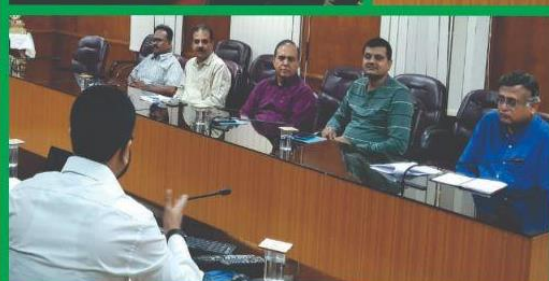




CAPACITY  
BUILDING  
COMMISSION

# Annual Capacity Building Plan 2023-24



सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

**University Grants Commission**  
Ministry of Education  
Government of India  
New Delhi

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## Abbreviations

Acronym	Meaning
ACBP	Annual Capacity Building Plan
ABC	Academic Bank of Credits
AMPC	Anti-Malpractice Cell
ASIHSS	Assistance for Strengthening of the Infrastructure of the Humanities and Social Sciences
ASSIST	Assistance for Strengthening of Infrastructure for Science and Technology
BSR	Basic Science Research
CBC	Capacity Building Commission
CDB	College Development Bureau
CNA	Capacity Needs Assessment
CPE	Colleges With Potential for Excellence
CSC	Common Service Centres
CU	Central University
DEB	Distance Education Bureau
DS(s)	Deputy Secretary(s)
DU	Deemed to be University
EMMRC	Educational Multimedia Research Centre



FA	Financial Advisor
HEIs	Higher Education Institutions
HEPSN	Higher Education for Person with special needs
HRVE	Human Rights Value Education
IC	International Cooperation
ICC	Internal Complaint Committee
IDP	Institutional Development Plan
INFLIBNET	Information and Library Network
IUC	Inter-University Center
I and S	Information and Statistics
JCRC	Joint Cadre Review Cell
JS(s)	Joint Secretary(s)
LOCF	Learning Outcome-based Curriculum Framework
MDOs	Ministries, Departments, and Organisations
MRP	Major Research Projects
MOOCs	Massive Open Online Course
NAD	National Academic Depository

NEP	National Education Policy
NET	National Eligibility Test
NIC	National Information Centre
NSQF	National Skills Qualification Framework
RTI	Right To Information
SAP	Special Assistance Program
SA	Selection and Awards
STRIDE	Scheme for Trans-disciplinary Research for India's Developing Economy
SPOC	Single Point of Contact
TG	Travel Grant
UE	University with Excellence
UGC	University Grants Commission
UPE	Universities With Potential for Excellence
US(s)	Under Secretary(s)
WSC	Women's Studies Centres

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# Executive Summary

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## I. Context- Mission Karmayogi

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

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

Mission Karmayogi is guided by certain core principles that apply to all capacity-building interventions under the program. These include<sup>1</sup>:

1. Shift from rule to role-based capacity building
2. Move to a competency-driven approach
3. Democratised and enable continuous, lifelong learning opportunities
4. Move beyond silos in the Government
5. Shift to the 70-20-10 model<sup>2</sup>
6. Link goal setting, planning and achievements
7. Establish unbiased systems of evaluation
8. Shift the mindset of public officials toward training and capacity building

The Capacity Building Commission (CBC) has been constituted as the key implementing agency of Mission Karmayogi. The mandate is to suggest policy interventions related to Human Resources (HR) practices, to put forth recommendations on the standardisation of training and capacity building, and to supervise all central training institutions.

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<sup>1</sup> CBC. (2022). "Approach Paper".

<sup>2</sup> 70 percent of learning comes from on-the-job experiences and reflections; 20 percent of learning is derived from working with others; 10 percent of learning comes from formal instructor-led activities.

## II. Annual Capacity Building Plan (ACBP)

This Annual Capacity Building Plan (ACBP) is a comprehensive strategic document that outlines key strategic areas that require intervention within the department and provides a macro picture of year-wise capacity-building initiatives that cater to those areas. The plan is incremental in nature in that it identifies a few focus areas that demand immediate attention and will gradually evolve.

The plan follows a cyclical process of preparation as it involves working in tandem with all departments, divisions and zonal/regions within the Ministries, Departments, and Organisations (MDO). Usually, under the strategic direction of the leadership of the MDO, the plan is unfolded phase-wise wherein a few institutes/divisions are selected for capacity building in the first phase of the exercise.

A core portion of the plan is the Capacity Needs Assessment (CNA) survey exercise. The exercise collated insights from the MDO to truly understand the nature of interventions best suited for the MDO. It also enabled the process to be a co-owned and collaborative exercise. Apart from the survey, the ACBP is a product of several in-person discussions with senior leadership to validate and guide the team towards areas of inquiry and analysis.

## III. ACBP for the University Grants Commission (UGC)

The ACBP for the University Grants Commission (UGC) was based on the Capacity Needs Analysis (CNA) findings coupled with one on one and workshop interactions with the UGC officials. It covers the behavioural, functional, technological, and domain capacity needs of the UGC.

The CNA ensured the self-assessment of capacity needs by the officials to ensure co-ownership of the capacity-building process. Similarly, the courses and organisational interventions are suggested under the guidance of the Capacity Building Cell of the UGC and the senior leadership. This was done through the following tools:

- **Survey form:** After the completion of the focus group discussions with the staff, the inputs received were shared with the Bureau Heads to finalise the same for the creation of customised Capacity Needs Assessment (CNA) forms. With the guidance of the Capacity Building Cell and the senior leadership, 2 online Google forms were created, one general form for behavioural, functional, and technology competencies and the other for domain competencies, as many officials at UGC were responsible for multiple bureaus. The online Google forms were created and circulated amongst the designations<sup>3</sup> Deputy Secretary, Under Secretary, Education Officer, Section Officer, Private Secretary, Assistant, Upper Division Clerk, Lower Division Clerk, Consultant and Clerical Assistant to analyse individual competency gaps. The survey assessed

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<sup>3</sup> Including regular and contractual staff

the individual capacity needs which were categorised into behavioural, functional and domain competencies for identification of interventions for long-term role-based capacity building through training programs with knowledge partners. **The survey received 422 responses from the total staff strength of 678, resulting in a 61.43% response rate.**

- **Workshops/In-Person Discussions:** Following the analysis, the findings were discussed, validated and prioritised with the Vice Chairman, the Financial Advisor (FA), and the senior leadership including Joint Secretaries, and Deputy Secretaries of the UGC. Recommendations for training interventions were discussed with the Capacity Building Cell and Bureau Heads after analysing trends from responses received.

## IV. Quick Wins for the University Grants Commission

The following training and non-training interventions are recommended as immediate priorities / quick wins for UGC. The responsibility assignment of these training and non-training suggestions have been elaborated in the operational plan section of the document.

### A. Training Interventions

#### a) Induction Training

All new staff members assuming their roles should undergo induction training to familiarise them with the functioning of the UGC and their divisions. It is suggested that all officials, during their first month, be deputed with each division for a short period (2-3 days) and be provided with a manual with basic information regarding the UGC in a 'Know Your UGC' module to provide an overview of the divisions, functions, and other essential information of the UGC. This can enhance role clarity and teamwork from the beginning.

#### b) On-Job Training

##### Behavioural and Functional Competencies

- The iGOT course by DoPT on *Team Building* can be enrolled by B&C level and contractual officers.
- *Self-leadership* course on iGOT for Senior level officials.
- For planning and organising, senior-level officials can enrol in *Fundamentals of Program and Project Management* by Quality Council of India, available on iGOT
- *Workshops for stress management* by Art of Living / Morarji Desai National Institute of Yoga can help equip officers with effective stress management tools.
- *DAKSHTA* course on iGOT is recommended for an array of functional competencies including Noting and Drafting for all officers.



- *Public Procurement Framework of GoI* available on iGOT for GFR training for senior officials,

### **Technology Competencies**

- Certification-based online training sessions for proficiency in *Microsoft Office, particularly Basic / Advanced Excel, Word, and PowerPoint* can be undertaken (Senior, B & C level, and Consultants).
- Officials of the UGC can participate in the *emerging technology* course by iGOT as well as *leveraging AI and Chat GPT* course.

### **Domain Competencies**

- Since settlement of accounts and Utilisation Certificate is a recurring domain need. UGC may consider creating a course on the aforementioned competencies for training purposes.
- Domain expertise training should ensure a general understanding of the domain for all.
- Case studies-based exercises should be employed to ensure the practical application of the domain expertise session as a key takeaway.

### **c) Potential Institutes**

- Courses on iGOT
- Central Training Institutions
- Institute of Secretariat Training and Management (ISTM)
- Indian Statistical Service Training Division (ISTD)
- Indian School of Business (ISB)
- Arun Jaitley National Institute of Financial Management (AJNFM)
- Quality Council of India

## B. Non-Training Interventions

The following is an overarching list of non-training organisational interventions.

No.	Non-Training Organisational Interventions Identified
<b>1.</b>	<b>Technology and Data</b>
1.1	A unified internal dashboard for the entire UGC for the Vice Chairman and Senior Leadership to view day-to-day activities, leaves, and tasks at a glance. Can be developed with the E-Governance team.
<b>2.</b>	<b>Systems and Processes</b>
2.1	Case studies on regulatory bodies in India to understand the best practices.
2.2	Detailed charge handover template that must be shared at the time of handover from one officer to another (Headers such as key SPOCs, subject areas, key learning points etc).
2.3	Creating a best practices document on noting and drafting. This can be made under the guidance of senior leadership. It can be in a checklist format to ensure that a note coming to them consists of the necessary information, details, structure and format. This can assist with functional competency of developing noting and drafting skills.
2.4	A Know-Your-UGC module based on blended formats; for all officers would be highly beneficial. This can be used as an induction program.
2.5	Quarterly knowledge transfer sessions, where senior officials share their work experiences
<b>3.</b>	<b>Personnel management</b>
3.1	Lunch meetings to interact informally, and build team spirit between team members
3.2	Current process consists of link officers for every JS in case of leaves. This process can be formalised through the mentorship program where the junior officers shadow the senior leadership for two months (this can occur during the notice period for knowledge transfer)
3.3	Recreational retreat for all officials in cohorts that would ensure informal connection and interaction to support teamwork and communication.
3.4	Immersion Visits to understand the process and systems in-depth. For example, cohorts may visit Digilocker for the Academic Bank of Credits bureau.

## V. Macro Snapshot of the Capacity Needs Analysis (CNA) Exercise

The capacity building plan consists of competency-based training interventions, competency-based non-training interventions and organisational-based non-training interventions. Specific cohorts of participants have also been identified for each of these training sessions. The following is an overarching list of competencies culled out through the CNA exercise.

**Designation Level: Behavioural, Functional, and Technology Competencies**

	#	Senior level	B & C level	Contractual
<b>Behavioural</b>	1	Teamwork	Teamwork	Teamwork
	2	Planning and organising	Communication skills	Communication skills
	3	Stress management	Planning and organising	Stress management
<b>Functional</b>	1	Noting and drafting	Noting and drafting	Noting and drafting
	2	General Financial Rules, 2017	General Financial Rules, 2017	RTI resolutions
<b>Technology</b>	1	E-Office	E-Office	E-Office
	2	MS Office	MS Office	MS Office
	3	NIC applications	NIC applications	Emerging Technology

In addition to these, domain competencies were checked through the CNA exercise across multiple Divisions/ Bureaus/ Schemes (D/B/S) of UGC. The identified domain competencies are specific to the duties of each D/B/S to expand their knowledge of associated policies, laws, regulations, etc. Domain competencies also include the usage of specific software applications, best practices, and Standard Operating Procedures (SOPs) to effectively perform their duties.

# 1. Introduction

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## I. Mission Karmayogi

India is home to over 1.3 billion people and accounts for around 17% of the world's population. The Government of India is entrusted with ensuring the safety and well-being of these people and the growth and prosperity of the nation. To fulfil these responsibilities, the Government relies on its Ministries, Departments, and Organisations (MDOs). Strengthening the capacities of MDOs is therefore crucial for efficient governance.

Mission Karmayogi refocuses emphasis on India's civil service capacity-building landscape, envisioning a citizen-centric and future-ready civil service including laying out a roadmap to achieve the desired results.

India's current civil service capacity-building landscape has the following challenges<sup>4</sup>:

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

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<sup>4</sup> Ibid, 1.





Fig. 1. Mission Karmayogi and Capacity Building Commission (CBC)

The following institutions have been created to operationalise the Mission:

- **Prime Minister's HR Council (PMHRC):** Apex Body that provides strategic direction to the Mission – headed by the Hon'ble Prime Minister.
- **Cabinet Secretariat Coordination Unit:** Monitors progress and oversees all capacity-building interventions.
- **Capacity Building Commission (CBC):** Key implementing agency of Mission Karmayogi, suggests policy interventions related to HR practices, puts forth recommendations on standardisation of training and capacity building, drives creation of annual capacity building plans, and supervises all central training institutions.
- **Special Purpose Vehicle:** Owns and operates the online platform – iGOT<sup>5</sup> Karmayogi – facilitating world-class learning.

Mission Karmayogi is guided by certain core principles that apply to all capacity-building interventions under the program. These include<sup>6</sup>:

1. **Shift from rule to role-based capacity building:** Mission Karmayogi focuses on enhancing the attitudes, skills, and knowledge of government officials through role-based interventions. This

<sup>5</sup> iGOT – Integrated Government Online Training

<sup>6</sup> Ibid, 1.

means a shift from rule-based, supply-driven training to more role-based, demand-driven capacity building. As such, it is targeted to the individual official's needs, wants and aspirations and would be achieved through role-specific, just-in-time, lifelong training for government officials.

2. ***Move to a competency-driven approach:*** A competency-driven capacity-building approach focuses on developing competencies critical for public officials to effectively undertake various roles. In line with the National Training Policy of 2012, Mission Karmayogi introduces a competency framework for the capacity building of civil services. This framework will govern training, capacity building, and Human Resource (HR) management, including promotions and postings of government officials. Competencies can be defined as a combination of attitudes, skills and knowledge (ASK) that enable an individual to successfully perform a task or activity in a given job.
3. ***Democratise and enable continuous, lifelong learning opportunities:*** Currently, the civil services capacity building eco-system does not provide a continuous learning environment for government officials. Additionally, such efforts cater mostly to a specific group of officials. Thus, Mission Karmayogi aims to change this situation by making opportunities available to all government officials, across hierarchies and geographies. This includes the opportunity to continuously build and strengthen the competencies required for fulfilling their respective roles. It will also provide equitable access to learning material across different levels of the government thereby making world-class capacity-building initiatives available to all sections of the civil service.
4. ***Move beyond silos in the Government:*** Mission Karmayogi aims to break silos across the various ministries/departments/organisations, to encourage collaborative effort in achieving shared national goals and priorities.
5. ***Shift to the 70-20-10 model:*** Mission Karmayogi proposes designing learning opportunities based on the 70-20-10 model of life-long learning. The 70-20-10 model is constructed on the following principle:
  - Experiential learning – 70 per cent of learning comes from on-the-job experiences and reflections
  - Relational learning – 20 percent of learning is derived from working with others
  - Informational learning – 10 percent of learning comes from formal instructor-led activities

6. ***Link goal setting, planning and achievements:*** Mission Karmayogi aims to align learning and capacity building with organisational goals and the career goals of individual officials. This would also include performance measurement.
7. ***Establish unbiased systems of evaluation:*** Under Mission Karmayogi, there will be objective, fair, and independent assessments to determine performance.
8. ***Shift the mindset of public officials toward training and capacity building:*** The goal is to shift the mindset of public officials from pursuing or delivering training due to compliance, to pursuing it due to a love for learning and teaching.

## II. Capacity Building Commission (CBC)

The Capacity Building Commission (CBC) was formally constituted as an independent body in April 2021 to drive the standardisation and harmonisation of capacity-building interventions across the Indian civil services landscape. CBC's mission is to create optimal learning opportunities for each civil servant with the objective of building an agile and future-ready civil service.

The CBC is mandated to perform the following key functions:

- Facilitate preparation of the Annual Capacity Building Plans of the MDOs and submit the plans for approval to PMHRC.
- Exercise functional supervision over institutions engaged in providing training to civil servants.
- Prepare an Annual HR Report.
- Undertake an audit of human resources available in the Government and present the findings and recommendations to the Cabinet UGC Coordination Unit.
- Make recommendations about the standardisation of training, capacity building, andragogy and methodology, including coordination with Government training institutions in conducting further research in these areas.
- Make recommendations about policy interventions in the areas of personnel/HR and capacity building.
- Undertake an assessment of data captured on the iGOT-Karmayogi pertaining to the various aspects of capacity building, including content creation, competency mapping and feedback.
- Organise the Annual Global Public HR Summit under the overall guidance of the PMHRC and the Cabinet UGC Coordination Unit.
- Approve knowledge partners for the program.

Figure 2 shows the Emerging Ecosystem of Civil Services Capacity Building as envisioned by CBC. As can be seen, demand for capacity building will be driven by the creation and implementation of ACBPs across the UGC.

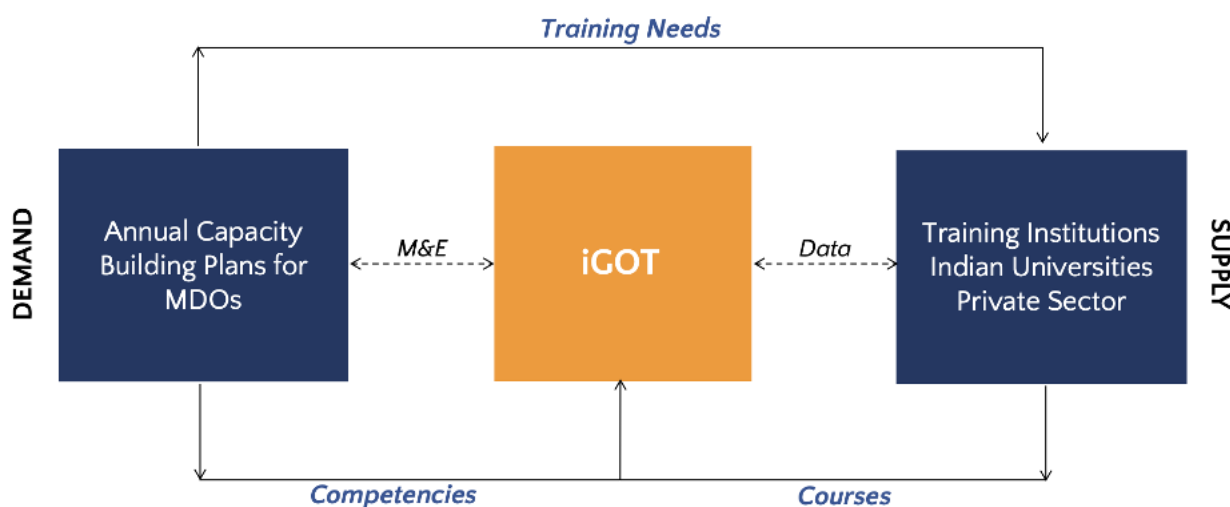


Figure 2. Emerging Ecosystem of Civil Services Capacity Building

The ACBPs will provide a detailed analysis of individual and collective organisational needs for the UGC, based on which interventions will be designed, implemented, and monitored. Specific citizen-centric behavioural training will focus on improving citizens' experience while engaging with the State.

Regarding the supply side, the focus will be on improving the government learning and development ecosystem. CBC has developed the National Standards for Civil Services Training Institutes (NSCTI) as a benchmark for measuring the existing capacity of Government Training Institutes. Targeted interventions across focus areas such as faculty development, training needs assessment, operations & governance will guide the transformation of these institutes and Centres of Excellence. HR Audit and Learning & Development (L&D) Survey will help in gathering an understanding of the current HR processes and practices in place, and future L&D requirements. This understanding will help recommend measures for improvement and will be documented in the Annual Report of CBC.

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



### III. Annual Capacity Building Plan (ACBP)

Creation of Annual Capacity Building Plans (ACBPs) will serve as the foundation for enhancing the efficiency and efficacy of individuals as well as the MDO. The objective of creating an ACBP is to:

1. Understand and document the capacity-building needs of the UGC at the individual, organisational, and institutional levels, and
2. Identify both training and non-training capacity-building interventions to bridge these needs.

The creation of ACBP will focus on identifying the demand for capacity by conducting a Capacity Needs Analysis (CNA). The implementation phase will, in turn, focus on the supply side of the process. The table below lists the demand and supply sides of the ACBP exercise.

Demand	Supply
Visioning Exercise	Training institutes associated with respective ministries
Capacity Needs Analysis <ul style="list-style-type: none"> <li>o Individual competency gaps</li> <li>o Organisational capacity needs</li> </ul>	Other government training institutes
Consultations	iGOT Karmayogi platform
Surveys	Partner training institutes outside of India
Interventions	Indian and foreign universities
	MDO implementing interventions that are pan-government
	Private sector organisations from and outside India
	Central and State Public Sector Undertakings/Enterprises
	Multilateral Organisations

#### IV. University Grants Commission (UGC), Capacity Building Cell and Functions

In reference to Mission Karmayogi and keeping in view the building of the Capacity Building Plan for the University Grants Commission (UGC) with Capacity Building Commission, a separate Capacity Building Cell under Dr. Diksha Rajput, Deputy Secretary was created in the UGC on 12.4.2023. [Annexure 1](#) consists of the official notice for the same.

The Capacity Building Cell is mandated to collaborate with Capacity Building Commission in the following activities:

- Preparation of the Annual Capacity Building Plan of the UGC
- Report progress of implementation of Annual CBP to CBC
- Undertake audit of Human Resources in consultation with CBC and determine outcomes of the Capacity Building efforts
- Facilitate training of officers for organisational capacity building in partnership with Knowledge Partners.

## 2. Approach of Annual Capacity Building Plan

### I. Approach and Methodology Followed

#### A. Approach

The Capacity Building Commission defines capacity building as the process of building, developing, and enhancing the abilities, talents, competencies, efficiency, and qualification of individuals, organisations, and institutions to increase the executive capacity of the State to achieve common national goals now and in future.

Competencies form the basis of individual capacity building. Competency is defined as the combination of attitudes, knowledge, and skills that enable an individual to perform a job or task effectively. Capacity building at the individual level refers to the process of equipping individual government officials with the competencies required to effectively perform their assigned roles.

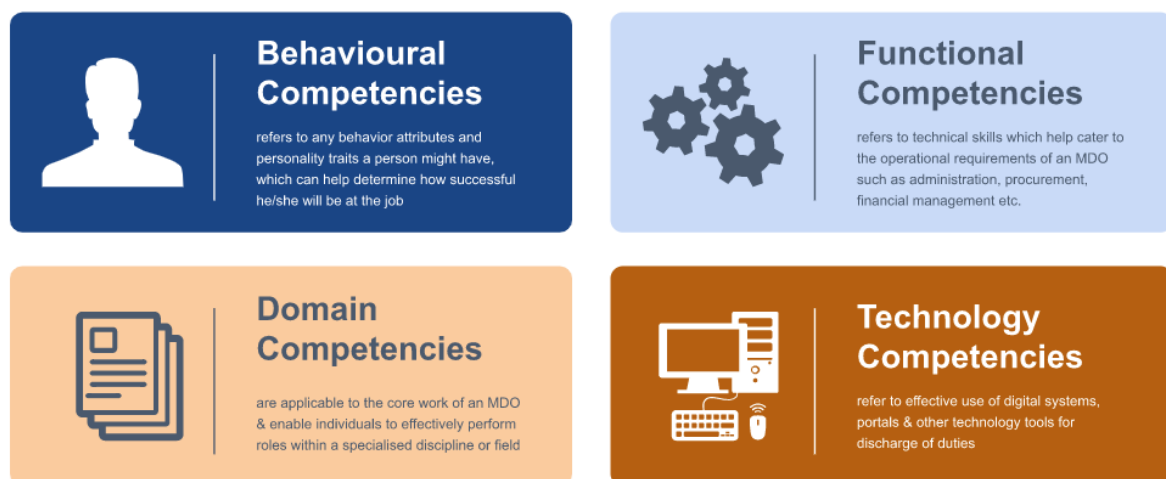


Fig. 3. Competency Framework Considered for the ACBP

#### 1. Behavioural Competencies

Any behaviour attribute which contributes to the development of an individual in the organisation to take up bigger roles is known as behaviour competency. These are a set of benchmarked behaviours displayed (or observed/ felt) by individuals across a range of roles within the MDO. These competencies are abstract in nature and cannot be quantified but play the most important role in the development of an individual and are the hardest to develop.

## **2. Functional Competencies**

These competencies help cater to the operational requirements of an MDO such as administration, procurement, financial management, and so on. Functional competencies are applicable across a wide range of ministries/departments/organisations of the Government. As compared to behavioural competencies, these are more concrete in nature and are easier to assess as well as develop. Functional competencies play a major role in the overall growth of the individual as these remain relevant even after a shift to other MDOs.

## **3. Domain Competencies**

These competencies enable individuals to effectively perform roles within a specialised discipline or field. Domain competencies are generally applicable to the core work of an MDO or set of related ministries/departments/organisations.

## **4. Technology**

This dimension deals with the technology solutions employed by the MDO to improve its functioning. Examples include software that enables shorter turnaround time on repetitive tasks, digital tools that increase efficiency or enable faster resolution of pain points, databases that can support record keeping, and portals conducive to online collaboration across large geographies.

## **B. Methodology**

The above-elaborated approach was incorporated in UGC with the support and guidance of the Capacity Building Cell. It materialised into the following methodology.

An introductory meeting with the Member (HR), Capacity Building Commission and high-ranking officials of the UGC for orientation regarding the mandate, expectation setting and appointment of nodal officers for smooth facilitation was conducted. A detailed presentation was made outlining the framework of capacity building, the role of Capacity Building Cell in the first year, a two-pronged approach for assessment namely institutional and individual, categorization of competencies into behavioural, functional, domain, and technology roadmap, identification of gaps and implementation of immediate interventions.

The Capacity Building Cell provided the impetus to initial micro workshops with the staff, facilitate organisation as well as individual data collection and provide assistance with regard to coordination between the divisions. Initial meetings with the Capacity Building Cell were conducted in the UGC for finalising timelines for focus group discussions with staff, data collection and appointment of bureau-wise nodal officers.

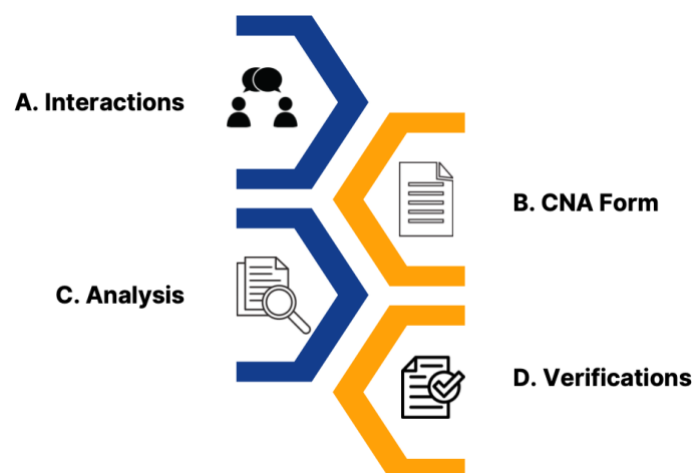
A series of orientation sessions and interactions with the Capacity Building Cell members, Nodal Officers and Bureau Heads led to the successful completion of the first step i.e., baseline study of the UGC and preparation of baseline report outlining current administration, key functions, technology use and alignment of the UGC with national priorities.

The second step towards the creation of the Annual Capacity Building Plan (ACBP) is:

- *Assessing competency needs at the individual level across three buckets: behavioural, functional, and domain.*
- *Identifying specific interventions that can help address the identified competency needs.*
- *Assessing capacity needs at the organisational level.*
- *Identifying specific organisational, process-related, resource-related, and partnership-related interventions that can help address the identified capacity needs.*

This chapter elucidates the activities undertaken for the completion of the second step i.e. assessment of individual capacity needs to be categorised into behavioural, functional and domain through trends emerging from individual CNA forms and identification of interventions for long-term role-based capacity building through training programs with knowledge partners.

Figure 4 provides a snapshot of the methodology implemented in the UGC. Each step taken for the creation and implementation of the ACBP has been elaborated chronologically below:



**Fig. 4. Assessing gaps and identifying interventions**

## a. Interactions

- **Meetings with the Capacity Building Division**

Post the introduction, meetings were held by consultants of the CBC with the Capacity Building Cell of the UGC to gather inputs regarding macro-level functioning, organisation, areas requiring immediate intervention, finalising timelines for division wise focus group discussions and appointment of nodal officers to ensure seamless access to requisite data. The general questionnaire ([Annexure 2](#)) was submitted to the member of the Capacity Building Cell to gather organisation-level data pertaining to vision, strength, citizen centricity, technology roadmap, existing capacity-building programs etc. The general questionnaire is an illustrative document which is shared with the nodal officer for sharing inputs on behalf of the entire UGC.

- **Meetings with Bureau Heads**

Based on the guidance from Capacity Building Cell, interactions with Bureau Heads were held, wherever feasible, to gather inputs regarding the functioning of the bureau, focus areas, competencies (behavioural, functional, and domain) required for carrying out responsibilities and identifying areas for immediate interventions.

- **Focus Group Discussions**

Micro workshops and focus group discussions have been held with relevant staff to elaborate upon the process of capacity building, understand the functioning and challenges and lay the foundation for individual capacity needs assessment. After the completion of the focus group discussions with the staff, the inputs received were shared with Bureau Heads to finalise the same for the creation of customised Capacity Needs Assessment (CNA) forms ([Annexure 3](#)).

## b. Capacity Needs Assessment Form

- **Structure**

For self-assessment of behaviour, functional and domain competencies by individuals, a competency needs assessment (CNA) questionnaire was shared as a Google form with the entire staff of the UGC. The questionnaire consisted of both choice-based and open-ended questions to gather all relevant information for identifying gaps and recommending interventions. All questions were translated into Hindi to avoid any gap in understanding and secure maximum participation from staff.

- **Specific competencies for customised CNA forms**

During focus group discussions and micro workshops, different lists/ pools of behavioural, functional and domain competencies were shared with the staff to identify competencies

relevant to their respective roles. The approach was to create a pool of limited options for each division in order to identify gaps in the first year of this exercise and align the same with curated training programs. With the guidance of the Capacity Building Cell and the senior leadership, 2 online Google forms were created, one general form for behavioural, functional, and technology competencies and the other for domain competencies, as many officials at UGC were responsible for multiple bureaus.

The CNA form ensured that insights from the respondents were taken on four areas to enable pointed recommendations and interventions. They have been elaborated on in Figure 5 below.

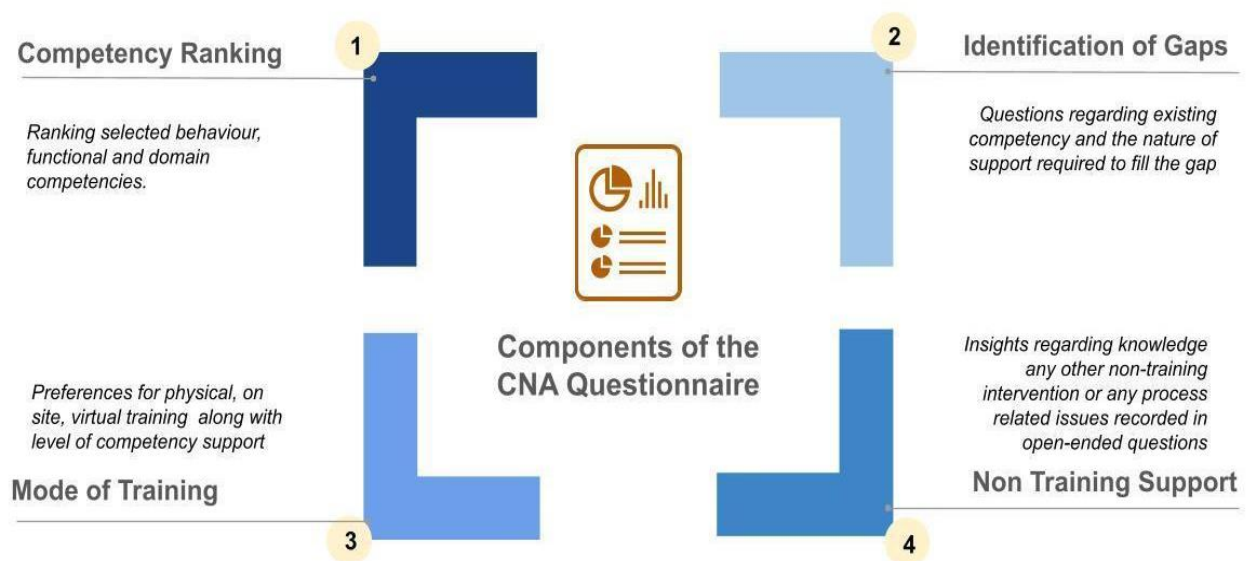


Fig. 5. Components of the CNA Survey

### c. Analysis

- Assignment of weights**

The CNA form was designed to encourage self-assessment by staff members to make this exercise unfettered from any prejudices. Due to a diverse set of responsibilities, it was imperative for staff members to express their priority with regard to behavioural, functional and domain competencies through ranking the same. Weights have been assigned to these competencies based on their ranking to provide a summary picture of the same in a way that facilitates evaluation and comparison.

The survey was filled in by 422 respondents. While behavioural, functional and technology-based analysis of competencies was done at the UGC level, domain expertise trends were analysed at bureau levels. This was done taking into consideration the guidance of the Capacity Building Cell, senior leadership and the trends in the survey responses.

To understand the preference accurately at the division and designation level the analysis undertook a 'weighted preference' approach – wherein, a competency ranked as 3rd was given a weight of 1, a competency ranked 2nd was counted given a weight of 2, and a competency ranked 1st was given a weight of 3. This would ensure that a competency ranked 1st is given 3 times the preference of that ranked 3rd.

- **Identifying institutional gaps**

The interactions with Bureau Heads and focus group discussions with the staff paved the way for the identification of institutional and process-oriented gaps requiring non-training interventions. Bridging these gaps through process reengineering could lead to a substantial increase in the productivity of the division.

#### d. Verification and Deliberations

- **Validation Meetings**

Following the analysis, the findings were discussed, validated and prioritised with the Vice Chairman, Financial Advisor, Capacity Building Cell and Division Heads for verification of roles, responsibilities, and other inputs to ensure that analysis based on the same is in line with their experience and understanding.

Qualitative findings on other areas of training such as knowledge transfer sessions, citizen interaction training, mode of training and nature of training were shared with the Capacity Building Cell and Bureau Heads for verification of roles, responsibilities and other inputs to ensure that analysis based on the same is in line with their experience and understanding. This was to ensure validation of the findings and allowed for a more in-depth understanding of the competencies that were shortlisted. Moreover, the senior officials often provided valuable insights on specific areas within the top-ranked competencies to focus on allowing for a detailed presentation of the capacity needs.

- **Sample testing**

To verify the findings, 2% of the sample was selected for random testing. The sample was asked questions related to their role clarity, behavioural, functional, and technology competencies. These responses were analysed to calculate their deviation from the pooled findings.



- **Discussions on interventions based on trends**

Recommendations for training interventions were discussed with the Vice Chairman, Financial Advisor, Joint Secretaries, Deputy Secretaries, and Capacity Building Cell after analysing trends from responses received. They were requested to form groups based on designations to commence training. Post validation of trends emerging from the CNA as well as suggested training and non-training individual and institutional capacity-building interventions, this ACBP has been created.

- **Intervention Research**

Based on the prioritised areas identified during the validation meetings, the CNA findings and the background analysis – appropriate courses for UGC-wide, designation-wide and division-wide were identified. Preference was given to courses already present on iGOT, Institute of Secretariat Training and Management (ISTM) and Central Training Institute (CTIs). Institutes and course sources were also identified based on the suggestions received from the senior leadership. In cases where the knowledge domain was specific to the UGC, internal training workshop suggestions have also been made. The list of all courses provides multiple (ISTM, CTI, Institutions and Internal Training) options for the same course area. Final interventions constitute a combination of training and non-training initiatives.



Fig. 6. Snapshot of the entire ACBP Development Process

## II. ACBP Framework

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

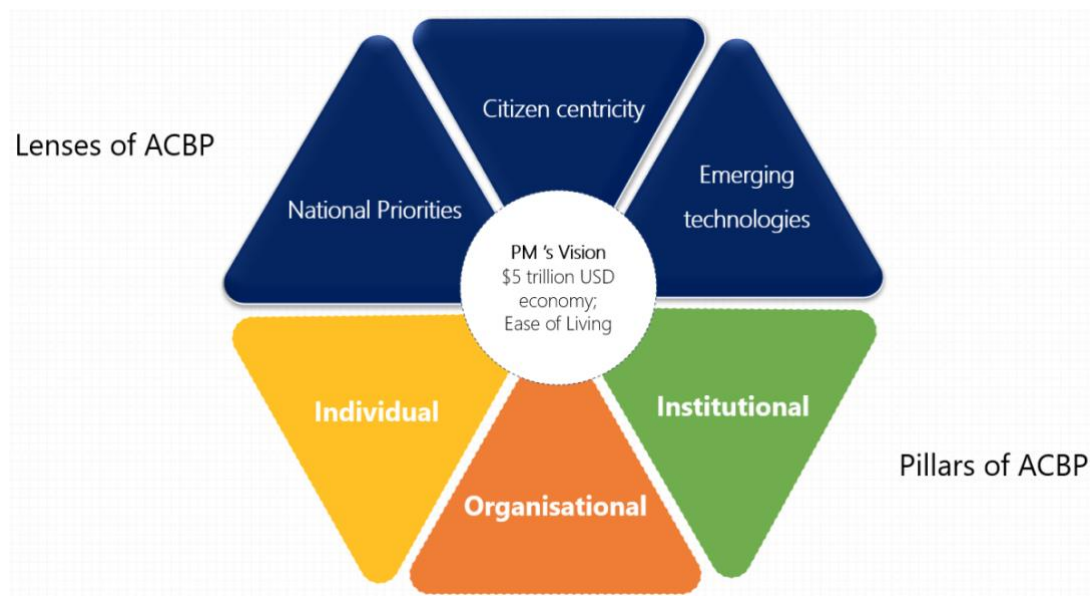


Fig. 7. Conceptual Framework for the ACBP

## III. Three Lenses and Pillars for ACBP

Capacity building is a goal-oriented exercise. Each MDO is expected to arrive at its own capacity-building goals. To facilitate this process, the CBC has identified the following three focus areas: Contribution to National Priorities, Ability to assess Emerging Technologies, and Citizen-centricity. These have been elaborated on below.

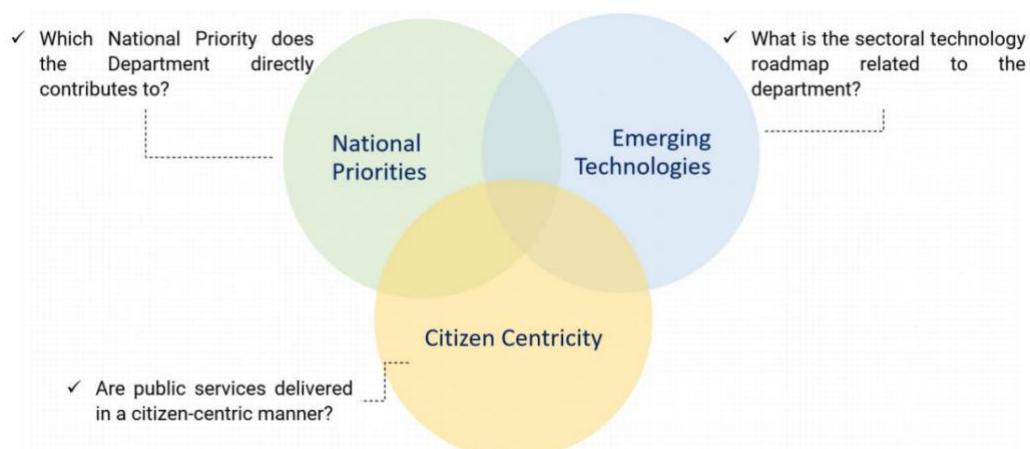


Fig.8. The Three Lenses of Capacity Building

### **1. Lens 1: National Priorities**

This lens examines how the MDO contributes to National Priorities now and in the future. National Priorities include goals such as the creation of a \$5 trillion economy and Ease of Living. The vision, mission, goals and objectives of the organisation are studied to understand how these will directly contribute to such priorities over a 3-5 year time horizon.

### **2. Lens 2: Emerging Technologies**

In continuation with the overall pursuit of being future-ready, the second focus area looks to understand the potential impact of and challenges surfacing due to the key technology trends emerging within the relevant sector in which the MDO operates. It then assesses the MDO's capacity to regulate these technologies in an optimal manner – capitalising on the potential impact while mitigating identified challenges.

### **3. Lens 3: Citizen-Centricity**

This lens is aimed at promoting citizen-centricity and customer serviceability as a guiding principle while building government capacity. It involves inspecting the MDO's key citizen-centric governance objectives such as transparent and efficient public service delivery, hassle-free citizen experience, representation of citizen interests and inclusion of citizen inputs during policy/scheme formulation, stability and continuity of various citizen-centric schemes, maintaining smooth and effective grievance redressal mechanisms, participatory governance and so on.

Additionally, it gauges the MDO's contribution to the Prime Minister's vision of Ease of Living. In the case of ministries/departments/organisations that do not interface with citizens directly but instead serve them as customers, this lens will expand to include customer focus and service excellence.

It is important to note that the three focus areas are expected to guide the MDOs in setting capacity-building goals. As such, they are only indicative in nature. Where appropriate, the MDO is free to choose goals that are beyond the ambit of the above three areas. However, the MDO is also expected to prioritise goals that ensure their future readiness.



**Fig.9. The Three Pillars of Capacity Building**

Apart from the 3 lenses; capacity is developed at three levels: individual, organisational and institutional (as seen in figure 9). These are referred to as the three pillars of capacity building. They are described below:

### **1. Pillar 1: At the Individual Level**

In the first year of ACBP implementation, capacity building at the individual level will be done through position-level interventions. Gaps will be assessed and bridged for all government officials within a specific position collectively. Once competency gaps are identified at the individual level, they will be addressed through training interventions. Training interventions refer to structured learning opportunities provided to individual officials. These interventions have clearly defined learning objectives (competencies to be developed/enhanced).

### **2. Pillar 2: At the Organisational Level**

This refers to the process of building the capacity of collective and shared aspects of the organisation such as existing processes, digital and physical infrastructure and technological capabilities that enable the organisation to achieve its goals.

Capacity at the organisational level is assessed on the basis of the collective aspects of the MDO. Some examples of these aspects include:

- **Technology and Data:** This dimension deals with the technology solutions employed by the MDO to improve its functioning. Examples include software that enables shorter turnaround time on

repetitive tasks, digital tools that increase efficiency or enable faster resolution of pain points and PQSoft for the management of parliamentary questions for the MDO.

- **Systems and Processes:** This dimension includes all the established systems and processes of the MDO to carry out its day-to-day functions. Examples include monitoring mechanisms for schemes, standard operating procedures, Learning Management Systems, et cetera.
- **Resources and Assets:** This includes the resources and assets of the MDO such as hard and soft infrastructure that the MDO uses for its day-to-day functioning. For example, the physical premises, budgets et cetera.
- **Partnerships and Relationships:** This dimension includes all external partnerships that the MDO is part of such as those with other ministries/departments, global organisations and citizen groups.
- **Personnel Management:** This includes all the functions associated with managing human resources of the MDO such as performance appraisals, training and development, performance management, succession planning et cetera.

### **3. Pillar 3: At the Institutional Level**

Institutional capacity building refers to changes made in the norms, policies and regulations that guide the functioning of individuals and organisations. In the context of the government, institutional capacity building refers to policy-level interventions that affect all ministries, departments, and organisations of the government. For example, The National Training Policy 2012, Mission Karmayogi, and the creation of the Capacity Building Units/ Capacity Building Cells. All these are examples of interventions that affect the government as a whole.

# 3. An Overview of the University Grants Commission (UGC)

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## I. Business Rules and Mandates of the UGC

The UGC's mandate includes:

- Promoting and coordinating university education,
- Determining and maintaining standards of teaching, examination, and research in universities,
- Framing regulations on minimum standards of education,
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges,
- Serving as a vital link between the Union and State Governments and institutions of higher learning, and
- Advising the Central and State Governments on the measures necessary for the improvement of university education.<sup>7</sup>

The University Grants Commission is a statutory body of the Government of India which came into existence on 28th December 1953. The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: providing funds, coordination, determination, and maintenance of standards in institutions of higher education.

## II. Goals of the UGC vis-a-vis National Priorities of the Government of India

The UGC's initiatives work towards not just its own outlined priorities but also the national priorities. The national priorities outlined here are 'AtmaNirbhar Bharat', 'USD 5 trillion Economy', and 'Ease of Living'.

The following section outlines how UGC is aligned with the above-mentioned national priorities:

### A. AtmaNirbhar Bharat

AtmaNirbhar Bharat Abhiyan is the mission started by the Government of India on 13th May 2020, towards making India Self-reliant. The Hon'ble Prime Minister, Shri Narendra Modi announced an

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<sup>7</sup> Information obtained from the General Questionnaire circulated to the nodal officer of the Capacity Building Cell of the UGC.

economic package of INR 20 lakh crore as aid to support the country in the times of pandemic. It is focused on 5 components – Economy, Infrastructure, Systems, Vibrant Demography and Demand.<sup>8</sup> The following activities of the UGC align with Atmanirbhar Bharat Abhiyan through envisioning projects and initiatives that promote self-sustenance and are self-generating.

### 1. UGC E-Resources

Through 5 lakh plus Common Service Centres (CSCs) across the nation, digital access and e-governance services are available to the citizens at their doorstep especially those who are living in rural India. The translated courses will address language barriers and promote Indian languages while providing learners flexibility in learning the mother tongue. Anyone desirous of learning can access and benefit from these Open Educational Resources (OER).

## B. USD 5 Trillion

Hon'ble Prime Minister Shri Narendra Modi in 2019 envisioned making India a USD 5 trillion economy and a global economic powerhouse by 2024-25. With this, India would become the third-largest economy in the world.<sup>9</sup> The following activities of the UGC align with USD 5 trillion economies:

### 1. Scholarship Schemes

UGC provides various scholarships to enable students and teachers to undertake advanced studies and pursue academic opportunities. For example, Approx. 30,330 *Junior Research Fellowship (NET-JRF)* are active and 1129 candidates were selected for 2022-23 under the *Savitri Bai Jyotirao Phule Fellowship For Single Girl Child* scholarship. Other scholarship schemes include:

- P.G. Scholarship for University Rank Holders
- P.G. Scholarship for University Rank Holders
- P.G. Scholarship for Professional Courses for SC/ST candidates
- P.G. Indira Gandhi Scholarship for Single Girl Child
- "Ishan Uday" Special Scholarship Scheme for North Eastern Region
- P.G. Scholarship for GATE/GPAT qualified students for pursuing M.Tech/ M.E./ M.Pharm
- Dr. S. Radhakrishnan UGC Post-Doctoral Fellowship
- Dr. D.S. Kothari Research Grant for Newly Recruited Faculty Members
- Research Grant for in-service Faculty Members
- Fellowship for Superannuated Faculty Members

<sup>8</sup> MoTA. (2022). ["Innovative Initiatives- AtmaNirbhar Bharat"](#).

<sup>9</sup> Economic Times. (2022). ["India on course to become USD 5 trillion economy by FY26: CEA"](#).

## 2. Collaboration with Foreign Universities

To promote India as a global study destination and Internationalisation of higher education, UGC on behalf of the Government of India, has been implementing various collaborative academic programmes between India and foreign countries. UGC has been running Joint Research Programmes with the USA, UK, Israel, Norway and New Zealand, Germany, and has also facilitated Indian scholars to realize their research potential through scholarship, fellowship and research programmes, such as Stipendium Hungaricum scholarships, Raman Fellowships for Post-doctoral research in the USA, Project-based Personnel Exchange Programme and Exchange of Scientists Programme. Some of the Initiatives undertaken are:

- Notification of UGC (Academic Collaboration between Indian & Foreign HEIs to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022 for promotion of academic collaboration,
- Establishment Alumni-Connect cell and Office of international affairs in universities, and
- The drafting of University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023.
- In the 573rd Meeting of the Commission held on 16th October 2023, the Commission approved the University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023.

## C. Ease of living

The Ease of Living (EOL) Index evaluates the well-being of Indian citizens in 111 cities, across various parameters that consist of four pillars: Quality of Life, Economic Ability, Sustainability, and Citizens Perception Survey. In totality, 49 indicators are examined under 14 categories.<sup>10</sup>

These indicators include the following: Education, Level of Economic Development, Environment, Economic Opportunities, Green Space and Buildings, Energy Consumption, City Resilience Health, Housing and Shelter, “Water, Sanitation and Hygiene (WASH)” and “Sustainable Water Management (SWM)”, Mobility, Safety and Security and Recreation. The following activities of the UGC align with Ease of Living:

### 1. SWAYAM (swayam.gov.in)

SWAYAM aims to take the best teaching and learning resources to all, including the most disadvantaged in society. It aims to bridge the digital divide for students who have remained untouched by the digital revolution. SWAYAM courses increase students’ choice of courses. A student can avail of up to 40% of the total courses being offered in a particular programme in a

<sup>10</sup> MoHUA. (2022). [“Ease of Living Index 2022”](#).



semester, through the SWAYAM platform which will facilitate the transfer of credits earned from the host institute to the parent institute.

## 2. SC/ST/OBC and Minority schemes

This includes remedial coaching and other initiatives to strengthen SC/ST/OBC and other minorities' knowledge, skills, and attitudes in subjects, where quantitative and qualitative techniques and laboratory activities are involved. This enables the students to come up to the level necessary for pursuing higher studies efficiently.

## 3. Common Service Centres (CSCs)

Under the Digital India Programme, 5 lakh **Common Service Centres**<sup>11</sup> (CSCs) of the Ministry of Electronics and Information Technology (MeitY) in all Gram Panchayats are operating for digital delivery of government services to the citizens within their vicinity. The CSCs are also delivering their services in some HEIs across the country and providing services such as filling in admission forms, certificate upload and generation, fee payment, download of admit cards, online admission management system etc. To integrate the services provided by the CSC, UGC has requested HEIs to contact the CSC SPOC in their respective state to avail their ICT services. This collaboration enables students to use several ICT services with ease and assisted mode in the concerned HEI campus area.

Apart from AtmaNirbhar Bharat, Ease of Living and USD 5 trillion the national priorities also draw attention to citizen centricity and use of technology. These have been discussed in subsequent sections.

## IV. Organogram of the UGC and Work Allocation

The elaborate information on the sanctioned and in-position staff in the UGC can be found in [Annexure 4](#). The Commission consists of the Chairman, Vice Chairman and ten members appointed/nominated by the Central Government. The Chairman is selected from amongst persons who are not officers of the Central Government or any State Government. Out of ten members, two are selected from amongst the officers of the Central Government to represent the Government

a.<sup>12</sup> The Chairman of the UGC is Prof. M. Jagadesh Kumar and the Vice Chairman is Prof. Deepak Kumar Srivastava.

<sup>11</sup> Common Service Centers. [www.csc.gov.in](http://www.csc.gov.in)

<sup>12</sup> University Grants Commission. 2021. Annual Report. [https://www.ugc.gov.in/pdfnews/7167021\\_English-Annual-Report-2021-22.pdf](https://www.ugc.gov.in/pdfnews/7167021_English-Annual-Report-2021-22.pdf)

## A. Organogram

The most recent organogram shared by the UGC is presented below.<sup>13</sup>

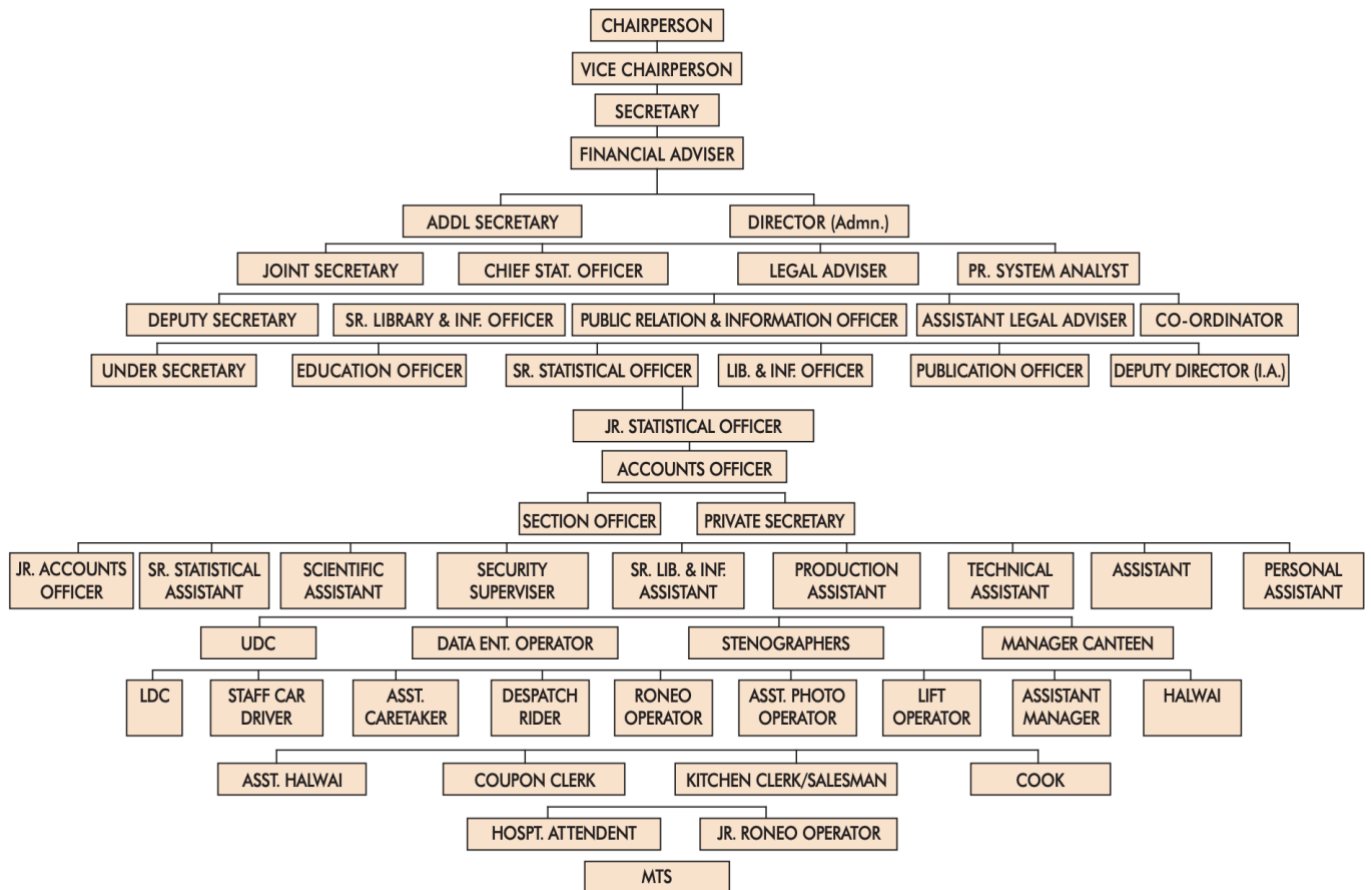


Figure 10. UGC Organogram

422 officials at the UGC diligently submitted their responses on the CNA form (*explained in the Methodology chapter*).

<sup>13</sup> Information obtained from the General Questionnaire circulated to the CBU nodal officer of the UGC.

## B. Work Allocation

The roles, responsibilities and work allocation at the FA, JS, and DS levels as of 9.10.2023. has been elaborated below. Key functions of each of the Division/ Bureau/ Scheme (D/ B/ S) are also briefly explained in the table:

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
<b>A. Financial Advisor (FA)</b>		
1.	<b>Shri Sudeep Singh Jain, Financial Advisor (FA)</b>	
i.	Finance and Internal Audit	The Finance Division of UGC allocates and disburses funds, out of the fund of the Commission, to Universities, Colleges, and other institutions of higher education in the form of maintenance and development grants through various programmes/schemes of the Commission to maintain and improve standards in the higher education sector.
<b>B. Joint Secretary (JS)</b>		
1.	<b>Dr. Shakeel Ahmad (JS)</b>	
i.	Area Study Programme	The scheme is for providing financial assistance to the Area Study Centre under the scheme for 5 years.
ii.	Colleges With Potential for Excellence (CPE)	The objective of the scheme is to help selected colleges achieve excellence mainly in teaching activity and initiate a research culture.
iii.	Inclusion of Universities under Section 2(f) and 12B	The objective of the scheme is to recognize Colleges under Section 2(f), which are eligible to apply for recognition under Section 12B, which is one of the eligibility criteria for becoming eligible for central assistance.
iv.	Industry Connect	The main objective of Social and Industry Connect is to promote the linkage of students with society and industry to ensure that at least 2/3rd of the students engage in socially productive activities and get industry exposure during their period of study in the institutions.
v.	MRP (Major Research Projects) (SR)	The Major Research Projects scheme enables them to carry out intensive and in-depth research studies in specific subject areas with their regular job or after superannuation.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
vi.	MRP (Major Research Projects) (HRP)	UGC strives to promote teaching and research in emerging areas in Humanities, Social Sciences, Languages, Literature, Pure Sciences, Engineering and Technology, Pharmacy, Medical, Agricultural Sciences etc. The Commission also provides financial assistance to college teachers and University Lecturers who wish to undertake, along with teaching work, a Major/Minor Research Project.
vii.	NSQF	This pertains to the implementation of the National Skills Qualification Framework (NSQF). Merged Schemes under NSQF are Community Colleges, the B.Voc Degree Programme and Deen Dayal Upadhyay Centres for Knowledge Acquisition and Up-gradation of Skilled Human Abilities and Livelihood (KAUSHAL).
viii.	Private University	The vision is the Establishment of and Maintenance of Standards in Private Universities.
ix.	SAP (Special Assistance Program)	To identify and support university departments that have the potential to undertake quality teaching and research programmes in various educational and allied disciplines
x.	TG (Travel Grant)	To enable the permanent College Teachers/ College Librarians/ Vice-chancellors of state universities, deemed to be universities and central universities, recognised under section 2(f) and 12 (B) of the UGC Act, Commission Members/ UGC Officers at the level of EO/US and above to present their research paper(s) in International Conferences.
xi.	Universities With Potential for Excellence (UPE)	The main objective of the Scheme is to encourage and facilitate the chosen departments at the selected university to work together by associating their like-minded faculty members to cooperate and collaborate in their programmes and activities on a regular basis, by cutting across departmental and/or discipline barriers.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
xii.	University with Excellence (UE)	UGC identified universities from among the Universities with Potential for Excellence which already achieved excellence and innovation in teaching and research to a considerable extent and completed the first/second phase under the Scheme and designated them as the University of Excellence (UoE).
<b>2.</b>	<b>Dr. (Mrs.) Archana Thakur (JS)</b>	
i.	Institutional Development Plan (IDP)	The UGC Framework- Guidelines for Institutional Development Plan have been prepared to act as an indispensable tool through which higher education institutions will be encouraged to decide their mission, vision, and goals and document those in the form of their Institutional Development Plans (IDP).
ii.	International Cooperation (IC)	The vision of IC is to promote India as a global study destination and Internationalisation of higher education.
iii.	Promotion of Indian Languages (Bhartiya Bhasha)	The road map for proper up-gradation of Indian languages is an important aspect of the National Education Policy 2020. A High-Level Steering Committee constituted by UGC to promote Indian languages in higher education institutions is working to develop, promote and propagate Indian languages/local languages.
iv.	Science and Research	This includes various incentivisation schemes for Teachers, Subject/Discipline Associations for the Organization of various Academic and Research Activities and Institutions for the promotion of scientific research in Indian Universities during X, XI and XII plan
v.	Yoga	UGC ensures that Indian Universities also engage themselves in strengthening scientific evidence of the positive effects of Yoga and Meditation on human health. To pursue education and practice in Yoga, it is proposed to establish Centres/Departments of Yoga in Public Funded Universities.
<b>3.</b>	<b>Dr. N. Gopukumar (JS)</b>	
i.	Deemed to be University (DU)	Section (3) of the UGC Act 1956 provides for the declaration of Deemed to be Universities to promote, strengthen and bring those institutions, which are doing work of high standards in specialised academic fields comparable to universities, under the purview of UGC.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
ii.	Learning Outcome-based Curriculum Framework (LOCF)	The basic premise of the Learning Outcomes-based Approach is to align the attributes to be attained by a graduate, with Programme Learning Outcomes and Academic Standards. It is a student-centric learning approach.
iii.	Pay Scale	The Pay Scale Section is entrusted with the responsibility of coordinating the work of Pay Review Committees set by the Central Govt. from time to time and in the matters relating to Pay Scale and service conditions of teachers and other equivalent cadres viz. Librarians and Directors of Physical Education in Universities and Colleges.
iv.	Quality Mandate Coordination	This pertains to UGC (Minimum Standards and Procedures for award of PhD degree) Regulations, Multiple Entry and Exit, Transforming higher education institutions into a multidisciplinary institution, National Higher Education Qualification Framework (NHEQF), Curriculum Framework and Credit System for Undergraduate Programme).
v.	RTI Pay Scale	This bureau is related to Queries/RTI applications/Cases/VIP References/Parliament Questions/Public Grievances etc in the form of Off-Line Mode/On-Line Mode are dealt with by the Pay Scale Section.
<b>4.</b>	<b>Dr. Jitendra Kumar Tripathi (JS)</b>	
i.	Funded Colleges (Delhi, BHU etc.)	The functions pertaining to calling for Budget Estimate/Revised Budget Estimate and examining and working out the demand of the college.
ii.	Green Matters/VIP Reference	Work assigned to VIP Reference Section: - 1. Follow up on VIP references and green matters received from Ministers/ Ministries/ MPs/ MLAs/ other VIPs 2. RTI/PG/Parliament Questions/Misc. queries.
iii.	Institutions of Eminence	The objective of the IoE scheme is to empower Higher education institutions to help them become world-class teaching and research institutions.
iv.	Inter-University Centre (IUC)	The objectives of IUC are, to provide common & advanced centralized facilities/services for universities that may not invest large shares of their receipts in infrastructure and other inputs; to play a vital role in offering the best practices & expertise in each field of higher education to teachers and researchers across the country; etc.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
v.	Educational Multimedia Research Center (EMMRCs)	<p>The key focus areas are as follows:</p> <ul style="list-style-type: none"> <li>• Establishment of an EMMRCs.</li> <li>• Allocation/Release of grants to all EMMRCs under 36/31/35 Head</li> <li>• RTI</li> <li>• VIP References</li> </ul>
vi.	National Facilities Center (NFCs)	<p>The key focus areas are as follows:</p> <ul style="list-style-type: none"> <li>• Establishment of an NFCs</li> <li>• Allocation/Release of grants to all NFCs under 36/31/35 Head</li> <li>• RTI</li> <li>• VIP References</li> <li>• Public Grievances</li> </ul>
vii.	Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA)	<p>Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) , a centrally sponsored programme, aims to work with 300-plus state universities and its affiliated colleges. Launched in 2013, the PM-USHA aims to provide strategic funding to eligible state higher educational institutions. The central funding is based on norms and is outcome-dependent.</p>
<b>5.</b>	<b>Dr. Sunita Siwach (JS)</b>	
i.	Distance Education Bureau	<p>The Distance Education Bureau (DEB) is the implementing bureau of the UGC for regulating distance and online education programmes of Higher Education in the Country.</p>
ii.	Internal Complaint Committee (ICC)	<p>The Commission requested all the Universities and colleges to constitute an Internal Complaint Committee (ICC) and a Special cell in their respective institutions to deal with the issue of gender-based violence and to conduct gender sensitization programmes and to ensure that ICC constituted must be working as per UGC (Prevention Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015.</p>

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
iii.	Legal	The main objective of the Legal Cell is to provide the Vakalatnama/comments (obtained from concerned bureaus) and signed replies on behalf of UGC to our Panel Advocates in time for filing the same before the Hon'ble Courts to defend this office.
iv.	Sports	To enhance capacity building in various colleges and universities for the promotion of sports with the idea that a broad base of the sporting pyramid would ultimately produce enough sports persons to participate in elite sports.
<b>6.</b>	<b>Dr. Avichal Raj Kapur (JS)</b>	
i.	Administration-I/A-B; Administration-I/C; and General Administration	The admin bureau deals with all the work related to establishment. This bureau makes all payments regarding Telephone bills, Electricity bills, Water Charges, purchase of all items required for office use, stationery items, maintenance of buildings etc.
ii.	AMPC (Anti Malpractice Cell)	With the expansion of the higher education system-several types of Malpractices are being exercised which need to be addressed immediately to restore the credibility of the higher education system in society as well as at international levels.
iii.	Meeting Cell	The meeting cell engages in dealing with circulars of the Commission meeting to all Bureau Heads, compiling the agenda items from different Bureaus for a meeting of the Commission, etc.
iv.	Receipt and Issue (UGC Main Office)	To manage the receipts & issues received from all the Universities and colleges as well as Correspondence with the Ministry of Education & other Ministries of Govt. of India and to disperse the same to the concerned Sections accordingly.
v.	Vigilance Cell	The CVO is mainly responsible for the prevention and detection of corruption cases in the UGC, Universities/Colleges and for taking legal action wherever necessary.
vi.	NEP Coordination	The National Education Policy, 2020 (NEP) was launched on 29th July 2020. NEP 2020 visualises a paradigm shift in the Indian higher education system in terms of reconceptualization of the structure and system, and new educational practices.



Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
vii.	PARAMARSH	The main objective of the scheme is to enhance the overall quality of the mentee institutions and mentor the non-accredited higher education institutions to enable them to get accredited.
viii.	UGC Travel Desk	The admin bureau provides valuable services, enabling work processes to operate seamlessly and decision-makers to focus on value-added tasks and responsibilities. Administrative roles include day-to-day tasks that keep an organization running smoothly and efficiently.
<b>7.</b>	<b>Dr. R. Manoj Kumar (JS)</b>	
i.	Establishment of Centres in Universities for Study of Social Exclusion and Inclusive Policy	To support research on the issue of social exclusion, which has theoretical as well as policy importance and to establish several teachings-cum-research Centres in Universities and to pursue the theme.
ii.	Effective implementation of portals	Including the participation of universities and stakeholders, as applicable, and management of portals - Utsah, Professor of Practice, University Activity Monitoring Portal, etc.
<b>8.</b>	<b>Dr. G. S. Chauhan (JS)</b>	
i.	ASIHSS (Assistance for Strengthening of the Infrastructure of the Humanities and Social Sciences)	The basic objective of the ASIHSS programme is to assist selected Humanities and Social Sciences departments in the universities which have already exhibited and achieved high-quality performance to enable them to acquire the necessary equipment to develop infrastructure which cannot be approved out of SAP grants, or normal university development grants so that the attainment of excellence in postgraduate education and research in the department is not handicapped due to the non-availability of facilities.
ii.	ASSIST (Assistance for Strengthening of Infrastructure for Science and Technology)	The basic objective of ASSIST is to assist selected science, engineering and technology departments in the universities which have already exhibited and achieved high-quality performance to enable them to acquire such costly major equipment which cannot be approved out of SAP grants, or normal university development grants so that the attainment of excellence in post-graduate education and research in the department is not handicapped due to the non-availability of such equipment.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
iii.	SC/ST/OBC, Minorities, PWD along with their Commission and Parliamentary Standing Committee Matters	Strengthening the knowledge, skills, and attitudes of SC/ST/OBC, Minorities, PWD in such subjects, where quantitative and qualitative techniques and laboratory activities are involved so that proper guidance and training provided under the programme may enable the students to come up to the level necessary for pursuing higher studies efficiently.
iv.	Remedial Coaching for SC, ST, OBC (non-creamy layer) and Minority Community Students	Remedial Coaching for the benefit of Undergraduate (UG) / Post-graduate (PG) students with a view to improve & strengthen their knowledge, academic skills, and linguistic proficiency in various subjects and to improve overall performance in the examination.
v.	Innovative Cell	The objectives of the programme are identifying areas in various disciplines with respect to educational, national, and global priorities, encouraging new ideas and innovations and providing support for their implementation, etc.
vi.	Career-Oriented Education	The objective of the scheme is to ensure that the graduates who pass out after completing these courses have knowledge, skills, and aptitude for gainful employment in the wage sector in general and self-employment to reduce the pressure on institutions of higher learning for master's degrees.
vii.	Computer and Technology	The objective of the scheme is to set up a Computer Centre as a Central Facility for the growth and development of teaching, research, and other related activities in addition to the work relating to the administration, finance, examination, admission of the university, etc.
viii.	HEPSN	<p>The objectives are:</p> <ul style="list-style-type: none"> <li>● To provide equal educational opportunities to persons with disabilities in higher education institutions.</li> <li>● To create awareness among the functionaries of higher education about the specific educational needs of persons with disabilities.</li> <li>● To equip higher education institutions with the facilities to provide access to persons with disabilities.</li> <li>● To provide special devices to higher education institutions that will augment the learning experiences of persons with disabilities.</li> </ul>

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
		<ul style="list-style-type: none"> <li>To monitor the implementation of all existing and future legislation and policies which are pertaining to higher education of persons with disabilities.</li> </ul>
ix.	Coaching Classes for Entry into Services for SC, ST, OBC (non-creamy layer) and Minority community Students	To get useful employment in Group A, B or C Central services and State services or equivalent positions in the private sector, the University Grants Commission formulated and implemented the coaching scheme for Entry into Services for SC/ST/OBC (non-creamy layer) & Minority Community Students.
x.	Non-Formal Education	Under this scheme, assistance is provided by the UGC to set up Centres for Special Studies in the areas of Gandhian, Nehru, Dr Ambedkar, Buddhist, Dr Zakir Hussain, Pandit Madan Mohan Malviya, Indira Gandhi Studies etc. in Universities/ Colleges/ Institutions for pursuing studies related to the thoughts and programmes of these great thinkers and social leaders.
xi.	Receipt and Issue (UGC Office at 35 F.S.Road )	To handle incoming and outgoing documents, materials and communications.
xii.	Task Force (Gender Sensitization)	The UGC Programme for promotion of women's Studies envisages financial assistance to universities and colleges for setting up centres and cells for Women's Studies. The Centres/Cells are required to undertake research, develop curricula and organize training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights, social exploitation, etc. These activities are expected to contribute not only to social awareness and change but also to academic development. At present 159 Women's Studies Centres (WSC) have been established in various Universities and Colleges.
xiii.	TEPSE	The UGC had started the scheme of assistance to universities/colleges to facilitate Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN) during the Ninth Five-Year Plan, keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
xiv.	Women's Studies	The UGC Programme for promotion of Women's Studies envisages financial assistance to universities and colleges for setting up centres and cells for Women's Studies. The Centres/Cells are required to undertake research, develop curricula and organize training and extension work in the areas of gender equity, economic self-reliance of women, girls' education, population issues, issues of human rights, social exploitation, etc.
<b>9.</b>	<b>Dr. Madhukar Maruti Waware (JS)</b>	
i.	Annual Report	The Annual Report provides the major initiatives taken by the UGC as the apex body for coordinating and maintaining standards of higher education in the country, including the quality but also highlights the initiatives undertaken by the UGC to promote the general development of universities and colleges culminating in enhancing access, equity, relevance, and excellence.
ii.	Computer and Networking Cell	The objective of the scheme is to create awareness among staff and students about the use of computers in various activities like administration, finance, examination, and research.
iii.	E-Governance	A team of dedicated technical staff has been appointed in the e-Governance Cell to speed up e-Governance in UGC. Web portals and Web applications have been developed for inviting online applications and information from HEIs under various UGC schemes and activities to make the work environment transparent and paperless.
iv.	Human Rights Value Education (HRVE)	UGC initiated the scheme of Human Rights Education in the University Sector in 1985. Since then, the Higher Education Sector has been supported financially for promoting Human Rights and Values and Human Development.
v.	I and S (Information and Statistics)	The Information & Statistics Bureau supplies all the Statistical information required by the Parliament / RTIs / Ministries / Higher Officers & Other Sections of UGC by using the All-India Survey on Higher Education (AISHE Portal). The I & S Bureau also supplied the Higher Education Statistics for its inclusion in the UGC Annual report every year.
vi.	ICT	There are several ICT initiatives of the MoE & UGC and its Inter University Centres (IUCs)- Information and Library Network (INFLIBNET) and Consortium for Educational Communication (CEC), in the form of digital

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
		Platforms which can be accessed by the Teachers, Students and researchers in Universities and Colleges for broadening their horizon of learning
vii.	Publication	The Publication Bureau has been bringing out various publications such as the UGC Annual Report, Annual Account, Guidelines for various Schemes/Programs being implemented in Higher Education, UGC enactments report on UGC Conferences, Committee Reports, brochures, and leaflets.
viii.	UGC Website	The UGC Website's main objective is to share Important Information about various UGC schemes with End Users/Stakeholders. Also, stakeholders can submit/upload their various information including University reports, Proposals for schemes, apply for scholarships/fellowships/jobs etc. through UGC web portals.
<b>10.</b>	<b>Shri Deepak Vats (JS)</b>	
i.	Basic Science Research (BSR)	The various schemes under BSR are the Faculty Recharge Programme (FRP); Start-up Grant for Newly Recruited Faculty; BSR Faculty Fellowship; Dr D.S. Kothari Post-Doctoral Fellowship; and Mid-Career Grant
ii.	Policy Regulation	The bureau is responsible for the framing of policies. Programmes on academic matters related to higher education.
iii.	Joint Cadre Review Cell (JCRC)	JCRC Section deals with service matters of all non-teaching staff of Central Universities and UGC-funded Deemed to be Universities/ Delhi Colleges.
iv.	Selection and Awards-I (SA-I)	The Junior Research Fellowship (NET-JRF) scheme under this aims to provide opportunities to NET/JRF-qualified candidates to undertake advanced studies and research leading to M.Phil./Ph.D. Degrees in Humanities and Social Sciences including Languages and Sciences.
v.	Selection and Awards-III (SA-III) and Selection and Awards-IV (SA-IV)	The schemes under this division are; P.G. Scholarship for University Rank Holders; P.G. Scholarship for Professional Courses for SC/ST candidates, etc.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
vi.	UGC Scholarship Fellowship Research Grants for Teachers at a Glance	To provide fellowships and research opportunities to regularly appointed faculty members.
vii.	National Eligibility Test (NET)	The National Testing Agency (NTA) has been entrusted by the University Grants Commission (UGC) with the task of conducting UGC-NET, which is a test to determine the eligibility of Indian nationals for 'Assistant Professor' and 'Junior Research Fellowship and Assistant Professor in Indian universities and colleges.
11.	<b>Dr. Mantha Srinivasu (JS)</b>	
i.	Indian Knowledge System	The purpose of these guidelines for teacher training during the induction program and refresher courses is to provide a roadmap to familiarize and enthuse faculty about the IKS and identify strategies to incorporate it into their specific classroom teachings. The major purpose of all such training programs shall be to generate a positive attitude towards IKS and promote interest in knowing and exploring more, rather than covering a lot of content related to IKS. The IKS guidelines will be a part of the training modules under "Malviya Mission" and will be considered under the CAS scheme as per the UGC regulations.
ii.	Raj Bhasha	Following the Official Language Act, 1963 University Grants Commission established a Rajbhasha Section which conducts various activities for the promotion of Rajbhasha according to the provisions contained and the directives issued by the Department of Official Language, Ministry of Home Affairs/Ministry of Education, Government of India from time to time.
iii.	Sanskrit Cell	UGC has been undertaking various activities for the promotion of Sanskrit in HEIs on the recommendations of the Committees constituted by the Ministry of Education, Government of India and the UGC for a long-term vision and road map for the development of Sanskrit for the next ten years.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
12.	<b>Colonel Vipin Kaushal, SM (JS)</b>	
i.	Academic Bank of Credits	The ABC as envisaged in the New Education Policy 2020 is a national-level facility to promote flexibility of curriculum framework and interdisciplinary/ multidisciplinary academic mobility of students across the Higher Education Institutions (HEIs) in the country with appropriate "Credit Transfer" mechanism.
ii.	Anti-Ragging Cell	The aim of Anti Ragging Cell is to curb the menace of ragging in Higher Educational Institutions.
iii.	e-Samadhaan	The resolution of Institutional Entity Grievances has always been a top priority of the University Grant Commission. It is a digital platform for Stakeholders to identify and apply for grievances/feedback/queries. This platform ensures a time-bound mechanism for redressal of the grievances.
iv.	National Academic Depository (NAD)	The NAD is an online storehouse of academic awards lodged by Academic Institutions in a digital format. It facilitates students to get authentic documents/certificates in digital format directly from their original issuers anytime, anywhere without any physical interference.
<b>Deputy Secretary (DS)</b>		
1.	<b>Dr. Diksha Rajput (DS)</b>	
i.	MOOCs	UGC has developed 150 Non-engineering PG MOOCs, currently MOOCs in Buddhist Studies are offered on SWAYAM Platform and MOOCs in Arctic Studies, Sanskrit, Life and Times of Netaji are in Process.
ii.	Unnat Bharat Abhiyan	The Unnat Bharat Abhiyan' (UBA 2.0) is a flagship programme of the Government of India which aims at bringing a transformational change in rural development through the active participation of Higher Education Institutions (HEIs) with local communities and reorientation of curricula and R&D design of knowledge Institutions.
iii.	Human Values and Professional Ethics	UGC developed and launched "Mulya Pravah – Guidelines for Inculcation of Human Values and Professionals Ethics in Higher Educational Institutions" in 2019 as part of its Quality Mandate initiatives. It encourages all institutions to identify their innovative practices to create a high-quality environment backed with human values and professional ethics in their respective institutions.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
iv.	Capacity Building Cell	The vision is to organise various training programmes (Online/Offline) around the year for the UGC employees, Annual Capacity Building Plan, and building in partnership with other Knowledge Partners
v.	E-Content	To create high-quality online, curriculum-based, interactive e-Content, in different subjects across all disciplines of science, social sciences, arts, fine arts, humanities, natural & mathematical sciences, linguistics and languages.
vi.	Human Resource Development Centre	The function includes an allotment of courses of the Faculty Induction Programme (Guru Dakshina). Refresher Courses, Short Term Programmes, Workshops & others for 2022-23 in respect of 66 Human Resource Development Centres (HRDCs) in this regard the Standing Committee.
vii.	Environment Education	The National Education Policy 2020 recommends the attainment of holistic and multidisciplinary education through a flexible and innovative curriculum of all HEIs, which shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
viii.	SWAYAM	SWAYAM Scheme is designed to achieve the three cardinal principles of Education Policy viz., access, equity, and quality. The objective of this effort is to take the best teaching and learning resources to all, including the most disadvantaged.
ix.	Life Skills	One of the Quality Mandate initiatives undertaken by the University Grants Commission to accomplish quality in higher education is imparting life skills learning for students. A Curriculum on Life Skills (Jeevan Kaushal) has been formulated and launched in 2019 which is available on the UGC website.
<b>2.</b>	<b>Dr.Gopi Chand Merugu (DS)</b>	
i.	Autonomous College	The vision and objectives are completely based on NEP which is the need for norms to promote the autonomy of the colleges to enhance the quality of Higher Education in the country



Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
<b>3.</b>	<b>Dr Amol Andhare (DS)</b>	
i.	RTI	The RIA Bureau is the nodal agency for the implementation of the RTI Act in the UGC. The basic object of the Right to Information Act is to empower the citizens, and promote transparency and accountability in the working of the Government, contain corruption and make our democracy work for the people in a real sense.
ii.	Public Grievances	The public grievances are addressed through the Centralised Public Grievance Redress and Monitoring System (CPGRAMS) which is an online platform available to the citizens 24x7 to lodge their grievances to the public authorities on any subject related to service delivery.
<b>4.</b>	<b>Mrs. Monika (DS)</b>	
i.	Internship	To formulate guidelines and look after internship programmes at the graduate and undergraduate levels.
ii.	Research and Development	The vision is to put in place a robust mechanism for developing and strengthening the research ecosystem within HEIs, aligned with the provisions of NEP-2020.
<b>5.</b>	<b>Dr. Shalini (DS)</b>	
i.	Chairs	In order to enrich the academic resources of the university system for a deeper reflection on critical issues, UGC has formulated the Scheme of Chairs in the name of Nobel Laureates and other illustrious persons who have been Indian Citizens of Indian Origin.
ii.	Higher Education Council of India (HECI)	To formulate/develop a transition plan for UGC, AICTE and NCTE considering the existing manpower, physical and financial resources and assets of these bodies.
<b>6.</b>	<b>Shri Vinod Singh Yadav (DS)</b>	
i.	Distance Education Bureau I (DEB-I)	Distance Education Bureau (DEB) is the implementing bureau of the UGC for regulating distance and online education programmes of Higher Education in the Country.
<b>7.</b>	<b>Shri Jitendra (DS)</b>	

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
i.	CARE	The UGC has entrusted the responsibility of journal analysis for the CARE List to the Centre for Publication Ethics, Savitribai Phule Pune University, Pune and four Regional Universities identified by the UGC (henceforth named CARE Universities).
ii.	Deemed to be University Funded	The objective of development assistance is not only to improve and consolidate the existing infrastructure in the university but also to develop excellence in certain identified areas.
<b>8.</b>	<b>Mrs. Megha Kaushik (DS)</b>	
i.	Selection and Awards-II (SA-II)	<p>The schemes under this bureau are:</p> <ul style="list-style-type: none"> <li>-Dr. S. Radhakrishnan UGC Post-Doctoral Fellowship</li> <li>-Dr. D.S. Kothari Research Grant for Newly Recruited Faculty Members</li> <li>-Research Grant for in-service Faculty Members</li> <li>-Fellowship for Superannuated Faculty Members</li> <li>-Settlement of cases under all old schemes.</li> <li>-Selection and disbursement of all cases for new schemes.</li> </ul>
ii.	STRIDE	The Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) aims to enhance research capacity and nurture research culture in general, particularly for trans-disciplinary research in Indian Higher Education Institutions (HEIs), to stimulate national development and entrepreneurship.
<b>9.</b>	<b>Ms. Pooja Bhaumick (DS)</b> <i>(Under the headship of Col. Vipin Kaushal (JS))</i>	
i.	College Development Bureau for the Colleges located in the Regions, WR-Pune, CR-Bhopal, ER-Kolkata	CDB Section deals with many schemes like IQAC, MRP, Additional scheme, Seminars, Sports, Women Hostel, Autonomous, FDP, VCT, GDA and Merged scheme during XI & XII Plan period.

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
10.	<b>Ms. Smita Bidani (DS)</b>	
i.	State Universities	The objective of the grants was to facilitate the procurement of such infrastructural facilities which are not normally made available to them from the state government or other bodies, while also providing assistance for Buildings, Staff, Books & Journals, Equipment & other items etc. to such eligible State Universities.
11.	<b>Dr. Mriganka Sekhar Sarma (DS)</b>	
i.	Central Universities	The function is to allocate and disburse grants to Central Universities; to facilitate the Central Universities in academic as well as administrative matters by providing comments/recommendations on various issues, issuing guidelines/circulars etc.; to implement various schemes like Centres for Endangered Languages, Remedial Coaching Academies, Wi-fi campus etc. in Central Universities; to Perform such other functions as may be prescribed or as may be deemed necessary by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions.
ii.	P R Unit	The Admin Bureau consists of the following heads: General Admin, Administration A/B/C, Meeting Cell, Travel desk, PR-Unit, and R&I. All in all, the administration bureau is responsible for the day-to-day effective and efficient operations of an organization.
12.	<b>Dr.Prashant Dwivedi (DS)</b>	
i.	College Development Bureau (CDB)-1	CDB Section deals with many schemes like IQAC, MRP, Additional scheme, Seminars, Sports, Women Hostel, Autonomous, FDP, VCT, GDA and Merged scheme during XI & XII Plan period

Sr.No	Name of D/ B/ S	Key functions of the Division/ Bureau/ Scheme (D/ B/ S)
<b>13.</b>	<b>Dr. Salil S (DS)</b>	
i.	Centre for Data Analytics and Research	To establish a research and analytics hub, in collaboration with higher education institutions specialised in data analytics and research. The idea is to leverage data-driven insights and evidence-based approaches to enhance regulatory decision-making around the broad theme of higher education in India.
ii.	Social Media	The goal is to establish an influential presence on social media platforms, by creating progressive content and engagement with our stakeholders.
<b>14.</b>	<b>Mrs. Neethu S Thulaseedharan (DS)</b>	
i.	Distance Education Bureau II (DEB-II)	Distance Education Bureau (DEB) is the implementing bureau of the UGC for regulating distance and online education programmes of Higher Education.
<b>15.</b>	<b>Dr. Nikhil Kumar (DS)</b>	
i.	Parliament	Desk Parliament in the UGC office coordinates the replies to Parliament Questions related to higher education received from various Ministries of the Govt. of India particularly the Ministry of Education.
ii.	Inclusion of Colleges under Section 2(f) & 12B	Inclusion of Colleges under Section 2(f) of the UGC Act provides for recognition of Colleges by the UGC, in consultation with the University. The objective of the scheme is to recognize Colleges under Section 2(f).

## V. Current Activities of the UGC Under Various Themes

The use of technology and citizen-centricity are important national priorities that have been elaborated in the following section.

### A. Citizen Centricity

The following is a list of activities at the UGC that align with citizen centricity.

#### 1. **E-SAMADHAN**

UGC has provided mechanisms such as *E-Samadhan* to resolve issues and concerns of various stakeholders. Because of the non-availability of a single window system, the stakeholders were lodging multiple complaints/grievances at various places. Hence, the redressal mechanisms were at a slow pace, which was also causing further concerns to the stakeholders. The resolution of Institutional Entity Grievances has always been a top priority of the University Grant Commission.

#### 2. **CHETNA series of Lectures**

Chetna series is an online lecture series that UGC has initiated to share the best practices in institutions across the country. UGC invites experts from different fields to explain the best practices that can be adopted in our higher education institutions. In this online platform, many Vice Chancellors from across the country have joined and it is live-streamed on the UGC social media platforms.

#### 3. **SAMVAAD**

Samvaad is a live interactive session of the Chairperson, UGC, held every 2 months with the stakeholders (students, faculty members, educational administrators etc.). The Chairperson, UGC along with UGC officials answer queries of the stakeholders during the live webcast through all social media handles of UGC.

#### 4. **University Activity Monitoring Portal (UAMP)**

The University Activity Monitoring Portal of UGC serves as a one-point stop for events/activities undertaken by HEIs. This portal facilitates universities to upload details of various events/activities undertaken by them.

#### 5. **Scholarship Schemes**

UGC provides various scholarships to enable students and teachers to undertake advanced studies and pursue academic opportunities. For example, Approx. 30,330 *Junior Research Fellowship (NET-JRF)* are active and 1129 candidates were selected for 2022-23 under the *Savitribai Jyotirao Phule Fellowship For Single Girl Child* scholarship. Other scholarship schemes include: P.G. Scholarship for University Rank Holders; P.G. Scholarship for University Rank Holders, etc.

## B. Technology

The below-discussed technology and digital interfaces play a prominent function in ministry schemes and initiatives.

### 1. SWAYAM

SWAYAM scheme is designed to achieve the three cardinal principles of Education Policy viz., access, equity, and quality. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

### 2. Distance Education Bureau (DEB)

DEB is the implementing bureau of the UGC for regulating distance and online education programmes of Higher Education in the Country. The objectives are:

- To formulate a regulatory framework for offering ODL and Online Programmes, and
- To implement UGC (ODL Programmes and Online Programmes) Regulations, 2020 effectively.

### 3. E-Office

UGC office is paperless and utilises e-office to carry out its functions. The file movement has moved to digital/online systems.

### 4. CU-CHAYAN portal

UGC launched the CU-Chayan portal on 2nd May 2023. It is a unified recruitment portal, designed and developed specifically for Central Universities. The portal provides a common platform for listing vacancies/advertisements/jobs across all the Central Universities. The portal makes the recruitment process completely online starting from inviting applications to screening the applications with the provision of sending alerts in runtime to all the users of the portal. UGC has developed this portal to create an enabling environment for both universities and the applicants with universities driving all the stages of the recruitment process independently, as is being done at present in the respective university.<sup>14</sup>

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<sup>14</sup> [CU Chayan Portal](#)

## 5. Undertaking Transformative Strategies and Actions in Higher Education (UTSAH) Portal

The University Grants Commission developed a portal called UTSAH. This portal is expected to effectively track and support the implementation of the National Education Policy, 2020 and its strategic initiatives across the country's Higher Educational Institutions (HEIs). The key focus areas under this are:

- Multidisciplinary and Holistic Education
- Digital Empowerment and Online Education
- Skill Development and Employability
- Research, Innovation and Entrepreneurship
- Capacity Building of Teachers for Quality Education
- Governance and Autonomy
- Accreditation and Excellence
- Equitable and Inclusive Education
- Promotion of Indian Languages and Indian Knowledge Systems
- Internationalization of Education.

## 6. E-Samadhaan

UGC took advantage of ICT enhancements and came up with the "e-Samadhaan Online Grievance Registering and Monitoring System." It is a digital platform for stakeholders to identify and apply for grievances/feedback/queries. This platform ensures a time-bound mechanism for redressal of the grievances.

## 7. Saksham<sup>15</sup>

As an extension of its existing initiatives, UGC has developed SAKSHAM which is a dynamic portal that aims towards empowerment of women on campuses through creating awareness:

- Opportunities and initiatives in HEI for women,
- Support and redressal mechanism for students and employees of HEIs, and
- Web resources in the form of Government and United Nations policy documents for women.

## 8. Central University Portal<sup>16</sup>

This is an integrated portal for planning, financing and coordinated development of Central Universities. Central Universities are established by an Act of Parliament and at present, there are 56 Central Universities in the country.

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<sup>15</sup> [UGC Saksham](#)

<sup>16</sup> [Central University Portal](#)

## 9. Deemed to be Universities web portal<sup>17</sup>

The UGC is determined to introduce accountability and transparency in the processing of applications for grant of the status of deemed to be university under Section 3 of the UGC Act, 1956. The UGC has, therefore, placed all the information regarding the status of such applications on its website along with the performance and academic outputs of the existing Deemed to be Universities.

Apart from the above-mentioned technology initiatives, UGC is also actively engaged in e-Payment; University Activity Monitoring Portal, Human Resource Development Centre Portal, Web portal for Fellowship/ Scholarship Legacy cases, NTA, CARE, NAD, and conducting the UGC NET examinations.

The above-discussed technology and digital interfaces play a prominent function in UGC schemes and initiatives. The following table presents the functional interfaces, websites, portals, dashboards, and applications in current use under the UGC.\*

S/N.	Application Name	Internally / Externally Developed	Agency Name	Functions	Opinion of the product
1	e-Office Portal	Externally	NIC	File Movement - Approvals from higher authorities and other regular activities	Good
2	e-Seva Portal	Internally	UGC	To support UGC's employees' services related to gen. admin and e-gov.	Good
3	Legal Dashboard	Internally	UGC	Legal portal is a simple and innovative web-based application which utilizes standard templates with well-defined fields for categorisation and search of legal cases and documents, managing timely administrative procedures and audit trails which in turn brings uniformity in administrative norms in the entire chain of UGC. The Centre has developed a portal which is innovative, easy to access online and to monitor court cases on a 24x7 basis in a more transparent, effective, and proactive manner during the entire life cycle of litigation.	Good
4	e-Samadhaan	Internally	UGC	UGC provided various mechanisms to resolve the issues and concerns of various stakeholders.	Good

<sup>17</sup> [Deemed to be Universities](#)



				Because of the non-availability of a single window system, the stakeholders were lodging multiple complaints /grievances at various places.	
5a	Human Resource Development Centre (HRDC)	Internally	UGC	The Web portal facilitates UGC to handle the UGC HRDC Scheme and its various centres. This portal allows the centres to upload their course details and financial statements academic year-wise.	Good
5b	Malaviya Mission Teacher Training Program	Internally	UGC	The scheme aims to comprehensively address all issues related to Teacher Training/ Capacity Building and the Professional Development of Faculty. Under the Scheme, select HEIs have been provided funds for carrying out capacity-building training of faculty members of HEIs, by utilizing and leveraging existing resources.	
5c	Indian Knowledge System (IKS)	Internally	UGC and IKS Division	Aligning with the focus of NEP 2020 on promotion of Indian Languages, Arts and Culture, UGC in collaboration with the IKS Division of Ministry of Education works towards the integration of IKS into curriculums at all levels of education. In order to facilitate a seamless integration of Indian traditional knowledge with modern subjects, UGC also arranges periodic training programs for IKS..	
6	UGC Commission Meeting Management System	Internally	UGC	The web portal facilitates the management of the UGC Commission Meetings. In this portal, UGC's Commission members can access the agenda items and minutes of the meetings.	Good
7	FRP - ONLINE INTERVIEW Portal	Internally	UGC	This portal was developed for the UGC-Faculty Recharge Programme (UGC-FRP) to conduct online interviews. It facilitates the experts to log in and allows them to submit the assessment status to their respective candidates.	Good
8	e-Stationery Portal	Internally	UGC	This portal is developed to manage UGC's stationery Requisition/issue.	Good

## VI. Future Roadmap of the UGC Under Various Themes

### A. Citizen Centricity

In terms of future citizen centricity, UGC has undertaken various initiatives that are geared towards citizen centricity through effective stakeholder engagement (students, teachers, educational administrators, etc). UGC will work towards strengthening the existing mechanisms such as SWAYAM' or 'E-Samadhan', etc.

UGC is actively engaged with social media (eg. Twitter, Instagram, YouTube, LinkedIn, Facebook, WhatsApp channel, and Telegram) to actively disseminate information on current activities and the latest updates to the public. The goal is to strengthen the social media presence further.

The National Education Policy 2020 seeks to transform higher education by focusing on skill-based education to meet the needs of the industry and the economy. Further, the NEP also recommends integrating vocational education with general education and strengthening industry-academia collaboration in HEIs. For the skilling of youth at the optimum level, learners are required to think like employers and employers are to think like learners. Towards this, the UGC has taken a new initiative to bring the industry and other professional expertise into academic institutions through a new category of positions called "Professor of Practice". This will help to take real-world practices and experiences into the classrooms and also augment the faculty resources in higher education institutions. In turn, the industry and society will benefit from trained graduates equipped with the relevant skills.

### B. Technology (both present and emerging)

The key technology trends that the UGC has identified as important and is planning to adopt/have adopted have been discussed below. The technology trends are future-oriented and have either been implemented by UGC or are planned to be implemented. Overall, UGC is focused on ensuring that internal functioning is seamless through well-connected internet services, up-to-date e-office applications, and digitisation of files to ensure paperless file movement. The technological trends, and opportunities, for UGC, have been elaborated as follows:

#### **e-Governance**

- APAR
- Autonomous College Portal
- Deemed To Be University Portal
- UGC-Financial Aid

#### **E-Office**

- Upgradation and implementation
- Digitalisation of old files

### Internet connectivity

- Enhancement of Internet connectivity in all UGC Offices
- WIFI services to be enabled in all UGC Offices

### Massive Open Online Course (MOOCs)

- Digital literacy is necessary to make use of the online materials available on platforms. Therefore, we may request all HEIs to run a drive on Digital literacy at their concerned campuses,
- UGC may take the lead in developing courses in Physics and Chemistry where practicals were implemented through augmented reality (AR) techniques, this will give real-time learning experience to students,
- MOOC offering platforms such as Coursera, have i.e., 21M and EdX has 7M learners, UGC may opt for MoU with these private players, this step may give the best free content available online to students studying at Indian Universities,
- MOOC videos are content-oriented videos, therefore if students watch the video repeatedly then it will be monotonous for him/her. Hence, videos may be developed in emotional communication, and training in learner-centric MOOC may be given to MOOC developers,
- Training on Data Analytics software such as Tableau etc. may be provided to MOOC organisers to understand the impact of the course on learners and other stakeholders, and
- UGC may take the lead on developing their own media servers, as UGC is dependent on YouTube, there is unavailability of data on the watch time of videos by students offered on SWAYAM. Also, the cost of development of one course is approximately 13.5 lakhs.

## VII. Current Training Management System of the UGC

The training conducted at the UGC pertains to Capacity Building training, RTI training, Rajbhasha, GeM training, and e-office training of various levels. The table below is an overview of the training conducted across bureaus at the UGC as of 28th June 2023. Further details on the training can be found in [Annexure 5](#). The table below illustrates the institutes and courses that UGC collaborates with for training purposes.

S.NO.	TRAINING PROGRAMMES	BUREAUS	PLACE OF TRAINING
1.	Two-Day Training Programme for Capacity Building Of Clerical Assistant	Capacity Building Cell	UGC Main Office
2.	Quality Council of India	RTI Cell	UGC Main Office
3.	Institute of UGC Training & Management (ISTM)	RTI Cell	ISTM
4.	Quality Council of India (2 <sup>nd</sup> )	RTI Cell	UGC Main Office

5.	Pragya	Rajbhasha Cell	Central Hindi Training Place, 2-A, (Opposite J. & K House), New Delhi-110011
6.	Parangat	Rajbhasha Cell	(Online training) Centre for Intensive Hindi Language Training, Room No. O 449 A. Udyog Bhavan New Delhi
7.	Hindi typing	Rajbhasha Cell	Central Hindi Training Place, 2-A, (Opposite J. & K House), New Delhi-110011
8.	Workshop on filling quarterly progress report of official language policy and Hindi	Rajbhasha Cell	UGC Main office
9.	GEM Training	GEM	UGC Main Office
10.	E-office	E-Governance	UGC Main Office
11.	E-office (Super-Admin)	E-Governance	UGC Main Office
12.	Orientation for iGOT Karmayogi platform	Capacity Building Cell	UGC Main Office
13.	Courses on iGOT Karmayogi platform	Capacity Building Cell	Online self-paced courses; circular issued by Capacity Building Cell, dated 19th Sep

## VIII. Conclusion

The Capacity Building Cell has been working towards capacitating the officers and staff at the UGC. The detailed mapping of the specific competency requirements to deliver need-based training will help in providing structure to the entire exercise as well as in mapping the needs of officials at every level across the UGC.

# 4. Competency Framework and Capacity Needs Analysis

## I. Current Competency Structure of the UGC

The following table lists all the competencies that were identified during discussions with the officers from each of the Division/Bureau/Scheme:

### A. Behavioural

S/N.	Behavioural Competencies	S/N.	Behavioural Competencies
1	Teamwork	12	Delegation
2	Accountability	13	Innovative Thinking
3	Communication skills	14	Stakeholder management
4	Time management	15	Attention to Detail
5	Analytical skills	16	Conflict resolution
6	Stress management	17	Rule consciousness
7	Decision Making	18	Dependability
8	Networking skills	19	Consensus building
9	Planning and organising	20	Coordination
10	Self-confidence	21	Critical thinking
11	Motivation	22	Quantitative skills

### B. Functional

S/N.	Functional Competencies	S/N.	Functional Competencies
1	Writing proficiency	9	Office protocols
2	Noting and drafting	10	Systematic research for document/report preparation
3	General Financial Rules, 2017	11	Human resource management

4	RTI resolutions	12	Project management
5	Budgeting and Accountability	13	Procurement and tender writing
6	Legal and Court proceedings	14	Vendor management
7	Central civil conduct code	15	Raj Bhasha
8	Data Management		

### C. Technology

S/N.	Technology Competencies
1	E-office
2	Office applications – word processor, spreadsheet and presentation tools
3	Portals, esp. for Deemed to be University, Autonomous Colleges, Malaviya Mission, and Teacher Training Portal
4	Emerging Technology
5	NIC applications – email, messenger, cloud storage and others
6	Social media
7	Public Financial Management System
8	GeM marketplace
9	Graphics and video editing
10	Tally
11	Hindi-English Translation Software

### D. Domain Expertise

Domain competencies were checked through the CNA exercise across multiple Divisions/ Bureaus/ Schemes (D/B/S) of UGC. The identified domain competencies are specific to the duties of each D/B/S to expand their knowledge of associated policies, laws, regulations, etc. Domain competencies also include the usage of specific software applications, best practices, and Standard Operating Procedures (SOPs) to effectively perform their duties. A detailed list of D/B/S wise domain competencies is provided under [Section I of Chapter 5](#).

## II. UGC Level Capacity Needs Analysis

Following is the analysis of behavioural, functional, domain and technology competencies at the UGC level.

### A. Behavioural Competencies

#### 1. Current Competency Needs at the Senior Level

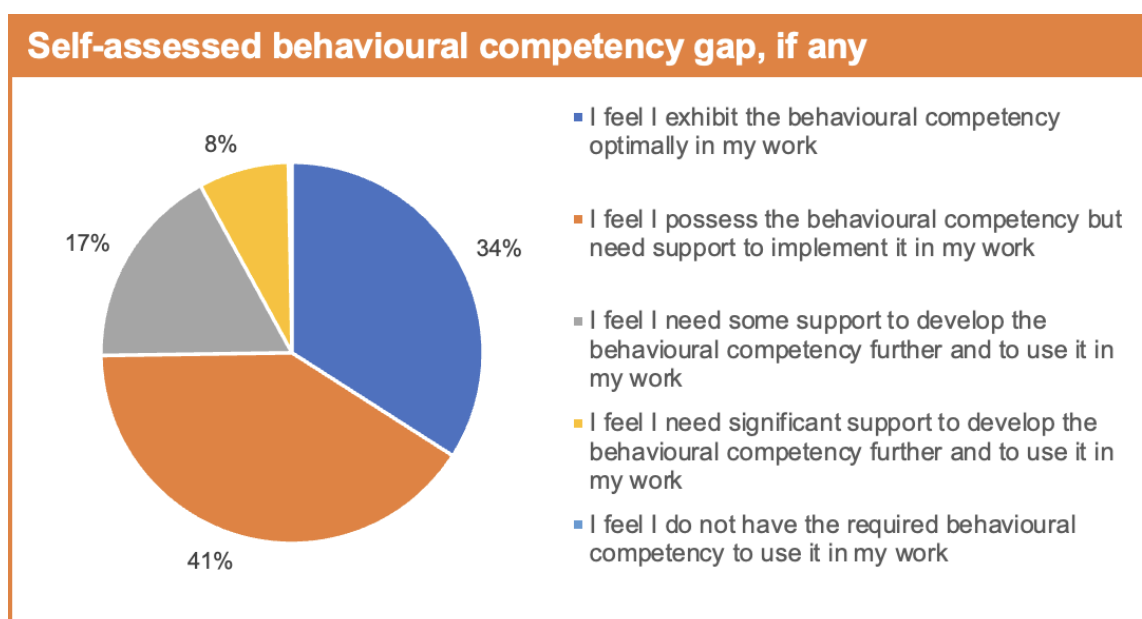


Chart 1. Self-assessed behavioural competency needs at UGC level

The above chart represents where the respondents posit themselves viz-a-viz the behavioural competency gap scale. To encourage openness in responses, all officials were made aware that this report will be focusing on designations and roles and not individuals personally. The following are the insights gained from this chart:

- **58%** preference was indicated towards officials exhibiting **intermediate level**<sup>18</sup> skills of behavioural competencies. This shows that the senior officials acknowledge the importance of behavioural skills to meet their goals and require guidance in effectively executing these competencies.
- **34%** of preference was indicated towards officials exhibiting the **advanced level**<sup>19</sup> of the required behavioural competencies at their work.

<sup>18</sup> Intermediate level indicates they infer "I feel I have the competency but *need support to implement it in my work*" and "I feel I *need some support to develop the competency further* to use it in my work".

<sup>19</sup> Advance level indicates they infer "I feel I *exhibit competency optimally* in my work"

- Whereas **8%** preference of the respondents was observed towards needing significant support in developing their behavioural competencies and can be marked as **basic level**<sup>20</sup>.

## 2. Identification of Required Competencies & Mapping Goals at the Senior Level

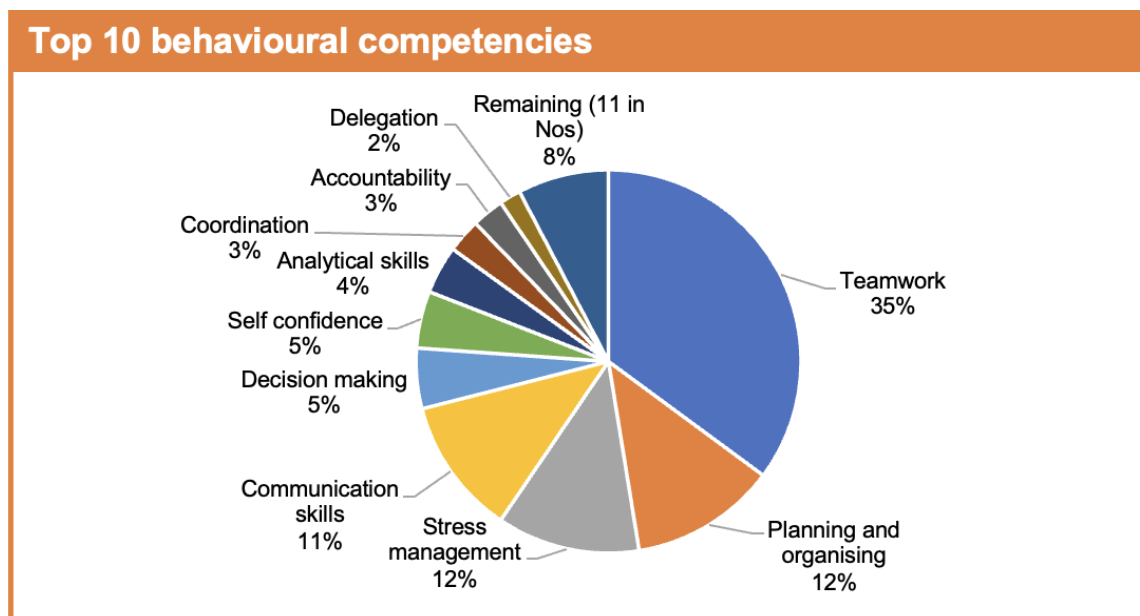


Chart 2. Top behavioural competency needs at UGC Level

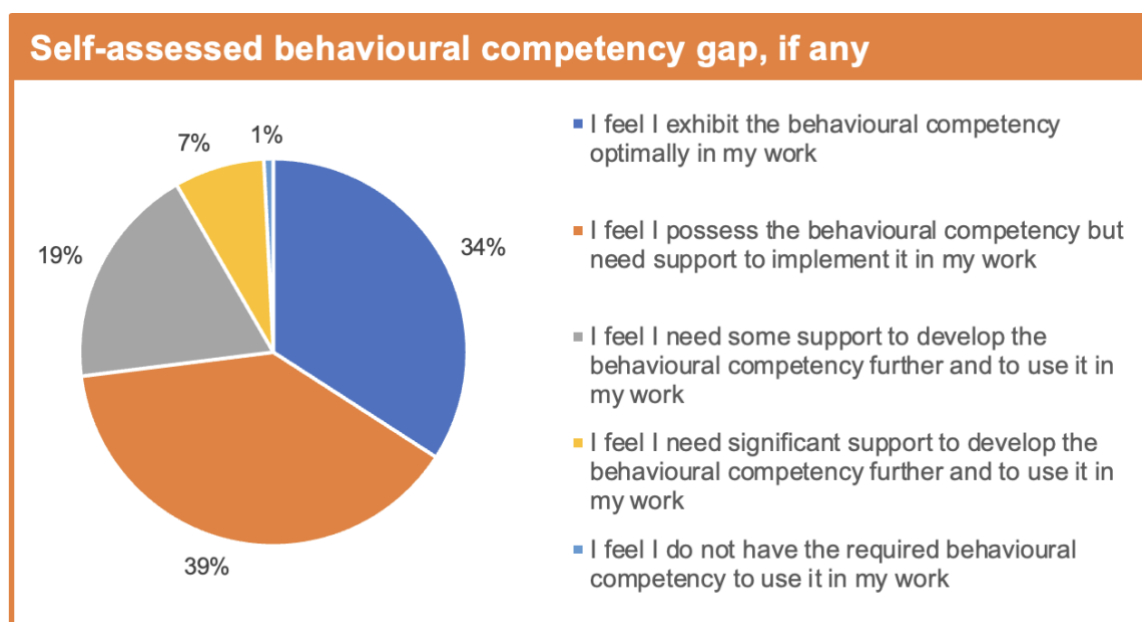
The above chart represents the **top 10 behavioural competencies** across the Senior Level officials of the UGC. Members of each division were provided with the option of ranking top 3 from an overall pool consisting of 32 behavioural competencies. The following could be projected based on the information in the chart:

- **Teamwork** is the top preferred behavioural competency with **35%**. Considering the size and number of officials overlapping within bureaus and work allocation, teamwork is integral for the efficient functioning of the UGC, especially considering the different domains covered within it. A possible manifestation of this is the gap in information sharing and knowledge transfer among the different sections of the UGC.
- **Planning and organising** ranked as the second most preferred competency with **12%** and is considered important for senior leadership.
- **Stress management** ranked 3rd with 12%. Other competencies such as **communication skills, decision-making, and self-confidence** have lower percentages of ranking with a similar preference of 11%, 5% and 5% respectively.

<sup>20</sup> Basic level indicates they infer "I feel I need significant support to develop the competency further and use it in my work" and "I feel I *do not have the required competency* to use it in my work"



### 3. Current Competency Needs at the B & C Level



**Chart 3: Self-assessed behavioural competency gap, if any**

The above chart represents where the respondents posit themselves viz-a-viz the behavioural competency gap scale. The following are the insights gained from this chart:

- **58%** preference was indicated towards officials exhibiting **intermediate level**<sup>21</sup> skills of behavioural competencies. This shows that the B & C level staff acknowledge the importance of behavioural skills to meet their goals and require guidance in effectively executing these competencies.
- **34%** of preference was indicated towards officials exhibiting the **advance level**<sup>22</sup> of the required behavioural competencies at their work.
- Whereas **8%** preference of the respondents was observed towards needing significant support in developing their behavioural competencies and can be marked as **basic level**<sup>23</sup>.

<sup>21</sup> Intermediate level indicates they infer "I feel I have the competency but *need support to implement it in my work*" and "I feel I *need some support to develop the competency further* to use it in my work".

<sup>22</sup> Advance level indicates they infer "I feel I *exhibit competency optimally* in my work"

<sup>23</sup> Basic level indicates they infer "I feel I *need significant support to develop the competency further and use it in my work*" and "I feel I *do not have the required competency* to use it in my work"

#### 4. Identification of Required Competencies & Mapping Goals at the B & C Level

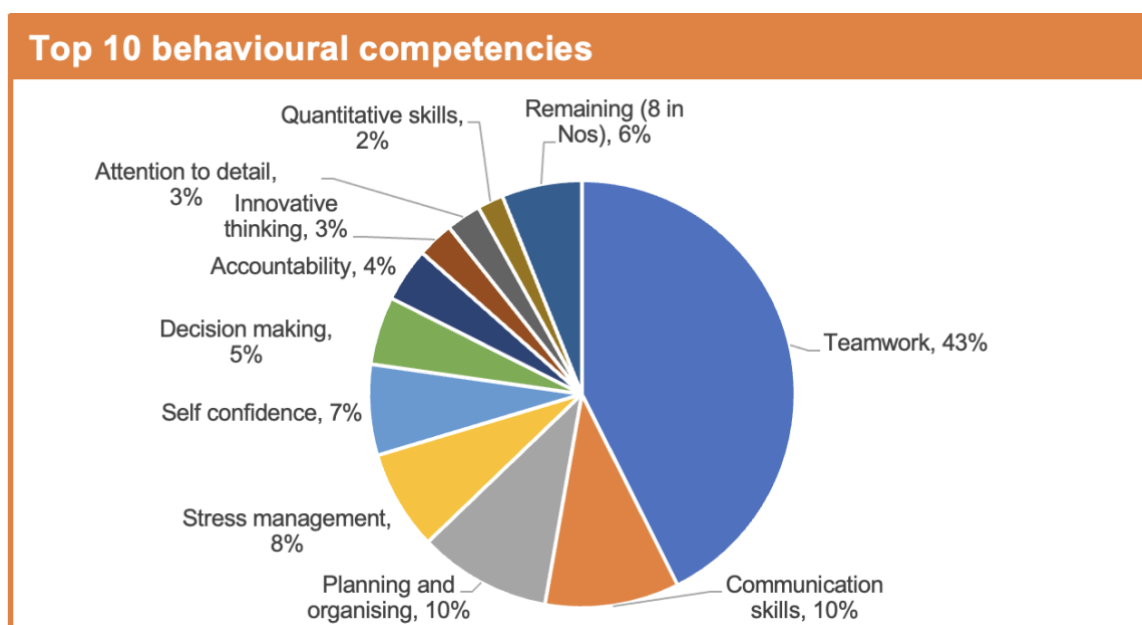
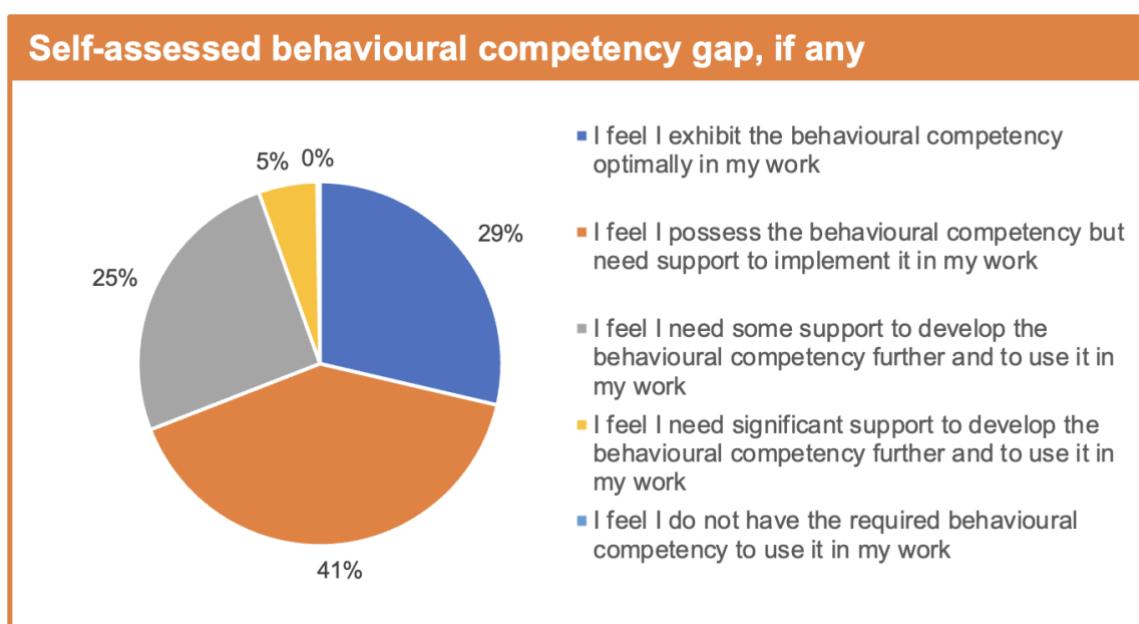


Chart 4: Top 10 behavioural competencies

The above chart represents the **top 10 behavioural competencies** across the B&C level officers of the UGC. Members of each division were provided with the option of ranking top 3 from an overall pool consisting of 32 behavioural competencies. The following could be projected based on the information in the chart:

- **Teamwork** is the top preferred behavioural competency with **43%**. Considering the size and number of officials overlapping within bureaus and work allocation, teamwork is integral for the efficient functioning of the UGC, especially considering the different domains covered within it.
- **Communication skills** ranked as the second most preferred competency with **10%**.
- **Planning and organising** ranked 3rd with **10%**, followed by **stress management** at **8%**, and **self-confidence** at **7%**.

## 5. Current Competency Needs at the Contractual Level



**Chart 5: Self-assessed behavioural competency gap, if any**

The above chart represents where the respondents posit themselves viz-a-viz the behavioural competency gap scale. The following are the insights gained from this chart:

- **66%** preference was indicated towards officials exhibiting **intermediate level**<sup>24</sup> skills of behavioural competencies. This shows that the contractual staff acknowledge the importance of behavioural skills to meet their goals and require guidance in effectively executing these competencies.
- **29%** of preference was indicated towards officials exhibiting the **advanced level**<sup>25</sup> of the required behavioural competencies at their work.
- Whereas **5%** preference of the respondents was observed towards needing significant support in developing their behavioural competencies and can be marked as **basic level**<sup>26</sup>.

<sup>24</sup> Intermediate level indicates they infer “I feel I have the competency but *need support to implement it in my work*” and “I feel I *need some support to develop the competency further* to use it in my work”.

<sup>25</sup> Advance level indicates they infer “I feel I *exhibit competency optimally* in my work”

<sup>26</sup> Basic level indicates they infer “I feel I *need significant support to develop the competency further* and use it in my work” and “I feel I *do not have the required competency* to use it in my work”

## 6. Identification of Required Competencies & Mapping Goals at the Contractual Level

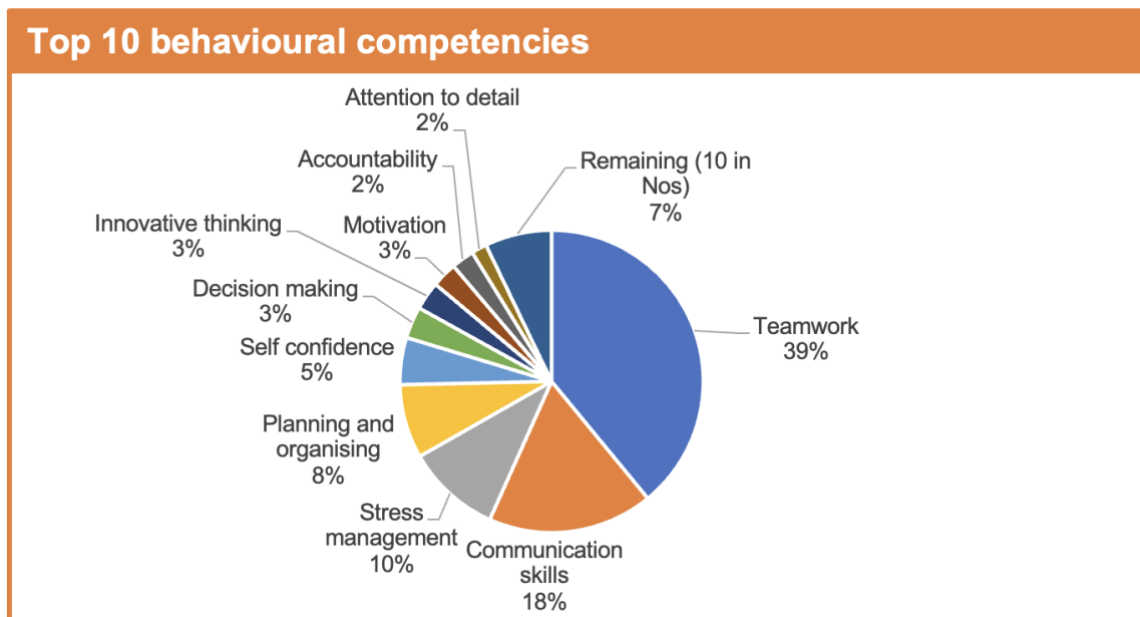


Chart 6: Top behavioural competencies

The above chart depicts the **top 10 behavioural competencies** within the UCC. The following could be projected based on the information in the chart:

- **Teamwork** is the top preferred behavioural competency with **39%**.
- **Communication skills** ranked as the second most preferred competency with **18%**.
- **Stress management** ranked 3rd with 10%, followed by **planning and organising** at 6% and **self-confidence** at 5%.

## B. Functional Competencies

### 1. Current Competency Needs at the Senior Level

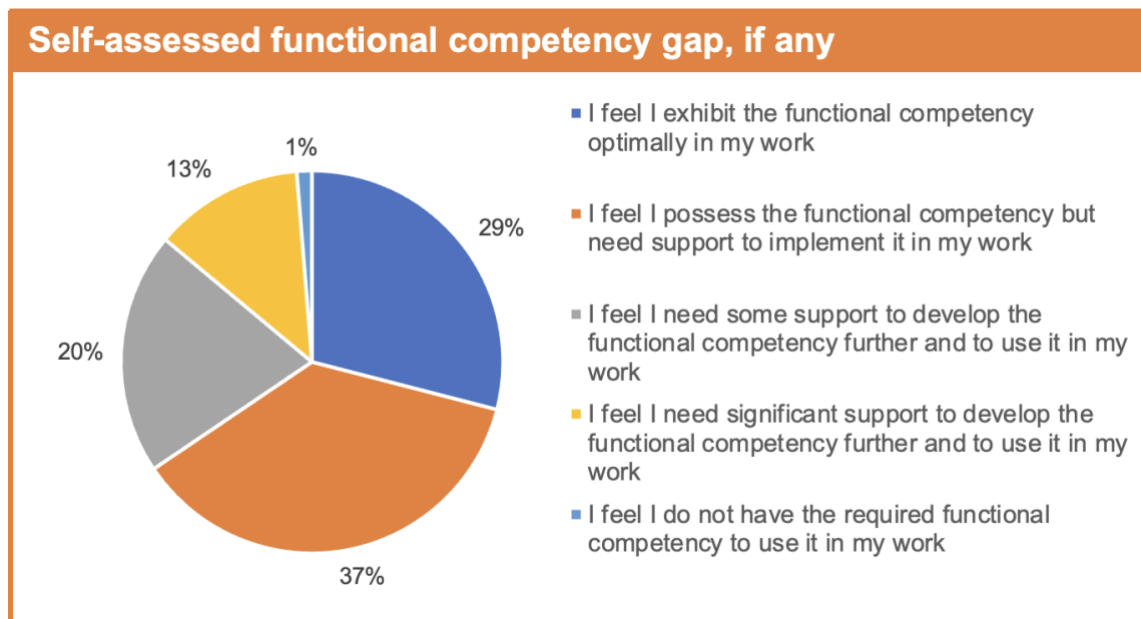


Chart 7. Self- assessed functional competency needs at UGC level

The above chart represents where the respondents posit themselves viz-a-viz the functional competency gap scale. It presents the following takeaways:

- **29%** of the total respondents' preference indicates that they exhibit functional competency at an **advanced level** and so do not require support.
- **57%** of the total respondents' preferences indicated they require some support as they are currently at an **intermediate level** of understanding and operationalisation of functional competencies.
- Whereas **14%** of the total respondents' preference indicates that they need significant support and are currently at the **basic level** of understanding. This suggests a need for refresher courses and other such training sessions to assist in developing core functional competencies.

## 2. Identification of Required Competencies Mapping Goals at the Senior Level

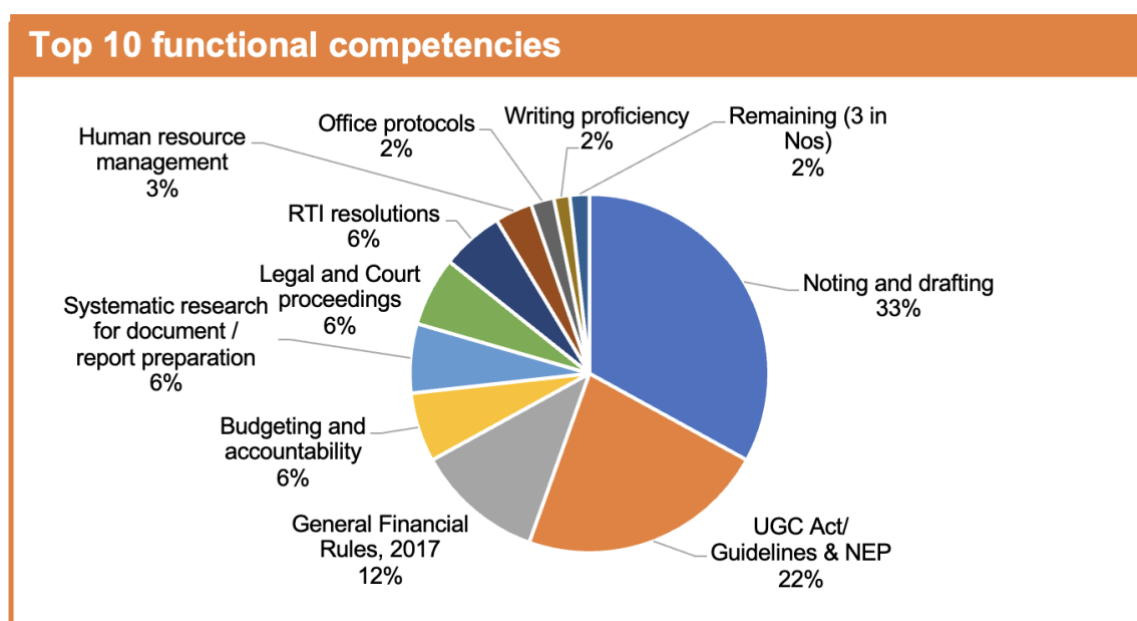


Chart 8. Top 10 functional competency needs at UGC Level

The above chart represents the top 10 functional competencies across the senior level officers of the UGC. Officers of each division were provided with the option of ranking top 3 from an overall pool consisting of 30 functional competencies. These top **functional competencies** are required on a regular basis by the staff members to successfully perform their duties. The following are the insights gained from the chart:

- **Noting and drafting** has the top preference with 33% alongside **UGC Act / Guidelines & NEP (22%)**. Issues pertaining to noting and drafting, formulation of concise reports, and systematic approaches to research were flagged in focus group discussions. These competencies are not only integral to day to day functioning of the UGC but also contribute to a multitude of UGC objectives.
- **General Financial Rules, 2017** is at the 3rd ranking with 12%
- Other competencies include **Budgeting and accountability, Systematic research for document/report preparation, legal and court proceedings, and RTI resolutions** – all ranking at 6%. A trend for support in matters related to better finance management can be seen. An intervention through an online module that could be used by officials when required could be one of the ways through which these competencies could be amplified to their best (General Financial Rules (GFR) as well as Budgeting and accountability).

### 3. Current Competency Gaps at the B & C Level

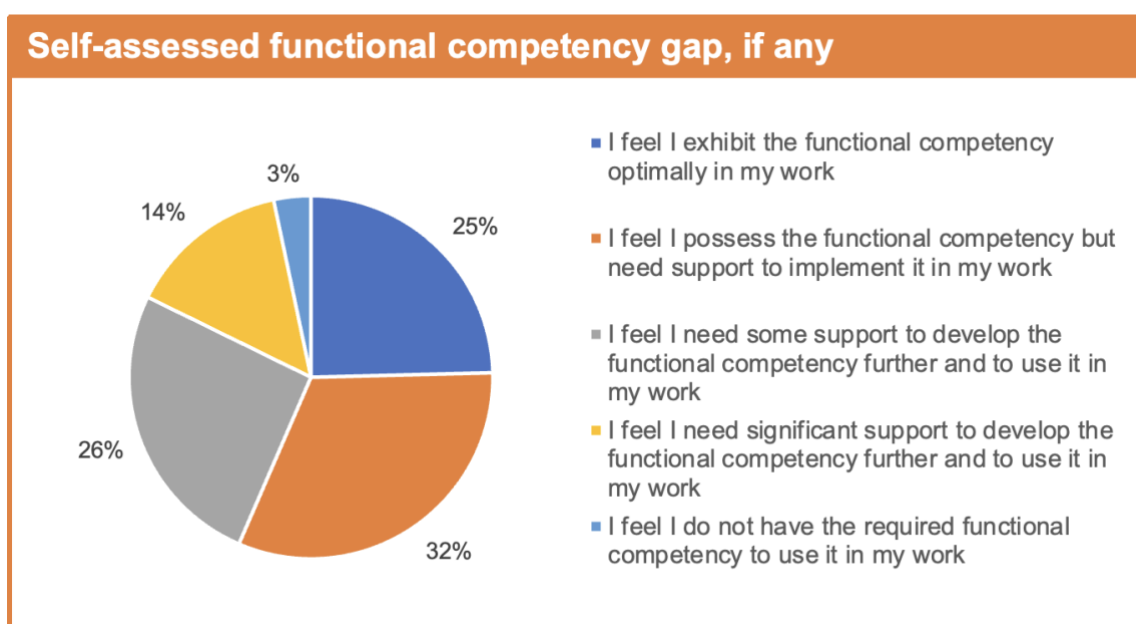


Chart 9: Self-assessed functional competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the functional competency gap scale. It presents the following takeaways:

- **25%** of the total respondents' preference indicates that they exhibit functional competency at an **advanced level** and so do not require support.
- **58%** of the total respondents' preferences indicated they require some support as they are currently at an **intermediate level** of understanding and operationalisation of functional competencies.
- Whereas **17%** of the total respondents' preference indicates that they need significant support and are currently at the **basic level** of understanding.

#### 4. Identification of Required Competencies Mapping Goals at the B & C Level

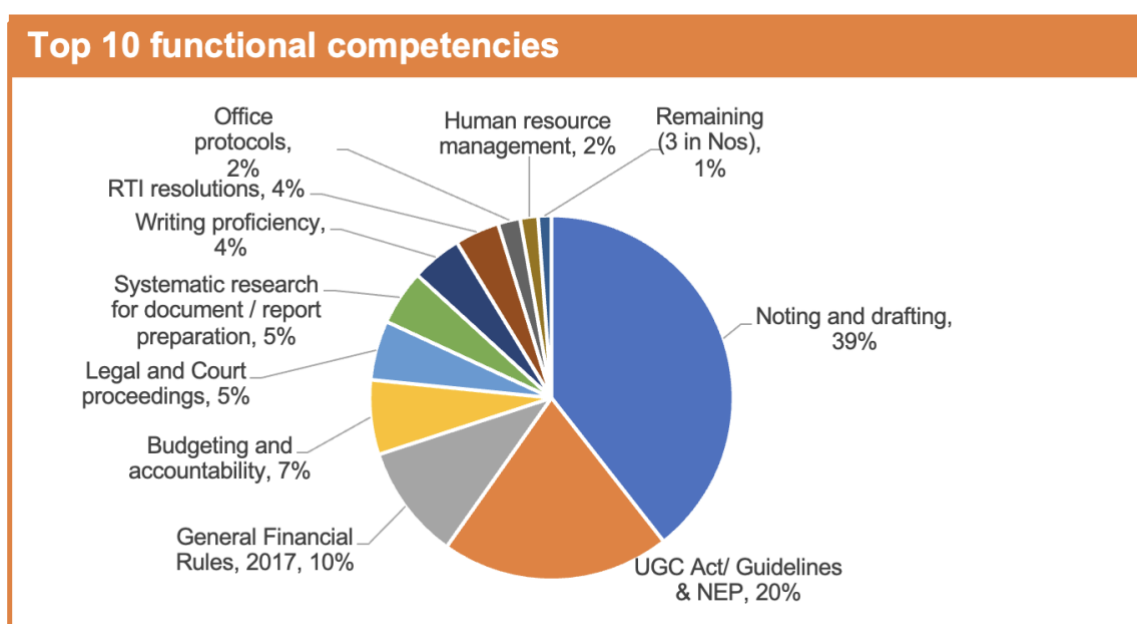


Chart 10: Top 10 functional competencies

The above chart represents the top **10 functional competencies** that are required regularly by the staff members to successfully perform their duties. The following are the insights gained from the chart:

- **Noting and drafting** has the top preference with 39% alongside **UGC Act / Guidelines & NEP** at 20%. These competencies are not only integral to day to day functioning of the UGC but also contribute to a multitude of UGC objectives.
- **General Financial Rules, 2017**, stands at (10%) and ranked third..
- Other competencies include **Budgeting and accountability** which accounts for 7% followed by **legal and court proceedings (5%)**, and **Systematic research for document/report preparation** at 5%.



## 5. Current Competency Gaps at the Contractual Level

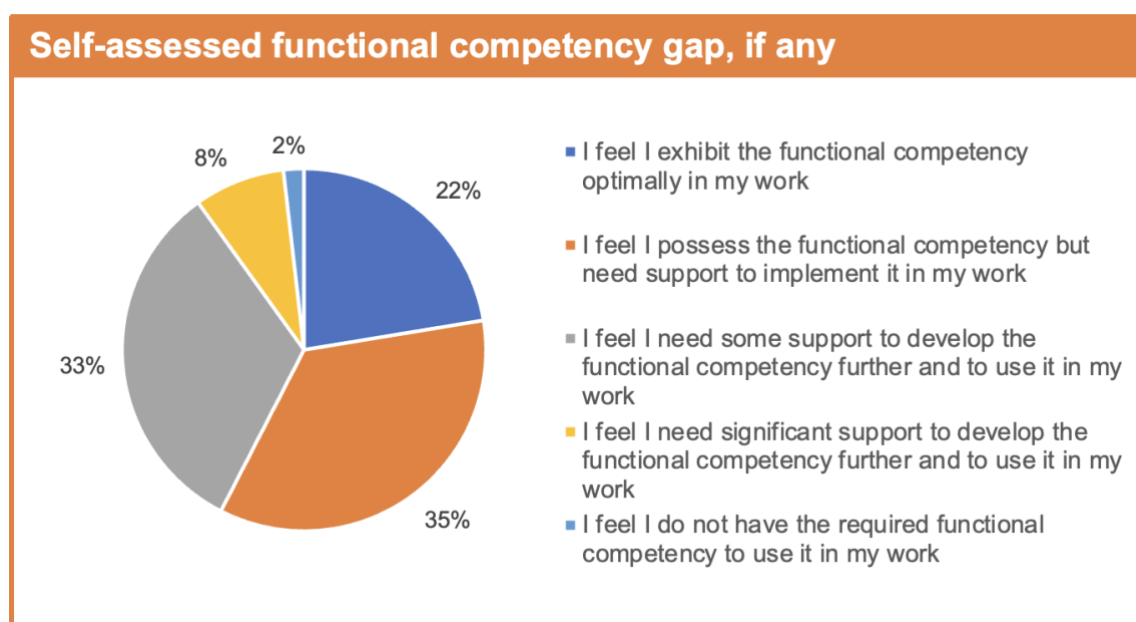


Chart 11: Self-assessed functional competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the functional competency gap scale. It presents the following takeaways:

- **22%** of the total respondents' preference indicates that they exhibit functional competency at an **advanced level** and so do not require support.
- **68%** of the total respondents' preferences indicated they require some support as they are currently at an **intermediate level** of understanding and operationalisation of functional competencies.
- Whereas **10%** of the total respondents' preference indicates that they need significant support and are currently at the **basic level** of understanding.

## 6. Identification of Required Competencies Mapping Goals at the Contractual Level

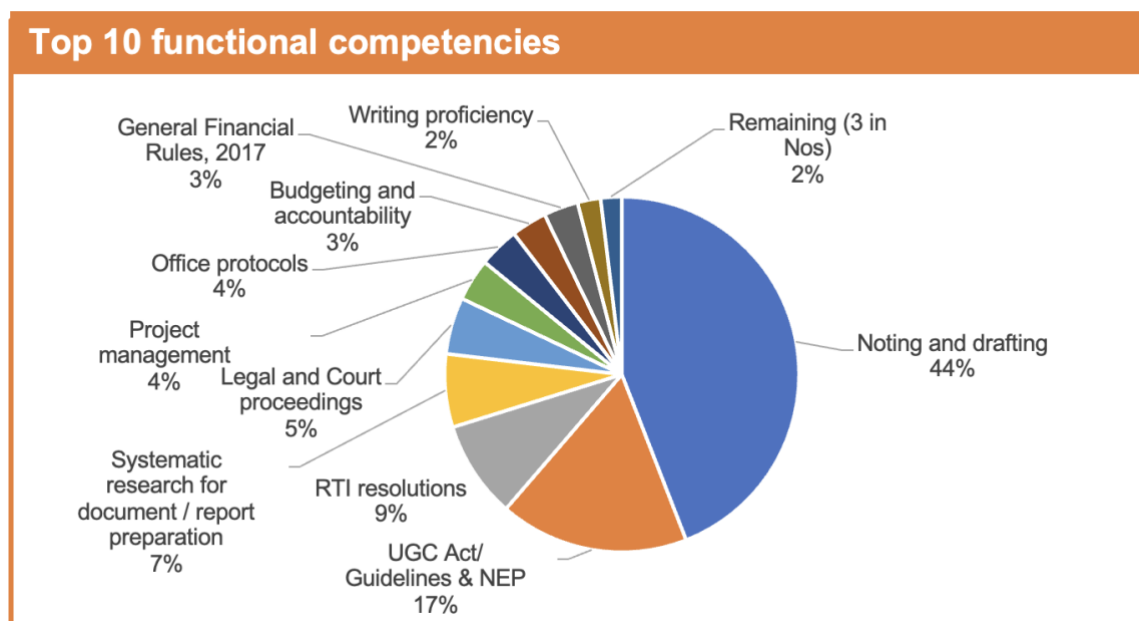


Chart 12: Top 10 functional competencies

The above chart represents the top **10 functional competencies** that are required regularly by the staff members to successfully perform their duties. The following are the insights gained from the chart:

- **Noting and drafting** has the top preference with 44% alongside **UGC Act / Guidelines & NEP** at 17%. These competencies are not only integral to day to day functioning of the UGC but also contribute to a multitude of UGC objectives..
- **RTI resolutions (9%)** followed by **Systematic research for document/report preparation (7%)** are the 3rd and 4th preference.

## C. Technology Competencies

### 1. Current Competency Gaps at the Senior Level

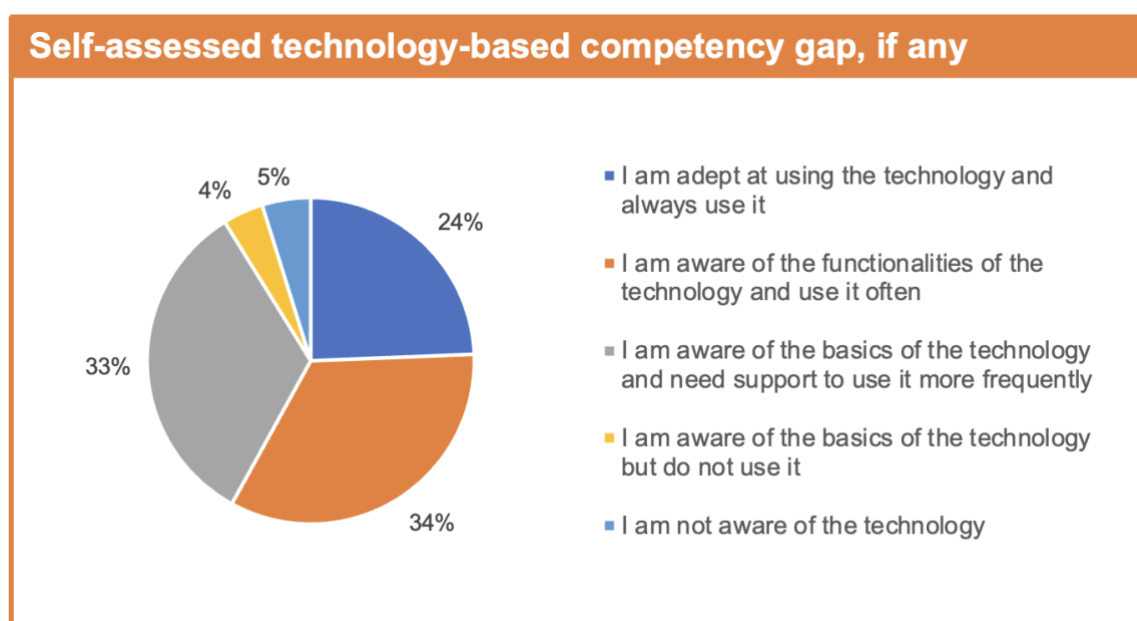


Chart 13: Self-assessed technology-based competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the technology-based competency gap scale. It presents the following takeaways:

- **67%** of the total respondents' preference indicates that they are at the **intermediate level**<sup>27</sup> as they are aware of the basics but need some nature of support to use technology consistently.
- **24%** of the total respondents' preference indicates they are at the **advance level**<sup>28</sup> and use technology consistently.
- **9%** of the total respondents' preference indicates they are at the **basic level**<sup>29</sup> and need significant support in incorporating technology.

<sup>27</sup> Intermediate level indicates they infer "I am aware of the basics of the technology and *need support to use it more frequently*" and "I am aware of the functionalities of the technology and *use it often*".

<sup>28</sup> Advance level indicates they infer "I am *adept* at using the technology and *always* use it".

<sup>29</sup> Basic level indicates they infer "I am aware of the basics of the technology but *do not use it*" and "I am *not aware* of the technology".

## 2. Identification of Required Competencies & Mapping Goals with Gaps at the Senior Level

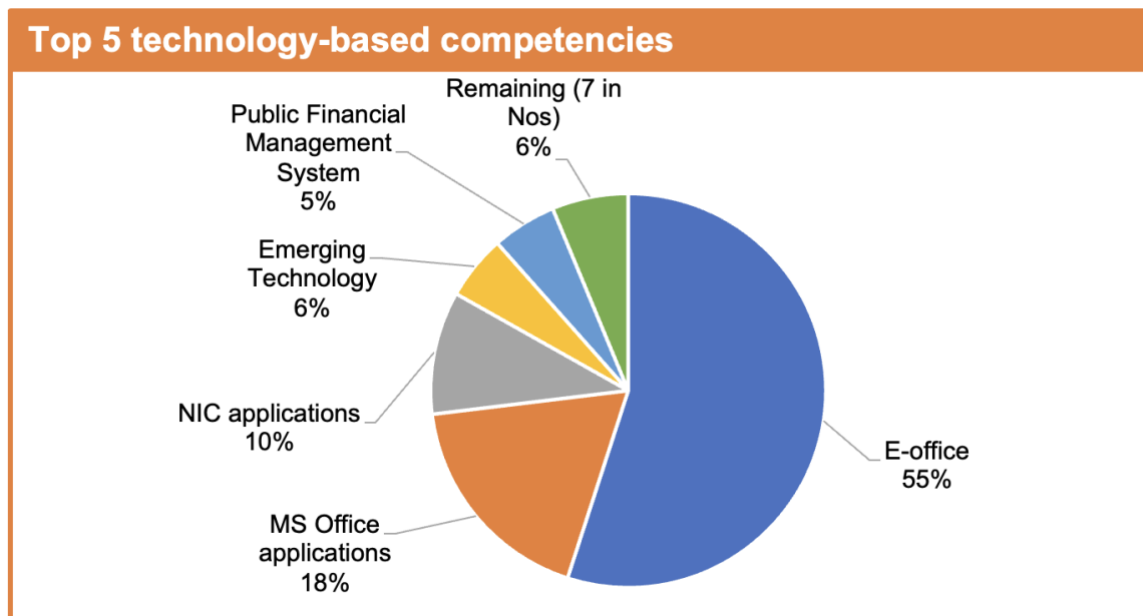


Chart 14: Top technology-based competencies

The above chart here represents the **top technology-based competencies** across the UGC. Respondents were provided with the option of ranking top 3 from the provided technology competencies. The following trends were observed:

- **E-Office is the most preferred** competency with around half of the respondents (55%) acknowledging the need for support in the same. **MS Office Applications** ranked 2nd with 18% preference. The basics of PPT, Word, and Excel are used in everyday tasks by almost all officers across levels and divisions, making it an internal area of support and training.
- **NIC Applications** ranked 3rd with 10% and **emerging technology** ranked 4th with 6%.

### 3. Current Competency Gaps at the B & C Level

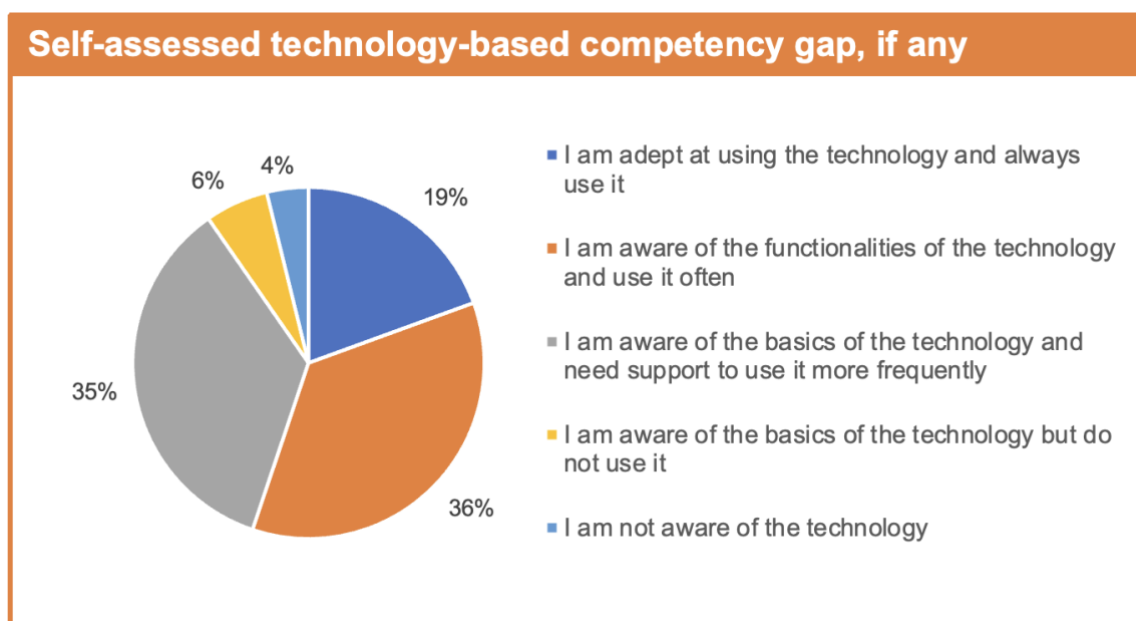


Chart 15: Self-assessed technology-based competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the technology-based competency gap scale. It presents the following takeaways:

- **71%** of the total respondents' preference indicates that they are at the **intermediate level**<sup>30</sup> as they are aware of the basics but need some nature of support to use technology consistently.
- **19%** of the total respondents' preference indicates they are at the **advance level**<sup>31</sup> and use technology consistently.
- **10%** of the total respondents' preference indicates they are at the **basic level**<sup>32</sup> and need significant support in incorporating technology.

<sup>30</sup> Intermediate level indicates they infer "I am aware of the basics of the technology and *need support to use it more frequently*" and "I am aware of the functionalities of the technology and *use it often*".

<sup>31</sup> Advance level indicates they infer "I am *adept* at using the technology and *always* use it".

<sup>32</sup> Basic level indicates they infer "I am aware of the basics of the technology but *do not use it*" and "I am *not aware* of the technology".

#### 4. Identification of Required Competencies & Mapping Goals with Gaps at the B & C Level

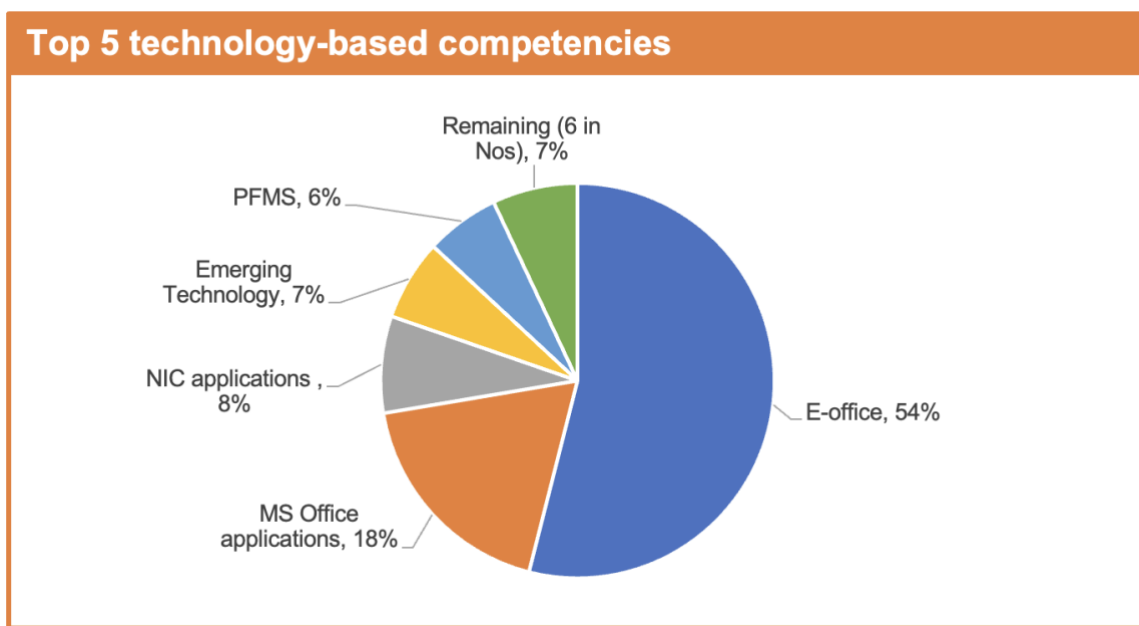


Chart 16: Top technology-based competencies

The above chart here represents the **top technology-based competencies** across the UGC. Respondents were provided with the option of ranking top 3 from the provided technology competencies. The following trends were observed:

- **E-Office is the most preferred** competency with around half of the respondents (54%) acknowledging the need for support in the same. **MS Office Applications** ranked 2nd with 18% preference. The basics of PPT, Word and Excel are used in everyday tasks by almost all officers across levels and divisions, making it an internal area of support and training.
- **NIC Applications** ranked 3rd with 8% preference and **emerging technology** ranked 4th with 7%.

## 5. Current Competency Gaps at the Contractual Level

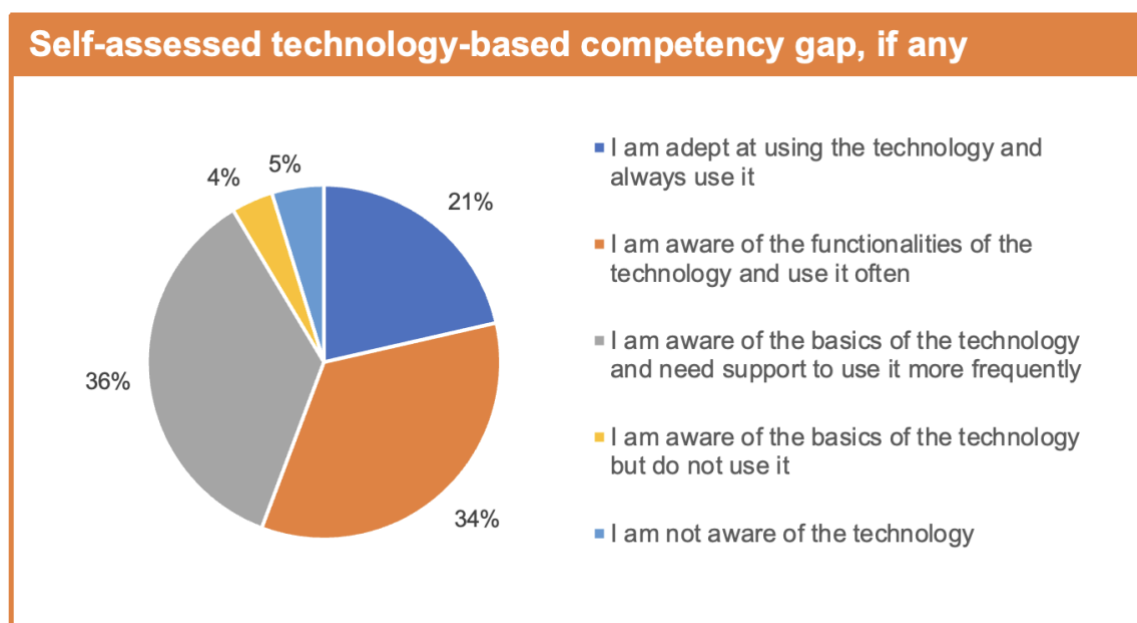


Chart 17: Self-assessed technology-based competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the technology-based competency gap scale. It presents the following takeaways:

- **70%** of the total respondents' preference indicates that they are at the **intermediate level**<sup>33</sup> as they are aware of the basics but need some nature of support to use technology consistently.
- **21%** of the total respondents' preference indicates they are at the **advanced level**<sup>34</sup> and use technology consistently.
- **9%** of the total respondents' preference indicates they are at the **basic level**<sup>35</sup> and need significant support in incorporating technology.

<sup>33</sup> Intermediate level indicates they infer "I am aware of the basics of the technology and *need support to use it more frequently*" and "I am aware of the functionalities of the technology and *use it often*".

<sup>34</sup> Advance level indicates they infer "I am *adept* at using the technology and *always* use it".

<sup>35</sup> Basic level indicates they infer "I am aware of the basics of the technology but *do not use it*" and "I am *not aware* of the technology".

## 6. Identification of Required Competencies & Mapping Goals with Gaps at the Contractual Level

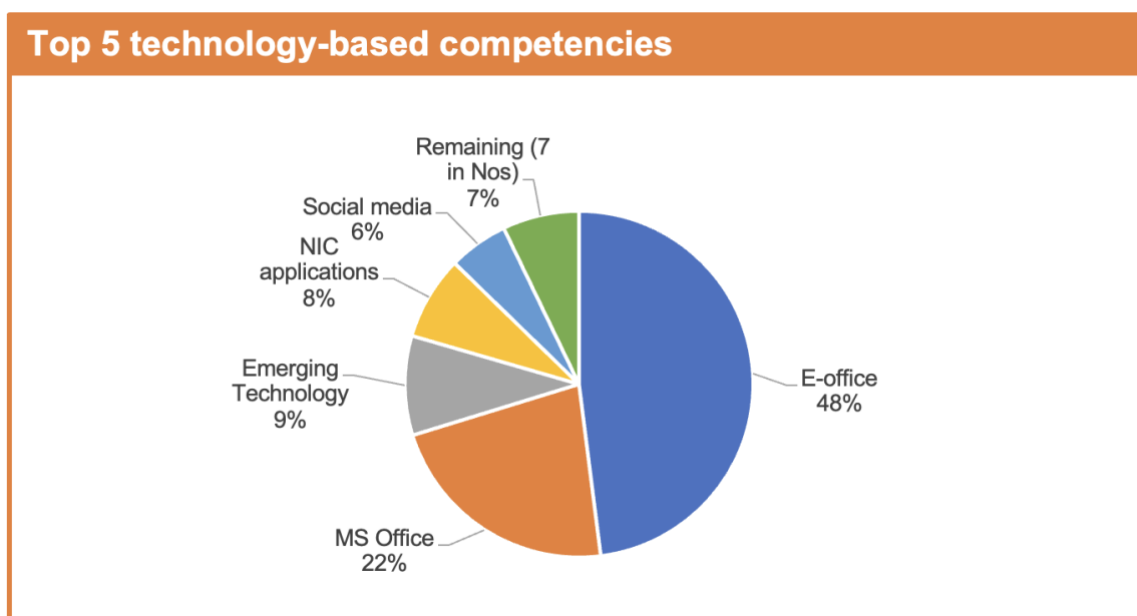


Chart 18: Top 5 technology-based competencies

The above chart represents the **top 5 technology-based competencies** across the UGC. Respondents were provided with the option of ranking top 3 from the provided technology competencies. The following trends were observed:

- **E-Office is the most preferred** competency with around half of the respondents (48%) acknowledging the need for support in the same. **MS Office Applications** ranked 2nd with 22% preference. The basics of PPT, Word, and Excel are used in everyday tasks by almost all officers across levels and divisions, making it an internal area of support and training.
- **Emerging technology** ranked 3rd with 9%, **NIC applications** ranked 4th with 8% and **social media** at 5th with 6%.



## D. Domain Competencies

### 1. Current Competency Gaps

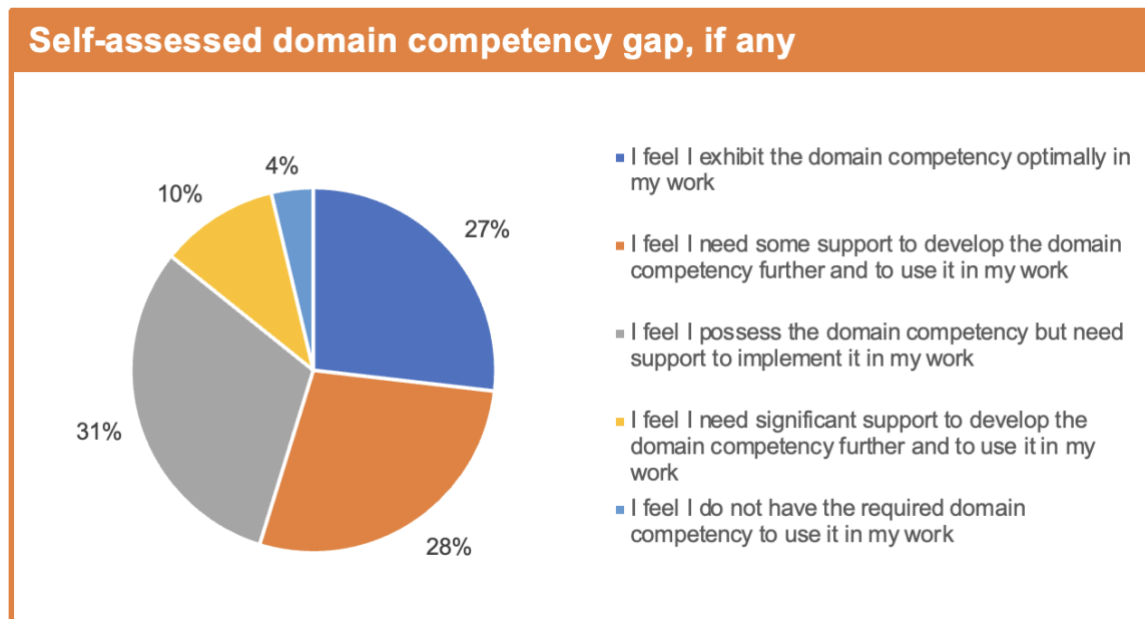


Chart 19: Self-assessed domain competency gap, if any

The above chart represents where the respondents posit themselves viz-a-viz the domain expertise gap scale. It presents the following takeaways:

- 27% of the total respondents' preference indicates that they are currently at **the advanced level**.
- 59% of the total respondents' preferences indicated they require some support as they are currently at an **intermediate level** of understanding and operationalisation of domain competencies.
- 14% of the total respondents' preference indicates that they do not possess the right set of domain competencies and need significant support, putting them at the **basic level**.

## 2. Identification of Required Competencies Mapping Goals with Needs

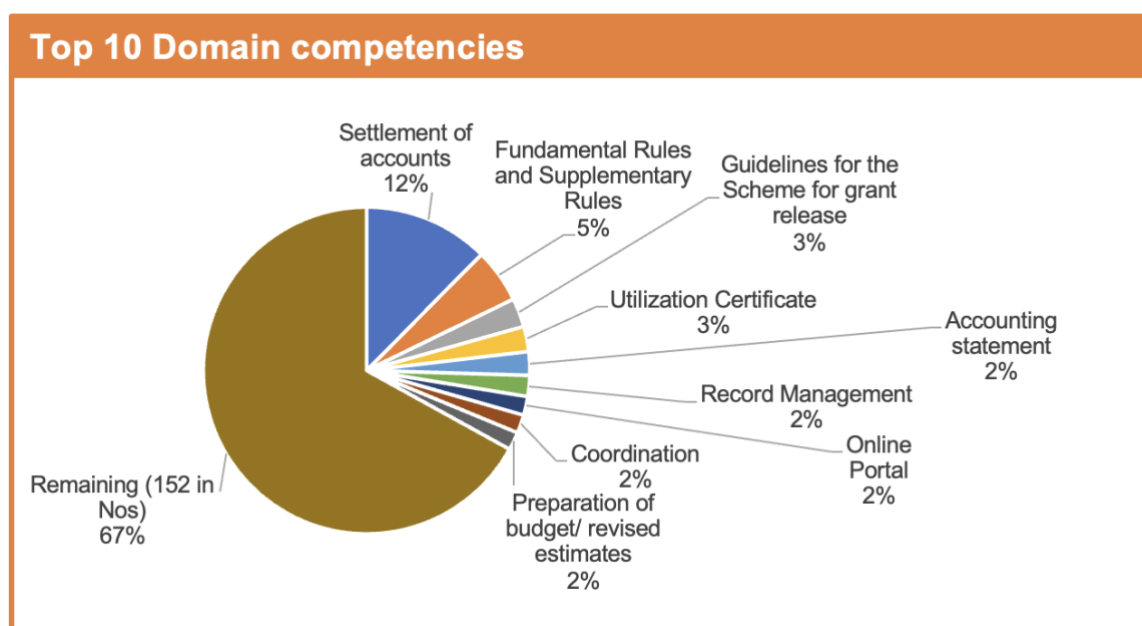


Chart 20: Top 10 domain competencies

The above chart is a representation of the top **10 domain competencies** across the UGC. Staff members were provided with the option to rank the top 3 domain competencies gathered during focus group discussions with the said divisions. The following trends are depicted in the chart:

- Nature of work related to **the settlement of accounts** ranked as the top preference at 12% for UGC.
- **Fundamental rules and supplementary rules** (5%) and **guidelines for the scheme for grant release** (3%) emerge as the 2nd and 3rd preference in domain competencies.
- **Utilization Certificate** was ranked at 3%, and ranked at 4th place.

As seen above, no clear trend emerges from a consolidated level analysis. Hence, for domain competencies, a more detailed analysis for each division will be more useful.

### III. Division/ Bureau/ Scheme (D/B/S) -wise Capacity Needs Analysis

In the case of understanding the competency trends for domain expertise, a need was seen to conduct analysis at the divisional level. Division/ Bureau/ Scheme-wise trends highlight the correlation between the core work/ schemes/ initiatives of the divisions with the information obtained regarding capacity needs. Due to their nuanced and specific responsibilities, the CNA analysis for the divisions was based on one on one interaction with senior leadership. This enabled an in-depth understanding of the unique responsibilities and needs. Domain competencies for some D/B/S might appear more than once due to their jointly-led nature.

#### 1. Shri Sudeep Singh Jain – Financial Advisor (FA)

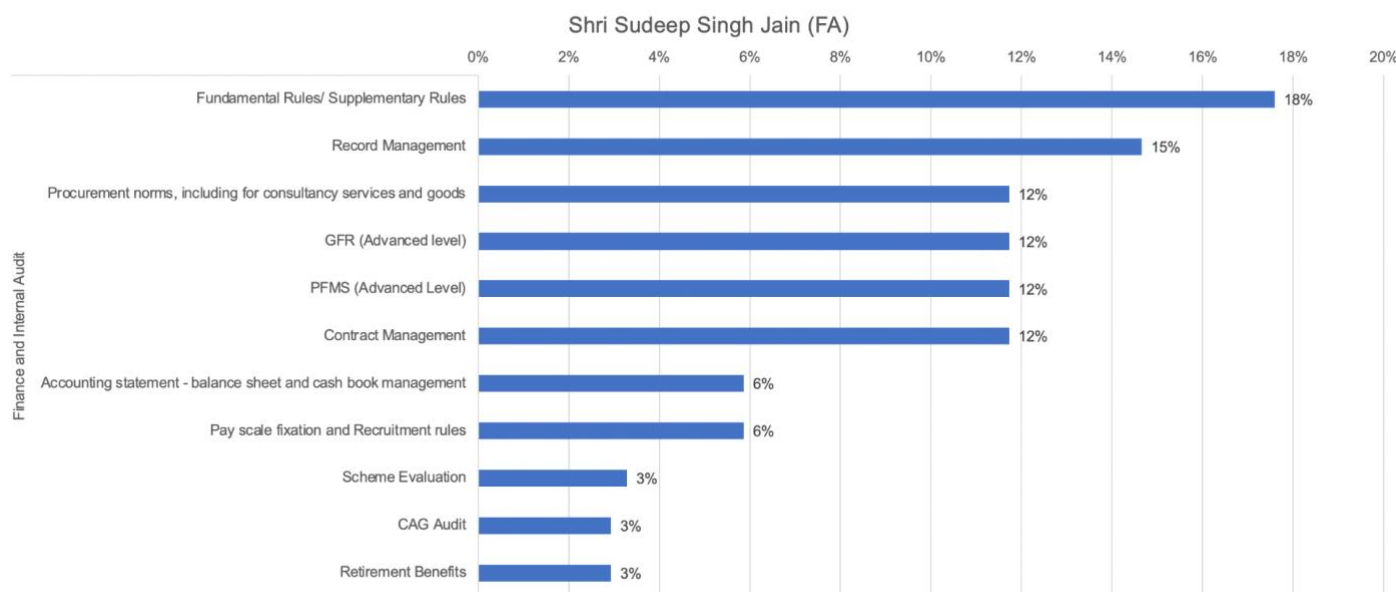
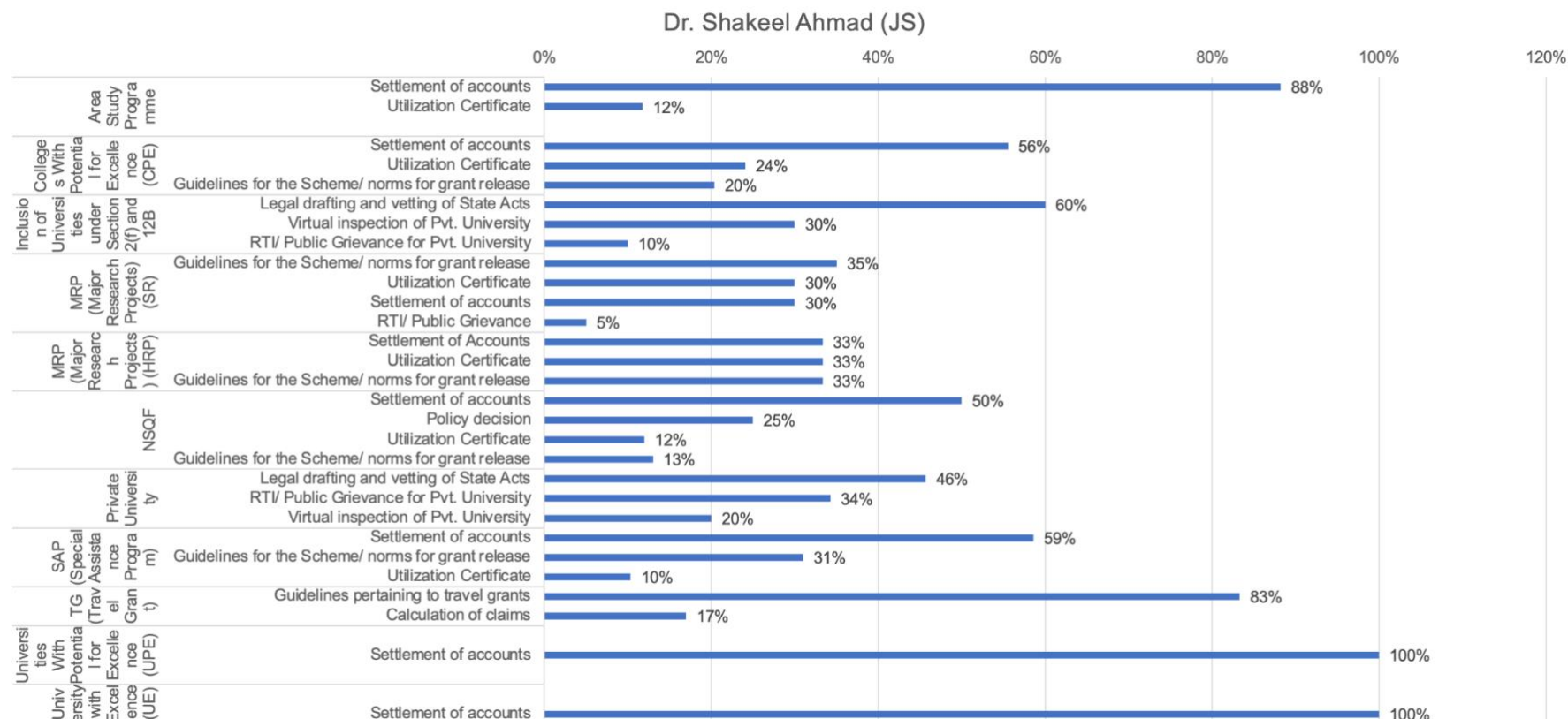


Chart 21.1: Top domain competencies

The above chart shows domain competencies required in the **Finance and Internal Audit** Bureau. The following domain competencies have been prioritised as seen from the above data chart:

- Fundamental rules/supplementary rules are ranked 1st at 18%
- Record management stands at 15%
- Procurement norms, including for consultancy services and goods stands at 12%
- GFR (Advanced level), PFMS (Advanced level), and Contract management stands at 12%
- Accounting statement – balance sheet and cash book management is at 6%
- Pay scale fixation and recruitment rules, accounts for 6%
- Scheme evaluation, CAG audit, and retirement benefits are at 6%.

## 2. Dr. Shakeel Ahmad – Joint Secretary (JS)



**Chart 21.2: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

### Area study programme

- Settlement of accounts is ranked 1st with 88%
- Utilisation certificate is ranked 2nd with 12%

### **Colleges with potential for excellence (CPE)**

- Settlement of accounts is ranked 1st with 56%
- Utilisation certificate is ranked 2nd with 24%
- Guidelines for the Schemes/norms for grant release is ranked 3rd with 20%

### **Inclusion of Universities under section 2(f) and 12B**

- Legal drafting and vetting of State Acts is ranked 1st with 60% indicated preference
- The domain competency ranked 2nd is virtual inspection of private university at 30%
- RTI/Public Grievance for private university is ranked 3rd with 10%

### **Major Research Projects - SR (MRP)**

- Guidelines for the Schemes/norms for grant release is ranked 1st with 36%
- Utilisation certificate is ranked 2nd with 30%
- Settlement of accounts is ranked 3rd with 30%
- RTI/Public Grievance is ranked 4th with 5%

### **Major Research Projects - HRP**

- Settlement of accounts is ranked 1st with 33%
- Utilisation certificate is ranked 2nd with 33%
- Guidelines for the Schemes/norms for grant release is ranked 3rd with 33%

### **NSQF**

- Settlement of accounts is ranked 1st with 50%
- Policy decision is ranked 2nd with 25%
- Utilisation certificate is ranked 3rd with 12%
- Guidelines for the Schemes/norms for grant release is ranked 4th with 13%

### **Private University**

- Legal drafting and vetting of State Acts is ranked 1st with 46% indicated preference
- RTI/Public Grievance for Private University is ranked 2nd with 34%
- Virtual inspection of private university stands at 20%

### **Special Assistance Program (SAP)**

- Settlement of accounts is ranked 1st with 59%
- Guidelines for the Schemes/norms for grant release is ranked 2nd with 31%
- Utilisation certificate is ranked 3rd with 10%

### **Travel Grant (TG)**

- Guidelines pertaining to travel grants is ranked 1st with 83%
- Calculation of claims is ranked 2nd with 17%

### **Universities with potential for excellence (UPE)**

- Settlement of accounts is ranked 1st with 100%

### **Universities with excellence (UE)**

- Settlement of accounts is ranked 1st with 100%.

3. **Dr. (Mrs) Archana Thakur – Joint Secretary (JS)** during the CNA exercise (currently Indian Knowledge System, Raj Bhasha, and Sanskrit Cell are under Dr. Mantha Srinivasu, (JS))

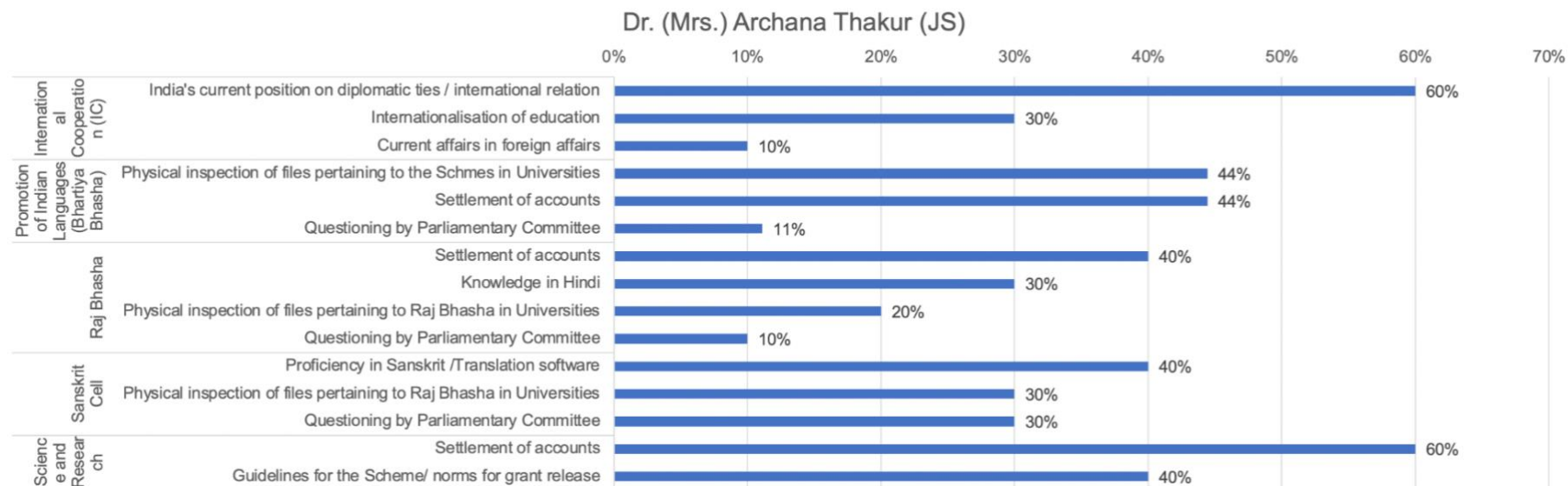


Chart 21.3: Top domain competencies

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

#### International Cooperation

- India's current position on diplomatic ties/ international relations is ranked 1st with 60% indicated preference.
- Internationalisation of education is ranked 2nd with preference of 30%, and lastly, current affairs in foreign affairs is ranked 3rd with 10%.



### **Promotion of Indian languages (Bhartiya Bhasha)**

- Physical inspection of files pertaining to the Raj Bhasha in universities is ranked 1st with 44% indicated preference.
- The second prominent domain competency with 44% is the Settlement of accounts, followed by Questioning by the Parliamentary Committee with 11%.

### **Raj bhasha**

- Settlement of accounts is ranked 1st with 40%
- Knowledge in Hindi is ranked 2nd with 30% preference.
- Physical inspection of files pertaining to Raj Bhasha in Universities is ranked 3rd with 20%, and lastly Questioning by Parliamentary Committee stands at 10%

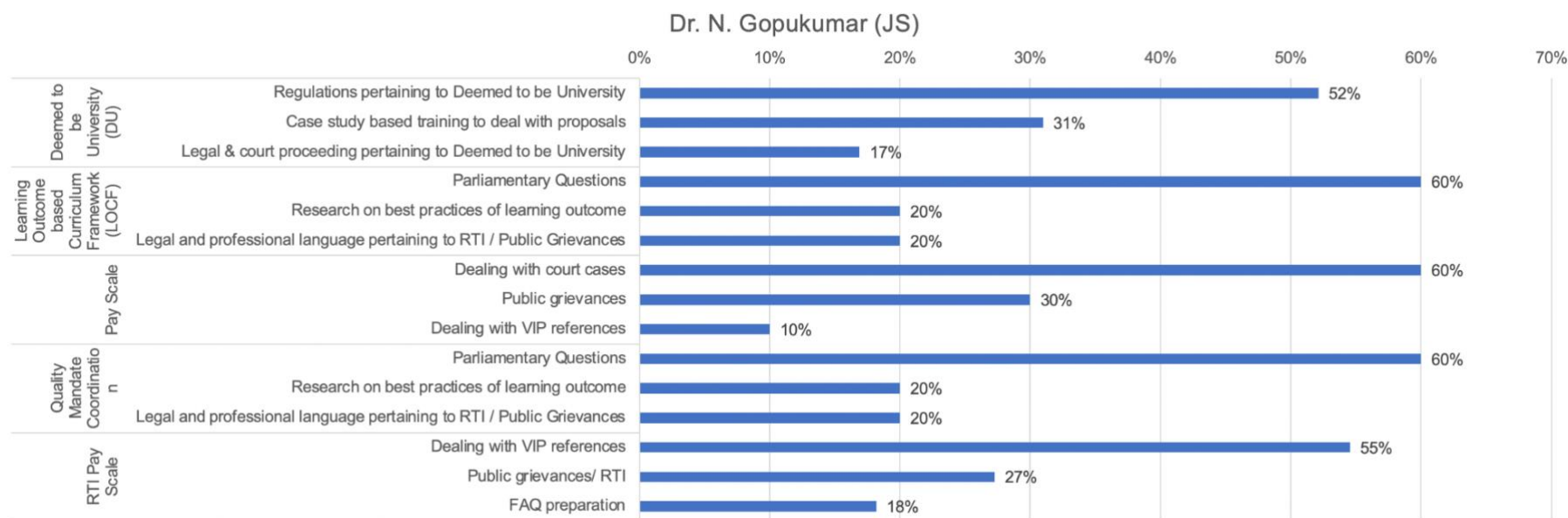
### **Sanskrit cell**

- Proficiency in Sanskrit / Translation software is ranked 1st with 40%
- Physical inspection of files pertaining to Raj Bhasha in Universities is ranked 2nd with 30%
- Questioning by parliament committee is ranked 3rd with 30%

### **Science and Research**

- Settlement of accounts is ranked 1st with 60%
- This is followed by Guidelines for the scheme/norms for grant release with 40%

#### 4. Dr. N. Gopukumar - Joint Secretary (JS)



**Chart 21.4: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

##### **Deemed to be University (DU)**

- Regulations pertaining to Deemed to be University is ranked 1st with 52% preference.
- Case study-based training to deal with proposals is ranked 2nd with 31% indicated preference.
- Legal and court proceedings pertaining to Deemed to be University is ranked 3rd with 17%.

##### **Learning Outcome-based Curriculum Framework (LOCF)**

- Parliamentary Questions is ranked 1st with an indicated preference of 60%
- Research on best practices of learning outcome is ranked 2nd with a 20% preference.
- Legal and professional language pertaining to RTI/ Public Grievances is ranked 3rd with a preference of 20%.

### **Pay Scale**

- Dealing with court cases is ranked 1st with 60%, this is followed by Public Grievances with 30%.
- Lastly, dealing with VIP references is ranked 3rd with 10%

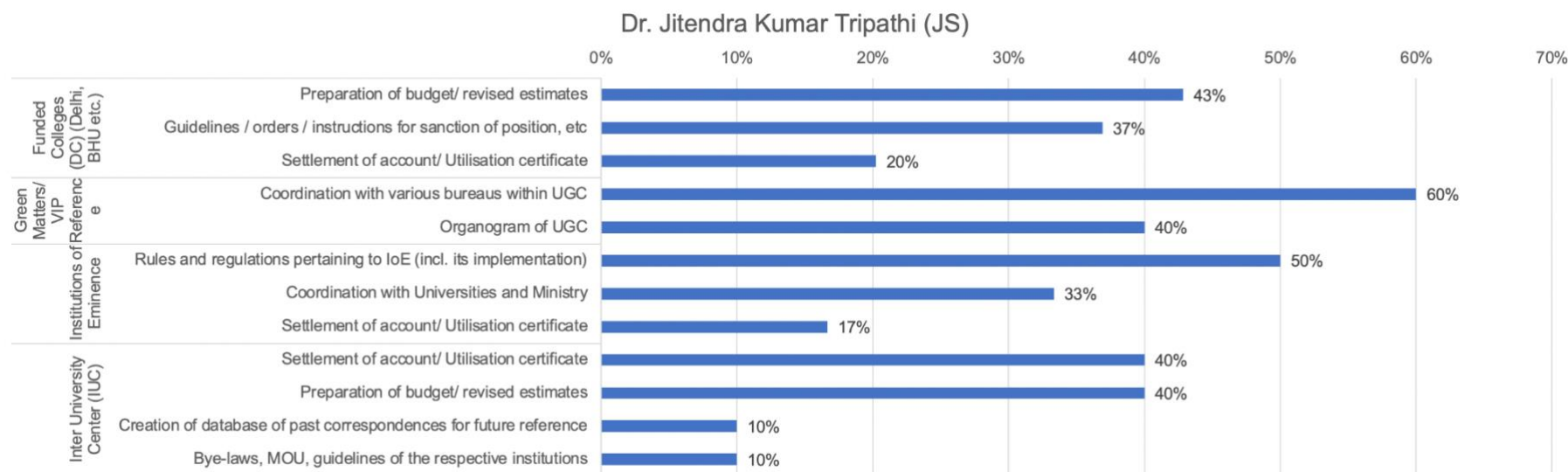
### **Quality Mandate Coordination**

- Parliamentary Questions is ranked 1st with an indicated preference of 60%
- Research on best practices of quality improvement is ranked 2nd with 20%
- Legal and professional language pertaining to RTI/Public Grievances is ranked 3rd with 20%

### **RTI Pay Scale**

- Dealing with VIP references is ranked 1st with 55%, this is followed by Public Grievances/ RTI with 27%.
- FAQ preparation is ranked 3rd with 18%.

5. **Dr. Jitendra Kumar Tripathi – Joint Secretary (JS)** during the CNA exercise (currently Educational Multimedia Research Center (EMMRCs), National Facilities Center (NFCs), and Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) is also under Dr. Jitendra Kumar Tripathi (JS))



**Chart 21.5: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

**Funded Colleges (DC) (Delhi, BHU, etc.)**

- Preparation of budget/revised estimates is ranked 1st with the indicated preference of 43%
- Guidelines/orders/instructions for sanction of position, etc. is ranked 2nd with 37%
- Settlement of Accounts / Utilisation of certificate is ranked 3rd with 20%

### **Green Matters/VIP reference**

- Coordination with various bureaus within UGC is ranked 1st with 60%
- Organogram of UGC is ranked 2nd with 40% preference.

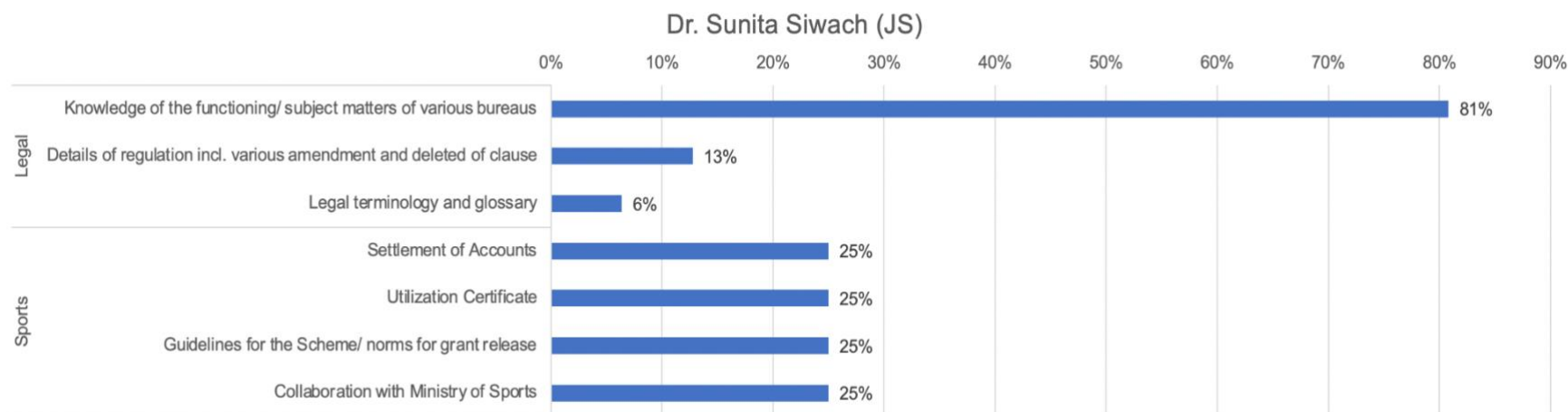
### **Institutions of Eminence**

- Rules and regulations pertaining to IoE (including its implementation) is ranked 1st with 50%
- Coordination with Universities and Ministry is ranked 2nd with 33%
- Settlement of Accounts / Utilisation of certificate is ranked 3rd with 17%

### **Inter University Centre (IUC)**

- Settlement of Accounts / Utilisation of certificate is ranked 1st with 40%
- Preparation of budget/revised estimates is ranked 2nd with 40%
- Creation of database of past correspondence for future reference is ranked 3rd with 10%
- Byelaws, MOU, guidelines of the respective institutions is ranked 4th with 10%.

6. **Dr. Sunita Siwach – Joint Secretary (JS)** during the CNA exercise (currently, Distance Education Bureau (DEB) and Internal Complaint Committee (ICC) is also under Dr. Sunita Siwach (JS))



**Chart 21.6: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. Following trends can be seen from the above data chart:

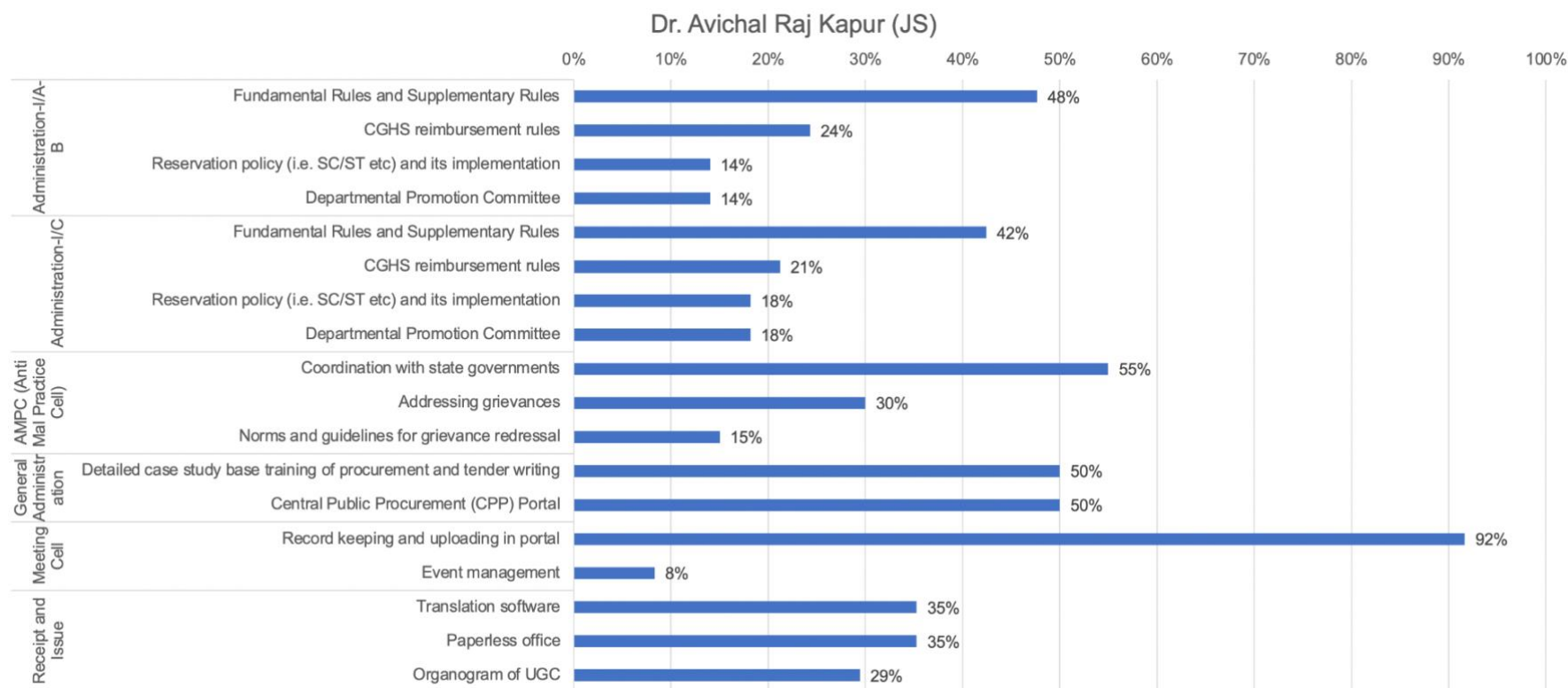
#### **Legal**

- Knowledge of the functioning/subject matters of various bureaus is ranked 1st with 81%
- Details of regulation including various amendment and deletion of clause, is ranked 2nd with 13%
- Legal terminology and glossary of 6%

#### **Sports**

- Settlement of accounts is ranked 1st with 25%, followed by Utilisation Certificate with 25%
- Guidelines for the scheme/norms for grant release is ranked 3rd with 25%
- Collaboration with the Ministry of Sports is ranked 4th with 25%.

**7. Dr. Avichal Raj Kapur - Joint Secretary (JS) during the CNA exercise (currently NEP Coordination, PARAMARSH, and UGC travel desk are now under Dr. Avichal Raj Kapur (JS))**



**Chart 21.7: Top domain competencies**

The above chart shows the domain competencies required in the respective bureaus. The following trends can be seen from the above data chart:

**Administration- I/A-B**

- The top ranked domain competency is Fundamental rules and supplementary rules with an indicated preference of 48%
- This is followed by CGHS reimbursement rules with 24%

- Reservation policy (i.e., SC/ST etc) and its implementation is ranked 3rd with 14%, followed by Departmental promotion committee

#### **Administration- I/C**

- The top ranked domain competency is Fundamental rules and supplementary rules with an indicated preference of 42%
- This is followed by CGHS reimbursement rules with 21%
- Reservation policy (i.e., SC/ST etc) and its implementation is ranked 3rd with 18%, followed by Departmental promotion committee

#### **Anti-Malpractice Cell (AMPC)**

- Coordination with state government is ranked 1st with 55%
- Addressing grievances is ranked 2nd with 30%
- Followed by norms and guidelines for grievance redressal with 15%

#### **General Administration**

- Detailed case study base training of procurement and tender writing is ranked with 50%
- Central Public Procurement (CPP) Portal is ranked 2nd with 50%

#### **Meeting Cell**

- Record keeping and uploading in portal is ranked 1st with 92%
- Event management is ranked 2nd with 8%

#### **Receipt and Issue**

- Translation software is ranked 1st as the top domain competency with 35%, followed by paperless office with 35%
- Organogram of UGC is ranked 3rd with 29%.



## 8. Dr. R. Manoj Kumar – Joint Secretary (JS)

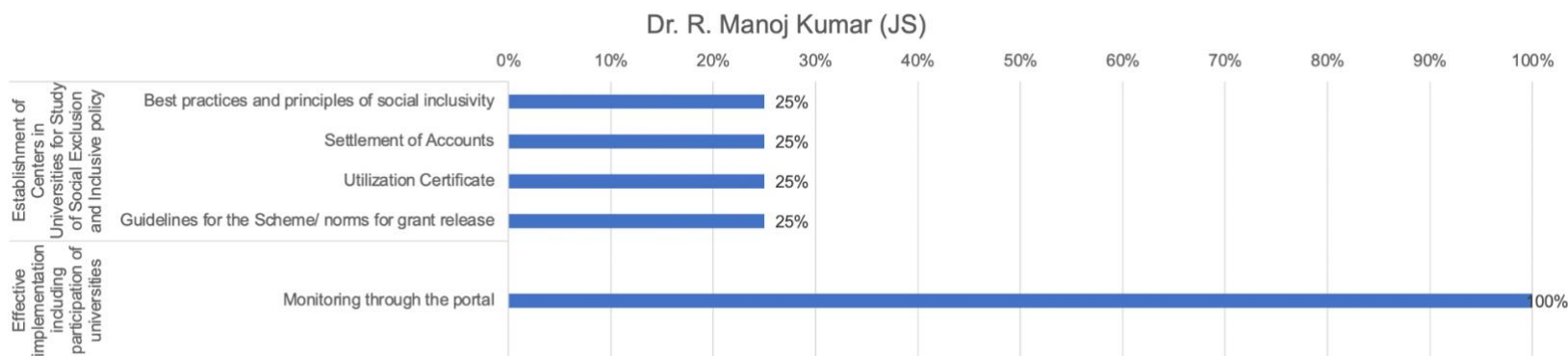


Chart 21.8: Top domain competencies

The above chart shows domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

### Establishment of Centres in Universities for study of social exclusion and inclusion policy

- Best practices and principles of social inclusivity is ranked 1st with 25%
- Settlement of accounts is ranked 2nd with 25%, followed by Utilisation Certificate with 25%
- Guidelines for the scheme/norms for grant release is ranked 4th with 25%

### Effective implementation including participation of Universities

- Monitoring through the portal is the domain competency identified for this bureau with 100% preference.

9. **Dr. G.S. Chauhan - Joint Secretary (JS)**, during the CNA exercise (currently Receipt and Issue (UGC Office at 35 F.S.Road), Women's Studies, Task Force (Gender Sensitization) are also under Dr. G.S. Chauhan (JS))

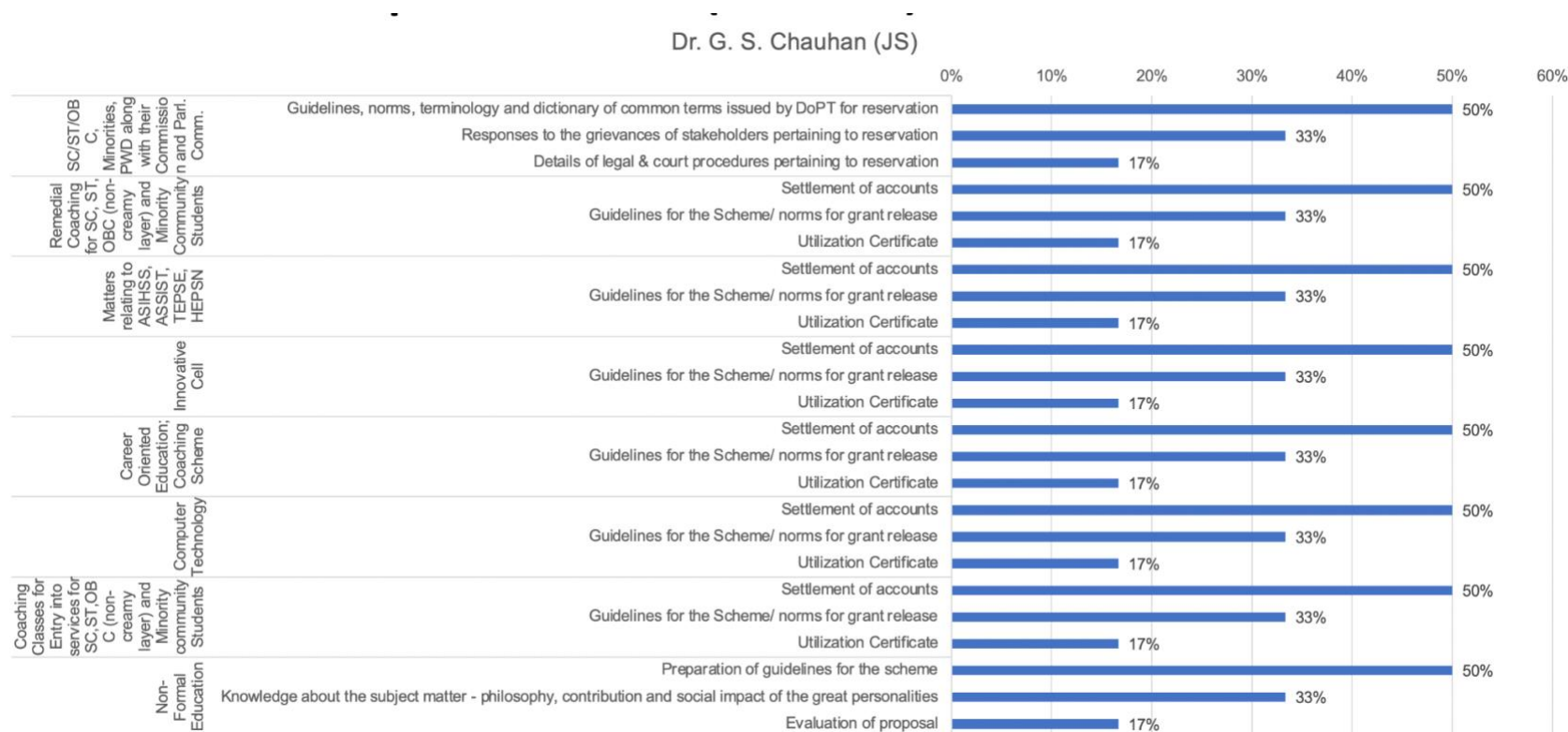


Chart 21.9: Top domain competencies

The above chart shows domain competencies required in the above-mentioned bureaus. Following trends can be seen from the above data chart:

#### **SC/ST/OBC, Minorities, PWD along with their committees on parl. committee**

- Guidelines, norms, terminology, and dictionary of common terms issued by DoPT for reservation is ranked 1st with 50% preference.
- Responses to the grievances of stakeholders pertaining to reservation is ranked 2nd with 33%
- Details of legal and court procedures pertaining to reservation is ranked 3rd with 17%

#### **Remedial coaching for SC/ST/OBC (non-creamy layer) and minority communities**

- Settlements of accounts is ranked 1st with 50%
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

#### **Matters relating to ASHISH, ASSIST, TEPSE, HEPSN**

- Settlements of accounts is ranked 1st with 50% preference.
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

#### **Innovative cell**

- Settlements of accounts is ranked 1st with 50%
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

#### **Career oriented education, coaching studies**

- Settlements of accounts is ranked 1st with 50%
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

### **Computer and Technology**

- Settlements of accounts is ranked 1st with 50%
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

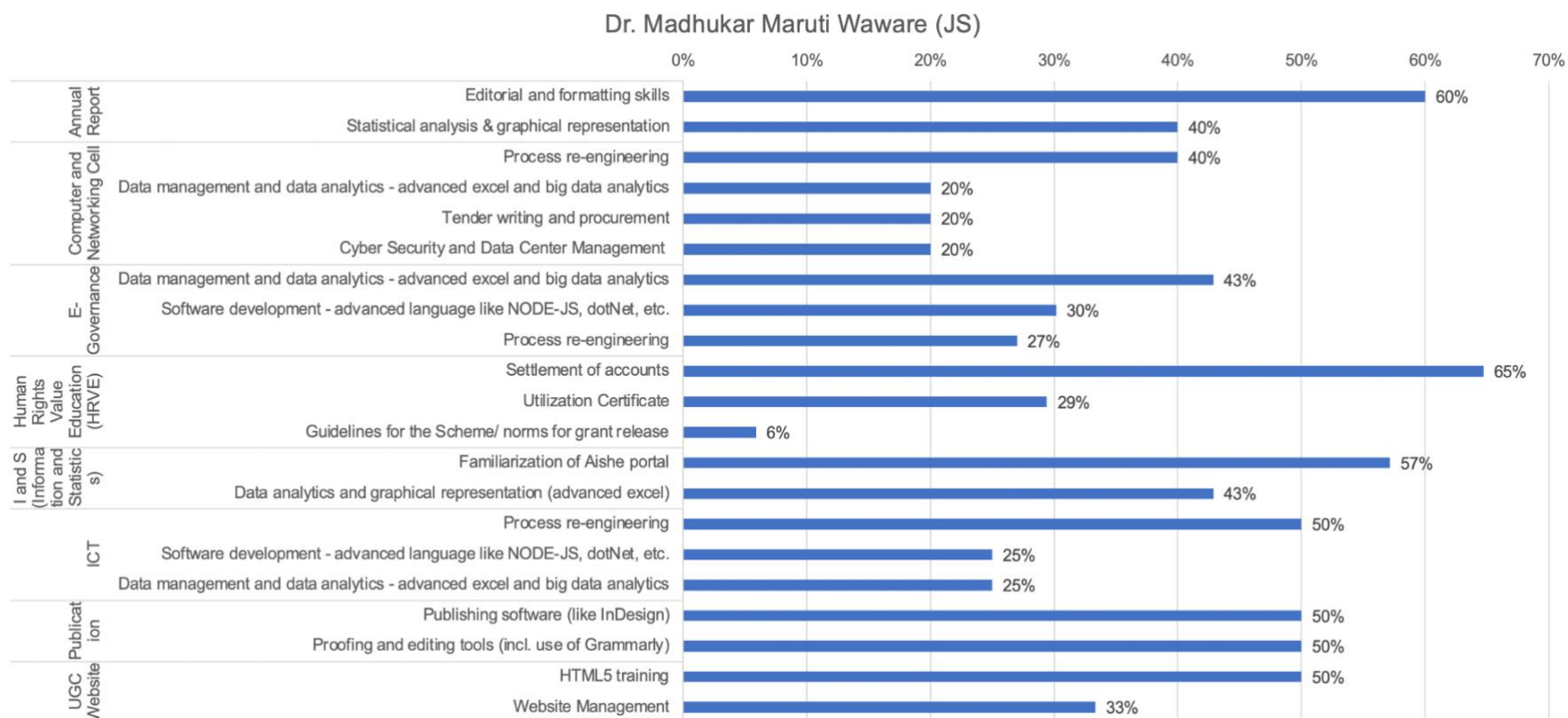
### **Coaching classes for entry into service for SC, ST, OBC (non-creamy layer) and minority community studies**

- Settlements of accounts is ranked 1st with 50%
- Guidelines for the schemes/norms for grant release is ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 17%

### **Non-formal education**

- Preparation of guidelines for the scheme is ranked 1st with 50%
- Knowledge about the subject matter – philosophy, contribution, and social impact of the great personalities is ranked 2nd with 33%
- Evaluation of proposal is ranked 3rd with 17% preference.

## 10. Dr. Madhukar Maruti Waware – Joint Secretary (JS)



**Chart 21.10: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

### **Annual Report**

- Editorial and formatting skills is ranked 1st with 60%
- Statistical analysis and graphical representation is ranked 2nd with 40%

### **Computer and networking cell**

- Process re-engineering is ranked 1st with 40%, followed by data management and data analytics – advanced excel and big data analytics at 20%
- Tender writing and procurement is ranked 3rd with 20%
- Cyber security and data centre management is ranked 4th with 20%

### **E-Governance**

- Data management and data analytics – advanced excel and big data analytics is ranked 1st with 43% preference.
- Software development – advanced language like NODE-JS, dot Net, etc. is ranked 2nd with 30%
- Process re-engineering is ranked 3rd with 27%

### **Human Rights Value Education (HRVE)**

- Settlement of accounts is ranked 1st with 65%
- Utilisation certificate is ranked 2nd with 29%
- Guidelines for the scheme/norms for grant release is ranked 3rd with 6%

### **I & S (Information and statistics)**

- Familiarisation of Aishe portal is ranked first with 57%
- Data analytics and graphical representation (advanced excel) is ranked 2nd with 43% preference.

## ICT

- Process re-engineering is ranked 1st with 50%
- Software development – advanced language like NODE-JS, dot Net, etc. is ranked 2nd with 25%
- Data management and data analytics – advanced excel and big data analytics is ranked 3rd with 25%

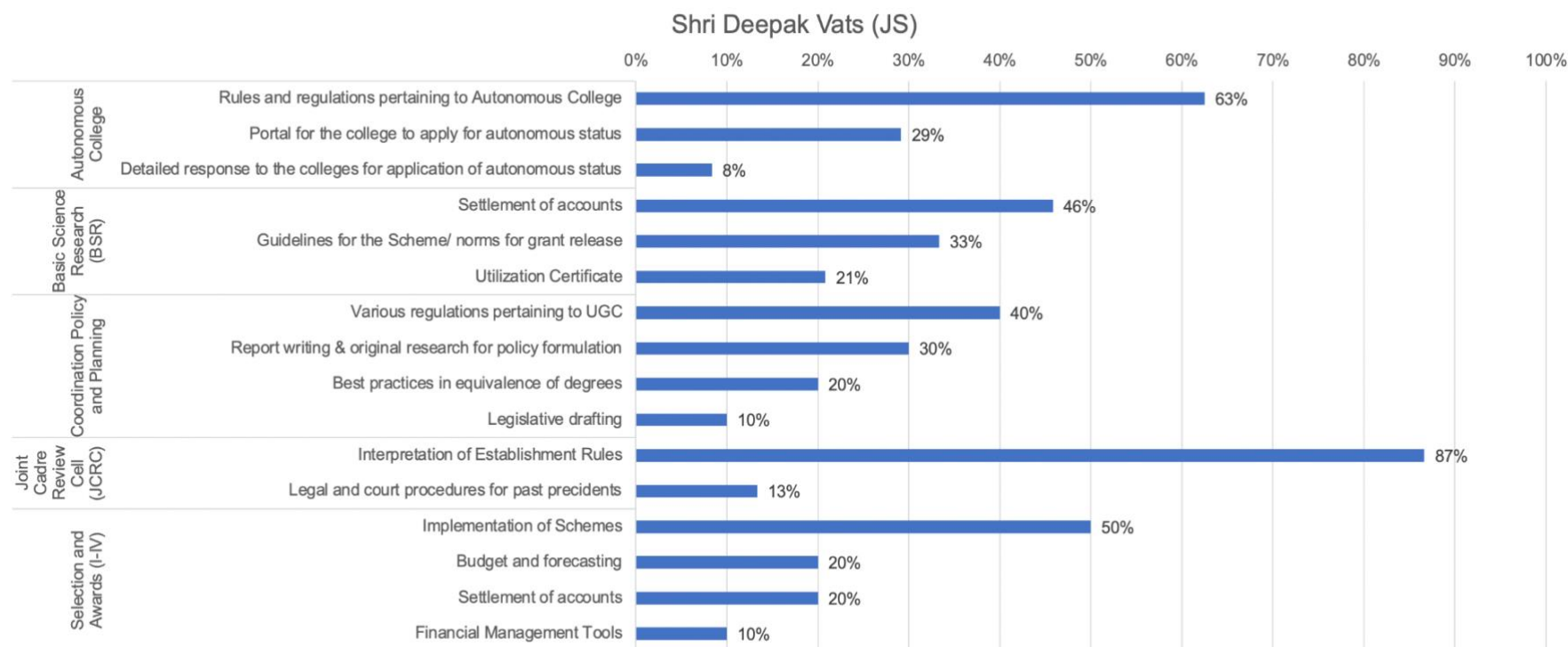
## Publication

- Publishing software (like InDesign) is ranked 1st with 50%
- Proofing and editing tools (including use of Grammarly) is ranked 2nd with 50%

## UGC Website

- HTML5 training is ranked 1st with 50%
- Website management is ranked 2nd with 33%.

11. **Shri Deepak Vats - Joint Secretary (JS)** during the CNA exercise (currently National Eligibility Test (NET) and UGC Scholarship Fellowship Research Grants for Teachers at a Glance is also under Shri Deepak Vats (JS) and Autonomous Colleges Bureau is under Dr. Gopi Chand Merugu (DS))



**Chart 21.11: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:



### **Autonomous colleges**

- Rules and regulations pertaining to Autonomous College are ranked 1st with 63% preference.
- Portal for the colleges to apply for autonomous status is ranked 2nd with 29%
- Detailed responses to the colleges for application of autonomous status is ranked 3rd with 8%

### **Basic Science Research**

- Settlement of accounts is ranked 1st with 46% indicated preference.
- Guidelines for the Scheme/norms for grant release are ranked 2nd with 33%
- Utilisation Certificate is ranked 3rd with 21%

### **Coordination Policy and Planning (*Policy Regulation*)**

- Various regulations pertaining to UGC are ranked 1st with 40%
- Report writing and original research for policy formulation is ranked 2nd with 30%, followed by best practices in equivalence of degrees with 20%
- Lastly, legislative drafting stands at 10%

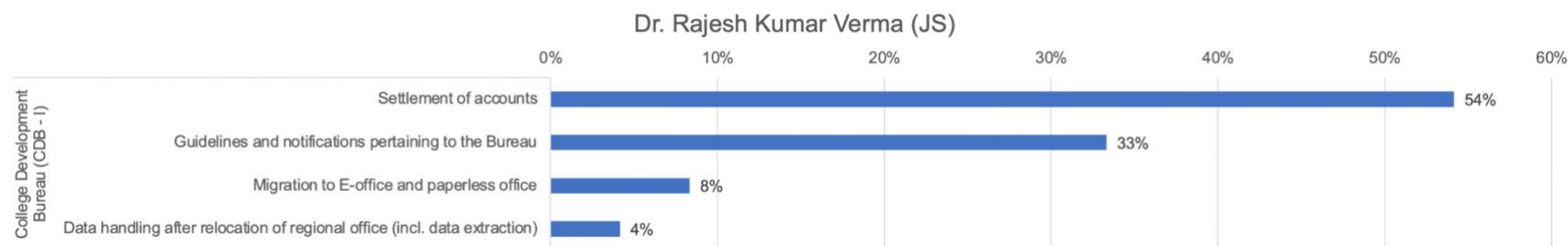
### **Joint Cadre Review Cell (JCRC)**

- Interpretation of Establishment rules is ranked 1st with 87%
- Legal and court procedures for past precedents is ranked 2nd with 13%

### **Selection and Awards (I, III, IV)**

- Implementation of Scheme is ranked 1st with 50%, followed by budget and forecasting with 20%
- Settlement of accounts is ranked 3rd with 20%, followed by financial management tools with 10%.

12. **Dr. Rajesh Kumar Verma – Joint Secretary (JS)**, during the CNA exercise ((currently under Ms. Pooja Bhaumik (DS))

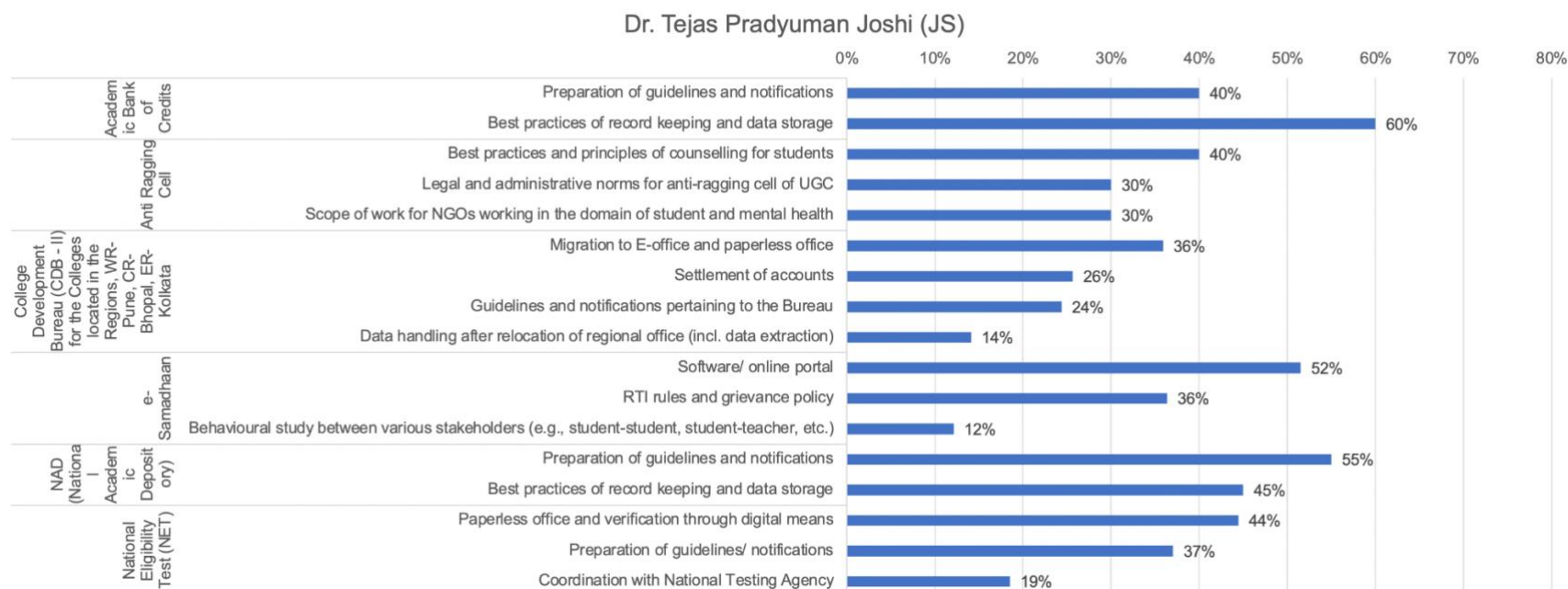


**Chart 21.12: Top domain competencies**

In the **College Development Bureau (CDB-I)**, these are the following domain competencies that have been prioritised:

- Settlement of accounts is ranked 1st with an indicated preference of 54%
- Guidelines and notifications pertaining to the Bureau is ranked 2nd with 33%
- Migration to E-office and the paperless office is ranked 3rd with 8%
- Data handling after the relocation of regional offices (incl. data extraction) is ranked 4th with 4%.

**13. Dr. Tejas Pradyuman Joshi (JS) – during the CNA exercise (currently, Col. Vipin Kaushal, SM (JS) for all bureaus and Shri Deepak Vats (JS) for National Eligibility Test, NET)**



**Chart 21.13: Top domain competencies**

The above chart shows the domain competencies required in respective bureaus. The following trends can be seen from the above data chart:

**Academic Bank of Credits**

- Best practices of record keeping, and data storage is ranked 1st with 40%
- Preparation of guidelines and notifications is ranked 2nd with the indicated preference of 40%

### **Anti-Ragging Cell**

- Best practices and principles of counselling for students is ranked 1st with 40% preference.
- Legal and administrative norms for anti-ragging cell of UGC is ranked 2nd with 30%
- Scope of work for NGOs working in the domain of student and mental health is ranked 3rd with 30%

### **College Development Bureau (CDB-II) for the Colleges located in Regions, WR-Pune, CR-Bhopal, ER-Kolkata**

- Migration to E-office and paperless office is ranked 1st with 36%, followed by settlement of accounts with 26%
- Guidelines and notifications pertaining to the bureau is ranked 3rd with 24%
- Data handling after relocation of regional office (including data extraction) is ranked 4th with 14%

### **E-Samadhan**

- Software/online portal is the top ranked domain competency with 52%
- RTI rules and grievances policy is the second preferred domain competency with 36%
- Behavioural study between various stakeholders (e.g., student-student, student-teacher, etc) is ranked 3rd with 12%

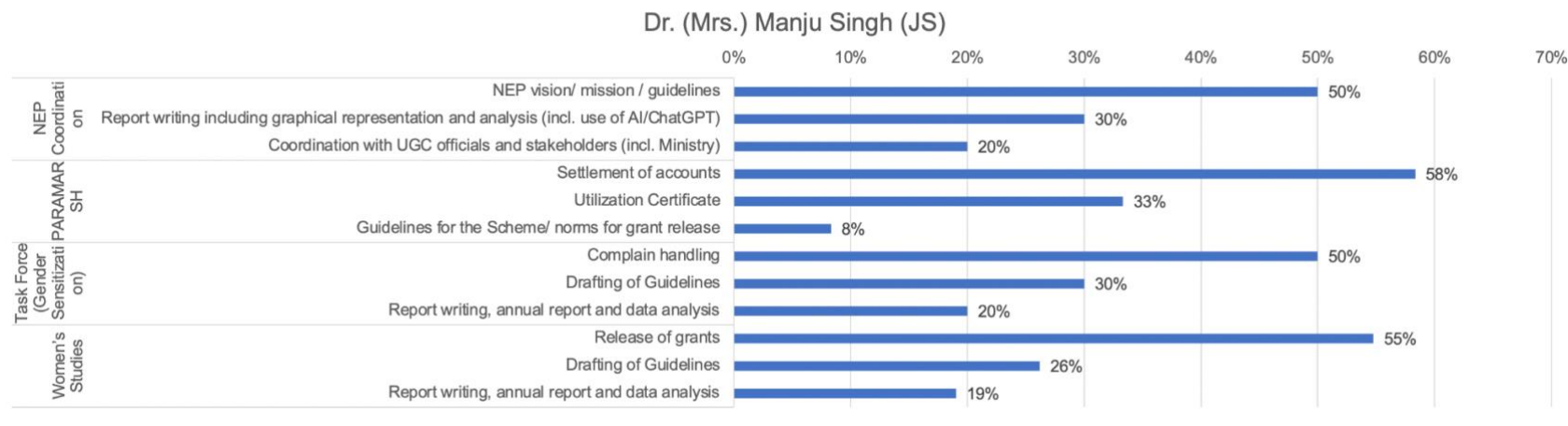
### **National Academic Depository (NAD)**

- Preparation of guidelines and notifications is ranked 1st with 55%
- Best practices of record keeping, and data storage is ranked 2nd with 45%

### **National Eligibility Test (NET)**

- The top domain competency is paperless office and verification through digital means with 44%
- Preparation of guidelines/notifications is ranked 2nd with 37%
- Coordination with National Testing Agency is ranked 3rd with 19%

14. **Dr. (Mrs.) Manju Singh (JS)** – during the CNA exercise (currently, Dr. Avichal Raj Kapur (JS) for NEP Coordination, PARAMARSH, and Dr. G.S. Chauhan (JS) for Task Force Gender Sensitization and Women's studies)



**Chart 21.14: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

#### NEP Coordination

- NEP vision/mission/guidelines is ranked 1st with 50%
- Report writing including graphical representation and analysis (including use of AI/ChatGPT) is ranked 2nd with 30%
- Coordination with UGC officials and stakeholders (including Ministry) is ranked 3rd with 20%

#### PARAMARSH

- Settlement of accounts is ranked 1st with an indicated preference of 58%
- Utilisation Certificate is ranked 2nd with 33%

- Guidelines for the Scheme/norms for grant release is ranked 3rd with 8%

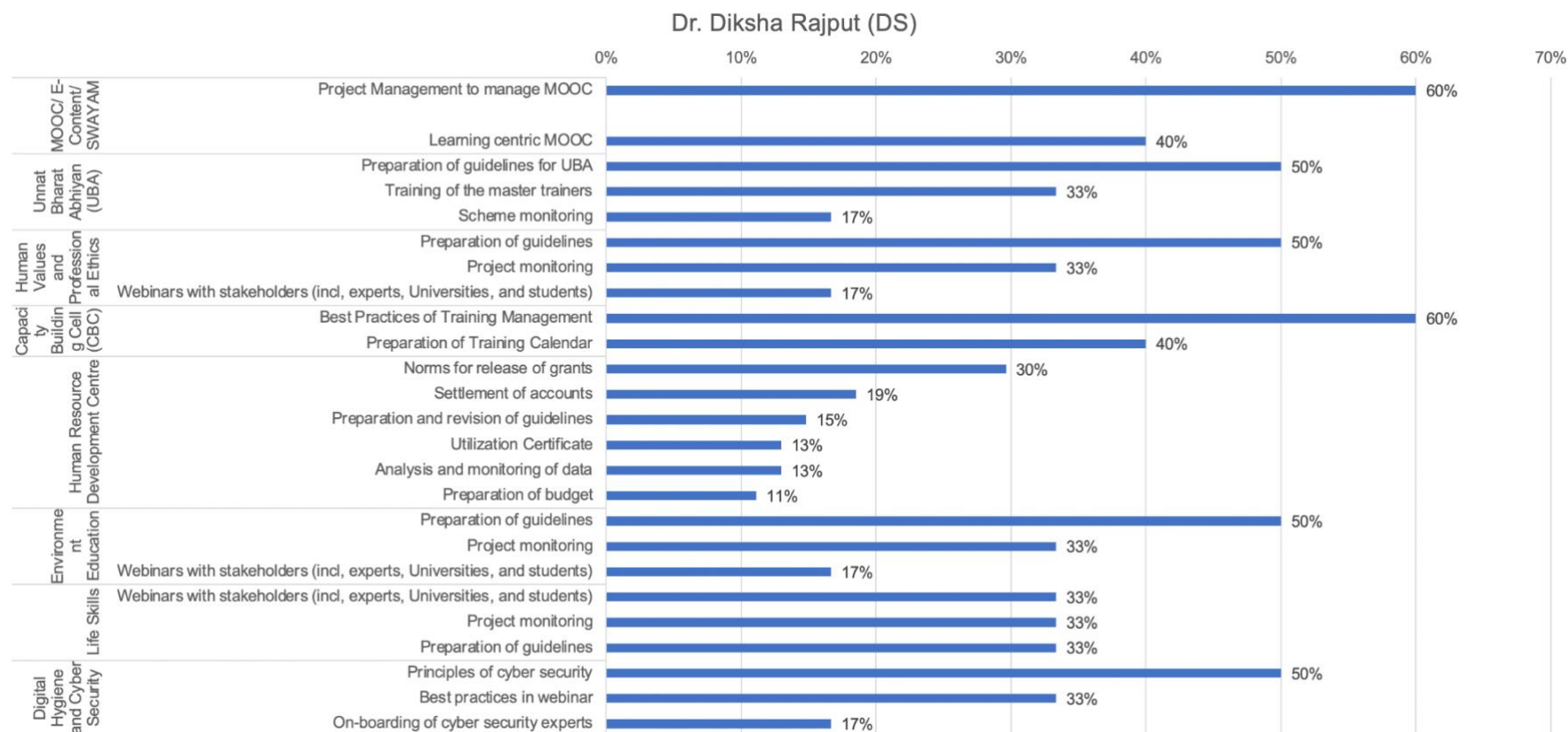
#### **Task Force (Gender Sensitization)**

- Complaint handling is ranked 1st with 50%
- Drafting of guidelines is ranked 2nd with 30%
- Report writing, annual report and data analysis is ranked 3rd with 20%

#### **Women's Studies**

- Release of grants is ranked 1st with 55%
- Drafting of guidelines is ranked 2nd with 26%
- Report writing, annual report and data analysis is ranked 3rd with 19%.

### 15. Dr. Diksha Rajput – Deputy Secretary (DS)



**Chart 21.15: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

### **MOOC / E-Content/ SWAYAM**

- Project management to manage MOOC is ranked 1st with 60% indicated preference.
- Learning-centric MOOC is ranked 2nd with 40%

### **Unnat Bharat Abhiyan (UBA)**

- Preparation of guidelines for UBA is ranked 1st with 50%
- Training of the master trainers is ranked 2nd with 30%
- Scheme monitoring is ranked 3rd with 17%

### **Human values and professional ethics**

- Preparation of guidelines is ranked 1st with 50%
- Project monitoring is ranked 2nd with 33%
- Webinars with stakeholders (including experts, Universities, and students) is ranked 3rd with 17%

### **Capacity Building Cell (CBC)**

- Best practices of training management is ranked 1st with 60%
- Preparation of training calendar is ranked 2nd with 40%

### **Human Resource Development Centre**

- Norms for release of grants is ranked 1st with 30%
- Settlement of accounts is ranked 2nd with 19%
- Preparation and revision of guidelines is ranked 3rd with 15%
- Utilisation Certificate is ranked 4th with 13%
- Analysis and monitoring of data is ranked 5th with 13%, followed by preparation of budget with 11%



### **Environment Education**

- Preparation of guidelines is ranked 1st with 50%
- Project monitoring is ranked 2nd with 33%
- Webinars with stakeholders (including experts, Universities, and students) is ranked 3rd with 17%

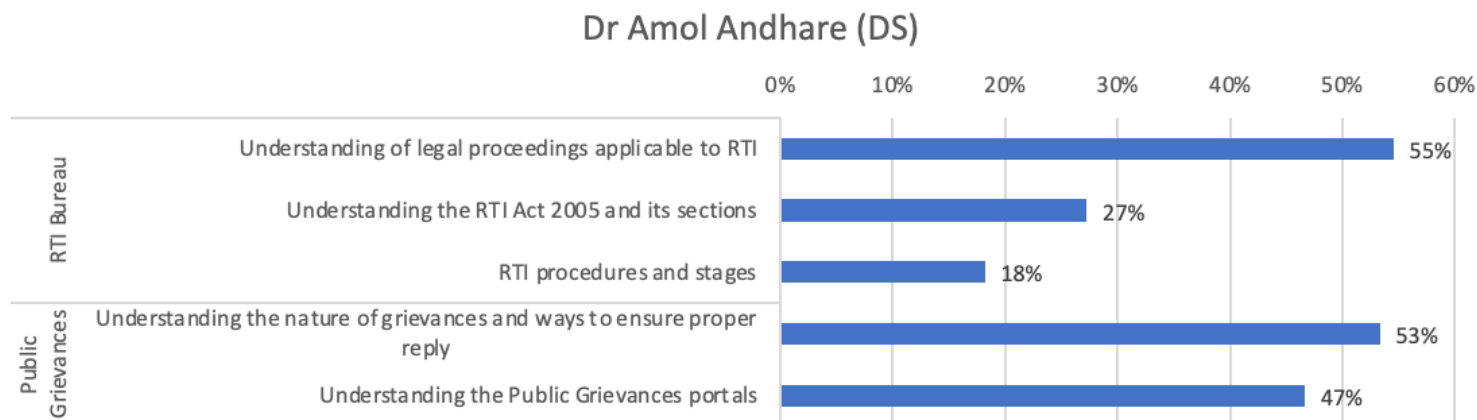
### **Life skills**

- Webinars with stakeholders (including experts, Universities, and students) is ranked 1st with 33%
- Project monitoring is ranked 2nd with 33%
- Preparation of guidelines is ranked 3rd with 33%

### **Digital Hygiene and Cyber Security**

- Principles of cyber security is ranked 1st with 50%
- Best practices in webinar with 2nd 33%
- On-boarding of cyber security experts is ranked 3rd with 17%.

## 16. Dr. Amol Andhare (DS)



**Chart 21.16: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

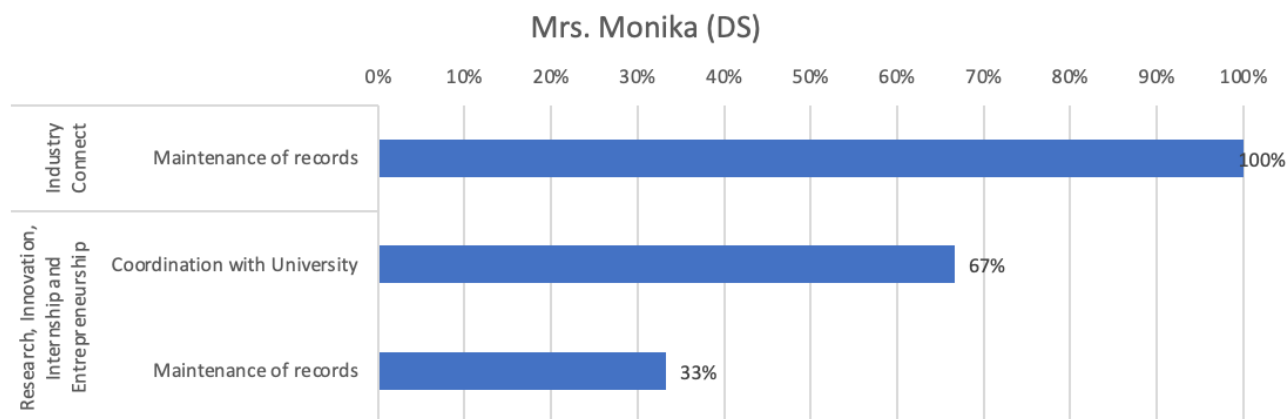
### RTI Bureau

- Understanding of legal proceedings applicable to RTI is ranked 1st with 55% indicated preference.
- Understanding the RTI Act 2005 and its sections is ranked 2nd with 27%
- RTI procedures and stages is ranked 3rd with 18%

### Public Grievances

- Understanding the nature of grievances and ways to ensure proper reply is ranked 1st with 53%
- Understanding the Public Grievances portals is ranked 2nd with 47%.

17. **Mrs. Monika - Deputy Secretary (DS), during the CNA exercise (currently Industry Connect is under Dr. Shakeel Ahmad)**



**Chart 21.17: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. Following trends can be seen from the above data chart:

**Industry Connect**

- Maintenance of records is the only domain competency for the bureau with an indicated preference of 100%

**Research, Innovation, Internship and Entrepreneurship**

- Coordination with University (esp. use of digital/video conferencing) is ranked 1st with a preference of 67%
- Maintenance of records is ranked 2nd with 33% preference.

18. Dr. Shalini – Deputy Secretary (DS) during the CNA exercise (currently HECI is also under Dr. Shalini – Deputy Secretary (DS))

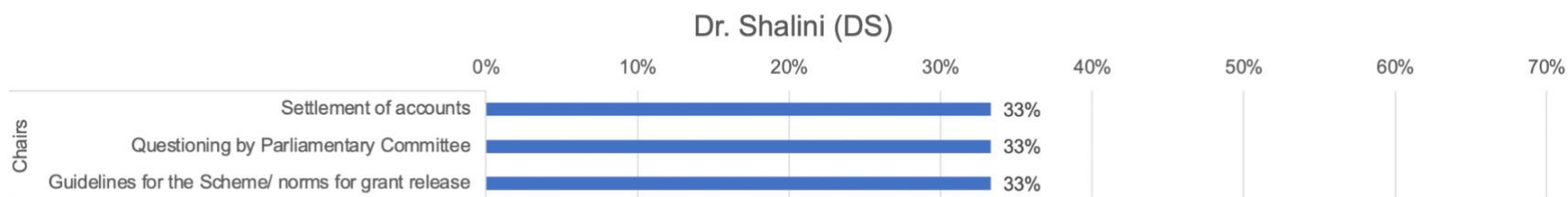
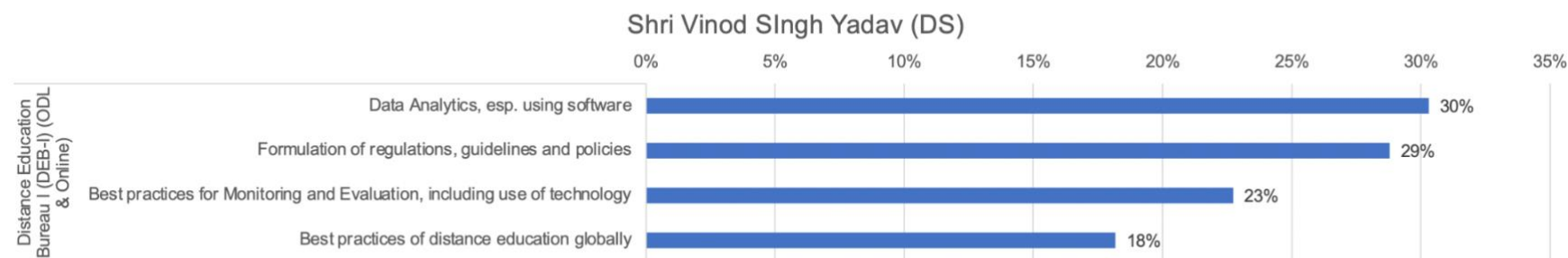


Chart 21.18: Top domain competencies

The above chart shows domain competencies required in the **Chairs** bureaus. The following trends can be seen from the above data chart:

- Settlement of accounts is ranked 1st with 33%
- Questioning by Parliamentary Committee is ranked 2nd with 33%
- Lastly, Guidelines for the scheme/norms for grant release stands at 33%.

### 19. Shri Vinod Singh Yadav - Deputy Secretary (DS)



**Chart 21.19: Top domain competencies**

The above chart shows domain competencies required in the **Distance Education Bureau I (DEB-I) (ODL & Online)** bureau. The following trends can be seen from the above data chart:

#### **Distance Education Bureau I (DEB-I) (ODL & Online)**

- Data analytics, especially using software is ranked 1st with 30%
- Formulation of regulations, guidelines and policies is ranked 2nd with 29%, followed by best practices for monitoring and evaluation including use of technology with 23%
- Best practices of distance education globally is ranked 4th with 18%.

20. Dr. Jitendra – Deputy Secretary (DS) during the CNA exercise (currently Deemed to be University Funded is also under Dr. Jitendra (DS))

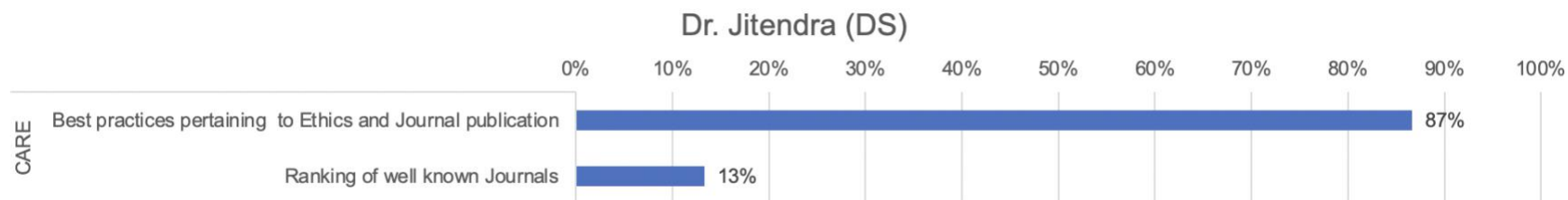


Chart 21.20: Top domain competencies

The above chart shows domain competencies required in the **CARE** bureau. Following trends can be seen from the above data chart:

**CARE**

- Due to the nature of work, **best practices pertaining to Ethics and Journal publication** have been ranked 1<sup>st</sup> with 87%.
- **Ranking of well-known journals** have been ranked 2<sup>nd</sup> with 13%.

## 21. Ms. Smita Bidani – Deputy Secretary (DS)

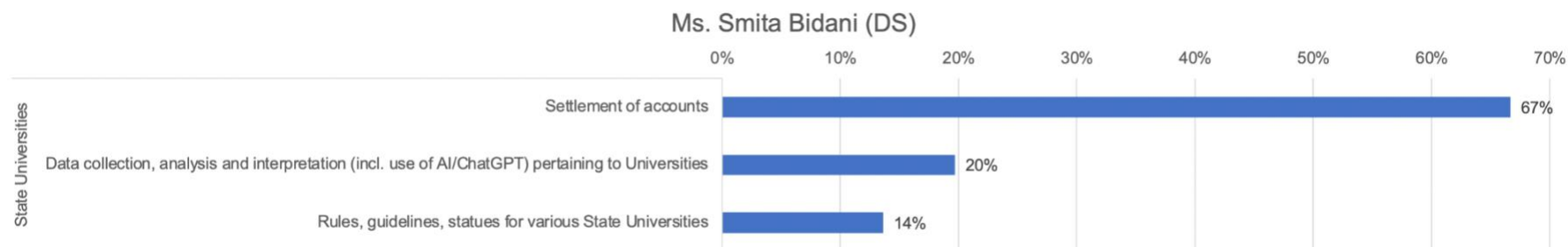
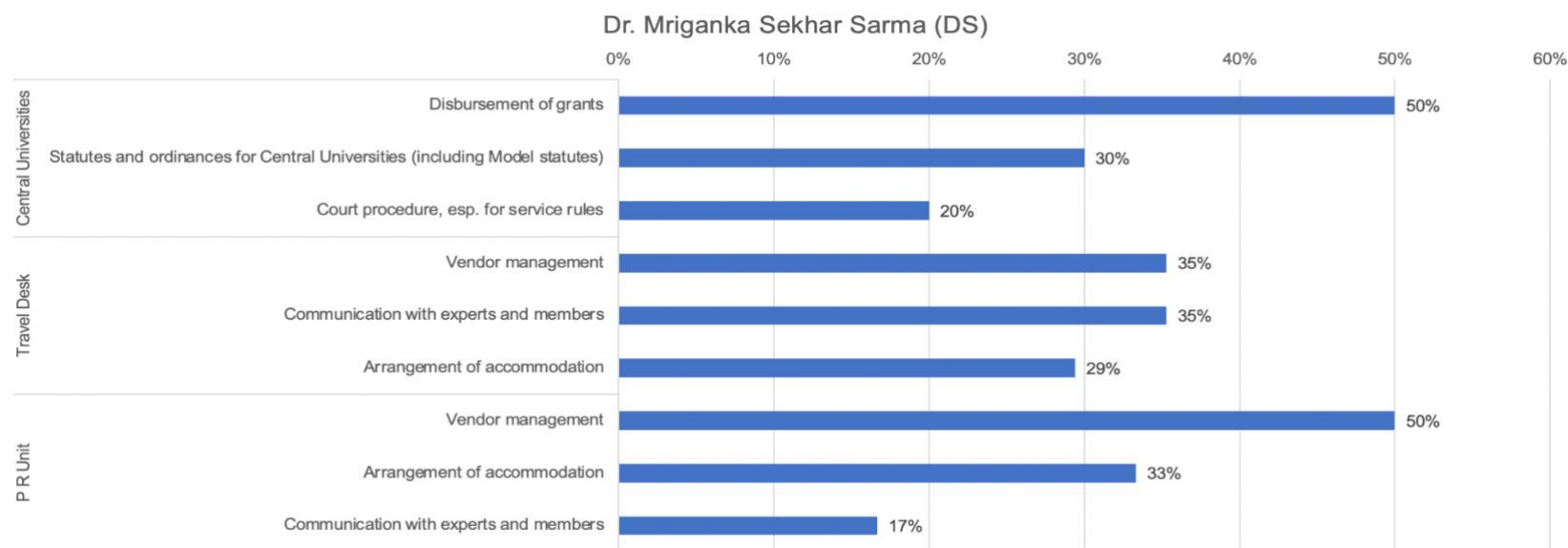


Chart 21.21: Top domain competencies

The above chart shows domain competencies required in the **State Universities** Bureau. The following trends can be seen from the above data chart:

- Settlement of accounts is ranked 1st with 67%
- The second-ranked competency is data collection, analysis, and interpretation (including use of AI/ChatGPT) pertaining to universities with 20% indicated preference.
- Rules, guidelines, and statutes for various state universities are ranked 3rd with 14%.

**22. Dr. Mriganka Sekhar Sarma - Deputy Secretary (DS), during the CNA exercise (currently Travel desk is under Dr. Avichal Raj Kapur (JS))**



**Chart 21.22: Top domain competencies**

The above chart shows domain competencies required in the above-mentioned bureaus. Following trends can be seen from the above data chart:

**Central Universities**

- Disbursement of grants is ranked 1st with a preference of 50%
- Statutes and ordinances for Central Universities (including model statutes) are ranked 2nd with 30%
- Court procedures esp. for service rules is ranked 3rd with 20%.



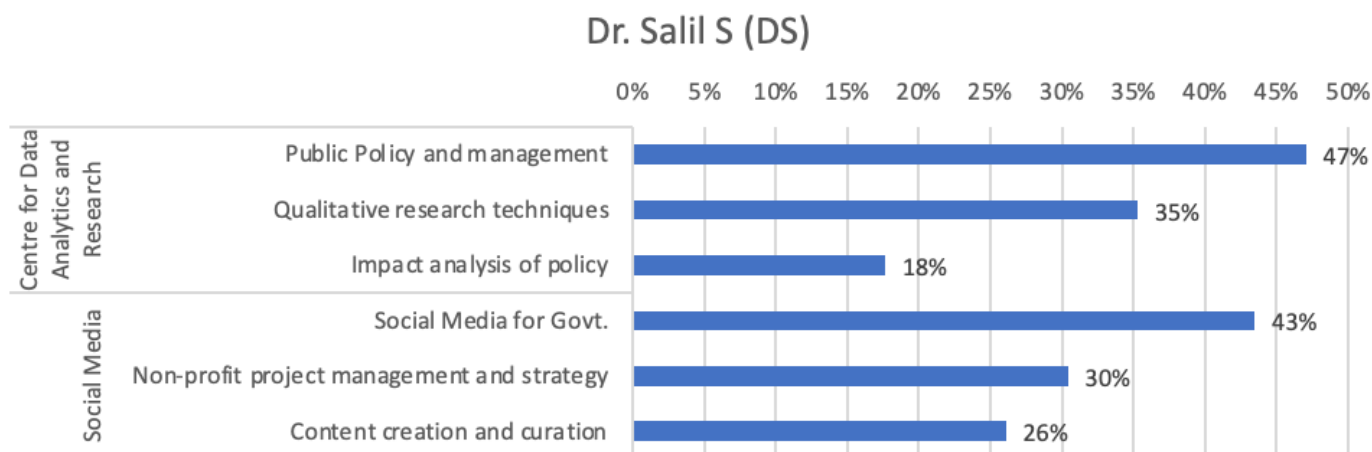
### Travel desk

- Vendor management is ranked 1st with 35%, followed by communication with experts and members with 35%.
- The third domain competency is an arrangement of accommodation with a preference of 29%

### PR Unit

- Vendor management is ranked 1st with 50%, followed by an arrangement of accommodation with 33%.
- The third domain competency is communication with experts and members with a preference of 17%.

### 23. Dr. Salil S – Deputy Secretary (DS)



**Chart 21.23: Top domain competencies**

The above chart shows domain competencies required in respective bureaus. The following trends can be seen from the above data chart:

#### Centre for data analytics and Research

- Public policy and management is ranked 1st with 47%

- Qualitative research techniques is ranked 2nd with 35%
- Impact analysis of policy is ranked 3rd with 18%

**Social Media**

- Social media for Government is ranked 1st with 43%
- Non-profit project management and strategy is ranked 2nd with 30%
- Content Creation and Curation is ranked 3rd with 26%

#### 24. Mrs. Neethu S Thulaseedharan - Deputy Secretary (DS)

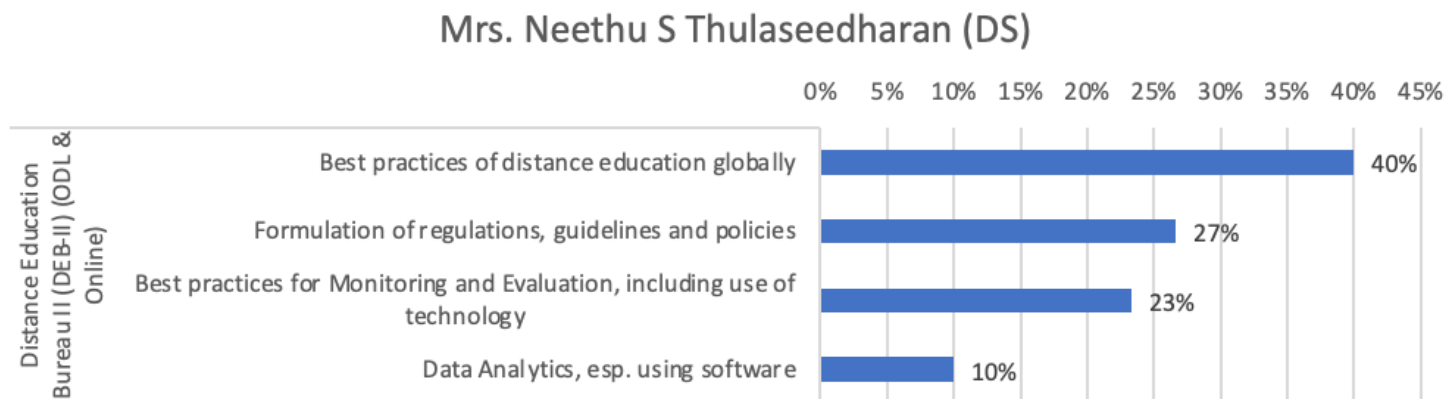
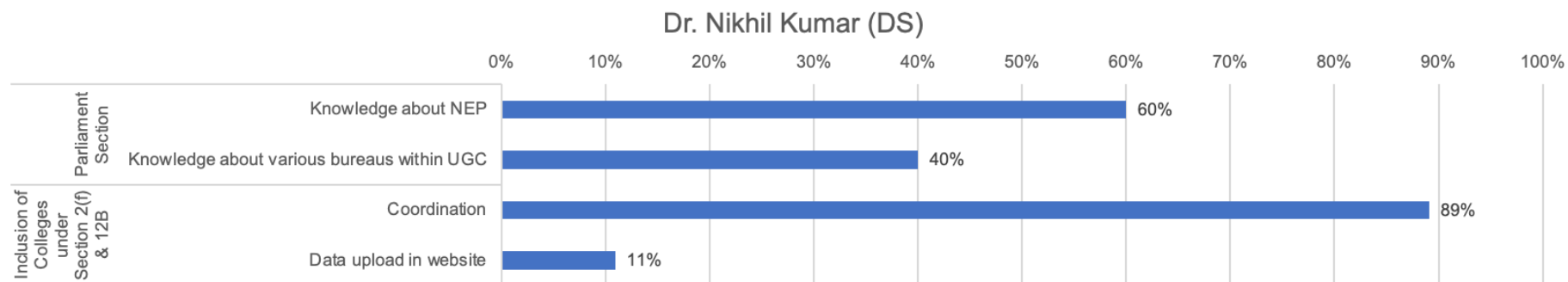


Chart 21.24: Top domain competencies

In the **Distance Education Bureau II (DEB-II) (ODL & Online)**, these are the following domain competencies identified:

- Best practices of distance education globally is ranked 1st with 40%, followed by the formulation of regulations, guidelines and policies with 27% indicated preference
- Best practices for monitoring and evaluation, including use of technology is ranked 3rd with 23%
- Data analytics especially using software is ranked 4th with 10%

## 25. Dr. Nikhil Kumar – Deputy Secretary (DS)



**Chart 21.25: Top domain competencies**

The above chart shows the domain competencies required in the above-mentioned bureaus. The following trends can be seen from the above data chart:

### **Parliament section**

- Knowledge about NEP is ranked 1st with 60%
- Knowledge about various bureaus within UGC is ranked 2nd with 40%

### **Inclusion of College Under Section 2 (f) and 12B**

- Coordination is ranked 1st with 75%
- Legal drafting is ranked 2nd with 25%.

## IV. Role Level Capacity Needs Analysis

The designation level division was done to incorporate the varying competency needs that emerge from the differences in the role at each position. Following is the analysis of designation-wise preferences regarding behavioural, functional, domain and technology competencies. For analysis and readability, the designations have been grouped into **Senior Level** officials (*Deputy Secretary, Under Secretary, Education Officer, Section Officer, and Private Secretary*); **B & C level** officers (*Assistant, Upper Division Clerk, and Lower Division Clerk*), and **Contractual** staff (*Consultant and Clerical Assistant*).

### A. Role Clarity

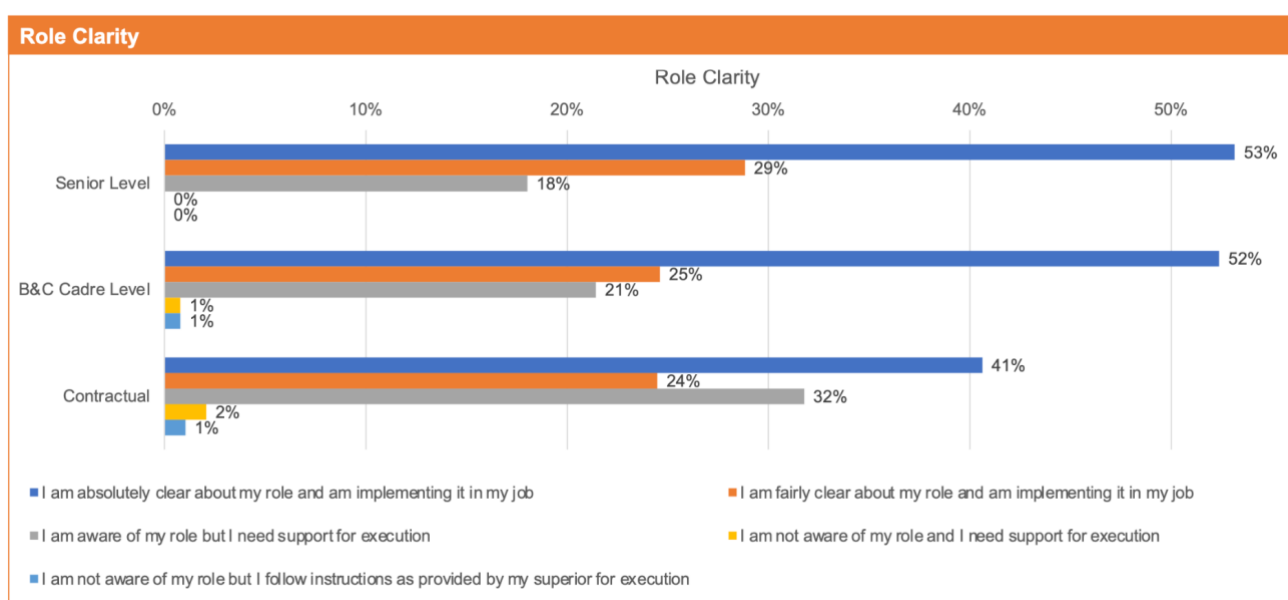


Chart 22: Role Clarity across designations

The trends in the above chart depicts role clarity across Senior Level, B & C Level, and Contractual levels. Senior level officers have rated their role clarity at 53% indicating that they are *absolutely clear* about their roles and are implementing it in their job, 29% have rated their role clarity indicating that they are *fairly clear* about their role and are implementing it in their job. 18% have rated that they are *aware of their role but need support* in execution.

B & C level officers have rated their role clarity at 52% indicating that they are *absolutely clear* about their roles and are implementing it in their job, 25% have rated their role clarity indicating that they are *fairly clear* about their role and are implementing it in their job, 21% have rated that they are *aware of their role but need support* in execution.

Contractual level officers have rated their role clarity at 41% indicating that they are *absolutely clear* about their roles and are implementing it in their job, 24% have rated their role clarity indicating that they are *fairly clear* about their role and are implementing it in their job, 32% have rated that they are *aware of their role but need support* in execution.

## B. Behavioural Competencies

### 2.1. Senior Level

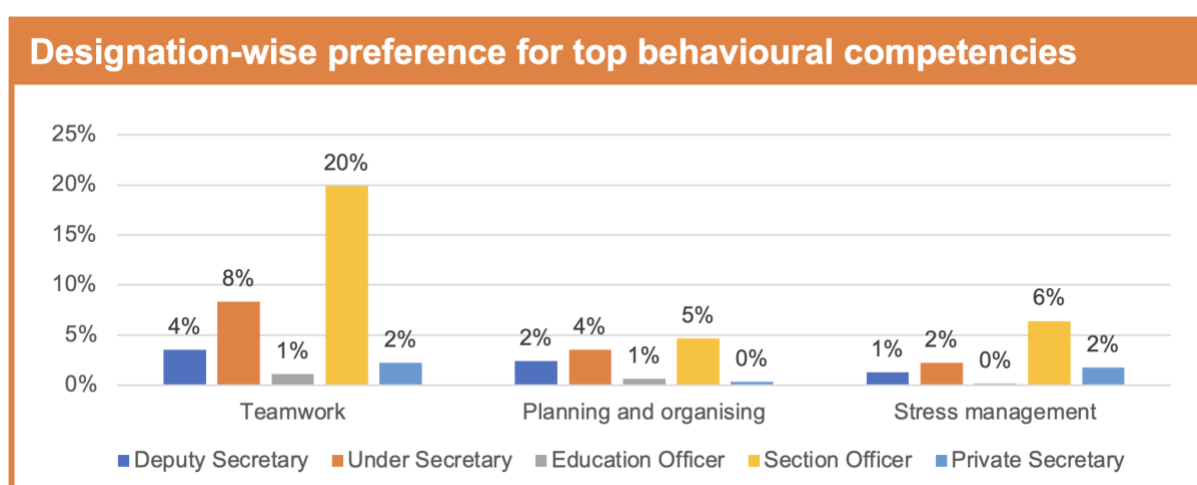


Chart 23.1: Designation-wise preference for various behavioural competencies

The trends in the chart given above represent the designation-wise preference for behavioural competencies. The chart also further indicates the maximum preference for **teamwork**, **planning and organisation**, and **stress management** for **senior-level** officials.

Specifically, **teamwork** is the preferred competency across designations such as DS<sup>36,37</sup>, US/EO<sup>38</sup>, and SO/PS<sup>39</sup>. Similarly, **planning and organising** have been ranked second most important, followed by **stress management**.

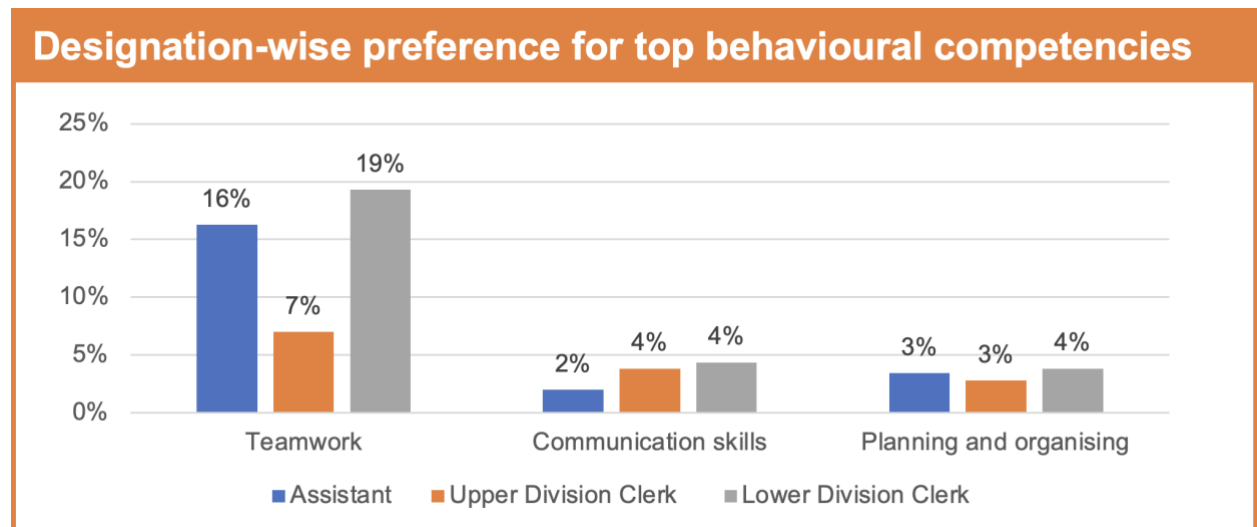
<sup>36</sup>Note: Designations are combined for readability and analysis.

<sup>37</sup> Deputy Secretary (DS)

<sup>38</sup> Under Secretary (US) and Education Officer (EO)

<sup>39</sup> Section Officer (SO) and Private Secretary (PS)

## 2.2. B & C level



**Chart 23.2: Designation-wise preference for various behavioural competencies**

The trends in the chart given above represent the designation-wise preference for behavioural competencies. The chart also further indicates the maximum preference for **teamwork**, **communication skills**, and **planning and organising** across designations.

Specifically, **teamwork** is the preferred competency across designations such as Asst<sup>40</sup>, UDC<sup>41</sup>, and LDC<sup>42</sup>. Similarly, **communication skills** have been ranked second most important with consistent ranking across all the above-mentioned designations. **planning and organising** have been ranked third for the B & C level officers.

<sup>40</sup> Assistant (Asst.)

<sup>41</sup> Upper Division Clerk (UDC)

<sup>42</sup> Lower Division Clerk (LDC)

## 2.3. Contractual Level

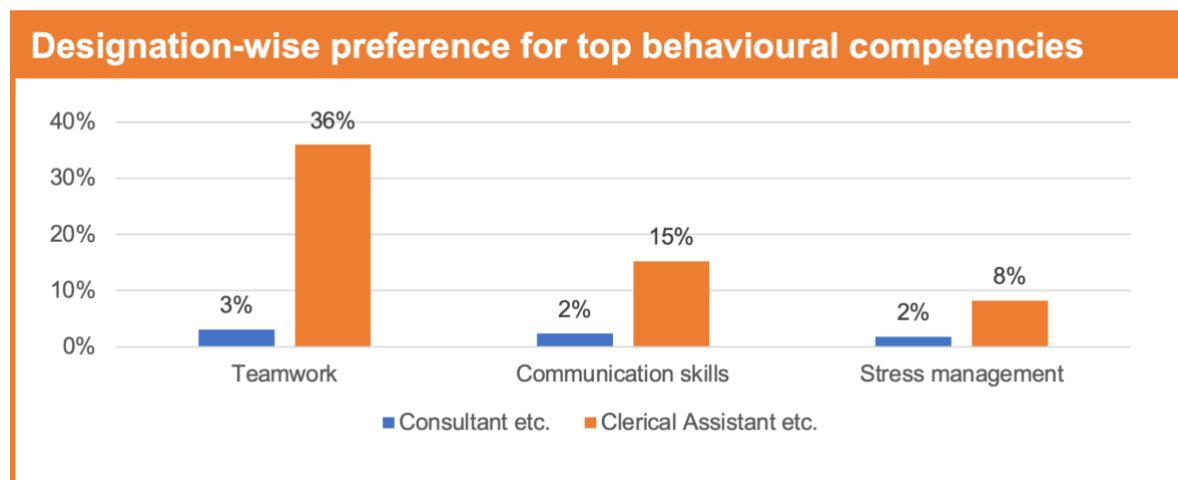


Chart 23.3: Designation-wise preference for various behavioural competencies

\**Consultant etc.*, includes Project Associate, Jr. Consultant, Sr. Consultant, Project Assistant, Legal Consultant, DEB Consultant, & Young Professional

#*Clerical Assistant etc.*, includes Clerical Assistant, Multi-tasking Staff (Contractual), Lower Division Clerk (Contractual), & Data Entry Operator

The trends in the chart given above represent the designation-wise preference for behavioural competencies. The chart also further indicates the maximum preference for **teamwork**, **communication skills**, and **stress management** for the contractual level staff.



## C. Functional Competencies

### 3.1. Senior level

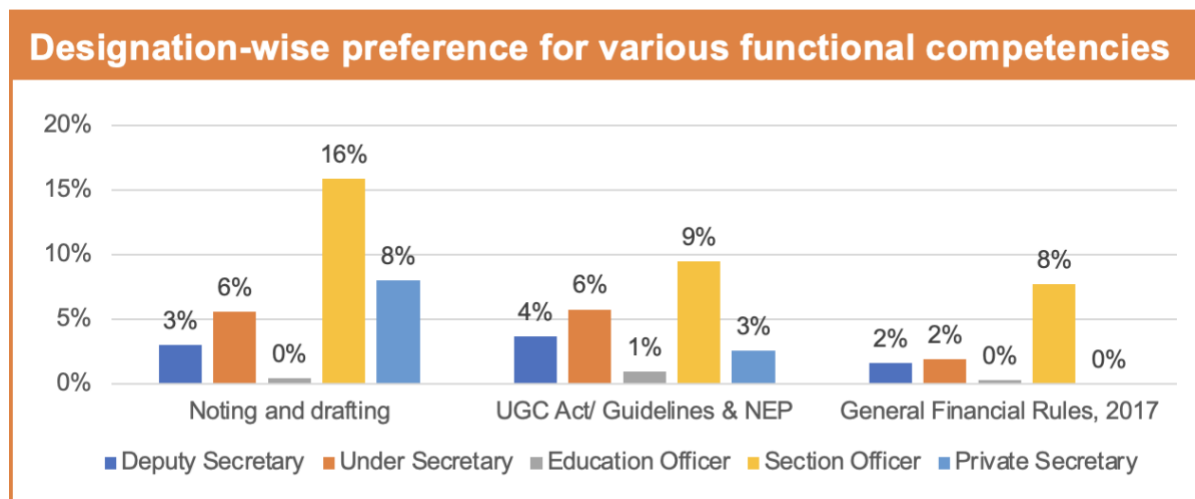


Chart 24.1: Designation-wise preference for various functional competencies

The trends in the chart given above represent the designation-wise preference for functional competencies. The chart also further indicates the maximum preference for **noting and drafting**, **UGC Act / Guidelines & NEP**, and **General Financial Rules, 2017** at the UGC level. These functional competencies are preferred at DS, US/EO, and SO/PS.

### 3.2. B & C level

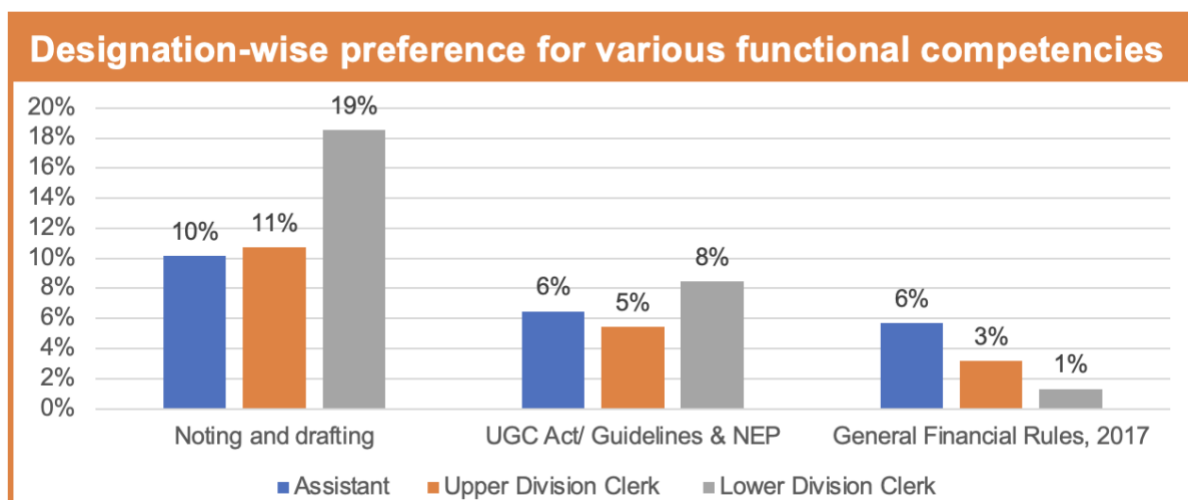


Chart 24.2: Designation-wise preference for various functional competencies

The trends in the chart given above represent the designation-wise preference for functional competencies. The chart also further indicates the maximum preference for **noting and drafting**, **UGC Act / Guidelines & NEP**, and **General Financial Rules, 2017** at the UGC level. These functional competencies are preferred at the Asst<sup>43</sup>, UDC<sup>44</sup>, and LDC<sup>45</sup> levels.

<sup>43</sup> Assistant

<sup>44</sup> Upper Division Clerk

<sup>45</sup> Lower Division Clerk

### 3.3. Contractual

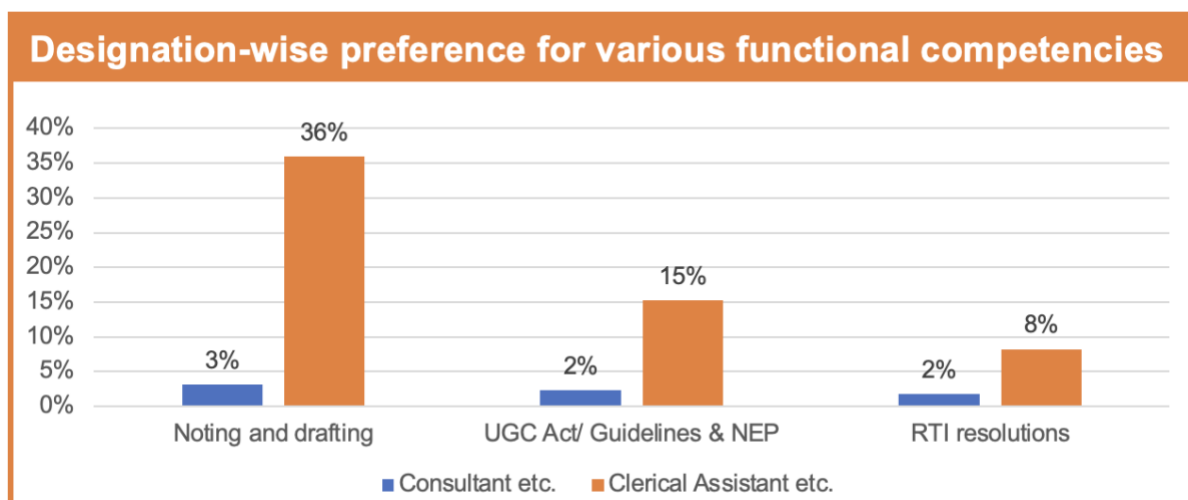


Chart 24.3: Designation-wise preference for various functional competencies

The trends in the chart given above represent the designation-wise preference for functional competencies. The chart also further indicates the maximum preference for **noting and drafting**, **UGC Act / Guidelines & NEP**, and **RTI resolutions**. These functional competencies are preferred at the Sr. Consultant and Clerical Assistant levels.

## D. Technology Competencies

### 4.1. Senior level

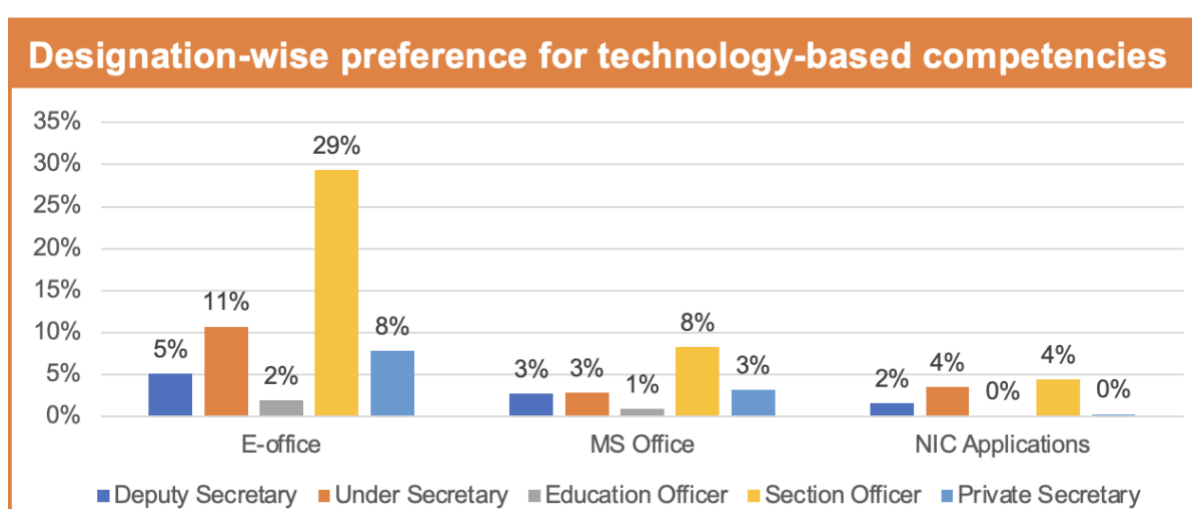


Chart 25.1: Designation-wise preference for technology-based competencies

The trends in the chart given above represent the designation-wise preference for technology-based competencies. The chart indicates the maximum preference for **E-Office**, **MS Office**, and **NIC applications** across DS<sup>46</sup>, US/EO<sup>47</sup>, and SO/PS<sup>48</sup>.

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<sup>46</sup> Deputy Secretary

<sup>47</sup> Under Secretary and Education Officer

<sup>48</sup> Section Officer and Private Secretary

## 4.2. B & C level

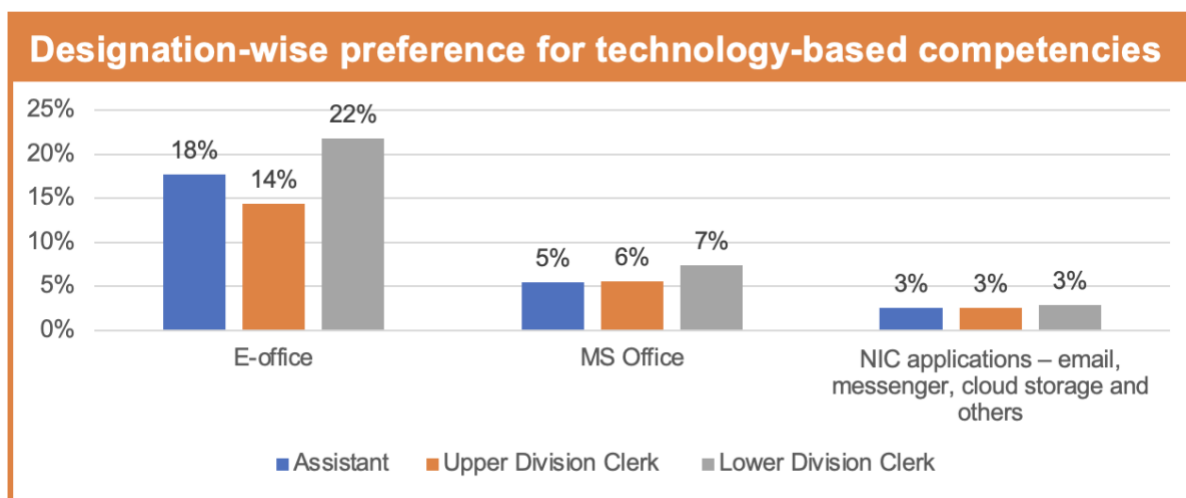


Chart 25.2: Designation-wise preference for technology-based competencies

The trends in the chart given above represent the designation-wise preference for technology-based competencies. The chart indicates the maximum preference for **E-Office**, **MS Office**, and **NIC applications – email, messenger, cloud storage and others** across designations of Asst<sup>49</sup>, UDC<sup>50</sup>, and LDC<sup>51</sup> levels.

## 4.3. Contractual

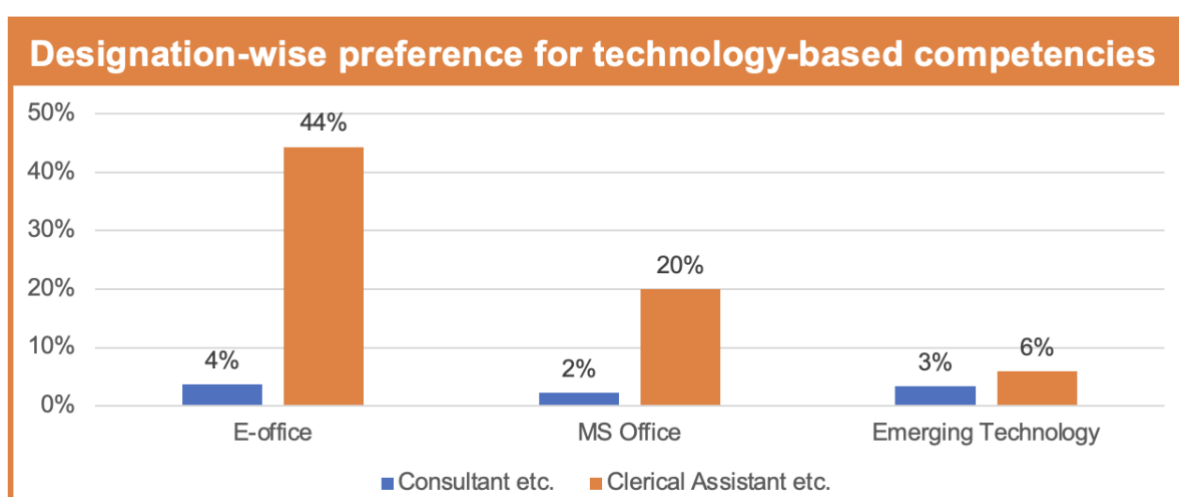


Chart 25.3: Designation-wise preference for technology-based competencies

<sup>49</sup> Assistant

<sup>50</sup> Upper Division Clerk

<sup>51</sup> Lower Division Clerk

The trends in the chart given above represent the designation-wise preference for technology-based competencies. The chart indicates the maximum preference for **E-Office, MS Office and Emerging Technology** across designations of Consultant and Clerical Assistant.

## V. Workshop Insights/Anecdotal Experiences

Qualitative insights on the working of the UGC and the needed nuance for capacity building have been presented in this section. These takeaways were highlighted by AS, JS, DS, and USs during interaction to understand the capacity needs of the UGC.



*Since UGC is a regulator – all regulators should be studied to understand their best practices (eg. case study of regulatory bodies in India)*



*Team building training conducted outside workplace is a training suggestion that came out during leadership discussions*



*An important suggestion by the FA was to find ways to bring in central universities and deemed universities in the training plan (on iGOT)*



*UGC has changed fast over time. Interpretation of guidelines is important (began with quantitative achievements and currently officers are working on policies)*



*The bottleneck for staff- staff needs help to express themselves on paper (how to make sense of files and put content in a meaningful manner – eg. grammatically correct language as well as content). The executive level requires training on quality-level output in terms of writing, noting and drafting, and communication*

*skills*



*Ensuring that UGC takes into account the global and international best practices for operating*

## **VI. Conclusion**

The CNA ensured self-assessment of capacity needs by the officials to ensure co-ownership of the capacity-building process. Similarly, the courses and organisational interventions are suggested under the guidance of the Capacity Building Cell of the UGC and the senior leadership. Survey forms were created with the officials based on their input for options within the form during conducted workshops.

The following section outlines the patterns and trends observed putting together the quantitative and qualitative findings from the CNA exercise. It presents the findings from the CNA alongside recommended interventions and participation for the same.



## 5. Capacity Building Plan

### I. Prioritised Competencies

#### A. UGC Level: Behavioural, Functional, Technology and Domain

	#	Senior level	B & C level	Contractual
Behavioural	1	Teamwork	Teamwork	Teamwork
	2	Planning and organising	Communication skills	Communication skills
	3	Stress management	Planning and organising	Stress management
Functional	1	Noting and drafting	Noting and drafting	Noting and drafting
	2	UGC Act / Guidelines & NEP	UGC Act / Guidelines & NEP	UGC Act / Guidelines & NEP
	3	General Financial Rules, 2017	General Financial Rules, 2017	RTI resolutions
Technology	1	E-Office	E-Office	E-Office
	2	MS Office	MS Office	MS Office
	3	NIC applications	NIC applications	Emerging Technology

#### B. Division / Bureau/ Scheme (D/B/S): Domain Competencies

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
i.	All D/B/S	UGC Act / Guidelines & NEP
1.	Shri Sudeep Singh Jain, Financial Advisor (FA)	
i.	Finance and Internal Audit	Fundamental rules/supplementary rules
		Record management

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Procurement norms, including for consultancy services and goods
		GFR
<b>A. Joint Secretary (JS)</b>		
<b>1.</b>	<b>Dr. Shakeel Ahmad (JS)</b>	
i.	Area Study Programme	Settlement of accounts
		Utilization certificate
ii.	Colleges With Potential for Excellence (CPE)	Settlement of accounts
		Utilization certificate
		Guidelines for the Schemes/norms for grant release
iii.	Inclusion of Universities under Section 2(f) and 12B	Legal drafting and vetting of State Acts
		Virtual inspection of private university
		RTI/Public Grievance for private university
iv.	Industry Connect	Maintenance of records
v.	MRP (Major Research Projects) (SR)	Utilization certificate
		Settlement of accounts
		RTI/Public Grievance
vi.	MRP (Major Research Projects) (HRP)	Settlement of accounts

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Utilization certificate
		Guidelines for the Schemes/norms for grant release
vii.	NSQF	Settlement of accounts
		Policy decision
		Utilization certificate
		Guidelines for the Schemes/norms for grant release
viii.	Private University	Legal drafting and vetting of State Acts
		RTI/Public Grievance for Private University
		Virtual inspection of private university
ix.	SAP (Special Assistance Program)	Settlement of accounts
		Guidelines for the Schemes/norms for grant release
		Utilization certificate
x.	TG (Travel Grant)	Guidelines pertaining to travel grants
		Calculation of claims
xi.	Universities With Potential for Excellence (UPE)	Settlement of accounts
xii.	University with Excellence (UE)	Settlement of accounts
<b>2.</b>	<b>Dr. (Mrs.) Archana Thakur (JS)</b>	
i.	International Cooperation (IC)	India's current position on diplomatic ties/ international relations

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Internationalisation of education
		Current affairs in foreign affairs
ii.	Promotion of Indian Languages (Bhartiya Bhasha)	Physical inspection of files pertaining to the Raj Bhasha in universities
		Settlement of accounts
		Questioning by Parliamentary Committee
		Proficiency in Sanskrit / Translation software
		Physical inspection of files pertaining to Raj Bhasha in Universities
iii.	Science and Research	Settlement of account
		Guidelines for the scheme/norms for grant release
3.	Dr. N. Gopukumar (JS)	
i.	Deemed to be University (DU)	Regulations pertaining to Deemed to be University
		Case study-based training to deal with proposals
		Legal and court proceedings pertaining to Deemed to be University
ii.	Learning Outcome-based Curriculum Framework (LOCF)	Parliamentary Questions
		Research on best practices of learning outcome
		Legal and professional language pertaining to RTI/ Public Grievances
iii.	Pay Scale	Dealing with court cases
		Public Grievances

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Dealing with VIP references
iv.	Quality Mandate Coordination	Parliamentary Questions
		Research on best practices of quality improvement
		Legal and professional language pertaining to RTI/Public Grievances
v.	RTI Pay Scale	Dealing with VIP reference
		Public Grievances/ RTI
		FAQ preparation
<b>4.</b>	<b>Dr. Jitendra Kumar Tripathi (JS)</b>	
i.	Funded Colleges (Delhi, BHU etc.)	Preparation of budget/revised estimates
		Guidelines / orders / instructions for sanction of position, etc.
		Settlement of Accounts / Utilisation of certificate
ii.	Green Matters/VIP Reference	Coordination with various bureaus within UGC
		Organogram of UGC
iii.	Institutions of Eminence	Rules and regulations pertaining to IoE (including its implementation)
		Coordination with Universities and Ministry
		Settlement of Accounts / Utilisation of certificate
iv.	Inter-University Centre (IUC)	Settlement of Accounts / Utilisation of certificate
		Preparation of budget/revised estimates

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Creation of database of past correspondence for future reference
		Bye-laws, MOU, guidelines of the respective institutions
<b>5.</b>	<b>Dr. Sunita Siwach (JS)</b>	
i.	Distance Education Bureau	Data analytics, especially using software
		Formulation of regulations, guidelines and policies
		Best practices for monitoring and evaluation including use of technology
		Best practices of distance education globally
ii.	Legal	Knowledge of the functioning/ subject matters of various bureaus
		Details of regulation incl. various amendment and deleted of clause
		Legal terminology and glossary
iii.	Sports	Settlement of accounts
		Guidelines for the scheme/norms for grant release
		Collaboration with Ministry of Sports
<b>6.</b>	<b>Dr. Avichal Raj Kapur (JS)</b>	
i.	Administration-I/A-B	CGHS reimbursement rules
		Reservation policy (i.e. SC/ST etc) and its implementation
		Departmental promotion committee
ii.	AMPC (Anti Malpractice Cell)	Coordination with state government

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Addressing grievances
		Norms and guidelines for grievance redressal
iii.	Meeting Cell	Record keeping and uploading in portal
		Event management
iv.	Receipt and Issue (UGC Main Office)	Translation software
		Paperless office
		Organogram of UGC
vi.	NEP Coordination	NEP vision/mission/guidelines
		Report writing including graphical representation and analysis (including use of AI/ChatGPT)
		Coordination with UGC officials and stakeholders (including Ministry)
vii.	PARAMARSH	Settlement of accounts
		Utilization Certificate
		Guidelines for the Scheme/norms for grant release
viii.	UGC Travel Desk	Vendor management
		Communication with experts and members
		Arrangement of accommodation
ix.	Administration-I/C	Fundamental Rules and Supplementary Rules

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		CGHS reimbursement rules
		Reservation policy (i.e. SC/ST etc) and its implementation
		Departmental Promotion Committee
x.	General Administration	Detailed case study base training of procurement and tender writing
		Central Public Procurement (CPP) Portal
<b>7.</b>	<b>Dr. R. Manoj Kumar (JS)</b>	
i.	Establishment of Centres in Universities for Study of Social Exclusion and Inclusive Policy	Settlement of Accounts
		Utilisation Certificate
		Guidelines for the Scheme/ norms for grant release
<b>8.</b>	<b>Dr. G. S. Chauhan (JS)</b>	
i.	ASIHSS (Assistance for Strengthening of the Infrastructure of the Humanities and Social Sciences)	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
ii.	ASSIST (Assistance for Strengthening of Infrastructure for Science and Technology)	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate



Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
iii.	SC/ST/OBC, Minorities, PWD along with their Commission and Parliamentary Standing Committee Matters	Guidelines, norms, terminology and dictionary of common terms issued by DoPT for reservation
		Responses to the grievances of stakeholders pertaining to reservation
		Details of legal and court procedures pertaining to reservation
iv.	Remedial Coaching for SC, ST, OBC (non-creamy layer) and Minority Community Students	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
v.	Innovative Cell	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
vi.	Career-Oriented Education	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
vii.	Computer and Technology	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
viii.	HEPSN	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
ix.	Coaching Classes for Entry into services for SC, ST, OBC (non-creamy layer) and Minority community Students	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
x.	Non-Formal Education	Preparation of guidelines for the scheme
		Knowledge about the subject matter – philosophy, contribution, and social impact of the great personalities
		Evaluation of proposal
xi.	Task Force (Gender Sensitization)	Complaint handling
		Drafting of guidelines
		Report writing, annual report and data analysis
xii.	TEPSE	Settlements of accounts
		Guidelines for the schemes/norms for grant release
		Utilisation Certificate
xiii.	Women's Studies	Release of grants
		Drafting of guidelines
		Report writing, annual report and data analysis
<b>9.</b>	<b>Dr. Madhukar Maruti Waware (JS)</b>	
i.	Annual Report	Editorial and formatting skills

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Statistical analysis and graphical representation
ii.	Computer and Networking Cell	Process re-engineering
		Data management and data analytics - advanced excel and big data analytics
		Tender writing and procurement
		Cyber security and data center management
iii.	E-Governance	Data management and data analytics - advanced excel and big data analytics
		Software development - advanced languages like NODE-JS, dotNet, etc.
		Process re-engineering
iv.	Human Rights Value Education (HRVE)	Settlement of accounts
		Utilisation certificate
		Guidelines for the scheme/norms for grant release
v.	I and S (Information and Statistics)	Familiarization of Aishe portal
		Data analytics and graphical representation (advanced excel)
vi.	ICT	Process re-engineering
		Software development - advanced language like NODE-JS, dotNet, etc
		Data management and data analytics - advanced excel and big data analytics
vii.	Publication	Publishing software (like InDesign)
		Proofing and editing tools (including use of Grammarly)

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
viii.	UGC Website	HTML5 training
		Website management
<b>10.</b>	<b>Shri Deepak Vats (JS)</b>	
i.	Basic Science Research (BSR)	Settlement of accounts
		Guidelines for the Scheme / norms for grant release
		Utilization Certificate
iii.	Joint Cadre Review Cell (JCRC)	Interpretation of Establishment rules
		Legal and court procedures for past precedents
iv.	Selection and Awards-I (SA-I); Selection and Awards-III (SA-III) and Selection and Awards-IV (SA-IV)	Implementation of Scheme
		Budget and forecasting
		Settlement of accounts
		Financial management tools
v.	National Eligibility Test (NET)	Paperless office and verification through digital means
		Preparation of guidelines/notifications
		Coordination with National Testing Agency
<b>11.</b>	<b>Colonel Vipin Kaushal, SM (JS)</b>	
i.	Academic Bank of Credits	Best practices of record keeping and data storage
		Preparation of guidelines and notifications

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
ii.	Anti-Ragging Cell	Best practices and principles of counselling for students
		Legal and administrative norms for anti-ragging cell of UGC
		Scope of work for NGOs working in the domain of student and mental health
iii.	College Development Bureau for the Colleges located in the Regions, WR-Pune, CR-Bhopal, ER-Kolkata	Migration to E-office and paperless office
		Settlement of accounts
		Guidelines and notifications pertaining to the bureau
		Data handling after relocation of regional office (including data extraction)
iv.	e-Samadhaan	Software/online portal is the top ranked domain competency
		RTI rules and grievances policy
		Behavioural study between various stakeholders (eg. student-student, student-teacher, etc)
v.	National Academic Depository (NAD)	Preparation of guidelines and notifications
		Best practices of record keeping and data storage
B. Deputy Secretary (DS)		
1.	Dr. Diksha Rajput (DS)	
i.	MOOCs	Project management to manage MOOC
		Learning centric MOOC

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
ii.	Unnat Bharat Abhiyan	Preparation of guidelines for UBA
		Training of the master trainers
		Scheme monitoring
iii.	Human Values and Professional Ethics	Preparation of guidelines
		Project monitoring
		Webinars with stakeholders (including experts, Universities, and students)
iv.	Capacity Building Cell	Best practices of training management
		Preparation of training calendar
v.	E-Content	Project management to manage MOOC
		Learning centric MOOC
vi.	Human Resource Development Centre	Norms for release of grants
		Settlement of accounts
		Preparation and revision of guidelines
		Utilisation Certificate
		Analysis and monitoring of data
vii.	Environment Education	Preparation of guidelines
		Project monitoring
		Webinars with stakeholders (including experts, Universities, and students)

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
viii.	SWAYAM	Project management to manage MOOC
		Learning centric MOOC
ix.	Life Skills	Webinars with stakeholders (including experts, Universities, and students)
		Project monitoring
		Preparation of guidelines
<b>2.</b>	<b>Dr.Gopi Chand Merugu</b>	
i.	Autonomous College	Rules and regulations pertaining to Autonomous College
		Portal for the colleges to apply for autonomous status
		Detailed responses to the colleges for application of autonomous status
ii.	Coordination Policy and Planning	Various regulations pertaining to UGC
		Report writing and original research for policy formulation
		Best practices in equivalence of degrees
		Legislative drafting
<b>3.</b>	<b>Dr Amol Andhare (DS)</b>	
i.	RTI	Understanding of legal proceedings applicable to RTI
		Understanding the RTI Act 2005 and its sections
		RTI procedures and stages
ii.	Public Grievances	Understanding the nature of grievances and ways to ensure proper reply

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Understanding the Public Grievances portals
<b>4.</b>	<b>Mrs. Monika (DS)</b>	
i.	Internship	Coordination with University (esp. use of digital/video conferencing)
		Maintenance of records
ii.	Research and Development	Coordination with University (esp. use of digital/video conferencing)
		Maintenance of records
<b>5.</b>	<b>Dr. Shalini (DS)</b>	
i.	Chairs	Settlement of accounts
		Questioning by Parliamentary Committee
		Guidelines for the scheme/norms for grant release
<b>6.</b>	<b>Shri Vinod Singh Yadav (DS)</b>	
i.	Distance Education Bureau I (DEB-I)	Data analytics, especially using software
		Formulation of regulations, guidelines and policies
		Best practices for monitoring and evaluation including use of technology
		Best practices of distance education globally
<b>7.</b>	<b>Dr. Jitendra (DS)</b>	
i.	CARE	Best practices pertaining to Ethics and Journal publication
		Ranking of well-known journals



Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
8.	<b>Mrs. Megha Kaushik (DS)</b>	
i.	Selection and Awards-II (SA-II)	Implementation of Scheme
		Budget and forecasting
		Settlement of accounts
		Financial management tools
9.	<b>Ms. Pooja Bhaumick</b>	
i.	College Development Bureau for the Colleges located in the Regions, WR-Pune, CR-Bhopal, ER-Kolkata	Migration to E-office and paperless office
		Settlement of accounts
		Guidelines and notifications pertaining to the bureau
		Data handling after relocation of regional office (including data extraction)
10.	<b>Ms. Smita Bidani (DS)</b>	
i.	State Universities	Settlement of accounts
		Data collection, analysis, and interpretation (including use of AI/ChatGPT)
		Rules, guidelines, statutes for various state universities
11.	<b>Dr. Mriganka Sekhar Sarma (DS)</b>	
i.	Central Universities	Disbursement of grants
		Statutes and ordinances for Central Universities (including model statutes)

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
		Court procedures esp. for service rules
ii.	P R Unit	Vendor management
		Arrangement of accommodation
		Communication with experts and members
12.	Dr.Prashant Dwivedi	
i.	College Development Bureau-1	Settlement of accounts
		Guidelines and notifications pertaining to the Bureau
		Migration to E-office and paperless office
		Data handling after relocation of regional offices (incl. data extraction)
13.	Dr. Salil S (DS)	
i.	Centre for Data Analytics and Research	Public policy and management
		Qualitative research techniques
		Impact analysis of policy
ii.	Social Media	Social Media for Govt.
		Non-profit project management and strategy
		Content creation and curation

Sr.No	Divisions/Bureaus/Schemes	Domain Competencies
14.	Mrs. Neethu S Thulaseedharan (DS)	
i.	Distance Education Bureau II (DEB-II)	Best practices of distance education globally
		Formulation of regulations, guidelines and policies
		Best practices for Monitoring and Evaluation, including use of technology
		Data Analytics, esp. using software
15.	Dr. Nikhil Kumar (DS)	
i.	Parliament	Knowledge about NEP
		Knowledge about various bureaus within UGC
ii.	Inclusion of Colleges under Section 2(f) & 12B	Coordination
		Legal drafting

## II. Immediate Priority Training Initiatives

The following training and non-training interventions are culled out as immediate priorities and low-hanging fruits for the UGC,

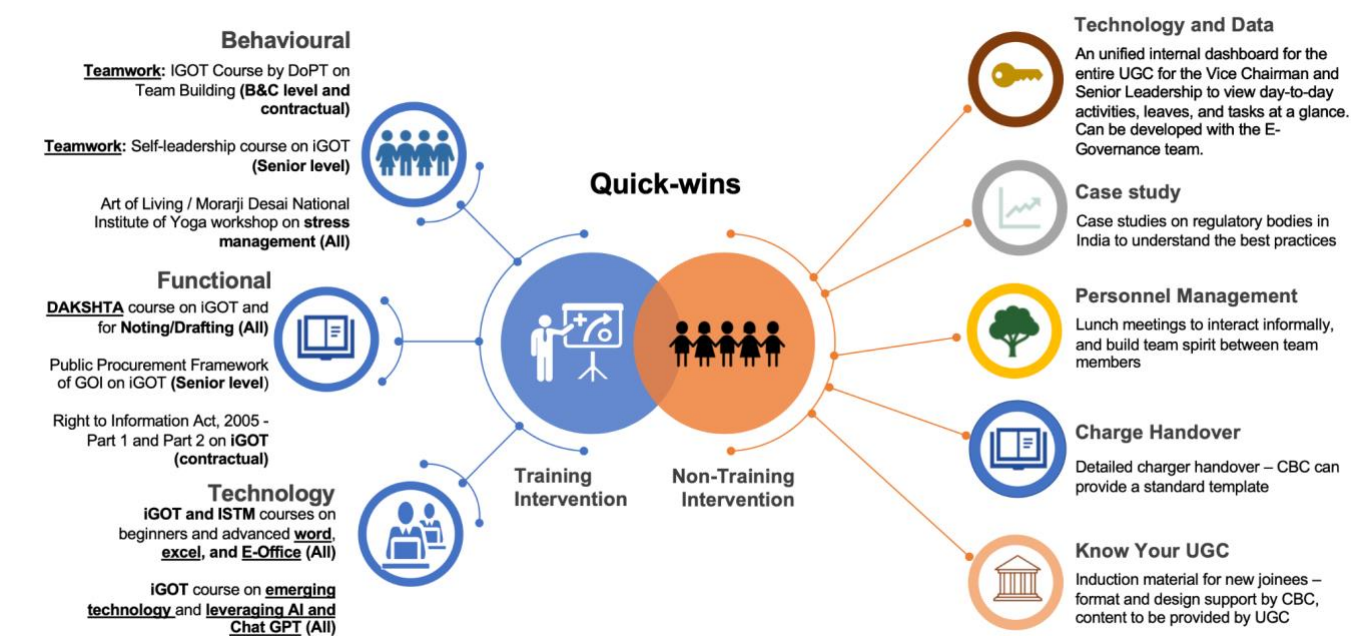


Figure 11: Quick Wins

### A. Training Interventions

#### a) Induction Training

All new staff members assuming their roles should undergo induction training to familiarise them with the functioning of the UGC and their divisions. It is suggested that all officials, during their first month, be deputed with each division for a short period (2-3 days) and be provided with a manual with basic information regarding the UGC in a 'Know Your UGC' module to provide an overview of the divisions, functions, and other essential information of the UGC. This can enhance role clarity and teamwork from the beginning.

#### b) On-Job Training

##### Behavioural and Functional Competencies

- The iGOT course by DoPT on *Team Building* can be enrolled by B&C level and contractual officers.
- *Self-leadership* course on iGOT for Senior level officials.

- For planning and organising, senior-level officials can enrol in *Fundamentals of Program and Project Management* by Quality Council of India, available on iGOT
- *Workshops for stress management* by Art of Living / Morarji Desai National Institute of Yoga can help equip officers with effective stress management tools.
- *DAKSHTA* course on iGOT is recommended for an array of functional competencies including Noting and Drafting for all officers.
- *Public Procurement Framework of GoI* available on iGOT for GFR training for senior officials,

### Technology Competencies

- Certification-based online training sessions for proficiency in *Microsoft Office*, particularly Basic / Advanced Excel, Word, and PowerPoint can be undertaken (Senior, B & C level, and Consultants).
- Officials of the UGC can participate in the *emerging technology* course by iGOT as well as *leveraging AI and Chat GPT* course.

### Domain Competencies

- Since settlement of accounts and Utilisation Certificate is a recurring domain need. UGC may consider creating a course on the aforementioned competencies for training purposes.
- Domain expertise training should ensure a general understanding of the domain for all.
- Case studies-based exercises should be employed to ensure practical application of the domain expertise session as a key takeaway.

## B. Non-Training Initiatives

The following is an overarching list of non-training organisational interventions.

### a) Technology and Data

- A unified internal dashboard for the entire UGC for the Vice Chairman and Senior Leadership to view day-to-day activities, leaves, and tasks at a glance. Can be developed with the E-Governance team.

### b) Systems and Processes

- Case studies on regulatory bodies in India to understand the best practices
- Detailed charge handover template that must be shared at the time of handover from one officer to another. (Headers such as key SPOCs, subject areas, key learning points etc).
- Creating a best practices document on noting and drafting. This can be made under the guidance of senior leadership. It can be in a checklist format to ensure that a note coming

to them consists of the necessary information, details, structure and format. This can assist with functional competency of developing noting and drafting skills.

#### c) Personnel management

- Lunch meetings to interact informally, and build team spirit between team members
- Current process consists of link officers for every JS in case of leaves. This process can be formalised through the mentorship program where the junior officers shadow the senior leadership for two months (this can occur during the notice period for knowledge transfer)
- Recreational retreat for all officials in cohorts that would ensure informal connection and interaction to support teamwork and communication.
- Immersion Visits to understand the process and systems in-depth. For example, cohorts may visit Digilocker for the Academic Bank of Credits bureau.

### III. Role-wise Competency Specific Training Suggestion

#### A. UGC Level

Based on the CNA findings, the training suggestions for behavioural, functional and technology competencies are provided at the UGC level. The participation and level of course have been decided based on the trends analysed in the CNA and inputs from the Capacity Building Cell. Details of the courses according to competencies with training institutions and duration, etc are provided in [the next chapter](#).

#### B. Division/Bureau/Scheme Level (D/B/S)

In addition to the UGC level behavioural, functional and technological competencies, training suggestions for division/bureau/scheme level competencies divided as per D/B/S heads is also provided in [the next chapter](#).

#### IV. Non-Training Interventions (Competency and Organisational)

The following is an overarching list of non-training organisational interventions.

No.	Non-Training Organisational Interventions Identified
<b>1.</b>	<b>Technology and Data</b>
1.1	A unified internal dashboard for the entire UGC for the Chairman, Vice Chairman and Senior Leadership to view day-to-day activities, leaves, and tasks at a glance. Can be developed with the E-Governance team.
<b>2.</b>	<b>Systems and Processes</b>
2.1	Case studies on regulatory bodies in India to understand the best practices.
2.2	Detailed charge handover template that must be shared at the time of handover from one officer to another (Headers such as key SPOCs, subject areas, key learning points etc).
2.3	Creating a best practices document on noting and drafting. This can be made under the guidance of senior leadership. It can be in a checklist format to ensure that a note coming to them consists of the necessary information, details, structure and format. This can assist with functional competency of developing noting and drafting skills.
2.4	A Know-Your-UGC module based on blended formats; for all officers would be highly beneficial. This can be used as an induction program.
2.5	Quarterly knowledge transfer sessions, where senior officials share their work experiences
<b>3.</b>	<b>Personnel management</b>
3.1	Lunch meetings to interact informally, and build team spirit between team members
3.2	Formalising the process of junior officers shadowing the senior officers under a mentorship program to learn about the work. This can be conducted for 2 months.
3.3	Recreational retreat for all officials in cohorts that would ensure informal connection and interaction to support teamwork and communication.
3.4	Immersion visits to understand the process and systems in-depth. For example, cohorts may visit Digilocker for the Academic Bank of Credits bureau or other regulatory bodies to understand their function for the senior officials.



## 6. Operational Plan

### I. Overview of ACBP Roll-out Plan

Training suggestions are valid for competencies that have been discussed and identified through CNA and personal interviews/workshops. Non-training interventions include suggestions specific to organisational and institutional systems as well as certain competency needs that can be filled in with non-training interventions.

Training (Competencies based) and Non-training interventions (Competencies and Organisational) will be rolled out at the UGC level in UGC.

The tables in the sections below include the training calendar, non-training calendar, key progress indicators, monitoring, and responsibility matrix to assist the CBU and the UGC in the efficient operationalisation of the training and non-training suggestions.

As the physical/ in-person trainings require advance planning, a summary of training activities outside Delhi is provided in table below:

#### Summary of trainings suggested:

S.NO.	Mode of training	No of trainings*
1.	Online	174
a.	Available on iGOT	105
b.	Available on other platforms	69
2.	Offline/Phygital trainings	90
a.	Conducted In Delhi NCR	20
b.	Conducted outside Delhi NCR	70

\*Provided numbers do not indicate unique courses. Courses repeated for different Division/Bureau/Scheme (D/B/S) are counted as separate trainings.

**Important notes for the training calendar:**

- The training calendar provided in the next section is arranged according to Division/Bureau/Scheme (D/B/S) heads. Some courses are relevant for multiple D/B/S and may appear more than once in the training calendar.
- The operational plan focuses on providing suggestions for courses from external organisations. In addition to these, D/B/S heads should refer to Division / Bureau/ Scheme: Domain Competencies to explore arranging internal trainings to address D/B/S specific competencies not covered in the operational plan.
- For offline courses organised by the National Council for Training & Social Research (NCTSR), please refer to the 'Call for Nominations' notification shared by NCTSR for details of dates, venues, and budget.

## II. Calendar

### A. Training Calendar

#### a. UGC-level training calendar

The following training calendar can be used by the Capacity Building Cell at UGC for the recommended training interventions.

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
<b>Behavioural competencies</b>							
Teamwork	Self-Leadership	1h 26m	Online	Art of Living	iGOT	Senior Level	Q1
	Digitised course on building high performing teams.	TBD	Online	ISB/IIM-B	iGOT	Senior Level	Q4
	Leadership	1h 35m	Online	DoPT	iGOT	Senior Level	Q1
	Leadership & Managerial Skills, Management & Business Administration	8 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Senior Level	Q2 /Q3
	Kaushalam – Integral Leadership Training Programme	2 days	Offline	AuroLeadership – Sri Aurobindo Society	Pondicherry	Senior Level	Q4
	Developing Managerial Leadership Skills	2 days	Offline	NCTSR	Multiple locations	Senior level	Q1
	Motivation at Work Place, Positive Attitude, Grooming, Planning Skills	2 days	Offline	NCTSR	Multiple locations	Executive level	Q3/Q4
	Leading Self	3–4h	Online	Harappa	iGOT	B & C Level Contractual Level	Q2

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
	Team Building	1h 25m	Online	DoPT	iGOT	B & C Level Contractual Level	Q1
Planning and organising	Workshop on Project Management	2 days	Online	ISTM	New Delhi	Senior Level	Q2
	Fundamentals of Program and Project Management	9h 5m	Online	Quality Council of India	iGOT	Senior Level B & C Level	Q4
	Design , Evaluation and Execution of Projects	7 days	Offline	Indian Statistical Service Training Division	New Delhi	Senior level	Q4
	“Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department’s Duties in Relation to Social Equity Stress and Its Impact On Work.”	2 days	Offline	NCTSR	Multiple locations	Executive level	Q3/Q4
	Introduction: Basics of Project Management	1h 31m	Online	Quality Council of India	iGOT	B & C Level	Q2
Stress Management	Stress management by DoPT	1h 15m	Online	DoPT	iGOT	Senior level Contractual Level	Q1
	Stress management	TBD	Offline	Morarji Desai National Institute of Yoga	New Delhi	Senior level	Q2
	Complete Journey to Stress management	6h 8m	Online	Art of Living	iGOT	Senior level	Q4

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
	Stress management by IIPA	1h 54m	Online	Indian Institute of Public Administration (IIPA)	iGOT	Senior level Contractual Level	Q4
	Stress & Stress Management & Staff Development in Improving Enhancing Efficiency and Behavioral Skills” In Government Departments Autonomous Bodies & PSUs	2 days	Offline	NCTSR	Multiple locations	Executive level	Q3/Q4
Communication skills	Effective Communication	7 hr 9 min	Online	IIM-B	iGOT	B & C Level Contractual level	Q1
	Workshop on Communication Skills	1 Day	Online	ISTM	New Delhi	B & C Level	Q2
	Communication for Citizen Centricity	1h 35m	Online	DoPT	iGOT	B & C Level	Q4
<b>Functional competencies</b>							
Noting and drafting	DAKSHTA	16h 45 m	Online	ISTM	iGOT	Senior Level B & C Level Contractual level	Q1/Q2
	Noting & Drafting (ISTM)	2h	Online	ISTM	iGOT	Senior Level B & C Level Contractual level	
	Level-III Training Programme to Develop Functional Competencies	16h 40 m	Online	ISTM	iGOT	Senior Level B & C level	Q2

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
	Order and judgment writing practice	-	Phygital	Lal Bahadur Shastri National Academy of Administration	Mussoorie	Senior Level B & C level	Q2
	Office Procedures including Noting and Drafting	2 days	Offline	NCTSR	Multiple locations	Executive level	Q1
	“Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department’s Duties in Relation to Stress and Its Impact On Work.”	2 days	Offline	NCTSR	Multiple locations	Executive level	Q3/Q4
General Financial Rules, 2017	GFR and vigilance	1 week	Online	Indian Statistical Service Training Division	NSSTA, Noida	Senior Level	
	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	Senior Level B & C Level	
	General Financial Rules, 2017	5 days	Online	National Power Training Institute	iGOT	Senior Level B & C Level	
	Specialized training program GFR- procurement of goods and services	1 week	Online	Indian Statistical Service Training Division	NSSTA, Noida	Senior Level	

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
	“Public Procurement, E – Procurement, Govt. E-Marketplace (GeM) & PFMS “ In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	NCTSR	Multiple locations	Executive level	Q3/Q4
RTI Resolutions	Advance Course on RTI Act, 2005 (Problems, Issues and Challenges in RTI Act , 2005 implementation and CIC/SIC Judgments) and Modern Office Management	2 days	Offline	NCTSR	Multiple locations	Executive level	Q1
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as a tool of Transparency & Citizen Charter In Government Departments Autonomous Bodies & PSUs	2 days	Offline	NCTSR	Multiple locations	Executive level	Q1/Q2
	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	Contractual level	Q3/Q4
	Landmark Judgments- RTI Act, 2005	1 h 10 m	Online	ISTM	iGOT	Contractual level	Q3/Q4
	Right to Information Act 2005	2h 15 m	Online	DoPT	iGOT	Contractual level	Q1
<b>Technological competencies</b>							
E-Office	Introduction to e-office	18m	Online	BSNL	iGOT	Senior Level B & C Level Contractual level	Q4

Competency	Course name	Duration	Mode	Training Institute	Platform/Location	Designations	Timeline
	Workshop on e-Office	2 days	Online	ISTM	ISTM	Senior Level B & C Level	Q4
MS Office	Word, Excel, PowerPoint (3 courses)	13h 16m	Online	Microsoft	iGOT	Senior Level B & C Level Contractual level	Q2
Emerging Technology	Emerging Technology	2h 20 m		Capacity Building Commission	iGOT	Senior Level B & C Level Contractual level	Q2
	Introduction to Leveraging AI and Chat GPT	24m 36s	Online	Invest India	iGOT	Senior Level B & C Level Contractual level	Q1
Social Media	Framework and Guidelines for the Use of Social Media for Government Organisation (Level 1)	TBD	Online	Ministry of Electronics and Information Technology	iGOT	Contractual level	Q4



## b. Division/ Bureau/ Scheme-level training calendar

Heads of various Divisions/ Bureaus/ Schemes can use the following courses for building identified capacities within their staff members.

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
<b>Head: Shri Sudeep Singh Jain, Financial Advisor (FA)</b>							
Fundamental Rules and Supplementary Rules	Fundamental Rules and Supplementary Rules	50m	Online	ISTM	iGOT	Finance and Internal Audit Bureau	Q1
	Fundamental Rules (FR) and Supplementary Rules (SR)	3h 54m	Online	Department of Expenditure	iGOT	Finance and Internal Audit Bureau	Q2
Record Management	Advanced course on Record Management	2 days	Online	ISTM	ISTM	Finance and Internal Audit Bureau – Group “A” / Up to Gr. “B” Officers	Q3/Q4
	“Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department’s Duties in Relation to Social Equity Stress	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Finance and Internal Audit Bureau – Group “A” / Up to Gr. “B” Officers	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	and Its Impact On Work And Methods Of Managing Stress.”						
	Advanced course on Record Management, Economic Reforms and Development	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Finance and Internal Audit Bureau – Group “A” / Up to Gr. “B” Officers	Q1
Procurement norms, including for consultancy services and goods	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	Finance and Internal Audit Bureau	Q1
	Workshop on e-Procurement	2 days	Online	ISTM	ISTM	Finance and Internal Audit Bureau – Up to Gr. “B” Officers	Q3/Q4
	Specialized training program GFR-procurement of goods and services	1 week	Online	Indian Statistical Service Training Division	Indian Statistical Service Training Division	Finance and Internal Audit Bureau	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	“Public Procurement, E – Procurement, Govt. E- Marketplace (GeM) & PFMS “ In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Finance and Internal Audit Bureau	Q3/Q4
GFR (advanced)	GFR and vigilance	1 week	Online	Indian Statistical Service Training Division	NSSTA	Finance and Internal Audit Bureau	Q3/Q4
	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	Finance and Internal Audit Bureau	Q1
	“Public Procurement, E – Procurement, Govt. E- Marketplace (GeM) & PFMS “ In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Finance and Internal Audit Bureau	Q3/Q4
	General Financial Rules, 2017	5 days	Online	National Power Training Institute	iGOT	Finance and Internal Audit Bureau	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
<b>Dr. Shakeel Ahmad (JS)</b>							
Legal drafting and vetting of State Acts	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Inclusion of Universities under section 2(f) and 12B Private University	Q4
RTI/Public Grievance for private university	Seminar on Right to Information	1 day	Online	ISTM	ISTM	Inclusion of Universities under section 2(f) and 12B Private University	Q3
	Landmark Judgments- RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	Inclusion of Universities under section 2(f) and 12B Private University	Q1
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	Inclusion of Universities under section 2(f) and 12B Private University	Q2

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System and tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Inclusion of Universities under section 2(f) and 12B Private University	Q1/Q2
RTI/Public Grievance	Seminar on Right to Information	1 day	Online	ISTM	ISTM	Major Research Projects – SR (MRP)	Q3
	Landmark Judgments– RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	Major Research Projects – SR (MRP)	Q1
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	Major Research Projects – SR (MRP)	Q2
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Major Research Projects – SR (MRP)	Q1/Q2

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Maintenance of records	Advanced course on Record Management	2 days	Online	ISTM	ISTM	Industry connect	Q3/Q4
	Advanced course on Record Management, Economic Reforms and Development	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Industry connect	Q1
	“Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department’s Duties in Relation to Social Equity Stress and Its Impact On Work And Methods Of Managing Stress.”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Industry connect	Q3/Q4
<b>Dr. (Mrs) Archana Thakur - Joint Secretary (JS)</b>							
India current position on diplomatic ties/ international relations	Grade I – IFS B	24 days	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation – Officers promoted to Grade I of IFS (B)	Q3/Q4
	MCTP Phase-II	3 weeks	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation –	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
						Director level and JS level	
Internationalisation of education	Grade I – IFS B	24 days	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation – Officers promoted to Grade I of IFS (B)	Q3/Q4
	MCTP Phase-II	3 weeks	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation – Director level and JS level	Q3/Q4
Current affairs in Foreign affairs	Grade I – IFS B	24 days	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation – Officers promoted to Grade I of IFS (B)	Q3/Q4
	MCTP Phase-II	3 weeks	Offline	Sushma Swaraj Institute	Sushma Swaraj Institute	International Cooperation – Director level and JS level	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Proficiency in Sanskrit / Translation software	1 - 30 lectures	15h	Online	Central Sanskrit University	Central Sanskrit University	Promotion of Indian languages (Bhartiya bhasha)	Q1
	Certificate course	To be completed under 6 months	Online	Mukta Swadhyaya Peetham	Mukta Swadhyaya Peetham	Promotion of Indian languages (Bhartiya bhasha)	Q3/Q4
Dr. N. Gopukumar (JS)							
Parliamentary Questions	Parliamentary Procedures	2h	Online	ISTM	iGOT	Learning Outcome-based Curriculum Framework (LOCF)	Q1
	Parliament at Work	5h 41m	Online	ISTM	iGOT	Learning Outcome-based Curriculum Framework (LOCF)	Q3
	Handling parliamentary matters	2 days	Online	ISTM	ISTM	Learning Outcome-based	Q3/Q4



Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
						Curriculum Framework (LOCF)	
	Handling parliamentary matters, policy formulation to legislation, sustainable development goals	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Learning Outcome-based Curriculum Framework (LOCF) Quality Mandate Coordination	Q1
	Parliamentary Matters (Questions & Committee)	TBD	-	IIPA	IIPA	Learning Outcome-based Curriculum Framework (LOCF) Quality Mandate Coordination	Q3/Q4
Legal and professional language	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	Learning Outcome-based Curriculum	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
pertaining to RTI/ Public Grievances						Framework (LOCF)	
	Landmark Judgments- RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	Learning Outcome-based Curriculum Framework (LOCF)	Q3/Q4
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	Learning Outcome-based Curriculum Framework (LOCF)	Q1
	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Learning Outcome-based Curriculum Framework (LOCF)	Q3/Q4
	Advance Course on RTI Act, 2005 (Problems, Issues and Challenges in RTI Act , 2005 implementation and CIC/SIC	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Learning Outcome-based Curriculum	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Judgments) and Modern Office Management					Framework (LOCF)	
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Learning Outcome-based Curriculum Framework (LOCF)	Q1/Q2
Dealing with court cases	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Pay Scale	Q3/Q4
Legal and professional language pertaining to RTI/Public Grievances	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	Quality Mandate Coordination	Q3/Q4
	Landmark Judgments- RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	Quality Mandate Coordination	Q3/Q4
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	Quality Mandate Coordination	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Advance Course on RTI Act, 2005 (Problems, Issues and Challenges in RTI Act , 2005 implementation and CIC/SIC Judgments) and Modern Office Management	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Quality Mandate Coordination	Q1
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	NCTSR	Multiple locations	Quality Mandate Coordination	Q1/Q2
Public Grievances/ RTI	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	RTI Pay Scale	Q3/Q4
	Landmark Judgments- RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	RTI Pay Scale	Q3/Q4
	Advance Course on RTI Act, 2005 (Problems, Issues and Challenges in RTI Act , 2005 implementation and CIC/SIC Judgments) and Modern Office Management	2 days	Offline	NCTSR	Multiple locations	RTI Pay Scale	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	NCTSR	Multiple locations	RTI Pay Scale	Q1/Q2
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	RTI Pay Scale	Q1
<b>Dr. Jitendra Kumar Tripathi (JS)</b>							
Preparation of budget/revised estimates	Budget	1 h 40m	Online	Institute of Secretariat Training and Management	iGOT	Funded Colleges (DC) (Delhi, BHU, etc.) Inter University Center (IUC)	Q2
	Budgetary System in Government	45m	Online	Defence Accounts Department (DAD)	iGOT	Funded Colleges (DC) (Delhi, BHU, etc.) Inter University Center (IUC)	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Finance and Accounts	1 h 35m	Online	DoPT	iGOT	Funded Colleges (DC) (Delhi, BHU, etc.) Inter University Center (IUC)	Q1
	Cash & Accounts	9 Weeks	Offline	ISTM	ISTM	Funded Colleges (DC) (Delhi, BHU, etc.)	Q4
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Funded Colleges (DC) (Delhi, BHU, etc.) Inter University Center (IUC)	Q1
	Book Keeping & Accounting, Accounting Standards & Strategy to Implement Accrual System of Accounting in Government Departments Autonomous Bodies & PSUs	2 days	Offline	NCTSR	Multiple locations	Funded Colleges (DC) (Delhi, BHU, etc.) Inter University Center (IUC)	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	'Finance Management in Govt. with Financial & Administrative Powers	2 days	Offline	NCTSR	Multiple locations	Funded Colleges (DC) (Delhi, BHU, etc.)	Q3/Q4
<b>Dr. Sunita Siwach (JS)</b>							
Details of regulation incl. various amendment and deleted of clause & Legal terminology and glossary	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Legal	Q2
Data Analytics, esp. using software & Best practices for	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	Distance Education Bureau	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	Distance Education Bureau	Q4
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	Distance Education Bureau	Q3

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
monitoring and evaluation including use of technology	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	Distance Education Bureau	Q4
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Distance Education Bureau	Q1
<b>Dr. Avichal Raj Kapur - Joint Secretary (JS)</b>							
CGHS reimbursement rules	Central Government Health Scheme CGHS and Central Services MA Rules	1 h 10m	Online	ISTM	iGOT	Administration-I/A-B Administration-I/C	Q1
Reservation policy (i.e. SC/ST etc) and its implementation	Reservation in Services for SC/ST/OBC/ExSM/PWDs	4 days	Online	ISTM	ISTM	Administration-I/A-B - Group "A" / Up to Gr. "B" Officers	Q3
	Reservation in Services for SC/ST/OBC/ExSM/PWDs, Administrative vigilance: role of IO/PO., handling of CAT cases	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Administration-I/A-B - Group "A" / Up to Gr. "B" Officers	Q1



Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Rights of Persons with Disabilities (PWDs). Patent Agent Examination	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Administration- I/A-B - Group "A" / Up to Gr. "B" Officers	Q1
	Roster Writing and Reservation in Services Govt. Policy for SCs, STs, OBCs And Physically Handicapped & Recruitment Rules" In Government Departments Autonomous Bodies & PSUs	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Administration- I/A-B - Group "A" / Up to Gr. "B" Officers	Q3/Q4
Fundamental rules and supplementary rules	Fundamental Rules and Supplementary Rules	50m	Online	ISTM	iGOT	Administration- I/A-B Administration- I/C	Q1
	Fundamental Rules (FR) and Supplementary Rules (SR)	3h 54m	Online	Department of Expenditure	iGOT	Administration- I/A-B Administration- I/C	Q2
Detailed case study	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	General Administration	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
base training of procurement and tender writing	General Financial Rules, 2017	5 days	Online	National Power Training Institute	iGOT	General Administration	Q4
	Workshop on e-	2 days	Online	ISTM	ISTM	General Administration	Q3
Central Public Procurement (CPP) Portal	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	General Administration	Q1
	General Financial Rules, 2017	5 days	Online	National Power Training Institute	iGOT	General Administration	Q4
	“Public Procurement, E – Procurement, Govt. E- Marketplace (GeM) & PFMS “ In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	General Administration	Q3/Q4
	Workshop on e-	2 days	Online	ISTM	ISTM	General Administration	Q3
Report writing including graphical	Insights from Data for Policy	5h 19m	Online	Indian School of Business	iGOT	NEP Coordination	Q2
	Report writing term paper	-	Offline	Lal Bahadur Shastri National	Lal Bahadur Shastri National	NEP Coordination	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
representatio n and analysis (including use of AI/ChatGPT)				Academy of Administration	Academy of Administration		
	Introduction to Leveraging AI and Chat GPT	24m 36s	Online	Invest India	iGOT	NEP Coordination	Q1
<b>Dr. R. Manoj Kumar (JS)</b>							
Best practices and principles of social inclusivity	Reservation in Services for SC/ST/OBC/ExSM/PWDs	4 days	Online	ISTM	ISTM	Establishment of Centers in Universities for study of social exclusion and inclusion policy	Q3/Q4
	Reservation in Services for SC/ST/OBC/ExSM/PWDs, Administrative vigilance: role of IO/PO., handling of CAT cases	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Establishment of Centers in Universities for study of social exclusion and inclusion policy	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Roster Writing and Reservation in Services Govt. Policy for SCs, STs, OBCs And Physically Handicapped & Recruitment Rules” In Government Departments Autonomous Bodies & PSUs	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Establishment of Centers in Universities for study of social exclusion and inclusion policy	Q3/Q4
<b>Dr. G.S. Chauhan (JS)</b>							
Guidelines, norms, terminology and dictionary of common terms issued by DoPT for reservation & Responses to the grievances of	Roster Writing and Reservation in Services Govt. Policy for SCs, STs, OBCs And Physically Handicapped & Recruitment Rules” In Government Departments Autonomous Bodies & PSUs	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	SC/ST/OBC, Minorities, PWD along with their committees on parl. committee	Q3/Q4
	Reservation in Services for SC/ST/OBC/ExSM/PWDs, Administrative vigilance: role of IO/PO., handling of CAT cases	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	SC/ST/OBC, Minorities, PWD along with their committees on parl. committee	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
stakeholders pertaining to reservation	Reservation in Services for SC/ST/OBC/ExSM/PWDs	4 days	Online	ISTM	ISTM	SC/ST/OBC, Minorities, PWD along with their committees on parl. committee	Q3
Report writing, annual report and data analysis	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	Task Force (Gender Sensitization) Women's Studies	Q2
	Report writing term paper	-	Offline	Lal Bahadur Shastri National Academy of Administration	Lal Bahadur Shastri National Academy of Administration	Task Force (Gender Sensitization) Women's Studies	Q3/Q4
	Introduction to Leveraging AI and Chat GPT	24m 36s	Online	Invest India	iGOT	Task Force (Gender Sensitization) Women's Studies	Q1
Complaint handling	Gender Sensitization	3 days	Online	ISTM	ISTM	Task Force (Gender Sensitization)	Q2

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Gender Sensitisation	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Task Force (Gender Sensitization)	Q1
	Gender Mainstreaming Policies for Government Officers (A) & under Capacity Building program Technical Cooperation Program	7 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Task Force (Gender Sensitization)	Q2/Q3
	Online Training on Protection of Women from Domestic Violence Act (PWDVA)	2 days	Offline	NIPCCD	NIPCCD	Task Force (Gender Sensitization)	Q1
	Prevention, Prohibition and Redressal of Sexual Harassment of Women at Work Place	1 Day	Online	ISTM	ISTM	Task Force (Gender Sensitization)	Q2
	Workshop on Conduct of Inquiry on Complaints relating to Sexual Harassment of Women at Work Place	1 Day	Online	ISTM	ISTM	Task Force (Gender Sensitization)	Q3

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Gender Sensitivity & Prevention And Redressal Of Sexual Harassment Of Women At Work place "In Government Departments Autonomous Bodies & PSUs	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Task Force (Gender Sensitization)	Q3/Q4
<b>Dr. Madhukar Maruti Waware (JS)</b>							
Editorial and formatting skills	Report writing term paper	-	Offline	Lal Bahadur Shastri National Academy of Administration	Lal Bahadur Shastri National Academy of Administration	Annual Report	
Statistical analysis and graphical representation	Statistical Tools and Techniques	2 days	Online	ISTM	ISTM	Annual Report	Q3
	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	Annual Report	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	Annual Report	Q2
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	Annual Report	Q4
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	Annual Report	Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Big Data Analytics in Government - Basic	2 days	Offline	NCTSR	Multiple locations	Annual Report	Q1
	Ways of Enhancing Presentation Skills	25m	Online	Ministry of Mines(GSI)	iGOT	Annual Report	Q1
Data management and data analytics - advanced excel and big data analytics	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q1
	Big Data Analytics in Government - Basic	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	Computer and networking cell E-Governance	Q2



Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
						I & S (Information and statistics) ICT	
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q2
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q1
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Computer and networking cell E-Governance I & S (Information and statistics) ICT	Q1
Cyber security and data center management	Workshop on Cyber Security	2 days	Offline	ISTM	ISTM	Computer and networking cell	Q3
	Cyber Security Basics	2h 22 min	Online	Microsoft	iGOT	Computer and networking cell	Q1
	Foundation Course on Cyber Security	24h	Online	C-DAC	iGOT	Computer and networking cell	Q4
Tender writing and procurement	Public Procurement Framework of Government of India	1h 55m	Online	Department of Expenditure	iGOT	Computer and networking cell	Q1
	Workshop on e-Procurement	2 days	Online	ISTM	ISTM	Computer and networking cell	Q3
	Specialized training program GFR-procurement of goods and services	1 week	Online	Indian Statistical Service Training Division	Indian Statistical Service Training Division	Computer and networking cell	Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Probationers training	-	Offline	AJNIFM	AJNIFM	Computer and networking cell	Q2
Publishing software (like InDesign)	InDesign 2023 Essential Training	5h 19m	Online	LinkedIn Learning	LinkedIn Learning	Publication	Q2
Proofing and editing tools (including use of Grammarly)	Certification in Editing and Proofreading - Masterclass	1 h 56m	Online	Udemy	Udemy	Publication	Q2
HTML5 training	Coursera: Introduction to HTML5	11h	Online	University of Michigan	Coursera	UGC Website	Q2
Website management	Certified Course in Web Designing	80h	Online	National Institute of Electronics & Information Technology	National Institute of Electronics & Information Technology -	UGC Website	Q2
<b>Shri Deepak Vats - Joint Secretary (JS)</b>							
Budget and Forecasting	Budget	1h 40m	Online	Institute of Secretariat Training and Management	iGOT	Selection and Awards (I, III, and IV)	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
		45m	Online	Defence Accounts Department (DAD)	iGOT	Selection and Awards (I, III, and IV)	Q1
		1h 35m	Online	DoPT	iGOT	Selection and Awards (I, III, and IV)	Q2
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Selection and Awards (I, III, and IV)	Q1
	Book Keeping & Accounting, Accounting Standards & Strategy to Implement Accrual System of Accounting in Government Departments Autonomous Bodies & PSUs	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Selection and Awards (I, III, and IV)	Q3/Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Financial management tools	Finance and Accounts	1h 35m	Online	DoPT	iGOT	Selection and Awards (I, III, and IV)	Q1
	'Finance Management in Govt. with Financial & Administrative Powers	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Selection and Awards (I, III, and IV)	Q3/Q4
Paperless office and verification through digital means	Statistical Tools and Techniques	2 days	Online	ISTM	ISTM	National Eligibility Test (NET)	Q3
	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	NET	Q1
	Insights from Data for Policy	5h 19m	Online	Indian School of Business	iGOT	NET	Q2
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	NET	Q1
	Big Data Analytics in Government - Basic	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	NET	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	NET	Q4
Preparation of guidelines/notifications	Statistical Tools and Techniques	2 days	Online	ISTM	ISTM	NET	Q3
	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	NET	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	NET	Q2
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	NET	Q1
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	NET	Q4
Coordination with National Testing Agency	Statistical Tools and Techniques	2 days	Online	ISTM	ISTM	NET	Q2

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Report writing and original research for policy formulation	Basics of Public Policy Research	2h 48m	Online	National Academy Of Customs Indirect Taxes And Narcotics	iGOT	Policy Regulation	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	Policy Regulation	Q3
	Report writing term paper	-	Offline	Lal Bahadur Shastri National Academy of Administration	Lal Bahadur Shastri National Academy of Administration	Policy Regulation	Q3/Q4
Legislative drafting	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Policy Regulation	Q4
<b>Dr. Mantha Srinivasu</b>							
Proficiency in Sanskrit /	1 - 30 lectures	15h	Online	Central Sanskrit University	Central Sanskrit University	Raj Bhasha and Sanskrit Cell	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Translation software	Certificate course	To be completed under 6 months	Online	Mukta Swadhyaya Peetham	Mukta Swadhyaya Peetham	Raj Bhasha and Sanskrit Cell	Q3/Q4
Colonel Vipin Kaushal, SM (JS)							
Best practices of record keeping and data storage	Advanced course on Record Management	2 days	Online	ISTM	ISTM	Academic Bank of Credits National Academic Depository (NAD)	Q2
	Advanced course on Record Management, Economic Reforms and Development	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Academic Bank of Credits National Academic Depository (NAD)	Q1



Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	"Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department's Duties in Relation to Social Equity Stress and Its Impact On Work And Methods Of Managing Stress."	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Academic Bank of Credits National Academic Depository (NAD)	Q3/Q4
Best practices and principles of counselling for students	Diploma course in guidance and counselling	-	Offline	NCERT	NCERT	Anti-Ragging Cell	Q4
<b>Dr. Diksha Rajput (DS)</b>							
Project monitoring	Design, Evaluation and Execution of Projects	-	Online	Indian Statistical Services Training Division	Indian Statistical Services Training Division	Human values and professional ethics	Q3/Q4
	Project Management	15m	Online	ISTM	iGOT	Human values and professional ethics	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Best practices of training management	HR Department of One: Developing Targeted L&D Solutions	1 h	Online	SHRM	To be available on iGOT	Capacity Building Cell	Q3/Q4
	Management of Training	1 Week	Offline	ISTM	ISTM	Capacity Building Cell	Q1
	Recognized Trainers Development Programme – Direct Trainer Skills	3 Weeks	Offline	ISTM	ISTM	Capacity Building Cell	Q3/Q4
Preparation of training calendar	HR Department of One: Developing Targeted L&D Solutions	1 h	Online	SHRM	To be available on iGOT	Capacity Building Cell	Q3/Q4
	Design of Training	1 Week	Offline	ISTM	ISTM	Capacity Building Cell –Group A & B Officers, who have undergone DTS course	Q1
	Recognized Trainers Development Programme – Design of Training	3 Weeks	Offline	ISTM	ISTM	Capacity Building Cell	Q3/Q4
<b>Dr. Amol Andhare (DS)</b>							
Understanding of legal proceedings	Landmark Judgments– RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	RTI Bureau	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
applicable to RTI							
Understanding the RTI Act 2005 and its sections	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	RTI Bureau	Q1
	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	RTI Bureau	Q3/Q4
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In Government Departments Autonomous Bodies & PSUs”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	RTI Bureau	Q1/Q2
RTI procedures and stages	Seminar on Right to Information	1 Day	Online	ISTM	ISTM	RTI Bureau	Q3/Q4
	Landmark Judgments- RTI Act, 2005	1 h 10m	Online	ISTM	iGOT	RTI Bureau	Q1
	Right to Information Act 2005	2h 15m	Online	DoPT	iGOT	RTI Bureau	Q1
	Right to information Act 2005, Case Studies/Court Cases & Improvement of Record Management System as tool of Transparency & Citizen Charter” In	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	RTI Bureau	Q1/Q2

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Government Departments Autonomous Bodies & PSUs”						
<b>Mrs. Monika (DS)</b>							
Maintenance of records	Advanced course on Record Management	2 days	Online	ISTM	ISTM	Research, and Development; and Internship	Q3/Q4
	Advanced course on Record Management, Economic Reforms and Development	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Research, and Development; and Internship	Q1
	“Office Systems & Office Procedures, E-Governance, Noting & Drafting, Records Management, Office Automation, Personnel Department’s Duties in Relation to Social Equity Stress and Its Impact On Work And Methods Of Managing Stress.”	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	Research, and Development; and Internship	Q3/Q4
<b>Shri Vinod Singh Yadav (DS)</b>							

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Data Analytics, esp. using software	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	Distance Education Bureau I (DEB-I) (ODL & Online)	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	DEB-I (ODL & Online)	Q4
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	DEB-I (ODL & Online)	Q3
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	DEB-I (ODL & Online)	Q4
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	DEB-I (ODL & Online)	Q1
Best practices for monitoring and evaluation including use	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	DEB-I (ODL & Online)	Q4
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	DEB-I (ODL & Online)	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
of technology	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	DEB-I (ODL & Online)	Q1
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	DEB-I (ODL & Online)	Q4
<b>Dr. Jitendra - Deputy Secretary (DS)</b>							
Best practices pertaining to Ethics and Journal publication	Basics of Public Policy Research	2h 48m	Online	National Academy Of Customs Indirect Taxes And Narcotics	iGOT	CARE	Q2
<b>Ms. Pooja Bhaumik (DS)</b>							
Migration to E-office and paperless office	Workshop on e-Office	2 days	Online	Institute of Secretariat Training and Management	Institute of Secretariat Training and Management	College Development Bureau (CDB-I)	Q3

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Emerging Technology	2h 20m	Online	Capacity Building Commission	iGOT	CDB-I	Q2
	Introduction to Leveraging AI and Chat GPT	24m 36s	Online	Invest India	iGOT	CDB-I	Q1
Data handling after relocation of regional offices (incl. data extraction)	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	CDB-I	Q2
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	CDB-I	Q3
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	CDB-I	Q2
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	CDB-I	Q1
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	CDB-I	Q4
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	05-06 Novemb er,2023 ( Last	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	CDB-I	Q1

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
		Date 30th Oct., 23)					
<b>Ms. Smita Bidani (DS)</b>							
Data collection, analysis, and interpretation (including use of AI/ChatGPT)	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	State Universities	Q2
	Big Data Analytics in Government - Basic	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	State Universities	Q1
	Introduction to Leveraging AI and Chat GPT	24m 36s	Online	Invest India	iGOT	State Universities	Q1
	Evidence in Public Policy	4h 56m	Online	Indian School of Business	iGOT	State Universities	Q3
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	State Universities	Q4
<b>Dr. Salil S (DS)</b>							



Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Public policy and management	Public Leadership	15 weeks	Online	ISB	ISB	Center for data analytics and research	Q3
	Formulation of Public Policies	1 h 15m	Online	ISTM	iGOT	Center for data analytics and research	Q3
Qualitative research techniques	IIT-Hyd	-	Offline	IIT - Hyd	IIT - Hyd	Center for data analytics and research	Q3
Impact analysis of policy	Public Leadership	15 weeks	Online	ISB	ISB	Center for data analytics and research	Q3
	Basics of Public Policy Research	2h	Online	IIPA	iGOT	Center for data analytics and research	Q1
Social Media for Govt.	Handling Social Media and Information Retrieval	2 days	Offline	ISTM	ISTM	Social Media	Q2
	Design Thinking	-	Offline	Design Thinking - IIT-D	Design Thinking - IIT-D	Social Media	Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
	Framework and Guidelines for the Use of Social Media for Government Organisation	To be available soon	Online	Ministry of Electronics and Information Technology	iGOT	Social Media	Q4
Non-profit project management and strategy	Design, Evaluation and Execution of Projects	-	Online	Indian Statistical Services Training Division	Indian Statistical Services Training Division	Social Media	Q2
	Project Management	15m	Online	ISTM	iGOT	Social Media	Q1
Content creation and curation	Handling Social Media and Information Retrieval	2 days	Offline	ISTM	ISTM	Social Media	Q2
	Framework and Guidelines for the Use of Social Media for Government Organisation	To be available soon	Online	Ministry of Electronics and Information Technology	iGOT	Social Media	Q4
<b>Mrs. Neethu S Thulaseedharan (DS)</b>							
Best practices for Monitoring and Evaluation, including use	Monitoring and evaluation certificate	1 month	Online	ITCILO	ITCILO	Distance Education Bureau II (DEB-II) (OCL & Others)	Q4

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
of technology							
Data Analytics, esp. using software	BIG DATA ONE	8m	Online	National E-Governance Division	iGOT	DEB-II (OCL & Others)	Q1
	Insights from Data for Policy	5 h 19m	Online	Indian School of Business	iGOT	DEB-II (OCL & Others)	Q3
	Big Data Analytics in Government - Advanced	3 days	Online	ISTM	ISTM	DEB-II (OCL & Others)	Q4
	Data Driven Decision Making For Government	2h 30m	Online	Capacity Building Commission	iGOT	DEB-II (OCL & Others)	Q2
	Data Analytics using MS-Excel	3 days	Online	ISTM	ISTM	DEB-II (OCL & Others)	Q2
	Preparation of expenditure finance committee / standing finance committee, big data analytics in government (advance)	2 days	Offline	National Council for Training & Social Research (NCTSR)	Multiple locations	DEB-II (OCL & Others)	Q1
Dr. Nikhil Kumar (DS)							

Domain	Course name	Duration	Mode	Training Institute	Platform/Location	Relevant Group	Timeline
Coordination	Conflict management and Negotiation	3 days	Physical	MDI	MDI	Inclusion of College Under Section 2	Q3/Q4
	Workshop on Team Building and Leadership, Organizational Behaviour in Government	3 days	Online	Institute of Secretariat Training and Management	Institute of Secretariat Training and Management	Inclusion of College Under Section 2	Q3
	Workshop on Mentoring	3 days	Online	Institute of Secretariat Training and Management	Institute of Secretariat Training and Management	Inclusion of College Under Section 2	Q3
Legal drafting	Course in Legislative Drafting	30 Lectures	Offline	Institute of Advanced Legal Studies (IALS)	Institute of Advanced Legal Studies (IALS)	Inclusion of College Under Section 2	Q4

## B. Calendar for Non-Training Interventions

The following training calendar can be used by the CBU for the recommended non-training interventions.

#	Intervention	Participants	Description/Content	Duration
1	<b>Technology and Data</b>	Senior Leadership	A unified internal dashboard for the entire UGC for the Vice Chairman and Senior Leadership to view day-to-day activities, leaves, and tasks at a glance. Can be developed with the E-Governance team.	Long-term
2	<b>Systems and Processes</b>	All officials	Case studies on regulatory bodies in India to understand the best practices	Long-term
3	<b>Systems and Processes</b>	All officials	Detailed charge handover template that must be shared at the time of handover from one officer to another (headers such as key SPOCs, subject areas, key learning points etc).	Long-term
4	<b>Systems and Processes</b>	All officials	A Know-Your-UGC module based on blended formats; for all officers would be highly beneficial. This can be used as an induction program.	Long-term
5	<b>Systems and Processes</b>	All officials	Creating a best practices document on noting and drafting. This can be made under the guidance of senior leadership. It can be in a checklist format to ensure that a note coming to them consists of the necessary information, details, structure and format. This can assist with functional competency of developing noting and drafting skills.	Long-term

#	Intervention	Participants	Description/Content	Duration
6	<b>Knowledge transfer</b>	Senior Leadership	Quarterly knowledge transfer sessions, where senior officials share their work experiences	Short-term
7	<b>Personnel management</b>	All officials	Lunch meetings to interact informally and build team spirit between team members.	Short-term
8	<b>Personnel management</b>	All officials	Mentorship program where the junior officers shadow the senior leadership for two months to understand the ways of working.	Long-term
9	<b>Personnel management</b>	All officials	Recreational retreat for all officials in cohorts that would ensure informal connection and interaction to support teamwork and communication.	Short-term
10	<b>Personnel management</b>	B & C level officers	Immersion Visits to understand the process and systems in-depth. For example, cohorts may visit Digilocker for the Academic Bank of Credits bureau.	Short-term

### III. Interventions: Templates for Training Institutes and Matrix for Process

The following template can be used by the UGC to select courses present on different platforms. If courses addressing similar competency needs are available on multiple platforms, the template can be used for optimal selection. Please note that the provided template is suggestive and can be customised by UGC as required.

University Grants Commission										
Competencies	Knowledge Partners	Factors								
		Whether customised creation of courses (Tailor-made or off the shelf)	Cost	Mode of delivery training (Physical, online, Phygital)	Multiple of locations (Availability of courses at multiple locations)	Quality of the course (Based on existing feedback)	Duration of the course (No. of days/hours etc)	Availability of the course in the calendar (Year-long, self-paced, specific months, etc)	Assessment of trainings	Certification
Behavioural										
	iGOT									
	ISTM									
	CTI									
	Partner institutions/organisations with CBC									

	Ministry/Department-specific institutions									
Functional										
	iGOT									
	ISTM									
	CTI									
	Partner institutions/organisations with CBC									
	Ministry/Department-specific institutions									
Technology										
	iGOT									
	ISTM									
	CTI									
	Partner institutions/organisations with CBC									
	Ministry/Department									



	ment-specific institutions									
Domain										
	iGOT									
	ISTM									
	CTI									
	Partner institutions/organisations with CBC									
	Ministry/Department-specific institutions									

#### IV. Responsibility Allocation

The responsibility allocation matrix. It outlines the responsible, accountable, consulted, approved, and informed stakeholders during the operationalisation of the ACBP within the UGC.

#	Activities	Responsibility of	Reporting/ Accountable to	In Consultation of	Approval By	Informed to
1	Organisational Interventions	CBU	Nodal Officer	Senior Leadership	Honourable Vice Chairman / Chairman	CBC
2	Divisional Training	Division Heads or SPOC appointed by division heads	Nodal Officer	CBU	Honourable Vice Chairman / Chairman	CBC
3	UGC wide Training	CBU Specified Member	Nodal Officer	Bureau Heads (will be based on their nominations)	Honourable Vice Chairman / Chairman	CBC

## V. Monitoring and Evaluation Matrix Template

For all training interventions undertaken, the following monitoring and evaluation form can be filled by the Capacity Building Cell for the course operationalisation. Please note that the provided template is suggestive and can be customised by UGC as required.

#	Date of Entry	Intervention/ Course Name	Institute Name/ Partner Organisation	Responsible SPOC	Recommended Participation (As per ACBP)	No. of Estimated Participants (Target)	No. of Actual Participants	Source of Data (e.g. attendance sheet, iGOT records etc.)	Start date	End date	KPI Completed (Y/N)	General feedback for the course
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

## VI. Key Progress Indicators Template

The following table can be used to assess progress of each of the training interventions undertaken. Please note that the provided template is suggestive and can be customised by UGC as required.

#	Target competency	Name of the Course	Name of the training institution/platform	Mode of training delivery	Stipulated Timeline	Delay (yes/ no)	Delayed by (how many days/ months)	Effectiveness of the course (through survey instrument)	Any other skill retained/gained (NA/Name of the skill(s))	Employee engagement (How many people turned up and completed the training/course)	Improvement in productivity (individual/organizational)	Quality of the course (for assessed course whether there has been any significant improvement in assessment score over a long term)
1												
2												
3												
4												
5												
6												
7												
8												

# Annexures

## Annexure 1: Notification regarding the Constitution of Capacity Building Cell in the UGC



विश्वविद्यालय अनुदान आयोग  
UNIVERSITY GRANTS COMMISSION  
शिक्षा मंत्रालय, भारत सरकार  
MINISTRY OF EDUCATION, GOVT. OF INDIA  
बहादुरशाह जफर मार्ग, नई दिल्ली: 110002  
BAHADURSHAH ZAFAR MARG, NEW DELHI - 110 002  
011-23604181, 011-23604201



No.F.39-1/2023 (Admn.I/A&B)

12 APR 2023  
April, 2023

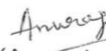
### OFFICE ORDER No. 82/2023

In continuation of UGC's Office Order No.14/2023, dated 16<sup>th</sup> January, 2023, issued for constitution of "Learning & Development Cell" in the UGC to plan and implement various training programmes round the year for the UGC employees. It has been decided to rename UGC "Learning & Development Cell" as "Capacity Building Cell (CBC)" of UGC under Mission Karmayogi Programme. The mandate of the CBC will consist of collaboration with Capacity Building Commission (CBC) in the following activities:

- Preparation of Annual Capacity Building Plan of the UGC.
- Report progress of implementation of Annual CBP to CBC
- Undertake audit of Human Resources in consultation with CBC and determine outcomes of the Capacity Building efforts
- Facilitate training of officers for organizational capacity building in partnership with Knowledge Partners

Dr. Diksha Rajput, Deputy Secretary, UGC in addition to her present responsibilities has been assigned to head the Capacity Building Cell (CBC) in the UGC.

This issues with the approval of the Competent Authority.

  
(Anurag)  
Under Secretary

### Copy to:

1. Dr. Diksha Rajput, Deputy Secretary, UGC, New Delhi
2. PS to the CM/VCM/Secy./FA/ AS/JS(Admn.)/JS(F), UGC, New Delhi
3. US(FD-I),US(GA),UGC, New Delhi
4. SO (Rajbhasha) for translating in Hindi
5. Guard File.

  
(Lokesh Kumar Jangra)  
Section Officer

## Annexure 2: General Questionnaire

### University Grants Commission (UGC)

#### *Request for Information*

<b>Name of Department</b>	
<b>Name of Nodal Officer(s)</b>	
<b>Contact Details of the Nodal Officer(s)</b>	

*The information template seeks to collate information pertaining to the mandates, organisational setup, liaising, and other important operational aspects of the University Grants Commission (UGC). The data will be used by the Capacity Building Commission (CBC) to further the process of framing an Annual Capacity Building Plan for the University Grants Commission (UGC).*

Sl.	Details Required	Responses
<b>A.</b>	<b>Annual Plan &amp; Mandate</b>	
A.1.	Annual Reports ( <i>of last two years</i> )	
A.2.	Objectives (long and short term)	
A.3.	Vision, mission and mandate	
A.4.	What are the subject matters that the UGC handles? Which of these are of <b>national priorities</b> ?	
A.5.	<b>Citizen Charter</b> , if any or are there any services that directly cater to the citizens?	
A.6.	Allocation of Business Rules (principal manuals, documents, etc.)	
<b>B.</b>	<b>Organisational Details</b>	
B.1.	Organisational Structure	
B.2.	Work allocation orders, roles & responsibilities <b>across the organisation</b> ( <i>Refer Annexure 1 for an illustrative table</i> )	
B.3.	Total number of people employed (full-time, contractual) ( <i>Refer Annexure 2 for an illustrative table</i> )	
B.4.	Composition of the <b>Capacity Building Unit (CBU)</b> at the UGC ( <i>official note for the same</i> )	

B.5.	Details of existing schemes <ul style="list-style-type: none"> <li>- Name</li> <li>- Vision/ objective</li> <li>- Annual Reports</li> <li>- Quantitative long-term &amp; short-term targets of schemes</li> </ul>	
<b>C.</b>	<b>Technological Details</b>	
C.1.	Key <b>technology trends</b> that impact the sector that relates to the functioning of the UGC and identify the <b>challenges and opportunities</b> therein	
C.2.	Any report, status document or studies undertaken to understand the <b>current technology used and future technology requirements</b>	
C.3.	Future technology sectoral <b>roadmap</b> and major bottlenecks	
C.4.	<b>Data Repositories</b> used in the UGC (Training Portal Management System, Knowledge management systems, internal UGC objectives, external and internal data, economic variables etc.) (Refer Annexure 4 for an illustrative table)	
<b>D.</b>	<b>Training &amp; Capacity Building</b>	
D.1.	Documented skill based/ competency challenges ( Department/ Division-wise) – Any report prepared by senior officials, external agencies, Task force etc. (Current capacity from previous assessments/strategy documents / audit reports)	
D.2.	Any training that has been undertaken in the last 3 years	
D.3.	Role-wise training/ capacity building program	
D.4.	List of preferred institutions by UGC that can be used for training purposes (name of institutions, course names, modality)	
D.5.	Training Calendar of 2023, 2022, and 2021	
D.6.	Any framework/ mechanism for monitoring and evaluating the effectiveness of training imparted	
D.7.	Identifying Non- training needs according to the needs of the UGC (eg. Field visits)	
D.8.	Identifying the most prioritised training needs according to the UGC	
<b>E.</b>	<b>Citizen Centricity</b>	

E.1.	Details of citizen outreach programs <ul style="list-style-type: none"> <li>- Any awareness program</li> <li>- Information dissemination channels</li> <li>- Other means and initiatives</li> </ul>	
E.2.	Details of any grievance redressal mechanism (if any) <ul style="list-style-type: none"> <li>- No. of monthly grievances received in the last 6 months</li> <li>- No. of monthly grievances addressed</li> <li>- Average monthly time taken for resolutions.</li> </ul>	



## Annexure 3: Capacity Needs Assessment (CNA) Form

<p><b>Capacity Needs Assessment (CNA) Form</b> <b>&lt;क्षमता आवश्यकता आकलन फ़ार्म&gt;</b></p> <p>Part 1 - General Questionnaire</p> <p>* Indicates required question</p> <p><b>Session 1</b> 29-May-23 (Morning)</p> <p><b>University Grants Commission (UGC)</b> विश्वविद्यालय अनुदान आयोग</p> <p>1. Name * नाम</p> <p>2. Designation * पदनाम</p> <p>3. Bureau * ब्यूरो (Choose all relevant Bureaus)</p> <p>Check all that apply.</p> <p><input type="checkbox"/> Deemed to be University (DU) <input type="checkbox"/> Learning Outcome based Curriculum Framework (LOCF) <input type="checkbox"/> Pay Scale <input type="checkbox"/> Quality Mandate Coordination <input type="checkbox"/> RTI Pay Scale <input type="checkbox"/> CARE</p>	<p>4. Year of joining the service * सेवा में शामिल होने का वर्ष</p> <p>5. Year of appointment to the present position * वर्तमान पद पर नियुक्ति की साल</p> <p>Role Specific Questions</p> <p>भूमिका विशिष्ट प्रश्न</p> <p>6. Role as per work-allocation * कार्य आवंटन के अनुसार भूमिका</p> <p>7. Self-evaluation – clarity of role * स्व-मूल्यांकन - भूमिका की स्पष्टता</p> <p>Mark only one oval.</p> <p><input type="radio"/> I am absolutely clear about my role and am implementing it in my job &lt;मैं अपनी भूमिका के बारे में बिल्कुल स्पष्ट हूँ और इसे अपने काम में लागू कर रहा हूँ &gt;</p> <p><input type="radio"/> I am fairly clear about my role and am implementing it in my job &lt;मैं अपनी भूमिका के बारे में स्पष्ट हूँ और इसे अपने काम में लागू कर रहा हूँ &gt;</p> <p><input type="radio"/> I am aware of my role but I need support for execution &lt;मैं अपनी भूमिका से अवगत हूँ लेकिन मुझे निष्पादन के लिए समर्थन की आवश्यकता है &gt;</p> <p><input type="radio"/> I am not aware of my role but I follow instructions as provided by my superior for execution &lt;मुझे अपनी भूमिका के बारे में पता नहीं है लेकिन मैं निष्पादन के लिए मेरे वरिष्ठ द्वारा दिए गए निर्देशों का पालन करता हूँ &gt;</p> <p><input type="radio"/> I am not aware of my role and I need support for execution &lt;मुझे अपनी भूमिका के बारे में पता नहीं है और मुझे निष्पादन के लिए सहायक की आवश्यकता है &gt;</p>
Page 1	Page 2
<p>8. Do you need any special training/ session to update yourself of your role? * क्या आपको अपनी भूमिका के बारे में खुद को अपडेट करने के लिए किसी विशेष प्रशिक्षण/सत्र की आवश्यकता है?</p> <p>Mark only one oval.</p> <p><input type="radio"/> I do not require any special training &lt;मुझे किसी विशेष प्रशिक्षण की आवश्यकता नहीं है &gt;</p> <p><input type="radio"/> I would prefer an internal training/ session with senior officers &lt;मैं वरिष्ठ अधिकारियों के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा &gt;</p> <p><input type="radio"/> I would prefer a training from an external agency/ third party/expert &lt;मैं किसी बाहरी एजेंसी/तृतीय पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा &gt;</p> <p><input type="radio"/> Other: _____</p> <p><b>Behavioural Competencies</b></p> <p>व्यवहार दक्षता</p> <p>9. Top 1 behavioural competency you feel you require for the role * शीर्ष 1 व्यवहार क्षमताएं जो आपको लगता है कि आपको भूमिका के लिए आवश्यक हैं</p> <p>Mark only one oval.</p> <p><input type="radio"/> Teamwork <input type="radio"/> Analytical Skills <input type="radio"/> Time Management <input type="radio"/> Planning and Organisation <input type="radio"/> Attention to Details <input type="radio"/> Open-mindedness <input type="radio"/> Consensus Building</p>	<p>10. Self-identified gaps for Number 1 as mention above * उपरोक्त में से प्रत्येक नंबर 1 के लिए पहचानी गई कमियाँ</p> <p>Mark only one oval.</p> <p><input type="radio"/> I feel I exhibit the behavioural competency optimally in my work &lt;मुझे लगता है कि मैं अपने काम में व्यवहारिक योग्यता को बेहतरीन ढंग से प्रदर्शित करता हूँ &gt;</p> <p><input type="radio"/> I feel I possess the behavioural competency but need support to implement it in my work &lt;मुझे लगता है कि मेरे पास व्यवहार क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है &gt;</p> <p><input type="radio"/> I feel I need some support to develop the behavioural competency further and to use it in my work &lt;मुझे लगता है कि व्यवहार योग्यता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ समर्थन की आवश्यकता है &gt;</p> <p><input type="radio"/> I feel I need significant support to develop the behavioural competency further and to use it in my work &lt;मुझे लगता है कि व्यवहारिक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे काफी समर्थन की आवश्यकता है &gt;</p> <p><input type="radio"/> I feel I do not have the required behavioural competency to use it in my work &lt;मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक व्यवहारिक योग्यता नहीं है &gt;</p> <p>11. Top 2 behavioural competency you feel you require for the role * शीर्ष 2 व्यवहार क्षमताएं जो आपको लगता है कि आपको भूमिका के लिए आवश्यक हैं</p> <p>Mark only one oval.</p> <p><input type="radio"/> Teamwork <input type="radio"/> Analytical Skills <input type="radio"/> Time Management <input type="radio"/> Planning and Organisation <input type="radio"/> Attention to Details <input type="radio"/> Open-mindedness <input type="radio"/> Consensus Building</p>
Page 3	Page 4

## 12. Self-identified gaps for Number 2 as mention above \*

उपरोक्त में से प्रत्येक नंबर 2 के लिए पहचानी गई कमियाँ

Mark only one oval.

- ☐ I feel I exhibit the behavioural competency optimally in my work<मुझे लगता है कि मैं अपने काम में व्यवहारिक योग्यता को बेहतर ढंग से प्रदर्शित करता हूँ>
- ☐ I feel I possess the behavioural competency but need support to implement it in my work<मुझे लगता है कि मेरे पास व्यवहार क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है>
- ☐ I feel I need some support to develop the behavioural competency further and to use it in my work<मुझे लगता है कि व्यवहार योग्यता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ समर्थन की आवश्यकता है>
- ☐ I feel I need significant support to develop the behavioural competency further and to use it in my work<मुझे लगता है कि व्यवहारिक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे काफी समर्थन की आवश्यकता है>
- ☐ I feel I do not have the required behavioural competency to use it in my work<मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक व्यवहारिक योग्यता नहीं है>

13. Top 3 behavioural competency you feel you require for the role \*  
शीर्ष 3 व्यवहार क्षमताएँ जो आपको लगता है कि आपको भूमिका के लिए आवश्यक हैं

Mark only one oval.

- ☐ Teamwork
- ☐ Analytical Skills
- ☐ Time Management
- ☐ Planning and Organisation
- ☐ Attention to Details
- ☐ Open-mindedness
- ☐ Consensus Building

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## 14. Self-identified gaps for Number 3 as mention above \*

उपरोक्त में से प्रत्येक नंबर 3 के लिए पहचानी गई कमियाँ

Mark only one oval.

- ☐ I feel I exhibit the behavioural competency optimally in my work<मुझे लगता है कि मैं अपने काम में व्यवहारिक योग्यता को बेहतर ढंग से प्रदर्शित करता हूँ>
- ☐ I feel I possess the behavioural competency but need support to implement it in my work<मुझे लगता है कि मेरे पास व्यवहार क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है>
- ☐ I feel I need some support to develop the behavioural competency further and to use it in my work<मुझे लगता है कि व्यवहार योग्यता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ समर्थन की आवश्यकता है>
- ☐ I feel I need significant support to develop the behavioural competency further and to use it in my work<मुझे लगता है कि व्यवहारिक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे काफी समर्थन की आवश्यकता है>
- ☐ I feel I do not have the required behavioural competency to use it in my work<मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक व्यवहारिक योग्यता नहीं है>

15. Any particular behavioural competency that you think you need to enable you to perform at the next level?  
कोई विशेष व्यवहार योग्यता जो आपको लगता है कि आपको अगले स्तर पर प्रदर्शन करने में सक्षम बनाने के लिए आवश्यक है?16. Any specific behavioural competency you feel you require apart from the ones discussed above  
ऊपर चर्चा की गई किसी भी विशिष्ट व्यवहार योग्यता के अलावा आपको लगता है कि आपको इसकी आवश्यकता है

Functional Competencies

कार्यात्मक दक्षता

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## 17. Top 1 Functional competency required to carry out responsibility \*

जिम्मेदारियों को पूरा करने के लिए शीर्ष 1 आवश्यक सर्वोत्कृष्ट कार्यात्मक दक्षता

Mark only one oval.

- ☐ Writing Proficiency
- ☐ Systematic Research
- ☐ General Financial Rules (GFR)
- ☐ Budgeting and Accountability
- ☐ General purpose reading
- ☐ Social Media
- ☐ Noting and Drafting
- ☐ Statistical Representation / Charts
- ☐ Human Resources Management

## 18. Self-identified gaps for Number 1 as mention above \*

उपरोक्त में से प्रत्येक नंबर 1 के लिए पहचानी गई कमियाँ

Mark only one oval.

- ☐ I feel I exhibit the functional competency optimally in my work <मुझे लगता है कि मैं अपने काम में कार्यात्मक योग्यता को बेहतर ढंग से प्रदर्शित करता हूँ>
- ☐ I feel I possess the functional competency but need support to implement it in my work <मुझे लगता है कि मेरे पास कार्यात्मक क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है>
- ☐ I feel I need some support to develop the functional competency further and to use it in my work<मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे कुछ महत्वपूर्ण समर्थन की आवश्यकता है>
- ☐ I feel I need significant support to develop the functional competency further and to use it in my work<मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे महत्वपूर्ण समर्थन की आवश्यकता है>
- ☐ I feel I do not have the required functional competency to use it in my work<मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक कार्यात्मक योग्यता नहीं है>

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## 19. Preferred mode of training/ session for Number 1 \*

नंबर 1 के लिए प्रशिक्षण/सत्र का तरीका

Check all that apply.

- ☐ I would prefer an internal training/ session with senior officers (offline/physical)<मैं वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा>
- ☐ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)<मैं किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा>
- ☐ I would prefer online courses<मैं ऑनलाइन पाठ्यक्रम पसंद करूंगा>
- ☐ I would prefer some exposure/ immersion visits<मैं कुछ एक्सपोजर/गहन दौरों को प्राथमिकता दूंगा>
- ☐ I would prefer to be part of a mentorship program<मैं एक पाठ्यक्रम का हिस्सा बनना पसंद करूंगा>
- ☐ Other: \_\_\_\_\_

## 20. Top 2 Functional competency required to carry out responsibility \*

जिम्मेदारियों को पूरा करने के लिए शीर्ष 2 आवश्यक सर्वोत्कृष्ट कार्यात्मक दक्षता

Mark only one oval.

- ☐ Writing Proficiency
- ☐ Systematic Research
- ☐ General Financial Rules (GFR)
- ☐ Budgeting and Accountability
- ☐ General purpose reading
- ☐ Social Media
- ☐ Noting and Drafting
- ☐ Statistical Representation / Charts
- ☐ Human Resources Management

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21. Self-identified gaps for Number 2 as mention above \*

उपरोक्त में से प्रत्येक नंबर 2 के लिए पहचानी गई कमियाँ

Mark only one oval.

- ☐ I feel I exhibit the functional competency optimally in my work <मुझे लगता है कि मैं अपने काम में कार्यात्मक योग्यता को बेहतर ढंग से प्रदर्शित करता हूँ>
- ☐ I feel I possess the functional competency but need support to implement it in my work <मुझे लगता है कि मेरे पास कार्यात्मक क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है>
- ☐ I feel I need some support to develop the functional competency further and to use it in my work <मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ समर्थन की आवश्यकता है>
- ☐ I feel I need significant support to develop the functional competency further and to use it in my work <मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे महत्वपूर्ण समर्थन की आवश्यकता है>
- ☐ I feel I do not have the required functional competency to use it in my work <मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक कार्यात्मक योग्यता नहीं है>

22. Preferred mode of training/ session for Number 2 \*

नंबर 2 के लिए प्रशिक्षण/सत्र का तरीका

Check all that apply.

- ☐ I would prefer an internal training/ session with senior officers (offline/physical) <मैं वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा>
- ☐ I would prefer a training/session with an external agency/ third party/ expert (offline/physical) <मैं किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा>
- ☐ I would prefer online courses <मैं ऑनलाइन पाठ्यक्रम पसंद करूंगा>
- ☐ I would prefer some exposure/ immersion visits <मैं कुछ एक्सपोजर/गहन दौरों को प्राथमिकता दूंगा>
- ☐ I would prefer to be part of a mentorship program <मैं एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा>
- ☐ Other: \_\_\_\_\_

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23. Top 3 Functional competency required to carry out responsibility \*

जिम्मेदारियों को पूरा करने के लिए शीर्ष 3 आवश्यक सर्वांकृत कार्यात्मक दक्षता

Mark only one oval.

- ☐ Writing Proficiency
- ☐ Systematic Research
- ☐ General Financial Rules (GFR)
- ☐ Budgeting and Accountability
- ☐ General purpose reading
- ☐ Social Media
- ☐ Noting and Drafting
- ☐ Statistical Representation / Charts
- ☐ Human Resources Management

24. Self-identified gaps for Number 3 as mention above \*

उपरोक्त में से प्रत्येक नंबर 3 के लिए पहचानी गई कमियाँ

Mark only one oval.

- ☐ I feel I exhibit the functional competency optimally in my work <मुझे लगता है कि मैं अपने काम में कार्यात्मक योग्यता को बेहतर ढंग से प्रदर्शित करता हूँ>
- ☐ I feel I possess the functional competency but need support to implement it in my work <मुझे लगता है कि मेरे पास कार्यात्मक क्षमता है लेकिन इसे अपने काम में लागू करने के लिए समर्थन की आवश्यकता है>
- ☐ I feel I need some support to develop the functional competency further and to use it in my work <मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ समर्थन की आवश्यकता है>
- ☐ I feel I need significant support to develop the functional competency further and to use it in my work <मुझे लगता है कि कार्यात्मक योग्यता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे महत्वपूर्ण समर्थन की आवश्यकता है>
- ☐ I feel I do not have the required functional competency to use it in my work <मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक कार्यात्मक योग्यता नहीं है>

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25. Preferred mode of training/ session for Number 3 \*

नंबर 3 के लिए प्रशिक्षण/सत्र का तरीका

Check all that apply.

- ☐ I would prefer an internal training/ session with senior officers (offline/physical) <मैं वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा>
- ☐ I would prefer a training/session with an external agency/ third party/ expert (offline/physical) <मैं किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा>
- ☐ I would prefer online courses <मैं ऑनलाइन पाठ्यक्रम पसंद करूंगा>
- ☐ I would prefer some exposure/ immersion visits <मैं कुछ एक्सपोजर/गहन दौरों को प्राथमिकता दूंगा>
- ☐ I would prefer to be part of a mentorship program <मैं एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा>
- ☐ Other: \_\_\_\_\_

26. Any training received to develop each of the above functional competencies. Also mention the reasons for delay/missing training schedule

\_\_\_\_\_

27. Any particular functional competency that you think you need to enable you to perform at the next level?

ऊपर चर्चा/सूचीबद्ध तकनीकों के अलावा कोई भी विशिष्ट तकनीक जो आपको लगता है कि आपको चाहिए

\_\_\_\_\_

28. Any specific functional competency you feel you require apart from the ones discussed above

ऊपर उल्लिखित/सूचीबद्ध मदों के अलावा कोई भी विशिष्ट होमन योग्यता जो आपको लगता है कि आपको चाहिए

\_\_\_\_\_

Technology Usage  
प्रौद्योगिकी उपयोग

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29. Top 1 technology based systems you currently use

शीर्ष 1 प्रौद्योगिकी आधारित प्रणाली जिसका आप वर्तमान में उपयोग कर रहे हैं

Mark only one oval.

- ☐ E-Office
- ☐ NIC Application
- ☐ Office Applications
- ☐ Basic knowledge of Emerging Technology

30. Self-identified gaps for Number 1 as mention above \*

उपरोक्त में से नंबर 1 के लिए स्वयं पहचानी गई कमियाँ

Mark only one oval.

- ☐ I am adept at using the technology and always use it <मैं प्रौद्योगिकी का उपयोग करने में माहिर हूँ और हमेशा इसका उपयोग करता/करती हूँ>
- ☐ I am aware of the functionalities of the technology and use it often <मैं प्रौद्योगिकी की कार्यक्षमता से अवगत हूँ और अक्सर इसका उपयोग करता हूँ>
- ☐ I am aware of the basics of the technology and need support to use it more frequently <मैं प्रौद्योगिकी की मूल बातों से अवगत हूँ और इसे अधिक बार उपयोग करने के लिए समर्थन की आवश्यकता है>
- ☐ I am aware of the basics of the technology but do not use it <मुझे तकनीक की मूल बातें पता हैं लेकिन इसका उपयोग नहीं करते हैं>
- ☐ I am not aware of the technology <मुझे तकनीक की जानकारी नहीं है>

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<p>31. Preferred mode of training/ session for Number 1 *</p> <p><b>नंबर 1 के लिए प्रशिक्षण/सत्र का तरीका</b></p> <p><i>Check all that apply.</i></p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;नै वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;नै किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;नै ऑनलाइन पाठ्यक्रम पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;नै कुछ एक्सपोजर/इमर्सन दौरों को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;नै एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> Other: _____</p> <p>32. Top 2 technology based systems you currently use</p> <p><b>शीर्ष 2 प्रौद्योगिकी आधारित प्रणाली जिसका आप वर्तमान में उपयोग कर रहे हैं *</b></p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> E-Office</p> <p><input type="radio"/> NIC Application</p> <p><input type="radio"/> Office Applications</p> <p><input type="radio"/> Basic knowledge of Emerging Technology</p>	<p>33. Self-identified gaps for Number 2 as mention above *</p> <p><b>उपरोक्त में से नंबर 2 के लिए स्वयं पहचानी गई कमियाँ</b></p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> I am adept at using the technology and always use it&lt;नै प्रौद्योगिकी का उपयोग करने में माहिर हूँ और हमेशा इसका उपयोग करता/करती हूँ&gt;</p> <p><input type="radio"/> I am aware of the functionalities of the technology and use it often&lt;नै प्रौद्योगिकी की कार्यक्षमता से अवगत हूँ और अक्सर इसका उपयोग करता हूँ&gt;</p> <p><input type="radio"/> I am aware of the basics of the technology and need support to use it more frequently&lt;नै प्रौद्योगिकी की मूल बातों से अवगत हूँ और इसे अधिक बार उपयोग करने के लिए समर्थन की आवश्यकता है&gt;</p> <p><input type="radio"/> I am aware of the basics of the technology but do not use it&lt;मुझे तकनीक की मूल बातें पता हैं लेकिन इसका उपयोग नहीं करते हैं&gt;</p> <p><input type="radio"/> I am not aware of the technology&lt;मुझे तकनीक की जानकारी नहीं है&gt;</p> <p>34. Preferred mode of training/ session for Number 2 *</p> <p><b>नंबर 2 के लिए प्रशिक्षण/सत्र का तरीका</b></p> <p><i>Check all that apply.</i></p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;नै वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;नै किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;नै ऑनलाइन पाठ्यक्रम पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;नै कुछ एक्सपोजर/इमर्सन दौरों को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;नै एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> Other: _____</p>
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<p>35. Top 3 technology based systems you currently use</p> <p><b>शीर्ष 3 प्रौद्योगिकी आधारित प्रणाली जिसका आप वर्तमान में उपयोग कर रहे हैं *</b></p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> E-Office</p> <p><input type="radio"/> NIC Application</p> <p><input type="radio"/> Office Applications</p> <p><input type="radio"/> Basic knowledge of Emerging Technology</p> <p>36. Self-identified gaps for Number 3 as mention above *</p> <p><b>उपरोक्त में से नंबर 3 के लिए स्वयं पहचानी गई कमियाँ</b></p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> I am adept at using the technology and always use it&lt;नै प्रौद्योगिकी का उपयोग करने में माहिर हूँ और हमेशा इसका उपयोग करता/करती हूँ&gt;</p> <p><input type="radio"/> I am aware of the functionalities of the technology and use it often&lt;नै प्रौद्योगिकी की कार्यक्षमता से अवगत हूँ और अक्सर इसका उपयोग करता हूँ&gt;</p> <p><input type="radio"/> I am aware of the basics of the technology and need support to use it more frequently&lt;नै प्रौद्योगिकी की मूल बातों से अवगत हूँ और इसे अधिक बार उपयोग करने के लिए समर्थन की आवश्यकता है&gt;</p> <p><input type="radio"/> I am aware of the basics of the technology but do not use it&lt;मुझे तकनीक की मूल बातें पता हैं लेकिन इसका उपयोग नहीं करते हैं&gt;</p> <p><input type="radio"/> I am not aware of the technology&lt;मुझे तकनीक की जानकारी नहीं है&gt;</p>	<p>37. Preferred mode of training/ session for Number 3 *</p> <p><b>नंबर 3 के लिए प्रशिक्षण/सत्र का तरीका</b></p> <p><i>Check all that apply.</i></p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;नै वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;नै किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;नै ऑनलाइन पाठ्यक्रम पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;नै कुछ एक्सपोजर/इमर्सन दौरों को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;नै एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> Other: _____</p> <p>38. Any training received to develop each of the above 3 technologies. Also mention the reasons for delay/missing training schedule, if any</p> <p>_____</p> <p>39. Any specific technology you feel you require apart from the ones discussed/ listed above</p> <p><b>ऊपर चर्चा/सूचीबद्ध तकनीकों के अलावा कोई भी विशिष्ट तकनीक जो आपको लगता है कि आपको चाहिए</b></p> <p>_____</p> <p><b>Domain Competencies Evaluation</b></p> <p><b>डोमेन दक्षता मूल्यांकन</b></p>
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<p>40. Top 1 domain competency required to carry out responsibilities * <b>ज़िम्मेदारियों को निभाने के लिए आवश्यक शीर्ष 1 डोमेन दक्षता</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> Examination of Demand For Grants (DFG)</p> <p><input type="radio"/> Examination of Bills - legislative drafting and bill reporting</p> <p><input type="radio"/> Functioning/ Governance of Ministries</p> <p><input type="radio"/> Subject Matter for the Particular Committee (Please include the subject at the end of this section)</p> <p><input type="radio"/> Best Practices of DRSCs globally</p> <p>41. Self-identified gaps for Number 1 as mention above * <b>उपरोक्त में से नंबर 1 के लिए स्वयं पहचानी गई कमियाँ</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> I feel I exhibit the domain competency optimally in my work&lt;मुझे लगता है कि मैं अपने काम में डोमेन दक्षता को बेहतर ढंग से प्रदर्शित करता हूँ&gt;</p> <p><input type="radio"/> I feel I possess the domain competency but need support to implement it in my work&lt;मुझे लगता है कि मेरे पास डोमेन दक्षता है लेकिन इसे अपने काम में लागू करने के लिए सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need some support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need significant support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे बहुत अधिक सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I do not have the required domain competency to use it in my work&lt;मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक डोमेन दक्षता नहीं है&gt;</p>	<p>42. Preferred mode of training/ session for Number 1 * <b>प्रशिक्षण/सत्र का तरीका नंबर 1 के लिए</b></p> <p>Check all that apply.</p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;मैं वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;मैं किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;मैं ऑनलाइन पाठ्यक्रम पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;मैं कुछ एक्सपोजर/ईमर्सन दौरों को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;मैं एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> Other: _____</p> <p>43. Top 2 domain competencies required to carry out responsibilities * <b>ज़िम्मेदारियों को निभाने के लिए आवश्यक शीर्ष 2 डोमेन दक्षता</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> Examination of Demand For Grants (DFG)</p> <p><input type="radio"/> Examination of Bills - legislative drafting and bill reporting</p> <p><input type="radio"/> Functioning/ Governance of Ministries</p> <p><input type="radio"/> Subject Matter for the Particular Committee (Please include the subject at the end of this section)</p> <p><input type="radio"/> Best Practices of DRSCs globally</p>
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<p>44. Self-identified gaps for Number 2 as mention above * <b>उपरोक्त में से नंबर 2 के लिए स्वयं पहचानी गई कमियाँ</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> I feel I exhibit the domain competency optimally in my work&lt;मुझे लगता है कि मैं अपने काम में डोमेन दक्षता को बेहतर ढंग से प्रदर्शित करता हूँ&gt;</p> <p><input type="radio"/> I feel I possess the domain competency but need support to implement it in my work&lt;मुझे लगता है कि मेरे पास डोमेन दक्षता है लेकिन इसे अपने काम में लागू करने के लिए सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need some support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need significant support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे बहुत अधिक सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I do not have the required domain competency to use it in my work&lt;मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक डोमेन दक्षता नहीं है&gt;</p> <p>45. Preferred mode of training/ session for Number 2 * <b>प्रशिक्षण/सत्र का तरीका नंबर 2 के लिए</b></p> <p>Check all that apply.</p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;मैं वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;मैं किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;मैं ऑनलाइन पाठ्यक्रम पसंद करूंगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;मैं कुछ एक्सपोजर/ईमर्सन दौरों को प्राथमिकता दूंगा&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;मैं एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करूंगा&gt;</p> <p><input type="checkbox"/> Other: _____</p>	<p>46. Top 3 domain competencies required to carry out responsibilities * <b>ज़िम्मेदारियों को निभाने के लिए आवश्यक शीर्ष 3 डोमेन दक्षता</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> Examination of Demand For Grants (DFG)</p> <p><input type="radio"/> Examination of Bills - legislative drafting and bill reporting</p> <p><input type="radio"/> Functioning/ Governance of Ministries</p> <p><input type="radio"/> Subject Matter for the Particular Committee (Please include the subject at the end of this section)</p> <p><input type="radio"/> Best Practices of DRSCs globally</p> <p>47. Self-identified gaps for each for Number 3 as mention above * <b>उपरोक्त में से नंबर 3 के लिए स्वयं पहचानी गई कमियाँ</b></p> <p>Mark only one oval.</p> <p><input type="radio"/> I feel I exhibit the domain competency optimally in my work&lt;मुझे लगता है कि मैं अपने काम में डोमेन दक्षता को बेहतर ढंग से प्रदर्शित करता हूँ&gt;</p> <p><input type="radio"/> I feel I possess the domain competency but need support to implement it in my work&lt;मुझे लगता है कि मेरे पास डोमेन दक्षता है लेकिन इसे अपने काम में लागू करने के लिए सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need some support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका इस्तेमाल करने के लिए मुझे कुछ सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I need significant support to develop the domain competency further and to use it in my work&lt;मुझे लगता है कि डोमेन दक्षता को और विकसित करने और अपने काम में इसका उपयोग करने के लिए मुझे बहुत अधिक सहयोग की आवश्यकता है&gt;</p> <p><input type="radio"/> I feel I do not have the required domain competency to use it in my work&lt;मुझे लगता है कि मेरे पास अपने काम में इसका उपयोग करने के लिए आवश्यक डोमेन दक्षता नहीं है&gt;</p>
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<p>48. Preferred mode of training/ session for Number 3 *</p> <p><b>प्रशिक्षण/सत्र का तरीका नंबर 3 के लिए</b></p> <p><i>Check all that apply.</i></p> <p><input type="checkbox"/> I would prefer an internal training/ session with senior officers (offline/physical)&lt;नै वरिष्ठ अधिकारियों (ऑफलाइन/भौतिक) के साथ एक आंतरिक प्रशिक्षण/सत्र को प्राथमिकता देना&gt;</p> <p><input type="checkbox"/> I would prefer a training/session with an external agency/ third party/ expert (offline/physical)&lt;नै किसी बाहरी एजेंसी/अन्य पक्ष/विशेषज्ञ से प्रशिक्षण लेना पसंद करेगा&gt;</p> <p><input type="checkbox"/> I would prefer online courses&lt;नै ऑनलाइन पाठ्यक्रम पसंद करेगा&gt;</p> <p><input type="checkbox"/> I would prefer some exposure/ immersion visits&lt;नै कुछ एक्सपोजर/इमर्सन दौरों को प्राथमिकता देना&gt;</p> <p><input type="checkbox"/> I would prefer to be part of a mentorship program&lt;नै एक परामर्श कार्यक्रम का हिस्सा बनना पसंद करेगा&gt;</p> <p><input type="checkbox"/> Other: _____</p> <p>49. Any training received to develop each of the above 3 domain competencies. Also mention the reasons for delay/missing training schedule</p> <p>_____</p> <p>50. Any specific domain competency you feel you require apart from the ones discussed/ listed above</p> <p><b>ऊपर उल्लिखित/सूचीबद्ध मदों के अलावा कोई भी विशिष्ट डोमेन योग्यता जो आपको लगता है कि आपको चाहिए</b></p> <p>_____</p> <p><b>Collaboration</b></p> <p><b>सहयोग</b></p> <p>Note, responses to this section are optional</p> <p>51. Do you have to collaborate with other Ministries / Departments / Agencies</p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> Yes/&lt;हाँ&gt;</p> <p><input type="radio"/> No/&lt;नहीं&gt;</p>	<p>52. If the response is Yes, please elaborate on the existing process</p> <p><b>अगर उत्तर हाँ है, तो कृपया विवरण दें</b></p> <p>_____</p> <p>53. Do you use any technology/ MIS/ ticketing/ tracking system during your collaboration with other Ministries / Departments / Agencies</p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> Yes/&lt;हाँ&gt;</p> <p><input type="radio"/> No/&lt;नहीं&gt;</p> <p><input type="radio"/> I do not need to collaborate with other Ministries / Departments</p> <p>54. If the response is Yes, please elaborate on the existing technology/ MIS/ ticketing/ tracking system</p> <p><b>अगर उत्तर हाँ है, तो कृपया विवरण दें</b></p> <p>_____</p> <p>55. If the response is Yes, please elaborate on the existing technology/ MIS/ ticketing/ tracking system</p> <p><b>अगर उत्तर हाँ है, तो कृपया विवरण दें</b></p> <p>_____</p> <p>56. Do you have to collaborate/ interact with any other stakeholders apart from the Ministry / Govt. Agencies (e.g. Media, general public, subject matter expert, lawyers, etc)</p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> Yes/&lt;हाँ&gt;</p> <p><input type="radio"/> No/&lt;नहीं&gt;</p>
<p style="text-align: center;">Page 21</p> <p>57. If the response is Yes, please list down the various stakeholders and the nature of such collaboration/interaction</p> <p>_____</p> <p>58. Do you use any technology/ MIS/ ticketing/ tracking system during your collaboration / interaction with other stakeholders (apart from the Ministry / Govt. Agencies)</p> <p><i>Mark only one oval.</i></p> <p><input type="radio"/> Yes/&lt;हाँ&gt;</p> <p><input type="radio"/> No/&lt;नहीं&gt;</p> <p><input type="radio"/> I do not need to collaborate/ interact with other stakeholders</p> <p>59. If the response is Yes, please elaborate on the existing technology/ MIS/ ticketing/ tracking system</p> <p><b>अगर उत्तर हाँ है, तो कृपया विवरण दें</b></p> <p>_____</p> <p><b>Process/System Related Discussion</b></p> <p>Note, responses to this section are optional</p> <p>60. What are the top 3 issues you face in any system / process within UGC</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Page 22</p> <p>61. What has been your experience regarding Manuals and Handbooks of office procedure (e.g. how comprehensive, how useful, strictness of adherence to the procedures, etc)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>62. What are some of the man-power related issues that you face while discharging your duties?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>63. What are some of the resource/ asset/ etc related issues that you face while discharging your duties?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>64. How, in your opinion, technology can assist you in improving system/ process related issues as identified by you?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;">Page 23</p>	<p style="text-align: center;">Page 24</p>

<p>65. How useful is the induction material for new joiners, if present?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>66. What are some of the best practices adopted by you that you think can be useful for other Organisations?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>General Section</b></p> <p>Note, response to this section is optional</p> <p>67. Any general support you feel you require apart from the ones discussed/ listed above or any general suggestion</p> <p>उपर उल्लिखित / सूचीबद्ध मदों के अलावा किसी भी सामान्य सहयोग जो आपको लगता है कि आपको उसकी आवश्यकता है</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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## Annexure 4: Sanctioned and In-position Staff at the UGC

(as of 28th June 2023)

Sl.	Designation	No. Sanctioned of Position	No. of Position* Filled	No. of Vacancy
<b>STAFF POSITION (GROUP-A)</b>				
1.	Chairman	1	1	0
2.	Vice-Chairman	1	1	0
3.	Secretary	1	1	0
4.	Financial Advisor	1	1	0
5.	Additional Secretary	2	1	1
6.	Director (Admin.)	1	0	1
7.	Joint Secretary	17	13	4
8.	Principal System Analyst	1	0	1
9.	Legal Advisor	1	0	1
10.	Chief Statistical Officer	1	0	1
11.	Deputy Secretary	16	15	1
12.	Asstt. Legal Advisor	1	0	1
13.	Coordinator	2	0	2
14.	Senior Library and Information Officer	1	0	1
15.	Public Relation Officer	1	0	1
16.	Senior System Analyst	1	0	1
17.	Education Officer	19	8	11



18.	Under Secretary	29	28	1
19.	Publication Officer	1	0	1
20.	Library And Information Officer	1	0	1
21.	Senior Statistical Officer	4	0	4
22.	Deputy Director (Internal Audit)	1	0	1
23.	Printing Officer Cum Joint Editor	1	0	1
	Total	105	69	36

**STAFF POSITION (GROUP-B)**

24.	Accounts Officer	8	1	7
25.	Section Officer	66	65	1
26.	Private Secretary	33	26	7
27.	Junior Statistical Officer	9	0	9
28.	Assistant Library And Information Officer	1	0	1
29.	Assistant Production Officer	1	0	1
30.	Senior Statistical Assistant	11	0	11
31.	Junior Accounts Officer	4	0	4
32.	Assistant	159	55	104
33.	Personal Assistant	23	0	23
	Total	315	147	168

**STAFF POSITION (GROUP-C)**

34.	UDC	87	42	45
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35.	LDC	126	23	103
36.	MTS	70	13	57
37.	Canteen Staff	19	05	14
38.	Dispatch Rider	02	01	01
39.	Lift Operator	02	02	00
40.	Staff Car Driver	09	02	07
	Total	315	88	227
<b>CONTRACTUAL EMPLOYEES</b>				
41.	Clerical Assistant		252	
42.	MTS and Others		103	
43.	Consultant		14	
44.	Young Professional		2	
45.	IT		7	
	Total		378	

## Annexure 5: Past Training Activities

### CAPACITY BUILDING CELL

S.NO.	TRAINING PROGRAMMES	DATE	NO. OF OFFICIALS ATTENDED	PLACE OF TRAINING
1.	Two-Day Training Programme for Capacity Building Of Clerical Assistant	11-05-2023 to 12-05-2023	50	UGC Main Office
2.	Orientation for iGOT Karmayogi platform	25-09-2023	300	Hybrid

### RTI CELL

S.NO.	TRAINING PROGRAMMES	DATE	NO. OF OFFICIALS ATTENDED	PLACE OF TRAINING
1.	Quality Council of India	12-09-2022 to 14-09-2022	45	UGC Main Office
2.	Institute of UGC Training & Management (ISTM)	16-01-23 to 17-01-23	23	ISTM
3.	Quality Council of India (2 <sup>nd</sup> )	23-03-2023	23	UGC Main Office

### RAJBHASHA CELL

S.N O.	TRAINING PROGRAMMES	DATE	NO. OF OFFICIALS ATTENDED	PLACE OF TRAINING
1.	Pragya	07-07-2021 to 28-07-2021	4	Central Hindi Training Place, 2-A, (Opposite J. & K House), New Delhi-110011
2.	Parangat	22-10-2021 to 22-11-2021 and 21-10-2022 to 21-11-2022	3  3	(Online training) Centre for Intensive Hindi Language Training, Room No. O 449 A. Udyog Bhavan New Delhi

3.	Hindi typing	06-06-2022 to 29-07-2022  and 14-03-2022 to 12-05-2022	3   3	Central Hindi Training Place, 2-A, (Opposite J. & K House), New Delhi-110011
4.	Workshop on filling quarterly progress report of official language policy and Hindi	13-06-2023	20	UGC Main office

**GEM**

S.NO.	TRAINING PROGRAMMES	DATE	NO. OF OFFICIALS ATTENDED	PLACE OF TRAINING
2.	GEM TRAINING	10-05-2023	7	UGC Main Office

**E-GOVERNANCE**

S.NO.	TRAINING PROGRAMMES	DATE	NO. OF OFFICIALS ATTENDED	PLACE OF TRAINING
1.	E-OFFICE	13-06-2023	+200	UGC Main Office
2.	E-OFFICE (SUPER-ADMIN)	14-06-2023	2	UGC Main Office

## Annexure 6: DoPT Office Memorandum for training budget

I/3018913/2022

**MOST IMMEDIATE**

No. T-16017/21/2022-TFA  
Government of India  
Ministry of Personnel, Public Grievances and Pensions  
Department of Personnel & Training  
(Training Division)

\*\*\*\*\*

Old JNU Campus, New Delhi

Dated the 26<sup>th</sup> April, 2022**OFFICE MEMORANDUM**

Sub: Percentage of Salary Budget allocated for training and capacity building.

The undersigned is directed to say that the National Training Policy 2012 (*para 9*) has recommended that each Ministry / Department / Organization set aside at least 2.5% of its Salary Budget for training and capacity building.

2. In the meeting held between this Department and NITI Aayog recently, it was decided to analyze the percentage of the overall budget of Ministries / Departments allocated and utilized for training and capacity building.

3. In view of the foregoing, it is requested to kindly share the information, in the enclosed proforma, as regards the percentage of the Salary Budget allocated and utilized for training and capacity building in respect of the Ministry / Department, including various organizations functioning under their administrative control, during the last five years.

4. This may kindly be accorded priority and a softy copy of the requisite information may please be shared at: [dramesh.babu@nic.in](mailto:dramesh.babu@nic.in) / [rizwano.bano14@nic.in](mailto:rizwano.bano14@nic.in).

Encl: As above.

**Signed by Dasari Ramesh Babu**

**Date: 26-04-2022 12:26:44**

**Reason: Approved**

(Dasari Ramesh Babu)  
Under Secretary to the Govt. of India

Under Secretaries (Budget / Adm.) of all Ministries / Departments  
**(As per the standard list enclosed)**

Copy to

- (i) Shri Kulwant Rana, Dy. Secretary (G&R), NITI Aayog, Sansad Marg, New Delhi.
- (ii) NIC, Training Division, DoPT – *for uploading the OM on this Department's website.*

## Annexure 7: UGC Circular for Courses on iGOT Karmayogi Platform

### Capacity Building Cell University Grants Commission

No.F.1-12/2022

September 19, 2023

#### CIRCULAR

#### Subject: Courses on iGOT Karmayogi Platform for UGC Employees

As part of the continuous efforts of Capacity Building Cell to enhance professional growth and well-being, the University Grants Commission (UGC) suggests that all regular and contractual employees enroll in a series of courses available on the iGOT Karmayogi platform. These courses are designed to sensitize and equip the participants with essential knowledge and skills to excel in various roles while fostering a conducive work environment.

As per the O.Ms. issued by the DOPT, some of the mandatory courses available on the iGOT Karmayogi platform (<https://igotkarmayogi.gov.in/>) are as mentioned below:

1. Yoga at the workplace
2. Orientation Module on Mission Life
3. Staying Safe in Cyberspace
4. Introduction to Emerging technologies
5. Prevention of Sexual harassment of Women at Workplace
6. Code of Conduct for Government Employees

Based on the Capacity Needs Assessment by CBC the following courses may also be undertaken:

Senior Level (Course name)	B & C Level (Course name)	Contractual Level (Course name)
Leadership	Team building	Team building
Fundamentals of Program and Project Management	Introduction: Basics of Project Management	Stress management
Stress management	Effective Communication	Effective Communication
	Noting and Drafting	Noting and Drafting

All courses suggested above are accessible online through iGOT

#### To access these courses, please follow these steps:

1. Log in to the iGOT Karmayogi platform (<https://igotkarmayogi.gov.in/>) using your official mail id (You can set your password by clicking on forgot password in case of personal email Ids).
2. Navigate to the "Courses" section.
3. Search for the course titles mentioned above and enroll in each course.

Please note that these courses are mandatory for UGC employees and completing these courses may be considered in Annual Performance Appraisal Report (APAR). The knowledge and skills acquired from these courses will benefit you personally and contribute to UGC's overall growth and success. **You may complete these courses latest by 31<sup>st</sup> December, 2023.**

An Orientation Session by the iGOT team will also be held shortly.

Completion certificates will be provided online on the iGOT portal upon successful completion of each course. UGC strongly encourages its employees to complete these courses within the stipulated timeframe to ensure that they are up-to-date with the latest information and best practices.

Please feel free to reach out to the iGOT technical team for any technical issues using the meeting link: [https://bit.ly/iGOT\\_Saarthi](https://bit.ly/iGOT_Saarthi) which is operational during standard working hours (Monday to Friday) from 9AM to 5PM.

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1. PS to the Chairman/Vice Chairman/Secretary/F.A., UGC
2. All Officers/Sections, UGC(HQ)/NET Office/FSR
3. E-office portal
4. Notice Board

