



**CAPACITY  
BUILDING  
COMMISSION**

**National Standards  
for Civil Service  
Training Institutions  
Approach Paper**

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Narendra Modi  
Hon'ble Prime Minister



सत्यमेव जयते

प्रधान मंत्री  
**Prime Minister**

Civil services are pivotal instruments of governance. They are the agents of change that deliver and serve the citizens of the nation. The Government of India attaches high importance to the capacity needs of the Civil service of India. Mission Karmayogi aims to create a professional, competent, well-trained, and fit-for-future civil service; a civil service that keeps citizen welfare at its heart to build and serve a New India. Mission Karmayogi will be a key enabler in augmenting and enhancing the capacity of civil services capacity building ecosystem in the country.

In this civil service capacity building ecosystem, Civil Service Training Institutions are the most important actors of the supply-side, training 31 lakh employees of the Government of India. These institutions have the critical responsibility of providing lifelong learning to officers and acting as mentors throughout their careers. As one of the most integral parts of a civil servants' training journey, the institutes hold the duty of building capacity to create a responsive workforce, that is citizen centric. The institutes contribute to the four Es of civil service learning: Empowered learning, Effective Learning, Exploratory Learning and Electronic Learning. They also look to empower officers with role specific behaviours, functional expertise, and domain knowledge that facilitate officers to perform to the highest standards.

The National Standards for Civil Service Training Institutions (NSCSTI) has been developed by the Capacity Building Commission (CBC) to introduce Standards for best practices in the civil service capacity-building ecosystem. NSCSTI is an important element of the Nation's institutionalization of capacity building. The Standards will equip training institutions to help civil servants tackle emerging challenges of globalization, climate change, technology, and demography.

The standards will harmonize trainings and will be critical in enhancing training quality across civil service training institutions. The standards serve the vital function of providing a common baseline and a standard scale of measurement for the diverse training institutes in India. NSCSTI, based on strategic focus areas of training needs analysis, governance, impact assessment, phygital, faculty development and knowledge repository, will assist institutes in understanding their current capacity, as well as support them in adopting an aspirational path to achieve their specific goals.

The standards will be instrumental in transforming Indian Civil Services learning ecosystem. I commend the whole-of-government approach taken by the Commission while ideating on the focus area of the standards. It gives me great pride that India is the first country in the world to come out with a unique model to create standards for civil service training institutions. I hope India will soon be a lighthouse for countries across the globe.

(Narendra Modi)

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- Indian Railways Institute of Transport Management
- Institute of Secretariat Training and Management
- Indian Statistical Service Training Institute
- Lal Bahadur Shastri National Academy of Administration
- National Academy of Audit and Accounts
- National Academy of Customs Indirect Taxes and Narcotics
- National Institute of Communication Finance
- National Institute of Defense Estates Management
- National Institute of Defense Financial Management
- National Academy of Defense Production
- National Academy of Direct Taxes
- National Industrial of Financial Management
- National Academy of Indian Railways
- National Industrial Security Academy
- National Telecom Institute for Policy Research, Innovation and Training
- Rafi Ahmed Kidwai National Postal Academy
- Sardar Vallabhbhai Patel National Police Academy
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## ACRONYMS

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<b>CTI</b>	Central Training Institute
<b>DoPT</b>	Department of Personnel and Training
<b>HR</b>	Human Resources
<b>ICT</b>	Information and Communication Technologies
<b>IT</b>	Information Technology
<b>L&amp;D</b>	Learning and Development
<b>LMS</b>	Learning Management System
<b>MDO</b>	Ministries, Departments and Organisations
<b>NPCSCB</b>	National Programme for Civil Service Capacity Building
<b>NSCSTI</b>	National Standards for Civil Service Training Institutes
<b>PMHRC</b>	Prime Minister's Public HR Council
<b>TNA</b>	Training Needs Assessment
<b>UI</b>	User Interface
<b>UGC</b>	University Grants Commission



# Approach

## 1 INTRODUCTION

Civil servants are the backbone of the government. They play a pivotal role in designing and implementing policies for economic growth and social development in a country. In recent years, with the advancement in technology, greater decentralisation, higher income levels and increased social awareness, the demand for better governance, transparency and accountability has grown exponentially. Moreover, challenges emanating from unforeseen circumstances such as the COVID-19 pandemic, with the expectation that socioeconomic development would be sustained even through such adversities has

made it critical for civil servants to be agile, innovative, proactive and progressive.

This requires a renewed focus and a fresh approach to building the capacity of civil servants. To address these requirements, the Union Government launched *Mission Karmayogi*, also referred to as the National Programme for Civil Service Capacity Building (NPCSCB), in 2020. The Mission aims to create a professional, competent, well-trained, and fit-for-future civil service, one that will work toward achieving effective, citizen-centric service delivery and a self-reliant India (or *Atmanirbhar Bharat*).

## 2 OBJECTIVES OF MISSION KARMAYOGI

*Mission Karmayogi* has the following strategic priorities:

- 1. Democratising knowledge across all civil services** by making the same capacity-building resources available to all civil services across all levels, cadres, and geographies. This would be done by leveraging information and communication technologies (ICT).
- 2. Breaking service-based silos in capacity development** by enabling the sharing of learning resources of the Central Training Institutes (CTIs). This would include sharing of physical infrastructure, trainers and knowledge databases, and enabling the enrollment in courses, regardless of location. Thus, officials can enroll in courses irrespective of the CTI/service provider offering the course.
- 3. Moving to competency-driven capacity development** which will enable a shift from the rule-based, supply-driven and capacity-building approach to a more role-based and demand-driven approach, that addresses an individual official's needs, wants and aspirations.
- 4. Providing access to world-class content** through a robust and dynamic content marketplace, that is, the iGOT-Karmayogi. Best-in-class content providers will be on boarded to provide training content.
- 5. Establishing objective and unbiased systems of performance evaluation** that reinforces the foundational values of public service.
- 6. Institutionalising a framework for enhanced monitoring and evaluation of implementation and impact** to ensure all stakeholders are provided with a single source of factual information.
- 7. Providing a forum to learn about and discuss public human resource (HR) practices**, showcasing progress, and engaging in dialogue with multilateral institutions, foreign governments, global academia, non-governmental organisations (NGOs, and HR firms).

# 3

## INSTITUTIONAL FRAMEWORK

A strong institutional framework has been created to achieve the objectives of *Mission Karmayogi*. The Prime Minister’s Public HR Council (PMHRC), under the chairmanship of the honorable Prime Minister, is the apex body responsible for driving and providing strategic direction to the mission’s reform initiatives. The Cabinet Secretariat Coordination Unit, under the PMHRC, is entrusted with monitoring the overall program implementation and the alignment of stakeholders. The Capacity Building Commission (the Commission) is responsible for coordinating the preparation of

annual capacity-building plans, monitoring and evaluating their implementation, as well as functionally supervising the training institutes. Additionally, a not-for-profit company, under the administrative control of the Department of Personnel and Training (DoPT), has been incorporated to own, manage, maintain, operate and improve the *iGOT-Karmayogi*, the digital asset created under the *Mission Karmayogi* on behalf of the Government of India. *Figure 1* illustrates the institutional framework created under the Mission.

Figure 1: Institutional Framework for Mission Karmayogi



# 4

## CAPACITY BUILDING COMMISSION

The Commission was notified on April 1, 2021, through the Gazette notification - *F. No. T-16017/09/2020-iGOT*, and is mandated to perform the following key roles under *Mission Karmayogi*:

1. **Facilitate the preparation of the annual capacity-building plans** for the ministries, departments, and organisations (MDOs). The Commission will also be submitting the plans for approval to the PMHRC.
2. **Prepare the Annual HR Report**, concerning the state of the civil services, along with the targeted achievements.
3. **Undertake the audit of human resources** available with the Government and present the findings and recommendations to the Cabinet Secretariat Coordination Unit.
4. **Propose recommendations to standardise the training**, capacity building, and ragogy and methodology, including coordination with Government training institutions in

conducting further research in these areas.

5. **Make recommendations on policy interventions** to the DoPT in the areas of personnel/HR and capacity building.
6. **Undertake an assessment of data captured on iGOT-Karmayogi**, pertaining to the various aspects of capacity building, including content creation, competency mapping and feedback.
7. **Organise the Annual Global Public HR Summit** under the overall guidance of the PMHRC and the Cabinet Secretariat Coordination Unit.
8. **Exercise functional supervision over institutions** engaged in providing training to civil servants for purposes of adhering to the annual capacity-building plans and attendant achievements.
9. **Approve knowledge partners for the program.**



## THE NATIONAL STANDARDS FOR CIVIL SERVICE TRAINING INSTITUTES (NSCSTI)

Efficient civil service is the cornerstone of effective delivery of core governance functions and implementation of welfare programs. Civil service training institutes play a pivotal role in the capacity building of civil servants by building competencies through supply of training and other competency building products. The commission is entrusted to address harmonization and standardization of civil service training eco-system in the country. Towards this objective, the Commission has developed the National Standard for Civil Service Training Institutions (NSCSTI).

The NSCSTI aims to provide a mechanism of quality assurance and standardise improvement of capacity-building practices at an institutional level in the civil service capacity-building ecosystem. It has been developed to help institutes identify gaps and areas of improvement,

thereby encouraging collaboration in improving the quality of the training and learning processes. It is functional in nature and focuses on learner centricity. The framework builds on insights gathered from several Indian and international quality standards for learning and capacity-building frameworks.

**The NSCSTI has three key objectives:**

1. Create a baseline of existing capacities in the CTIs.
2. Enable the enhancement of CTIs by serving as a planning and guiding tool for CTIs' management.
3. Standardise capacity building through CTIs by defining standard processes and procedures for a civil service training institute.



## STANDARD PRINCIPLES

The five key guiding principles underpinning the values and the intent with which the framework has been developed, are mentioned below:

1. **Universality:** The framework is developed to ensure that all institutes are assessed on a common set of standards.
2. **Continuous Improvement:** The outcome of the evaluation for each metric under the identified indicators are measured on a 5-stage maturity model. The assessment will help identify where the institute stands vis-à-vis this model, as well as where it should aspire to be. The goal is to encourage continuous improvement of the CTIs,

with periodic measurement of such improvements.

3. **Objectivity and Measurability:** The framework ensures objectivity and standardisation in the assessment methodology.
4. **Functional Nature:** The framework has been developed to assess the process of training and learning, with the objective of improving the training quality of each CTI.
5. **Agility:** The framework is amenable to improvements in accordance with the changing civil service training landscape.

# The National Standards for Civil Service Training Institutions

## 7 STRUCTURE OF THE STANDARDS

### Standards, Indicators and Metrics

The framework for National Standards is a collection of eight indicators. Each indicator comprises of a set of metrics. The Guidebook for the National Standards for Civil Service Training Institutions elaborates the rationale and intent of each indicator, along with the definitions used. It also describes key considerations for each metric, as well as an indicative list of evidence to assess compliance.

### Maturity Levels

This framework is designed to enable an evaluation of CTIs based on each metric under an indicator across five progressive stages of maturity, with each maturity stage described in the framework. The evaluation output for each metric will assign a maturity level for a training institute against the said metric. The metrics and descriptors for each stage will allow for the tracking of improvements made by the institutes as they progress toward their aspirational levels for each metric. The stages will be calibrated and updated over time, based on assessments and field-observations.

## 1 OVERVIEW

The eight indicators of the framework include:

- Training Needs Assessment and Course Design
- Faculty Development
- Resource and Training Targets
- Trainee Support
- Digitalisation and Training Delivery
- Collaboration

- Training Evaluation and Quality Assurance
- Operations and Governance

The indicators of the framework reflect the vision of Mission Karmayogi, thus ensuring a strong focus on learner centricity, enhancing adaptability, and ensuring continuous improvement.



## THE INDICATORS

### **INDICATOR 1: Training Needs Assessment and Course Design**

Training Needs Assessment is one of the most important capacity-building indicators. It helps in the identification of the gap between the existing knowledge, skills, and abilities and the desired state of competencies for a target group.

The indicator 1 includes all procedures related to the assessment of needs and requirements of the trainees, as well as the conversion of the identified needs into standardised training programs. It aims to enhance and institute a dynamic mechanism in terms of identifying these needs (that is, institutionalising the standardised process). The metrics of the framework encourage institutions to adopt a standardised mechanism to identify the training needs within a defined time frame. It also promotes the identification of training needs through partnerships with key stakeholders.

In addition, the indicator has a strong focus on the implementation of competency-based learning. There are some metrics that are listed separately in the indicator for tenure-based training programs (for example, for probationary and mid-career training programs), while other

training programs are offered due to inherent differences present in the implementation of such programs (for example, in-service training programs and training related to specific domains).

### **INDICATOR 2: Faculty Development**

To achieve distinguished standards in teaching, it is essential to maintain a highly skilled faculty. The lack of a structured mechanism for faculty selection, on boarding, and development impedes professional development. It also hampers the achievement of the intended learning outcomes of the civil service officers.

This indicator 2 captures all procedures related to selection, on boarding, and development of faculty in a training institute. There is a strong focus on maintaining high quality teaching methodologies, as well as on utilising new-age training approaches to improve the efficiency of the faculty at the CTIs.

The indicator entails a structured mechanism for screening, selection, and on boarding of faculty and incorporates the designing of systemic Faculty Development Programs (FDPs) for CTIs. Furthermore, it leverages cross-learning through shared resources.

### **INDICATOR 3: Resource and Training Targets**

Civil service training institutes often have multiple mandates for ensuring capacity building of civil servants. Apart from its essential responsibility of imparting training to relevant stakeholder groups, the human resources within these institutes should enable quality research and promote innovation.

In line with this, indicator 3 encourages the availability of a healthy ratio of human capital resources at the training institutes for implementing mandates related to training programs. Metrics included in this section focus on the overall sufficiency of these resources and maintaining a balance between training and research-related responsibilities of the institutes. In addition, it also focuses on maintaining a diversity of resources within each training institute. Through this indicator, the framework also emphasises the need for annually determining and fulfilling overall training targets, thus ensuring that capacity-building initiatives are conducted for all stakeholder groups.

### **INDICATOR 4: Trainee Support**

Apart from ensuring the appropriate ecosystem over the course of a training program, it is also important to support trainees after the completion of the program. This can be achieved through enabling networking relationships between trainees, faculty, and alumni. Such efforts can go a long way toward maximising learning outcomes.

Indicator 4 focuses on all activities related to

extending necessary support to trainees during and beyond classrooms, especially in case of probationers.

Mentorship programs are highlighted as an important initiative in ensuring healthy interactions between alumni, faculty, and trainees. The indicator encourages the establishment of standard procedures for promoting such interactions, as well as ensuring continued support to trainees beyond the training programs.

### **INDICATOR 5: Digitalisation and Training Delivery**

Training delivery has undergone transformation across the world. However, what is common is the diversification of training delivery methods across multiple modes. Such modes engage a trainee through a variety of methods, thereby enhancing their overall learning experience. The framework for the National Standards focuses on enhancing the learning experience through several learning modes, channels and methods. Thus, the civil service training institutes will be encouraged to enable such learning modes, channels, and methods through the digitalisation of training content, to the maximum extent.

Indicator 5 has been developed to promote diversification of learning methodologies in training institutes. It encourages institutes to utilise multiple methods for engaging with trainees, including formulating mechanisms for instructor-led, trainee-led and peer-based lesson plans. The core of this indicator entails identification of multiple learning channels

and methods, as well as the availability of processes for digitalising content and tracking the utilisation of digital learning.

### **INDICATOR 6: Collaboration**

The civil service training ecosystem in India is one of the largest in the world. Additionally, training institutions in the ecosystem vary by size, scale of operation, overall mandate, target audience, as well as several other aspects. Considering the vastness and diversity of the capacity-building ecosystem there is a huge potential for each training institute to leverage available resources from fellow CTIs and external training institutions (ATIs, RTIs, International Public Training Institutions, etc.). Harnessing the strengths of peer training institutes will enhance capacity-building practices, facilitate peer to peer learning, as well as increase the efficiency of the institutions in the ecosystem. Therefore, promoting collaboration among civil service training institutions and other external institutes is one of the most important indicators of this framework.

This indicator encourages all central training institutes to leverage available resources in the ecosystem to enhance the overall efficiency of capacity-building interventions for civil service officers. The indicator has been developed to promote faculty interactions, simultaneously enabling the faculty to take training courses offered by fellow CTIs and other institutes. Additionally, this indicator promotes sharing of existing training content, which can be useful for other training institutes. It promotes periodic collaborative events by training

institutes, thereby encouraging discussions on best practices, as well as sharing teaching and learning insights for enhancing capacity-building processes in the ecosystem.

### **INDICATOR 7: Training Evaluation and Quality Assurance**

Evaluating training programs is the key to determine their overall effectiveness. The main learning and development (L&D) functions and training institutions assess programs across four levels:

- Level 1:** Measuring the reaction(s) of trainees;
- Level 2:** Evaluating the cognitive learning among trainees.;
- Level 3:** Assessing the change(s) in behavior(s).;
- Level 4:** Analysing the business impact(s). and
- Level 5:** Evaluating the costs and benefits of the training.

The evaluation and assessment of the effectiveness of training programs is also considered extremely important across multiple accreditation frameworks. The national standards framework also focuses on evaluating the overall effectiveness of teaching and learning through multiple elements. Indicator 7 identifies methods defined by the training institutes for measuring the impact of training and determines the execution and implementation of similar procedures. This includes a focus on both the qualitative and quantitative aspects of evaluating training programs.

Furthermore, the indicator promotes continual improvement of capacity-building practices by identifying the linkage between the evaluation

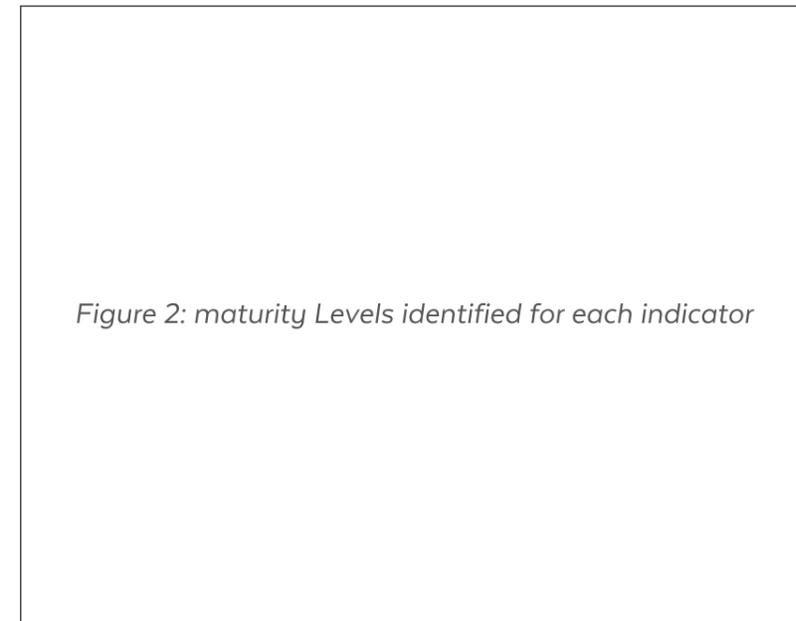
of pre and post training impact and the action plans formulated by a training institute for enhancing the quality of its training programs.

### **INDICATOR 8: Operations and Governance**

The operations and governance of any training institution should aid development of seamless and transparent processes to enable an enriching ecosystem for teaching and learning. Proactive measures by CTIs concerning administrative practices ensure that training institutions balance the overall interests of multiple stakeholders, including

administrative staff, financiers, trainees, communities, Ministries, Departments and Agencies (MDAs), and so on.

The national standards determine the type of operations and governance practices that promote transparency in all administrative processes of the training institute. This section also determines the degree of autonomy of the training institute in engaging various stakeholders, course content design, procurement of goods and services etc.



*Figure 2: maturity Levels identified for each indicator*

# 3

## MATURITY LEVELS

The National Standards is developed to enable an assessment against each indicator on a maturity-based model. The maturity of each metric is measured on a 5-point scale. Based on the training institutes' current maturity, they will be assessed at one of the 5 stages. Accordingly, they will then be rated from 1 to 5 for each metric.

### Weightages

The national standard indicators have varying degrees of weightages. These have been finalised based on the priority areas of the Capacity Building Commission. The weightages assigned to the indicators are as follows:

Table 1: Weightages given to each Pillar

Training Needs Assessment and Course Design	10%
Faculty Development	20%
Resource and Training Targets	10%
Trainee Support	10%
Digitalisation and Training Delivery	15%
Collaboration	15%
Training Evaluation and Quality Assurance	10%
Operations and Governance	10%

The score is based on a detailed evaluation across each indicator. It would then be normalised to arrive at the final assessment.

# 4

## CONFORMITY ASSESSMENT

Each CTI will be accredited based on an assessment of the benchmarks set by the national standards. This will be done through an independent, third-party assessment.

The assessment process will be carried out through a web-based portal.

The accreditation process will involve three stages:

### Stage 1: Application Form

The institutes shall complete all the relevant details on the information technology (IT) portal based on the framework.

### Stage 2: Self-Assessment

The self-assessment is a tool for evaluating the status and maturity of the institute's

functioning. The self-assessment report will serve as a reference document for external assessors to conduct the on-site assessment.

### Stage 3: Desktop Assessment

Once an application gets submitted and a self-assessment score is generated, a desktop assessor is assigned to the institute for further processing of its application. The assigned desktop assessor will review the Application based on the basis of the enclosed documents to support the claims provided by the institute

### Stage 4: On-site Assessment

All the information declared/submitted by the institute will be verified through an on-site assessment by the third party.

# Conclusions

## BENEFITS

The approach to standard setting for the CTIs is consistent with the objectives of *Mission Karmayogi*, as evidenced by the adopting of an institutional focus; the stressing of the importance of supply-based enhancement of civil service capacity building; and the leveraging of the key strengths of civil service training institutions in the ecosystem.

The proposed standards formulated for civil service training institutions have the following benefits:

- They embed a learner-centric focus for capacity building of civil service officers.
- They ensure a holistic focus in learning, with suitable consideration for all stakeholders.
- They fuel the shift from training philosophy to sustainable learning through an appropriate focus on such learning before, during, and after the training programs
- They inculcate a culture of utilising high-impact modes of learning.

## SUGGESTIONS

This Approach Paper has been prepared to provide an overview of the strategic vision, the needs, the approach taken, as well as the key components of the NSCSTI.

Please refer to the **Guidebook** on The National Standards for Civil Service Training Institutions for 2022 to learn more about the functional aspects of each indicator.