	<ul style="list-style-type: none"> • US to ASO (Initially 2 from the DEPwD, and attached organizations) 	 or similar <ul style="list-style-type: none"> - Online / Offline 	21 hrs. - 25 hrs. (varied with Modules) <ul style="list-style-type: none"> - Enabling understanding of the usage for basic tasks (Ribbon Menu, Rules, Track changes, formulas, simple charts, filters, Screen views, inserting shapes, Icons, Pictures), and advanced tasks (Tab Stops, Paragraph Styles, Wrapping Words, Inserting audio, video, online videos, flash links, Vlookup, pivot tables, macros, Transition, Advanced Animation, SmartArt, Screen Recording)
<ul style="list-style-type: none"> • Drafting Skills <ul style="list-style-type: none"> - Noting & Drafting - Level-III Training Programme to Develop Functional Competencies 	<ul style="list-style-type: none"> • US to ASO (Initially 2 from the DEPwD, and attached organizations) 	 , Integrated Government Online Training , - Online / Offline or similar	1 – 2 hrs. (varied with Modules) <ul style="list-style-type: none"> - Noting & Drafting in the Secretariat Set-up
<ul style="list-style-type: none"> • Introduction to Emerging Technologies (AI, ML, DL, IoT, AR/VR, Drone etc.) 	<ul style="list-style-type: none"> • JS/DDG to ASO (Initially 2 from the DEPwD, and attached organizations) 	 Integrated Government Online Training, Online or Similar	2.5 hrs. (iGOT), <ul style="list-style-type: none"> - We help you identify the applications of different Emerging Technologies across sectors and government, and

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
<ul style="list-style-type: none"> Emerging Technologies to Boost your Career (AI, ML, DL, IoT, AR/VR, Drone etc.) 			how one may identify work problems where the use of selected AI-driven and other Emerging Technologies can provide a solution.
<ul style="list-style-type: none"> Data Analysis <ul style="list-style-type: none"> - Business Analytics for Management Decision - Data Analysis & Decision Making – I, II, & III - Introduction to Power BI 	<ul style="list-style-type: none"> DS/Dir. to ASO (Initially 2 from the DEPwD, and attached organizations) 	 <p>Udemy, NPTEL® Online Learning Initiatives by IITs and IISc funded by MGE, Govt. of India</p> <p>IIT Bombay IIT Delhi IIT Kanpur IIT Kharagpur IIT Guwahati IIT Roorkee IIT Madras IISc Bangalore</p> <p>https://nptel.ac.in/courses Online or Similar</p> <p>Microsoft</p>	<p>Udemy – Duration varied with module.</p> <p>These courses provide an application-oriented introduction to various statistical techniques. components, analysis, interpret the results, exploring and summarizing data, investigating, and testing relationships. interpret their output, and graphically display the results.</p> <p>NPTEL – Duration varied with module. (Around 10+ relevant modules available)</p> <p>Microsoft – 2hr. 35 min.</p>
<ul style="list-style-type: none"> Digital Marketing <ul style="list-style-type: none"> o Marketing Analytics for growth 	<ul style="list-style-type: none"> JS/DDG to SO (Initially 2 from the DEPwD, and attached organizations) 	 <p>ISB, Hyderabad – https://tinyurl.com/5e3yv67v</p>	<p>2 weeks</p> <p>- Will help in learning integrated digital marketing strategies and</p>

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
		Other available top Digital Marketing course available in India https://tinyurl.com/2k8yx9wf Online or similar	best practices to boost reach & get more ROI
Database Management Systems <ul style="list-style-type: none"> Introduction to Database Systems 	<ul style="list-style-type: none"> DS/Dir. to ASO (Initially 2 from the DEPwD, and attached organizations) 	 https://tinyurl.com/ma9meenc	This course introduces to the various theoretical and practical principles involved in the design and use of databases systems with the help of database management systems (DBMS) and the SQL Standard.
<ul style="list-style-type: none"> Essentials of Leadership Operational Excellence for Leaders Leading Business Transformation in the Age of AI Leadership for Senior Executives Leading Strategic Change Leading Diverse Workforce 	<ul style="list-style-type: none"> JS/DDG to US (Initially 2 from the DEPwD, and attached organizations) 	 https://tinyurl.com/b73ncrit https://tinyurl.com/mv5h52cb https://tinyurl.com/2abf35dh  https://tinyurl.com/4pchzip8  https://tinyurl.com/2cm4t75p https://tinyurl.com/bdzez45	ISB, HBS, MIT (Duration varied with module) - Will help senior executives develop the key competencies to become strategic and effective leaders. It encourages leaders to embrace the complex challenges and opportunities associated with greater leadership positions and unlock their full leadership potential.

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
Procurement <ul style="list-style-type: none"> Procurement of Services, Works, and Contract Management GeM Portal (11 modules) 	<ul style="list-style-type: none"> All existing employees of the DEPwD, (initially 2 from each PD) 	 iGOT - Online	2 hr. 11 min. This course provides detailed knowledge about Procurement of Services, Works and Contract Management in PMSGY, Guidelines for Engagement of Consultants for Preparation of DPR, General Conditions of Contract, Details about the Payment Certificates and Financial Management, Preparation of DPR etc. GeM Portal - Varied with modules. - Courses provide procurement processes on GeM Portal
<ul style="list-style-type: none"> Establishment Rules Level-III Training Programmes to Develop Functional Competencies 	<ul style="list-style-type: none"> All existing employees of the DEPwD, (initially 2 from each PD) 	 iGOT - Offline or similar	1 Week – Offline

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
<ul style="list-style-type: none"> Stores Management 	<ul style="list-style-type: none"> ALIMCO (initially 2 from each PD) 	 Integrated Government Online Training, - Offline or similar	1 hr. 10 min. Introduction to provision, and recoupment, procurement, and classification of stores, nomenclature, and codification, material management, assessment etc.
<ul style="list-style-type: none"> Strategic Perspectives on the Design of Public Private Partnerships (PPPs) 	<ul style="list-style-type: none"> Senior Management of the DEPwD, and attached organizations (initially 2 from each unit) 	 भारतीय प्रबंध संस्थान बेंगलूर INDIAN INSTITUTE OF MANAGEMENT BANGALORE https://tinyurl.com/3jjasech Offline or similar	5 days Training will provide Strategic overview of the infrastructure sector in India, Project structuring, Tendering, bidding, and procurement, Legal issues, Risk assessment and allocation, Public-Private Partnership and contract design, Cost of equity financing, financial analysis, Infrastructure financing and the stress in the economy
<ul style="list-style-type: none"> Training on successful designing PPP Models (Infra. Projects) 		 Integrated Government Online Training	2 hrs.15 Mins. This basic course covers the reasons for opting PPP by various National Governments across the world, how PPP definition has evolved? what is

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
			the structure of PPP, its framework, and its process
<ul style="list-style-type: none"> Training on Corporate Social Responsibility (CSR) - Certification 	<ul style="list-style-type: none"> Senior Management of the DEPwD, and attached organizations – DEPwD, NHFDC, National Trust, ALIMCO, RCI (Initially 2 from each unit) 	 <p>Online course or similar</p> <p>https://tinyurl.com/yckpce6v</p>	<p>13 hours</p> <p>Course includes CSR regulation, laws, mercantilism, accountability, phases of CSR, CSR types, reputational capital, corporate social entrepreneur, business ethics and corporate governance.</p>
		 <p>The Institute of Company Secretaries of India</p> <p>Online / Distance (Certificate course on CSR)</p> <p>https://tinyurl.com/4vxtx9n2</p>	<p>3 months</p> <p>Course provides Concept of CSR in Indian Context Implementation, Governance, and Monitoring, Compliance, and CSR Audit</p>
<ul style="list-style-type: none"> Innovative financial Models Social Impact Bonds through PPP, and CSR modes – 	<ul style="list-style-type: none"> Senior Leadership of (DEPwD, NHFDC, National Trust, ALIMCO, etc.) - Initially 2 from the DEPwD, and attached organizations 	 <p>(Orientation from NSDC on Skill Impact Bonds)</p> <p>Or similar</p>	<p>3 hours (Proposed)</p> <p>Orientation from the implementors of Skill Impact Bonds in NSDC</p>

Training	Target Audience	Training Institute / Training Provider	Duration & Overview of the Course
<ul style="list-style-type: none"> Sustainable, Green and Climate Finance Innovative financial Models 	<ul style="list-style-type: none"> Senior Leadership of (DEPwD, NHFDC, National Trust, ALIMCO, etc.) - Initially 2 from the DEPwD, and attached organizations 	 <p>(Source: CFA Institute, Sustainability Accounting Standards Board, Principles of Responsible Investing) – Online or similar</p>	1 hour - Course provides concepts on Climate Bonds, blended and transition finance, ESG investments, green equity, taxonomies, sustainable bond principles
		 , Mumbai – Offline / Online Or similar	Customized as per requirements. (ESG Intro, performance, and compliance, mitigating operational and reputational risks)
<ul style="list-style-type: none"> Innovative financial Models (BRSR - Global Trends in Corporate Sustainability Reporting, BRSR and BRR) – Online 	<ul style="list-style-type: none"> Senior Leadership of (DEPwD, NHFDC, National Trust, ALIMCO, etc.) - Initially 2 from the DEPwD, and attached organizations 	 <p>The Institute of Chartered Accountants of India (Setup by an Act of Parliament)</p> <p>https://tinyurl.com/yc6p5bb3 Or similar</p>	5 days (4 hours per day) - This Certificate Course aims to disseminate knowledge and awareness amongst its members (CAs) on Global Trends in Corporate Sustainability Reporting, Disclosure requirements - BRSR and BRSR Lite and Assurance aspects of Sustainability Report.

Role-Wise Competency-Specific Training Suggestions

This section provides details of few specific trainings that would help in developing domain, functional and behavioural competencies across various roles.

Table 26: Role-wise Competency Specific Training Suggestions

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
Assistant Section Officer (ASO), & Section Officers (SO)	Induction Training / Manual with DEPwD Internal Champions / Domain Consultants (External) <ul style="list-style-type: none"> - DEPwD's Vision, Mission, Mandate - About DEPwD Divisions / Sections / attached institutions and their mandate - DEPwD's – Legal Framework - DEPwD's – A brief on all Scheme/s Guidelines & Statistics 	<ul style="list-style-type: none"> - Data Management and Analysis <ul style="list-style-type: none"> o Data Analytics and Risk Management o Research Methodology & Introduction to Statistical Package for Social Science [SPSS] - Manual of Office Procedures <ul style="list-style-type: none"> o Training Programme on Office Procedure under SCTP, ISTM o Training on Office Procedure, iGOT o Noting & Drafting o Workshop on Noting & Drafting, ISTM o Noting & Drafting, iGOT o Noting & Drafting Skills, MCRHRD - Importance of DoPT Guidelines, Rules, Amendments, Circulars, Notifications and their application <ul style="list-style-type: none"> o Orientation workshop, DoPT 	<ul style="list-style-type: none"> - Effective Communication Skills <ul style="list-style-type: none"> o Effective Communication, iGOT o Workshop on Communication Skills (ISTM, New Delhi – Offline) o Training on Effective Communication (IIMB, Bangalore-Offline) o Training on Communication and Presentation Skill (Institute of Public Administration (IPA), Govt. of HP-Offline) o Training on Communication Skills (IIPA, New Delhi-Offline) o Communication Skills for Managers (ASCI, Hyderabad-offline) o Communication Fundamentals: How to Communicate Better, Udemy

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
		<p>- MS Office</p> <ul style="list-style-type: none"> MS Office, iGOT Advance MS Office, MCR HRD MS Office, ISTM <p>- GeM Portal</p> <ul style="list-style-type: none"> GeM Portal orientation, ISTM GeM Portal, iGOT Learn Government e-Marketplace (GEM) Portal in Hindi, Udemy <p>- Contract Management</p> <ul style="list-style-type: none"> Procurement of Services, Works, and Contract Management, iGOT Contract Management, RCUES, Lucknow Complete Contract Management Bootcamp: Zero to Hero, Udemy <p>- Orientation on emerging technologies</p> <ul style="list-style-type: none"> Introduction to Emerging Technologies (AI, ML, DL, IoT, AR/VR, Drone etc.), iGOT 	<p>- Analytical skills development</p> <ul style="list-style-type: none"> Level-III Training Programme to Develop Functional Competencies, ISTM / iGOT. Microsoft Excel - Data Analysis with Excel Pivot Tables, Udemy Data Analysis with Python, Udemy Big Data Analysis, MCRHRD, Hyderabad <p>- Team Working</p> <ul style="list-style-type: none"> Training Programme on Team Working (IIPA, New Delhi, Offline) Team Building and Team Working e-Learning Course (Punyam Academy, Ahmedabad) Developing Emotional Intelligence in Teams, Udemy Building Your Team: How to put together the perfect team, Udemy. <p>- Time Management (as a part of change management)</p> <ul style="list-style-type: none"> Time and Task Management: Time Management Techniques, Udemy

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
		<ul style="list-style-type: none"> Emerging Technologies to boost your career, Udemy 	<ul style="list-style-type: none"> Productivity and Time Management for the Overwhelmed, Udemy
Under Secretary (US) / Deputy Secretary (DS) / Director (Dir)	Induction Training / Manual with DEPwD Internal Champions / Domain Consultants (External) <ul style="list-style-type: none"> DEPwD's Vision, Mission, Mandate About DEPwD Divisions / Sections / attached institutions and their mandate DEPwD's – Legal Framework DEPwD's – A brief on all Scheme/s Guidelines & Statistics 	<ul style="list-style-type: none"> - Data Management and Analysis <ul style="list-style-type: none"> Data Analytics and Risk Management Research Methodology & Introduction to Statistical Package for Social Science [SPSS] - Manual of Office Procedures <ul style="list-style-type: none"> Training Programme on Office Procedure under SCTP, ISTM Training on Office Procedure, iGOT - Noting & Drafting <ul style="list-style-type: none"> Workshop on Noting & Drafting, ISTM Noting & Drafting, iGOT Noting & Drafting Skills, MCRHRD - Importance of DoPT Guidelines, Rules, Amendments, Circulars, Notifications, and their application <ul style="list-style-type: none"> Orientation workshop, DoPT - MS Office <ul style="list-style-type: none"> MS Office, iGOT Advance MS Office, MCR HRD 	<ul style="list-style-type: none"> - Effective Communication Skills <ul style="list-style-type: none"> Effective Communication, iGOT Workshop on Communication Skills (ISTM, New Delhi – Offline) Training on Communication and Presentation (YASHADA, Pune-Offline) Training on Effective Communication (IIMB, Bangalore-Offline) Training on Communication and Presentation Skill (Institute of Public Administration (IPA), Govt. of HP-Offline) Training on Communication Skills (IIPA, New Delhi-Offline) Communication Skills for Managers (ASCI, Hyderabad-offline) Communication Fundamentals: How to Communicate Better, Udemy

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
		<ul style="list-style-type: none"> MS Office Suite, ISTM <p>- GeM Portal</p> <ul style="list-style-type: none"> GeM Portal orientation, ISTM GeM Portal, iGOT Training Programmes on E-procurement of Goods and Services, and related GeM & GFR Rules (National Productivity Council, New Delhi-Offline) Learn Government e-Marketplace (GEM) Portal in Hindi, Udemy <p>- Contract Management</p> <ul style="list-style-type: none"> Procurement of Services, Works, and Contract Management, iGOT Contract Management, RCUES, Lucknow Complete Contract Management Bootcamp: Zero to Hero, Udemy <p>- Orientation on emerging technologies</p> <ul style="list-style-type: none"> Introduction to Emerging Technologies (AI, ML, DL, IoT, AR/VR, Drone etc.), iGOT 	<p>- Analytical skills development</p> <ul style="list-style-type: none"> Level-III Training Programme to Develop Functional Competencies, ISTM / iGOT. Microsoft Excel - Data Analysis with Excel Pivot Tables, Udemy Data Analysis with Python, Udemy Big Data Analysis, MCRHRD, Hyderabad <p>- Team Working</p> <ul style="list-style-type: none"> Training on Team Building and Leadership (National Productivity Council, New Delhi-Offline) Developing Emotional Intelligence in Teams, Udemy Building Your Team: How to put together the perfect team, Udemy. <p>- Stakeholder Management</p> <ul style="list-style-type: none"> Stakeholders in Governance, National Academy of Indian Railways Stakeholder Management & Engagement, Udemy

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
		<ul style="list-style-type: none"> Emerging Technologies to boost your career, Udemy 	
Deputy Director General / Joint Secretary (JS)	<p>Induction Training / Manual with DEPwD Internal Champions / Domain Consultants (External)</p> <ul style="list-style-type: none"> DEPwD's Vision, Mission, Mandate About DEPwD Divisions / Sections / attached institutions and their mandate DEPwD's – Legal Framework DEPwD's – A brief on all Scheme/s Guidelines & Statistics 	<ul style="list-style-type: none"> - Manual of Office Procedures <ul style="list-style-type: none"> Training Programme on Office Procedure under SCTP, ISTM Training on Office Procedure, iGOT - Strategic Human Resources Management <ul style="list-style-type: none"> A Practical Guide to the Fundamentals of SHRM, Udemy Human Resource Management, ISTM - Budget Process & Procedures <ul style="list-style-type: none"> Budget - Formulation & Implementation, ISTM Orientation Training Programme on Budget & Finance Management, MCRHRD, Hyderabad Budget, iGOT - Orientation on emerging technologies <ul style="list-style-type: none"> Introduction to Emerging Technologies (AI, ML, DL, IoT, AR/VR, Drone etc.), iGOT 	<ul style="list-style-type: none"> - Analytical skills development <ul style="list-style-type: none"> Level-III Training Programme to Develop Functional Competencies, ISTM / iGOT. Microsoft Excel - Data Analysis with Excel Pivot Tables, Udemy Data Analysis with Python, Udemy Big Data Analysis, MCRHRD, Hyderabad - Attention to Detail <ul style="list-style-type: none"> Build Your Attention-to-Detail Skills, LinkedIn. - Strategic Management <ul style="list-style-type: none"> Training on leadership and strategic management, Indian Statistical Service Training Division Strategic management programme, National Academy of Indian Railways, Vadodara-Offline) Strategic planning and consultancy (ISTM, New Delhi, Offline)

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
		<ul style="list-style-type: none"> Emerging Technologies to boost your career, Udemy 	<ul style="list-style-type: none"> Training Programme on Planning and Coordination (IIPA, New Delhi, Offline) - Leadership and Decision making Operational Excellence for Leaders (Transform People, Processes, and Technology), ISB, Hyderabad Training on Leadership Development for Public Servants (Indian School of Business, Hyderabad-Offline) Training on Critical Thinking for Strategic Decision Making (ASCI, Hyderabad-Offline) Training on Critical Thinking & Problem-Solving Techniques (ISTM, New Delhi-Offline) Training on EDM Effective Decision Making (Netaji Subhas Administrative Training Institute, WB-Online)

6.3 Organisational Competency Suggestions.

During Interactions with the Senior leadership, and in the visioning exercise, certain interventions that would help strengthen organisational level capacity building measures were identified and are presented below. Some of these interventions can be construed in association with the Capacity Building Commission such as the digital content creation, arranging for resources, etc.

Table 27: Organization-level Capacity Building Interventions

#	Intervention	Description of Intervention
1.	Policy for Mandatory Induction Training	<ul style="list-style-type: none"> There should be a policy at Department-level that each and every official should undergo induction training which would provide a comprehensive overview of the Department, its mandate, sections, allied institutions, schemes/programs, dashboards, etc. Steps may be taken to organize induction training program for the officials who have recently joined the Department and need induction training. As part of the policy, it should be mandated to attend the induction training within a specific time (preferably within one week or fortnight from the time of reporting). Based on the feasibility, the employee may be permitted to undertake exposure visit and spend certain time interacting with stakeholders to understand how the Department mandate is implemented at the field/unit level.
2.	Participation in Mandatory Trainings by the Officials	<ul style="list-style-type: none"> Every official would attend certain mandatory training programs organized by the DoPT, Govt. of India or their cadre controlling authority as part of promotion process or other mandate. On similar lines, important training programs of the Department should be identified and attending these training programs at a specific interval should be made mandatory. The proposed list of training programs from the ACBP may be referred to identify such important training programs. For example, it is proposed that all the officials at the Department should undertake an orientation training program on Emerging technologies.

#	Intervention	Description of Intervention
3.	Training for Consultants and PMU Staffs	<ul style="list-style-type: none"> Owing to the scheme/program specific requirements, contractual staffs/consultants are recruited. Even though consultants with specific domain knowledge and experience are hired, knowledge of procedures of Govt. of India remains a challenge. A decision on extensions of training to consultants and PMU staff may be taken.
4.	Immersion Program / Exposure visits	<ul style="list-style-type: none"> During visioning exercise with the Secretary, it is opined that all the staff in the department, and attached institutions (i.e., NIs, NHFDC, NT, CCPD, ALIMCO, RCI and other) of the Department must undergo Immersion program in the counterpart private NGOs, Corporates, and exposure visits / stay with the families of PwDs.

6.4 Non-Training Interventions:

As mentioned in the previous section, interventions that can improve performance of the employees in the department are also broadly captured through free-wheel discussions and personal interactions.

The non-training interventions captured are grouped into following 5 segments and the observations, perceived challenge and recommendations are detailed for each of the interventions.

- Technology & Data
- Systems & Processes
- Resources & Assets
- Partnerships & Relationships
- Personnel Management

The table below summarise the list of such non-training interventions:

Table 28: Non-Training Interventions

Categories	Suggested Interventions
Technology & Data	<ul style="list-style-type: none"> • Converting training materials into braille and sign language to cater to the training needs of visually impaired and hearing-impaired employees. • Develop a Digital Module on <ul style="list-style-type: none"> ○ disabilities sensitization for other ministries (officials / public representatives / vendors etc.) ○ Accessibility (Physical Assets, Digital Systems – Websites / Apps etc.)

Categories	Suggested Interventions
	<ul style="list-style-type: none"> • Develop AV modules of 20 mins duration covering all the schemes on inclusion and host them on official website/s. • Create an AV modules of the PwD employee icons/persons for motivating other PwDs. • Undertake study on latest technologies available on batteries used in the assistive aids developed by the ALIMCO. • Research on and promotion of technologies used for sign language. • Set up lab for undertaking for research on emerging technologies / smart classes that are relevant for PwDs. • Develop career tracking tool and database for career facilitation of the students and alumni. • Schemes end-to-end process needs to be automated, right from providing application to acknowledging utilization certificates. • Time lag in the portals, and web applications needs to be addressed.
Systems & Processes	<ul style="list-style-type: none"> • Organizing exposure visits for officials of Department to all allied institutions and vice versa with the objective of comprehending work culture. It will help the Department and allied institutions to understand each other requirements. • A regular interactive sessions / discussion between all level of officials should be considered and organized during which Secretary and other senior officers can apprise the future roadmap of the Department, bottlenecks in the processes, and procedures in implementing the schemes. • Steps may be taken to review Scheme/s / Program/s Guidelines, procedures, etc. with the objective of processes simplification and automation of end end-to-end process. • Develop internal knowledge pool on best practices from the field and through National and International publications etc. • Undertake survey of internal employees / external beneficiaries' regarding satisfaction on services and assistive devices • Assessment on current interface between Department and attached institutions and suggest reforms. • Develop SOPs for conducting mass camps conducted by the DEPwD and attached organizations. • Develop feedback mechanism on mass camps conducted by the DEPwD and attached organizations.

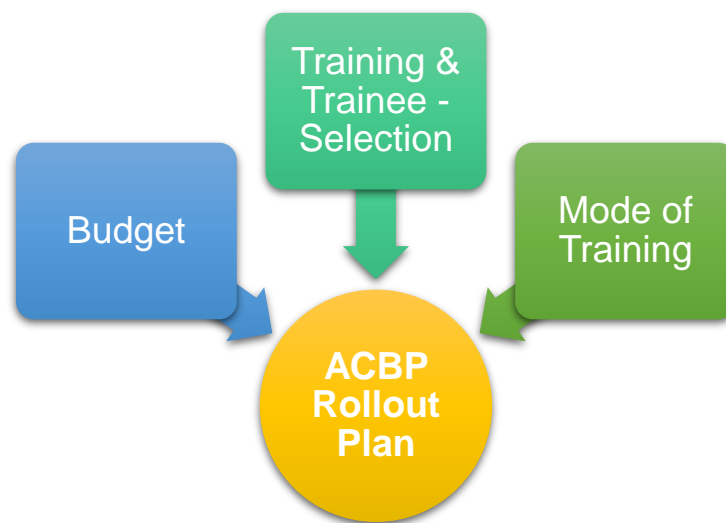
Categories	Suggested Interventions
	<ul style="list-style-type: none"> • Take steps for documentation and creation of repository of good practices of all NIs / DDRCs / CRCs (all completed and ongoing research projects, global / national status of diagnostic tools, treatments and procedures, assistive technologies for various disabilities). • User guides for all flagship schemes. • Need to increase IEC activities aggressively of all schemes / programs in all regional languages.
Resources & Assets	<ul style="list-style-type: none"> • The workplace infrastructure like proper seating arrangement, etc. plays an important role on the performance of an official. Considering this a proper seating arrangement with focus on space, desk, etc., should be made available. In addition, all the officers working in a wing be seated together at one place.
Partnerships & Relationships	<ul style="list-style-type: none"> • Organize a Start-up conference with NITI Aayog to promote start-up culture in assistive technologies. • Collaborate with institutions like Corporate Manufacturing units, Hospitals, and educational institutions (National and International level) who are conducting advanced research in the area of disability.
Personnel Management	<ul style="list-style-type: none"> • To undertake a detailed assessment of workload of every division / section including the immediate future interventions to identify the optimal number of staff required by each section. • Encouraging and Promoting PwD employee icons/persons • Develop a pool of alumni and utilize their services for tapping CSR funds.

7 Operational Plan

7.1 ACBP Roll-out Plan

Capacity Building Roll-out Plan is very important part of training management function. The constituted CBU of the department needs to finalize the training interventions implementation plan in coherence with the ACBP, and previous trainings attended by the staff (Annexure III, and VII), which include the following aspects:

Figure 31: Aspects of ACBP Roll-out Plan



Budget

As the cost is associated with the training intervention, specific budget should be earmarked for the purpose and the same should be tracked annually. The training interventions are to be planned as per the budget available.

According to the National Training Policy (NTP) 2012 recommendations, the training budget for a department should be 2.5% of the Salary Budget of that department. For earmarking of the training budget, CBU must participate in the departmental budgeting process. The budget for training function may be prepared based on the following aspects:

- Number of Trainings planned to be conducted in the year.
- Details of the trainings conducted by institutes of national and international importance to which employees would be nominated.
- List of trainings that would be conducted in-house and number of employees that would be training.

Training & Trainee - Selection

The CBU may convene a committee with the bureau / divisions / wing and division/wing-heads to list the priority of trainings designation-by-designation in a

phased manner. Selection of the training to be based on the requirement of the division. The trainings are to be selected based on competency requirements for the designation as well as individual.

The selection of trainees should be based on their:

- individual competency evaluations,
- availability for such a duration,
- workload and
- priority work assignments.

Mode of Trainings

The trainings identified are administered to the employees either through online mode, off-line mode, or hybrid mode. With the availability of iGOT Karmayogi online training programme specially designed for Government employees.

When the training session is brief, online training programs are more appropriate, and are cost-effective, visually appealing, and includes explanatory videos. Such short content training programs can be conducted on online platforms, particularly the 'iGOT Karmayogi' web platform, or any other specific online training platform authorized by the Indian government or department. Trainings through iGOT are free of the M/D/Os, this platform guides public servants in their capacity-building journey. It's a solution-oriented place that integrates online learning, competence management, career management, conversations, and networking. This will help officials deliver better, improving government execution. On the other hand, extensive training programs that contain more significant content and longer durations may be delivered using offline methods or online methods with adequate breaks.

- Online Trainings – iGOT Karmayogi / any other relevant online platforms
- Offline Trainings – ISTM / Central Training Institutes (CTIs) / Administrative Training Institutes (ATIs) / Department attached institutions / institutes of excellence (private and public) / CBC Associated Organizations







It may be noted that the training programs which are identified to be organized in the first year are the prioritized training programs of the Department, based on demand for the course and its urgency and due to any reason, if these programs could not be organized in the first year, then such leftover training programs may be taken up in the second year with due revision/ updating of the calendar.





Similarly, if the identified trainees/officials could not attend the training programs in the first year, they are required to be given another opportunity to attend the training programs in subsequent years as per the training calendar. CBU in consultation with wing-heads may revise the order of organizing the training programs listed based on the felt need and immediate priority / requirement of the Department.



7.2 Calendar

Following Training Calendar is indicative; CBU must finalise the calendar with trainees and trainings in mind.

Table 29: ACBP Training Calendar

Training	Target Audience	Training Provider
Year - 1		
Training Interventions (Domain)		
<ul style="list-style-type: none"> • Induction Module • Orientation on Disability domain areas • Refresher Course on existing Schemes / Programs Guidelines (Amendments, FAQs, Problem solutions) 	<ul style="list-style-type: none"> • All New Joiners. • All existing employees - DEPwD, and attached organizations staff 	<ul style="list-style-type: none"> • Internal Champions of DEPwD / attached units. • Private Expert Consultants
Training Interventions (Functional)		
<ul style="list-style-type: none"> • MS – Office (Word / Excel / PPT etc.) – Basic / Adv. • Induction to Emerging Technologies (AI, ML, IoT, Blockchain, AR/VR, NLP, etc.,) • Establishment Matters • Analytical Skills (Python/ R/ Tableau/ SPSS etc.) • Leadership Programs • Procurement / GeM Portal • Successful designing PPP Models 	US to ASO (All existing employees of the DEPwD, and attached organizations)	 Integrated Government Online Training   
<ul style="list-style-type: none"> • Procurement of Services, Works, and Contract Management • GeM Portal (11 modules) 	Above US and above level officers of the DEPwD, and attached organizations	 Integrated Government Online Training 

Training	Target Audience	Training Provider
<ul style="list-style-type: none"> Project Financing Innovative financial Models (Social Impact Bonds through PPP, and CSR modes) Innovative financial Models Environmental, Social, and Governance (ESG) Funds Innovative financial Models (BRSR - Global Trends in Corporate Sustainability Reporting, BRR 	Above US and above level officers of the DEPwD, and attached organizations (initially 2 from each PD)	
Training Interventions (Behavioral)		
<ul style="list-style-type: none"> Leadership Programmes 	JS/DDG to SO (All existing employees of the DEPwD, and attached organizations)	
Year - 2		
<ul style="list-style-type: none"> Induction Module (New Joiners) Analytical Skills Office Procedures (CSMOP) Noting & Drafting Skills / Level-III Training Programme to Develop Functional Competencies DoPT Guidelines (orientation) Presentation Skills (PPT) Effective Communication Skills Attention Management & Organization Skills Team Working / Developing Emotional Intelligence in Teams Productivity and Time Management for the Overwhelmed 	US to ASO (All existing employees of the DEPwD, and attached organizations)	
<ul style="list-style-type: none"> Office Procedures (CSMOP) Managerial Effectiveness Analytical Skills Presentation Skills (PPT) Effective Communication Skills Monitoring & Evaluation 	Director / DS (All existing employees of the DEPwD, and attached organizations)	

Training	Target Audience	Training Provider
<ul style="list-style-type: none"> Team Working / Developing Emotional Intelligence in Teams 		
<ul style="list-style-type: none"> Manual of Office Procedures Managerial Effectiveness e - Office Manual of Parliamentary Procedures Budget Process & Procedures Analytical Skills Master your Decision-Making, and Critical Thinking Skills! Attention Management & Organization Skills Creativity, Design Thinking, and Innovation for Business Problem Solving: The Complete Guide 	JS / DDG (All existing employees of the DEPwD, and attached organizations)	 

7.3 Interventions: Training Institutes and Matrix for process

The training interventions of the department were identified based on the competencies arrived through the interactions with the section level staff and from the inputs received from Senior Leadership. During the interactions the Domain, Functional and behavioural competencies were identified based on activities undertaken by each of the Section. The functional and behavioural competencies identified were mapped with the relevant training modules and capacity building programs offered by various training institutes including Central Training Institutes (CTIs).

- Domain Competencies**

It is observed that for the Department specific Domain competencies, there are no training modules which are readily available. Therefore, it is recommended that the Department with support of CBC may develop specific module, induction manual / training program, etc.

- **Functional Competencies**

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

Table 30: Functional Training Competencies and Training Institutes Mapping

#	Competency	Training / Module Name	Training Institute	Mode of training
1.	Accounting	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance	Offline
		Basic accounts and finance	National Academy of Indian Railways	Offline
		Accounts Training Program	Foreign Service Institute Indian Trainees	Offline
2.	Audit Standards 2011	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance	Offline
3.	Budget Process & Procedures	Budget	iGOT	Online
		Orientation Training Programme on Budget & Finance Management	MCRHRD	Offline
		Budget - Formulation & Implementation	ISTM	Offline
4.	Cabinet Note Preparation Procedure	Workshop on preparing cabinet notes	ISTM	Offline
5.	CGHS Guidelines	Central Government Health Scheme (CGHS) & Central Services (MA) Rules	iGOT	Online
6.	Civil and Architectural Knowledge	Tailored Basics training Civil and Architectural Concepts	ISTM	Offline
7.	Cost Benefit Analysis	Workshop on Financial Management	ISTM	Training
8.	Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.)	Training Programme on Handling Court Cases and Drafting Para wise Remarks	MCRHRD	Offline
9.	CPWD Accessibility Guidelines	Basic orientation Training	CPWD	Offline
10.	CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	Training Programme in Administrative Vigilance	ISTM	Offline

#	Competency	Training / Module Name	Training Institute	Mode of training
11.	Dak Management	Dak Management	ISTM	Offline
12.	Data collection, validation, Interpretation & Database Management	Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA	Offline
		Training Programme on Research Methodology & Introduction to Statistical Package for Social Science [SPSS]	VV Giri National Labour Institute	Offline
13.	DBT schemes/notifications	Financial Management in Government	ISTM	Offline
14.	DDO Rules	Financial Management in Government	ISTM	Offline
15.	Decision making Concepts	Problem Solving and Decision Making	ISTM	NA
16.	DoFL Incentives	Training Programme on Official Language	Department of official language	Offline
17.	DoE guidelines & circulars	Financial Management in Government	ISTM	Offline
18.	Evaluation of Proposals, Reports etc.	Certificate programme in Project management	Institute of Management in Government, Kerala	Offline
		Workshop on project formulation and appraisal	ISTM	Offline
19.	DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	Orientation workshop	DoPT Personnel	Offline
20.	e - Office	Workshop on e-Office	ISTM	NA
		Orientation Training Programme on eOffice Management	MCRHRD	NA
21.	EFC/SFC - guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	Workshop on preparation of EFC/SFC	ISTM	Offline
22.	File Management	Record management and right to information	ISTM	Offline
23.	Financial Concurrence Procedure	Financial Management in Government	ISTM	Offline
24.	FRSR - Fundamental Rules and Supplementary Rules	Fundamental Rules (FR) and Supplementary Rules (SR)	Department of Expenditure	Offline

#	Competency	Training / Module Name	Training Institute	Mode of training
25.	General Financial Rules (GFR)	GFR and vigilance	Indian Statistical Service Training Division	Offline
26.	Government of India Schemes, other Ministry Schemes	Orientation on Govt. Schemes	ISTM	Offline
27.	Grievance Redressal Mechanisms	Trainer Development Programme on CPGRAMS	ISTM	-
28.	Human Resource Management Techniques	Human Resource Management	ISTM	Offline
29.	IT application development process - Software Development Life cycle - changes to software etc.	Basics of SDLC	ISTM	Offline
30.	Knowledge Management Systems	Knowledge Management	ISTM	NA
31.	Legal Compliance & Terminology - Case laws of SC, CAT etc.	Legal Workshop	National Industrial Security Academy	Offline
32.	Logistics Management	Logistics, transportation, and supply chain management	Udemy	Online
33.	Managerial Effectiveness	Managing Work Effectively: A Behavioural Approach	VV Giri National Labour Institute	Offline
		Managerial Effectiveness	ISTM	Offline
34.	Manual of Office Procedures	Office Procedure	iGOT	Online
		Training Programme on Office Procedure under SCTP	ISTM	Offline
35.	Manual of Parliamentary Procedures	Parliamentary Procedures	iGOT	Online
		Handling Parliamentary Matters	ISTM	Offline
36.	Manual of Procurement of Goods & Services	Public Procurement Framework of GOI	Department of Expenditure	Offline
		MDP on Public Procurement	AJNIFM	Offline
37.	MIS Reporting Techniques	MIS training	Udemy	Online
38.	Monitoring & Evaluation	Monitoring and evaluation of govt schemes	ISTM	NA

#	Competency	Training / Module Name	Training Institute	Mode of training
39.	MoU / Contract Preparation, verification, enforcement	Contract Management	RCUES Lucknow	Offline
40.	MS - Office	MS office	iGOT	Online
		Advanced MS Office	MCRHRD	Offline
41.	NITI Aayog's Output-Outcome Monitoring Framework (OOMF)	Orientation on OOMF	DMEO (NITI Aayog)	Offline
42.	Noting & drafting	Workshop on Noting & Drafting	iGOT	Online
		Training Programme on Noting & Drafting Skills	MCRHRD	Offline
		Noting & drafting	iGOT	Online
43.	Official Languages Act, Amendments, Notifications, Circulars	Training Programme on Official Language	Department of official language	Offline
44.	Policy Formulation, Analysis, amendment process	Policy analysis, Policy formulation	NACIN National Academy of Customs Indirect Taxes and Narcotics	NA
		Public Policy & VUCA World	Indian Institute of Public Administration	NA
		Workshop on Policy Formulation to Legislation	ISTM	NA
45.	Portal - Bhavishya	Orientation workshop	DoPPW	Online
46.	Portal - CPGRAMS Portal	Trainer Development Programme on CPGRAMS	ISTM	Offline
47.	Portal - EHRMS	Orientation workshop	DoPT Personnel	Online
48.	Portal - Manpower Management Information System (MMIS)	Orientation workshop	MHA	-
49.	Portal - Probity Portal - DoPT	NA	NA	NA
50.	Portal - UBIS	Orientation workshop	Dept. of Expenditure	-

#	Competency	Training / Module Name	Training Institute	Mode of training
51.	Portal - Union Budget Information System (UBIS)	Orientation workshop	Dept. of Expenditure	-
52.	Portal Management	Handling Government Dashboards	ISTM	Offline
53.	Portal of Audit Para Monitoring System (APMS)	Orientation workshop	CAG	-
54.	Portal of CVC	Orientation workshop	CVC	-
55.	Portal of eSamiksha	Orientation workshop	NIC	Online
56.	Portal of GeM	GeM Portal orientation	ISTM	Offline
57.	Portal of LIMBS	Orientation workshop	DoL&J	-
58.	Portal of RTI	Right to Information Act 2005 - Part 1	iGOT	Online
59.	Portal of RTI	Right to Information Act 2005 - Part 2	iGOT	Online
60.	Portal of RTI / RTI & CIC Rules, amendments, circulars, case laws	Right to Information Act 2005 - Part 1	ISTM	NA
61.	Preparation of Reports, Proposals, Analysis etc	Report Writing	Lal Bahadur Shastri National Academy of Administration	Offline
		Report writing	Administrative Training Institute, Department of Atomic Energy	Offline
62.	Public Finance Management Systems (PFMS)	Training Videos of PFMS (Public Financial Management System) modules	Ministry of Electronics and Information Technology	NA
63.	Public Relations - IEC, social media, etc.	Handling social media and Information Retrieval	ISTM	Offline
64.	SPARROW Portal - Process, Procedures, trouble shooting	Orientation workshop	DoPT Personnel	Online
65.	Stakeholder Management - Vendors, Multilateral funding agencies, Institutions, partners etc.	Stakeholders in Governance	ISTM	NA
66.	Standard Operating Procedures	Introduction SOP development	Udemy	Online

#	Competency	Training / Module Name	Training Institute	Mode of training
67.	Statistical Analysis Techniques	Orientation workshop	MoSPI	Offline
68.	Strategic Management Techniques	Training on leadership and strategic management	Indian Statistical Service Training Division	-
		Strategic management programme	National Academy of Indian Railways	-
69.	Taxation Rules - IT, TDS, GST Processing	Workshop on Income Tax	ISTM	-
		Workshop on Goods and Services Tax	ISTM	-
70.	The Sexual Harassment of Women at Workplace Act - 2013	Prevention, Prohibition and Redressal of Sexual Harassment of Women at Workplace	ISTM	Offline

- Behavioural Competencies**

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

Table 31: Behavioural Competencies - Training Institutions mapping

#	Topics	Training Module/s	Training Institutions	Mode of Training
1	Adaptability	Level-III CSSS Course to Develop Behaviour Competencies	Institute of Secretariat Training & Management (ISTM)	Offline
2	Analytical Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT Karmayogi platform (iGOT)	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Big Data Analysis	Dr. MCR Human Resource Development Institute of Telangana (MCRHRD), Hyderabad	Offline
3	Attention to Detail	Level-III Training Programme to Develop Behaviour Competencies	ISTM	Offline
			iGOT	Online
		Attention to Detail	Indian Institute of Public Administration (IIPA)	NA
4	Change Management	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Management Development Training Programme	Yashwantrao Chavan Academy of Development Administration (YASHADA)	Offline
		Advance Management Programme/ Change Management / Leadership	Administrative Staff College of India (ASCI), Hyderabad	Offline
		Change Management	IIPA	NA
		Change Management	MCRHRD	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
5	Commitment to Organisation	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Commitment to the Organisation	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
6	Communication Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Communication and Presentation Skills	YASHADA	Offline
		Workshop on Communication Skills	ISTM	offline
		Effective Communication	IIMB	Online
		Communication Skills	IIPA	NA
		Communication and Presentation Skill	Institute of Public Administration (IPA), Govt. of Himachal Pradesh	Offline
		Office Communication Skills: Noting, Drafting	IPA	Offline
		Communication Skills for Managers	ASCI, Hyderabad	Offline
		Effective Usage of Government Communication Channels for Good Governance	MCRHRD	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Training Program on Noting and Drafting	MCRHRD	Offline
		Communication	Indian Institute of Mass Communication	Offline
		Noting, Drafting & Vigilance	Defence Headquarter Training Institute (DHTI)	Offline
7	Conceptual Thinking	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Conceptual thinking	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
8	Conflict Resolution	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Conflict Management and Negotiation Skills	ASCI, Hyderabad	Offline
		Conflict Management (as part of Change Management)	IIPA	NA
		Negotiation Skill and Conflict Resolution	Netaji Subash Administrative Training Institute, West Bengal (ATI, WB)	Online
9	Consultation and Consensus building	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Customer relations, productivity, team management and leadership	National Academy of Indian Railways	Offline
		Consensus Building	IIPA	NA
		Training Programme on Convergence and Partnership	V.V. Giri National Labour Institute (VVGnLI)	Offline
10	Cost Conscious	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
11	Critical Thinking	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Critical Thinking for Strategic Decision Making	ASCI, Hyderabad	Offline
		Critical Thinking & Problem-Solving Techniques	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
12	Decision Making	Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		EDM Effective Decision Making	ATI, WB	Online
		Decision Making for Effective Leadership	ASCI, Hyderabad	Offline
		Decision Making	IIPA	NA
13	Delegation	Delegation	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
14	Dependability	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
15	Desire for Knowledge	Desire for Knowledge	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
16	Developing Others	Developing Others	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
17	Empathy	Empathy	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
18	Feedback	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
19	Gender sensitive	Gender sensitive	Ministry of Power	Online
		Women in Management	ASCI, Hyderabad	Online
		Gender Sensitisation	ISTM	Offline
		Gender Sensitivity	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Gender Transformative Training	Centre for Social Research, New Delhi	Online
		Women Empowerment	IPA, Govt. of Himachal Pradesh	Offline
		Training Program on Gender Sensitization	MCRHRD	Offline
		Safety & Security of Women	MCRHRD	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Sensitization on Sexual Harassment of Women at Workplace Act	MCRHRD	Offline
		Tackling violence against women and girls	World Bank	Online
		Gender Sensitisation	DHTI	Offline
		Training Programme on Gender, Work and Development	VVGnLI	Online
		Gender Equality and Development – Overview	iGOT	Online
20	Initiative and Drive	Initiative and Drive	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
21	Innovative Thinking	Managing Creativity and Innovation	ASCI, Hyderabad	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Innovative Thinking	IIPA	NA
22	Integrity	Integrity	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
23	Leading Others	Advance Management Programme/ Change Management / Leadership	ASCI, Hyderabad	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Workshop on Team Building and Leadership	ISTM	Offline
		Enhancing Performance and Well-Being through Leadership	ASCI, Hyderabad	Offline
		Six Sigma for Business Leaders	ASCI, Hyderabad	Offline & Online
		Innovation and Change Leadership	ASCI, Hyderabad	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Leadership Skills Development	ASCI, Hyderabad	Offline
		Organisational Leadership in Adverse Environment	ASCI, Hyderabad	Online
		Leadership Communication, Persuasion and Influence	IIM Lucknow	Offline
		Leadership Development	IIM Lucknow	Offline
		Training Programme on Behavioural Skills for Developing Effective Leadership	VVGNI	Online
		Leading others	IIPA	NA
		Inspiring Leadership Attitude	DHTI	Offline
24	Motivation	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
25	Negotiation	Negotiation Skill and Conflict Resolution	ATI, WB	Online
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Conflict Management and Negotiation Skills	ASCI, Hyderabad	Offline
		Negotiation and Persuasion	IIM Lucknow	Offline
		Negotiation (as part of Change Management)	IIPA	NA
26	Networking Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
27	Organising	Organisational Awareness	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
28	People First	Effective Public Service through RTI Act	ATI, WB	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		People Centric Urban Governance in India	IIPA	NA
		People First	IIPA	NA
29	People Management	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
30	Planning & Coordination	Strategic planning and consultancy	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Planning & Coordination	IIPA	NA
31	Presentation Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Presentation Skills	DHTI	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
32	Problem Solving	Critical Thinking & Problem-Solving Techniques	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Creative Problem Solving	DHTI	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Problem Solving	IIPA	NA
33	Quantitative Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
34	Resilience	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
35	Result Orientation	Result Orientation	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
36	Seeking Information	Seeking Information	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
37	Self-Awareness & Self Control	The Art of Living Training Programme for Building Competence for Personal Excellence	VVGnLI	Online
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Self-Awareness & Self Control	IIPA	NA
38	Self Confidence	Self Confidence	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
39	Stakeholder Management	Stakeholders in Governance	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
40	Strategic Thinking	Training on leadership and strategic management	Indian Statistical Service Training Division	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Strategic Thinking	IIPA	NA
		Strategic management programme	National Academy of Indian Railways	Offline
41	Stress Management	Stress management and motivation	Central Bureau of Investigation Academy:	Offline
		Managing Stress	DHTI	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Stress Management	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Stress Management	iGOT	Online
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Relaxation of Working Stress	ATI, WB	Online
		Stress Management and Performance Coaching	ASCI, Hyderabad	Offline
42	Taking Accountability	Taking Accountability	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
43	Team Working	Workshop on Team Building and Leadership	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Team Working	IIPA	NA
		Team Building and Leadership	ISTM	Offline
		Interpersonal Effectiveness and Teambuilding	ATI, WB	Online
44	Time Management	Time Management (as part of Change Management)	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
45	Transparency	Improving Transparency and Accountability in Public Administration through RTI Act	ATI, WB	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online

An attempt has been made to make the list as exhaustive as possible for CBU to finalize the training institute/s for organizing training program. However, the CBU may explore additional institutes which offers training programs for competencies identified. In addition, depending on the feasibility, budgetary provisions, convenience, etc., the CBU may also decide the mode of training viz.,

- inviting the training provider / resource person to the Department
- nominating the official/s to attend the program at training institute or online.
- to ensure that trainees receive training that is tailored to their specific needs, a need-based training program can be created in collaboration with appropriate training institutes or subject matter experts (SMEs) and then provided to the trainees.

7.4 Responsibility Allocation

The training function management is one of the critical aspects for the Department for engaging the human resources effectively in fulfilling its vision by enhancing their competencies on continuous basis. The competency needs of the staff change with changes to the programs / schemes and priorities of the department. Hence, the capacity building has to be a continuous process for analysing, planning, and organizing the relevant training programs.

Currently the Department has constituted the CBU with Joint Secretary rank officer as head, and Director/Deputy Secretary / Under Secretary level officers as members to sustain the efforts undertaken as part of ACBP. The detailed list of activities to be undertaken by the CBU has been provided in the Annexure II. The current composition of CBU in DEPwD is mentioned below.

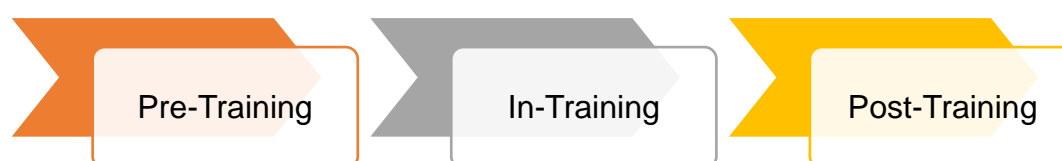
Name	Designation	Designation in CBU
Shri K. R. Vaidheeswaran	Joint Secretary & CEO, National Trust	Chairperson
Shri Kishor B. Surwade	Deputy Director General	Member
Ms. Beena E. Chakravarty	Director	Member
Shri Mrityunjay Jha	Deputy Secretary	Member
Ms. Meena K. Sharma	Deputy Secretary	Member
Shri Sunil Kumar Mahto	Deputy Secretary	Member
Shri Sauranshu Sinha	Under Secretary	Member

7.5 Monitoring and Evaluation Matrix

Monitoring

Monitoring of the ACBP implementation is an important activity which helps in taking corrective measures required at different levels of the training life cycle. Monitoring will facilitate in identifying the areas of improvement and correlate with the evaluation process findings for future course of action for making the capacity building programs more effective. The Monitoring of the ACBP can be undertaken in three stages, as mentioned below:

Figure 32: Stages of Monitoring



- **Pre-Training**

Monitoring in pre-training stage is linked to the activities such as communication and coordination with the participants, trainers, identification of the venue, logistics arrangements for the training program and participants.

- **During Training**

During-Training stage monitoring is conducted while the training is program is on – the activities like initiation of the training program, training delivery and checking quick pulse of the trainees for any corrective measure, and closing of the training program. At the end of the training program the feedback would be collected from the participants with program-level feedback for evaluation of the training program contents, trainers and training facilities.

In case of nomination of employees for a training programme conducted by training institutes, training coordinator may ensure attendance of the officers in that training programme or substitute others if a particular officer is not able to attend the program.

- **Post-Training**

Post training monitoring includes the aspects of feedback, analysis and preparation for the learning and Job behaviour level assessment for understanding the post training evaluation of the effectiveness of the training programs.

Evaluation

An accepted definition of evaluation is “Any attempt to obtain information on the effects of training program and to assess the value of training in the light of that information for improving the training further”.

Evaluation means assessment of value or truth. Evaluation of training is the act of judging whether it is worthwhile in terms of set criteria / objectives. A comprehensive and effective evaluation plan is a critical component of any successful training program. The evaluation should be structured in such a way as to generate information on the impact of training at various levels. In government organizations, where training is conducted in big volumes, it is furthermore essential to integrate training evaluation into the training function.

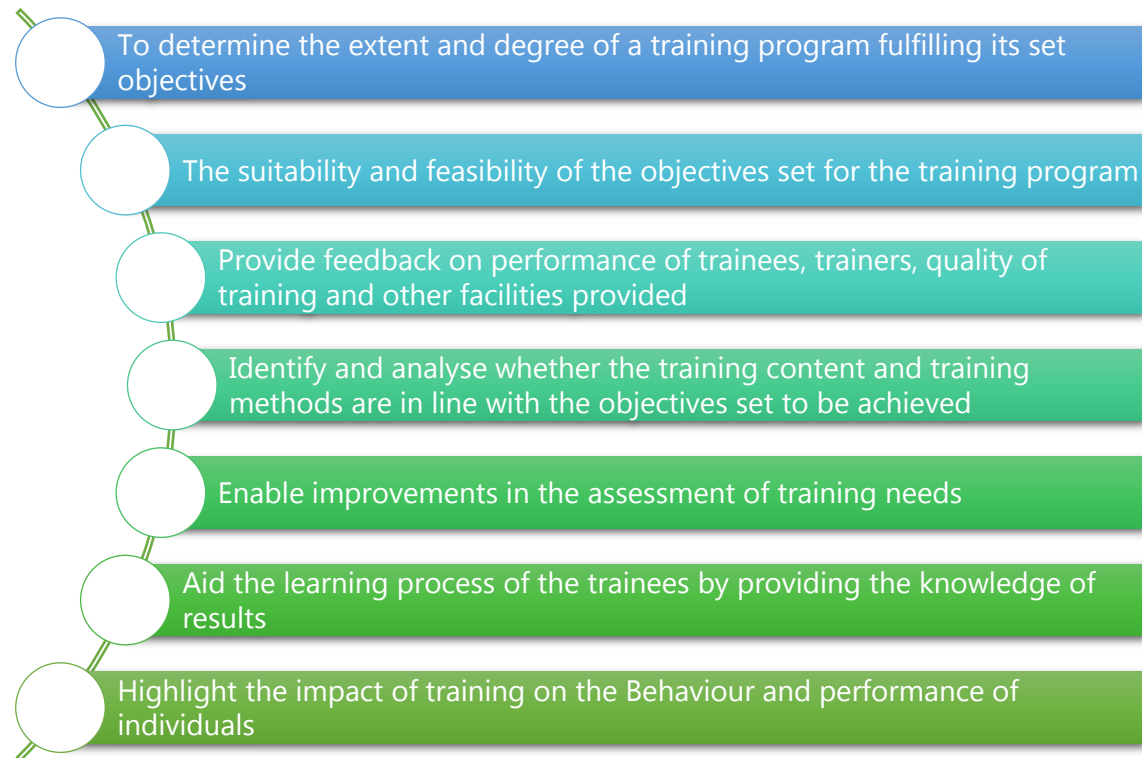
- **Need for Evaluation of Training**

The department invests not only the funds but also the time, energy and efforts of its human resources in the training management. Having completed the training, it is better to evaluate the effectiveness of the investment. While doing this evaluation, it is likely that the results will also be used to evaluate the justification

of the training function itself. Therefore, the CBU should strive to establish the benefits of training through a proper evaluation mechanism.

Evaluation of Training is an essential feature of the systematic approach to training. It enables trainers to justify their existence and the professional services they offer. Further, the evaluation also provides pointers that suggest certain changes in the design of the training, to make it more effective. Evaluation of training is vital in the training process for the following reasons/objectives:

Figure 33: Needs / Objectives of Evaluation of Trainings



- **Levels of Training Evaluations**

Most of the time training outcomes are assessed in terms of the number of training courses carried out, number of employees trained, extent of training budget utilization and the feedback of the trainees on the course, faculty, and training facilities. But the impact of training on the subsequent job behaviour should also be made an integral part of the evaluation process so that the benefits of training may be clearly established. Therefore, it is suggested to carry out the training evaluation at the following three levels:

Figure 34: Level of Training Evaluation

- **Program Level**

The objective of this evaluation is to judge the appropriateness of the training program design and training ambience. This involves analysing the results of the feedback given by the trainee at the end of the training program. The key indicators to be monitored and analysed at this level include:

Course contents, Training methods & materials, Trainers, Duration & timings of training, Logistics, Training aids, Lunch & refreshments, etc. Such evaluation provides feedback on the said aspects for improvement in subsequent training programs.

- **Learning Level**

The objective of the evaluation at this level is to determine whether the intended learning in the trainees has taken place or not. This involves perusal of the results of the tests / exams / practical's / viva / demonstrations / presentations that the trainees have gone through – preferably before the training and after the training. This provides feedback on the training content and delivery.

- **Job Behaviour Level**

The objective of this evaluation is to determine whether the training created any impact on the job behaviour or performance of the trainees. This involves collecting required feedback from the trainee himself and his/her immediate superior officer as to whether there has been any perceptible improvement in his / her job behaviour. This is a little tricky, as there may be several organizational factors that would have impeded the improvements originally brought about by the given training.

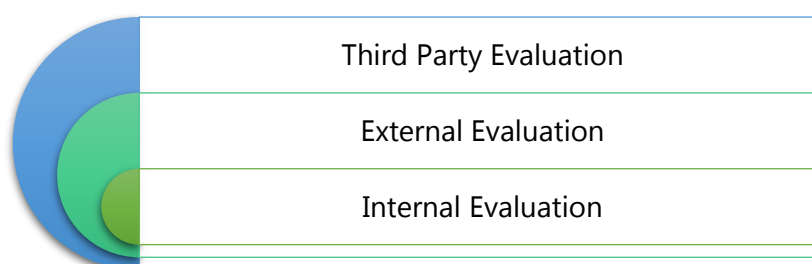
Indicative list of components for each level of evaluation are summarized in the following table:

Table 32: Levels of Evaluation & Related Performance Indicators

Level of Evaluation	Indicative list of components for evaluation
Program Level	Capacity Building Module and Content <ul style="list-style-type: none"> • Fulfillment of capacity building objective • Structuring and sequencing of content • Course Content and its utility as reference material in future • Teaching methods (games, exercises, case studies, group discussions, role plays, etc.)
	Trainers / Facilitators <ul style="list-style-type: none"> • Expertise • Presentation skills • Interaction with participants • Individual attention • Efforts to make the sessions interesting
	Training Facilities <ul style="list-style-type: none"> • Classroom Facilities • Lunch, Dinner and Refreshments • Accommodation (if relevant) • Transportation (if relevant)
Learning Level Evaluation	<ul style="list-style-type: none"> • Average Pre-Capacity Building Evaluation Score and • Average Post-Capacity Building Evaluation Score • Learnings
Job Behaviour Level Evaluation (feedback by trainee and supervisor)	<ul style="list-style-type: none"> • Extent of fulfilment of training needs (Trainee satisfaction) • Extent of application of learnings in the job • Improvement in Job Performance (pre and post) • Suggestions for improvement
<i>These components mentioned above are indicative and Department may customize the list or modify as per their requirement. Also, indicative formats for each level of evaluation are given as Annexure V.</i>	

- **Modes of training evaluation**

Depending on the purpose and requirement, Training evaluation can be undertaken by any of the following modes.

Figure 35: Modes of Training Evaluation

- **Internal Evaluation**
In this mode, the evaluation process is carried out by the internal resources only. The CBU carries out this process right from design of evaluation criteria to carrying out the process to preparation of the Training Evaluation Report.
- **External Evaluation**
This is another mode of evaluation, wherein, the evaluation process is carried out by the superior offices that are external to the Department. The CBU facilitates the process by providing required data and information and assisting in the evaluation process.
- **Third Party Evaluation**
In this mode, the evaluation process is carried out by an organization that is not at all related to the Department. This organization can be a consultant, a private agency, etc. The CBU facilitates the process by providing required data and information and assisting in the evaluation process.
- **Competency Approach in Training Evaluation**
While evaluating the training program, the competency-based approach must be kept in mind. The advantage is that the evaluation will establish whether the intended competencies have been developed in the trainees or not, not only with respect to knowledge, but also with respect to skills and behaviours. This will reiterate the need for focus on skills and behaviours. Evaluation with competency approach can throw clear light on whether competency approach has been incorporated right from the TNA stage to Design and Development stage to Implementation. CBU should ensure that this approach is adopted in training evaluation – be it internal or external.
- **Competency Approach in Training Evaluation**
While evaluating the training program, the competency-based approach must be kept in mind. The advantage is that the evaluation will establish whether the intended competencies have been developed in the trainees or not, not only with respect to knowledge, but also with respect to skills and behaviours. This will reiterate the need for focus on skills and behaviours. Evaluation with competency

approach can throw clear light on whether competency approach has been incorporated right from the TNA stage to Design and Development stage to Implementation. CBU should ensure that this approach is adopted in training evaluation – be it internal or external.

Sample formats for Training Evaluation is provided as Annexure V

7.6 Key Progress Indicators (KPIs)

Following are some of the suggestive Key Progress Indicators (KPIs) for ACBP implementation:

Table 33: KPIs for ACBP Implementation

Key Performance Indicators	Unit of Measurement	Methods to measure
No. of Training Programs Organised	Count	Target number of trainings vs. number of trainings that are conducted
No. of Officials Attended the Training Programs	Count	targeted number of officials to be trained vs. number trained
Man-days Spent on Training Programs	Man days	Total man days spent in training – Target vs. training man-days
Percentage of On-line Training Programs	% Of trainings	CBU to fix number of Online trainings to be administered and measure target vs. achievement
Percentage of Officials Attended Training Programs Online	% Of attendance	CBU to measure persons nominated vs. attended
Percentage of positive feedback received – Program level, learning level and Job behaviour level	% Of positive response	CBU to fix a benchmark percentage of positive response in each aspect and try to achieve
Number of employees using mission karmayogi, iGoT portal	Number of enrolments and courses undergone	Total courses undergone by employees against a benchmark target



Government of India
Ministry of Social Justice & Empowerment
Department of Empowerment of Persons
with Disabilities (Divyangjan)



CAPACITY BUILDING
COMMISSION