



**CAPACITY
BUILDING
COMMISSION**

**GUIDEBOOK FOR
NATIONAL STANDARDS
FOR CIVIL SERVICE
TRAINING INSTITUTIONS (NSCSTI)**



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 three 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)



**CAPACITY
BUILDING
COMMISSION**

This Guidebook for National Standards for Civil Service Training Institutions provides a functional guide for elaborating the components of the standards and providing fundamental ideas associated with it. The guidelines define the general standards for enabling assessment. The guidelines also set out to define indicative tools, checklists and suggestions that will support the overall evaluation.

In case of questions regarding the Guidebook for National Standards for Civil Service Training Institutions, please contact :

Capacity Building Commission
Email ID: cbc-dopt@gov.in
Telephone No.: 011- 370-1051

ACKNOWLEDGEMENTS

The Commission would also like to thank all the Central Training Institutes for their guidance and inputs throughout the journey of formulating the standards

- Central Bureau of Investigation Academy
- Sushma Swaraj Foreign Service Institute
- Institute of Economic Growth
- Institute of Government Accounts & Finance
- Indira Gandhi National Forest Academy
- Indian Institute of Foreign Trade
- Indian Institute of Mass Communication
- Indian Institute of Public Administration
- 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 & Accounts
- National Academy of Customs Indirect Taxes and Narcotics
- National Institute of Communication Finance
- National Institute of Defense Estates Management
- National Institute of Defence Financial Management
- National Academy of Defence 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
- Sri Jagjivan Ram Railway Protection Force Academy

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	5
EXECUTIVE SUMMARY	9
Foreword	9
Philosophy of the National Standards	10
Guiding Principles	11
Structure of the Standards	12
LIST OF ABBREVIATIONS	13
GUIDELINES	15
Introduction to the National Standards	15
Chapter 1: Training Needs Assessment and Course design	16
Chapter 2: Faculty	29
Chapter 3: Resource and Training Targets	43
Chapter 4: Trainee Support	53
Chapter 5: Digitalization and Training Delivery	58
Chapter 6: Collaboration	71
Chapter 7: Training Evaluation and Quality Assurance	78
Chapter 8: Operations and Governance-related standards	90
APPENDIX 1: LIST OF TABLES	111
APPENDIX 2: NSCSTI	112

EXECUTIVE SUMMARY

Foreword

- i. 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 socio-economic development would be sustained even through such adversities has made it critical for civil servants to be agile, innovative, proactive and progressive.
- ii. Capacity building of civil services is a strategic priority of the Government of India. Through the several reforms announced as part of Mission Karmayogi, the Government of India has highlighted the need for a fundamental shift in training of civil service officers. The new architecture identifies the need to shift from rule-based to role-based learnings, implement blended learning methodologies for enabling anytime-anyplace-any-device learning, encourage collaboration and empower officials with the relevant tools for enriched learning experience.
- iii. As part of the vision, Mission Karmayogi has also identified the need for development of an evaluation standards for enabling functional assessment of all civil service training institutions. In this regard, National Standards for Civil Service Training Institutions (NSCSTI) has been developed which provides a mechanism of quality assurance and standardization of capacity building practices at an institutional level in the civil service capacity building ecosystem.
- iv. The standards have been developed to set aspirational yet realistic benchmarks and inspire institutes to pursue continuous improvement in the field of civil service capacity building. The components of the standards are expected to foster initiatives for enhanced quality and standardization as well as leverage Indian and International best practices to fulfil the vision of Mission Karmayogi.
- vi. The standards acknowledge the diversity of the training institutions in India for civil services with respect to their mandates, audience of trainees, scale, nature of training programmes etc. The evaluation mechanisms have been devised to enable assessment in the spirit of the elements of the standards with due consideration to the diversity. The purpose of the NSCSTI is to identify strategic areas which require appropriate interventions for fostering a collaborative mechanism of enhancing teaching and learning processes.
- v. The Guidebook for the National Standards contains overarching guidance on how to interpret the standards, rather than specify the procedures followed during evaluation of training institutions.

Philosophy of the National Standards

Capacity Building is undergoing a massive transformation fuelled by emerging technologies and uncertainties in the business environment. Learner centricity is on the rise and institutions are identifying ways to enhance user experience through role-based learning interventions. Learning is being focused as a “human-experience” which reflects on how people explore ideas, satisfy curiosity, engage with content and absorb knowledge in an always-on, hyper-connected and on-demand society. It is because of this profound shift in strategic focus, several success factors such as enabling active learning, adoption on immersive technologies, democratizing learning and focus on measuring effectiveness of learning intervention, are shaping the capacity building ecosystem worldwide.

As part of their overall mandate and considering the strategic focus of the reforms under Mission Karmayogi, the Capacity Building Commission seeks to fulfil the need to enhance the ecosystem through reinforcement of a set of quality standards, constituting the Evaluation Standards. The Evaluation Standards have been developed through study of the Civil Service capacity building journey as well as several standards of accreditation for learning used globally.

As part of the approach, several strategic focus areas were identified based on the study of interactions and touchpoints between a Civil Service Officer and the training institutes.

The approach also included gathering insights from several National and International quality standards for learning and capacity building frameworks. All standards studied have com-

mon themes which can be considered relevant and applicable to the civil services capacity building ecosystem and resonate with the objectives of the National Standards. The common themes across the standards include:

- Focus on Research & Collaboration
- Operations and governance related standards
- Training Delivery process
- Quality of training faculty
- Formalizing needs identification and design of content
- Extending necessary support to learners
- Evaluation of training, impact on performance
- Adequacy of resources

Guiding Principles

The National Standards have several key guiding principles. These principles underpin the values and the intent with which the standards have been developed and implemented.

- 1. Universality.** The structure of NSCSTI ensures that the standards are applicable to all Civil Services Training Institutes, for assessment and improvement.
- 2. Continuous Improvement.** The standards serve as a stage-by-stage guide for constant development of institutes, with periodic measurement of such improvements. Pillars and Metrics elaborated in the document have been aligned to a 5-stage maturity model. The model shall help assess the institute where it stands currently as well as where it should aspire to be.
- 3. Objectivity and Measurability.** The standards aim to ensure an unbiased, verifiable, and quantifiable assessment methodology. Stages defined in the standards are quantified for measurability. Additionally, assessment is carried out by a third-party for neutrality and verification.
- 4. Functional Nature.** Learner centricity, including trainee experience is considered one of the most important functions of capacity building at these institutes. The Standards are focused on this function of CSTIs.
- 5. Agility.** The standards endeavour to maintain an agile and adaptable mindset with respect to the processes and standards of teaching & learning for Civil Services.

It is designed to efficiently adapt to the constantly changing civil service capacity building landscape. This makes certain that the standards continue to be relevant in future.

Structure of the Standards

All pillars and metrics associated with the NSCSTI have been elaborated in the conceptual manual across 5 distinct sections.

Standards, Pillars and Metrics

The National Standards is a collection of 8 Pillars. Each Pillar comprises of a set of metrics which have been identified based on the overall theme and functional area of the indicator. A brief on the rationale and intent of developing each Pillar has been provided before describing each metric associated with it.

Definitions

Definitions are added for each metric to ensure that the terminology used for enabling evaluation is clear and conducted in accordance with the intention with which the standards have been formulated. The terminology defined is applicable for the particular metric as well as across the document. Definitions may be updated on a periodic basis as needed for further refining the National Standards.

Salient Features

This section is intended to provide functional guidance on key considerations of a particular metric. The basis has been articulated across multiple aspects of evaluation for a metric and should be considered comprehensively before arriving at an assessment against a particular metric.

Supporting Evidence

In order to support the evaluation process, an indicative set of evidence has been listed for each metric to assess the compliance to procedures. The documents suggested are purely indicative in nature and a training institution

can provide any other alternative documents / evidence to illustrate the compliance to procedures. This section may be updated on a periodic basis to further refine the standards and provide an accurate checklist to reviewers and institutions.

Maturity Levels

Each metric is developed on a five-point maturity scale (stage), with standards progressing from stage I to stage V. Evaluating a CSTI on a metric will score the institute according to the assessed maturity level. The aggregate scores for the institute will be calculated based on the defined methodology for calculation. The descriptions provided for each stage will allow for tracking of improvements made by the institutes. The stages may be updated over time, based on the progression of the CSTIs, assessments and field-observations.

LIST OF ABBREVIATIONS

AACSB	Association to Advance Collegiate Schools of Business
AICTE	All India Council for Technical Education
AMBA	Association of MBAs
ARWU	Academic ranking of world universities
EFMD	European Foundation for Management Development
EQUIS	EFMD Quality Improvement System
CTI	Central Training Institute
CSTI	Civil Service Training Institute
ICT	Information Communication Technology
iGoT	Integrated Development Online Training
IT	Information Technology
LMS	Learning Management System
MDO	Ministries Departments and Organizations
MOOC	Massive Open Online Courses
NSCSTI	National Standards for Civil Service Training Institutes
QS	Quacquarelli Symonds World University Ranking
SSO	Single Sign On
THE	Times Higher Education World University Rankings
TNA	Training Needs Assessment
UI	User Interface
UGC	University Grants Commission

GUIDELINES

Introduction to the National Standards

The Pillars of the National Standards for Civil Service Training Institutions reflect the vision of Mission Karmayogi. The priorities have been identified to ensure that there is strong focus towards learner centricity, enhancing adaptability and ensuring democratised and continuous improvement across multiple aspects.

The eight Pillars of the standards include:

1. Training Needs Assessment and Course Design
2. Faculty Development
3. Resource and Training Targets
4. Trainee Support
5. Digitalisation and Training Delivery
6. Collaboration
7. Training Evaluation and Quality Assurance
8. Operations and Governance

This pillar includes all activities related to ascertaining the needs and requirements of civil service officer trainees and conversion of needs into standardized learning programmes. It is expected to enhance relevance and institute a dynamic mechanism of identifying needs of trainees.

The metrics listed in the pillar encourage institutions to undertake a periodic and regular mechanism of identifying needs through established partnerships with key stakeholders in the ecosystem, relevant to the institution. It also has a strong focus towards encouraging the implementation of competency-based learning which has been highlighted as part of the vision of Mission Karmayogi. Some Metrics have been separately listed for tenure-based and other training programmes due to inherent differences in them.

METRIC 1

To what extent are Training Needs Identified through collaboration from multiple stakeholders- the Ministries, Department, Demand side agencies and citizens?

Definitions

• Processes refer to standard procedures followed by process owners required for conducting training needs assessment (e.g., collection of data for TNA, conducting data analysis, process followed for periodic meetings with stakeholders etc.)

• Collaboration includes discussions conducted of any nature (one on one or focused group) or exchange of knowledge using any medium for the purpose of identification of functional or domain or behavioural training needs of civil service trainee officers

• Demand Side Agencies include an office from any ministry or department or organization where a civil service officer can be potentially posted. It also includes offices which can provide inputs on training needs based on their field of work directly or indirectly linked to the trainings to be conducted for the trainees by a particular institute

Salient Features

1.1 Availability of process documentation

• Documentation related to process of conducting TNA identification provide guidance conducting for identification of needs and necessary follow up actions

• Standard procedures on TNA includes procedural aspects of undertaking the exercise including details of activities to be conducted along with timelines

• The institute has suitable master trainers, data analysts, key subject matter experts onboarded for conducting TNA based on the defined norms

1.2 Regularity and adherence to procedures

• Strategic documents include strategic guidance on the periodicity or frequency of undertaking TNA

• The institute receives inputs from demand side agencies from time to time which is incorporated in their training courses

• The strategic documents provide for a scope of conducting TNA proactively through engagement with multiple stakeholders including demand side agencies and citizens from time to time

1.3. Utilization of Training Needs Assessment

• Qualitative and quantitative analysis is conducted on the information collected through multiple sources

• The institute has standard reporting procedures for the TNA conducted

• The institute specifies learning outcomes and establishes a link with specific course level learning outcomes

Supporting Evidence

1.1. Strategic documentation on undertaking

Maturity Levels

Stages	Description
Stage I	There are no defined procedures / processes for identifying training needs.
Stage II	Procedures of assessing training needs are available but rarely followed or no inputs are taken from Ministries, Departments and Organizations.
Stage III	Procedures of assessing training needs are available and inputs from stakeholders are obtained on need basis for developing training courses.
Stage IV	Procedures of assessing training needs are available and inputs are solicited from multiple stakeholders proactively for developing training courses.
Stage V	Procedures of assessing training needs are available and stakeholder discussions are conducted on pre-defined periodic intervals. The institute also conducts analysis of the needs identified and defines expected impact in the long term for enabling evaluation of the training courses.

TNA

• Key Responsibilities of stakeholder for conducting TNA

• Frequency and periodicity of conducting TNA

• Key activities and responsibilities associated with each of them

• MoUs, work orders or other contracts with relevant parties on the required terms of references

1.2. Detailed logs of information collected

• Record of details of training needs shared by stakeholders (demand side agencies and citizens)

• Information collected by the institute by means of regular engagement with demand side agencies

1.3. Data Analysis Reports

• Reports prepared by the institute on information collected

• Documents clearly defining key learning objectives based on the needs collected by the institute

METRIC 2

Does the institute have in-house capacities for conducting Training Needs Assessment?

Definitions

- Collaboration includes discussions conducted of any nature (one on one or focused group) or exchange of knowledge using any medium for the purpose of identification of functional or domain or behavioural training needs of civil service trainee officers.

Salient Features

- 2.1. Availability of suitable manpower for undertaking the training needs assessment
 - The training institute has suitable master trainers, data analysts, key subject matter experts onboarded for conducting TNA based on the defined norms
 - The institute has clearly defined qualifications required for resources for conducting training needs assessment
 - The training institute maintains record pertaining to the number of master trainers, data analysts, key subject matter experts required to conduct the training needs assessment with due consideration to the overall workload
- 2.2. Alignment of Training courses with identified needs

- The training programmes offered by the institute are customized based on identified needs
- Training courses are linked to all defined competencies

Supporting Evidence

2.1. Standard Operating Procedures

- Procedures for selection and appointment of resources for conducting training needs assessment

2.2. Strategic documentation on undertaking TNA

- Record of trainings needs assessment conducted by the resources
- Key Responsibilities of stakeholder for conducting TNA
- Contract letters of part time resources
- Copies relevant experience certificates and/or record of experience of master trainers, data analysts, key subject matter experts.

2.3. Data Analysis Reports

- Reports prepared by the institute on information collected
- Documents clearly defining the gap and key learning objectives based on the needs collected by the Institutes

Maturity Levels

Stages	Description
Stage I	The institute does not have in-house capacity for conducting Training Needs Assessment.
Stage II	The institute has in-house capacity for conducting Training Needs Assessment. The institute does not conduct Training Needs Assessment. The institute re-designs and updates training programmes based on parent ministry/department/organisation directives.
Stage III	The institute has in-house capacity for conducting Training Needs Assessment. The institute conducts Training Needs Assessment in collaboration with officers from parent Ministry/department/organisation. The institute re designs and updates training programmes based on identified needs.
Stage IV	The institute has in-house capacity for conducting Training Needs Assessment. The institute conducts Training Needs Assessment in collaboration with officers from parent Ministry/department/organisation and other stakeholders (citizens, other ministries/department/organisation). The institute re-designs and updates training programmes based on identified needs.
Stage V	The institute has in-house capacity for conducting Training Needs Assessment. The institute conducts Training Needs Assessment in collaboration with external experts, officers from parent Ministry/department/organisation. The institute re designs and updates training programmes based on identified needs.

civil service trainee officers.

METRIC 3

To what extent are the training needs identified through active collaboration with leading national institutes?

Definitions

- Collaboration includes discussions conducted of any nature (one on one or focused group) or exchange of knowledge using any medium for the purpose of identification of functional or domain or behavioural training needs of civil service trainee officers.
- Domain includes technical and functional aspects of the specialized discipline or field on which the institute provides trainings to

Salient Features

3.1. Strategic partnerships

- The institute has established strategic partnerships with academic institutions in India and abroad
- The national institutes are recognized by leading accreditation bodies like UGC, AICTE, EQUIS, Times Higher Education World University Rankings, Academic ranking of world universities (ARWU), Quacquarelli Symonds World University Ranking (QS), Association of MBAs (AMBA), Association to Advance Collegiate Schools of Business (AACSB) or any other accreditation standards

3.2. Utilizing resources and conducting training needs assessment

- Established network with academic training institutes is utilized for identifying domain specific information of training courses for updating or revising available content
- Faculty from academic institutes are also leveraged from time to time for collecting inputs related to training needs identification and designing of training courses

Supporting Evidence

3.1. Agreement documents with academic training institutions

- Memorandum of Understanding with

academic training institutes

- Evidence of accreditation of academic training institutes associated with the institute

3.2. Record of documents related to utilizing established partnerships

- Record of communication with academic institutes related to identification of domain specific training needs
- Minutes of meetings with stakeholders from academic institutes along with record of information shared
- Reports or strategic documents prepared based on engagement with stakeholders from academic training institutes

Maturity Levels

Stages	Description
Stage I	The institute has no partnerships or collaborations with national institutes for conducting Training Needs Assessment.
Stage II	Collaboration and partnerships are established with national institutes but these are not engaged for Training Needs Assessment.
Stage III	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing training needs assessment for the institute.
Stage IV	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing and implementing training needs assessment for the institute.
Stage V	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing and implementing training needs assessment for the institute as well as developing/ re-designing training courses

METRIC 4

Are training courses offered by the institute mapped to the required functional, behavioural and domain competencies?

Definitions

- Roles include detailed responsibilities required to be executed by trainees after joining or resuming their place of posting after completion of the training program
- Competencies consist of a set of knowledge, skills and abilities required for a particular profile of civil service officer trainee. They can be technical (related to the subject matter of a particular ministry / department / organization) or behavioural in nature
- Profiling of competencies include ascertaining multiple proficiency levels within each competency and describing the expected knowledge, skills and attributes for the particular level of competency
- Learning Path is a sequential order of a series of training courses required to be undertaken to fulfil competency requirements articulated for a particular role

Salient Features

4.1. Availability of competency model

- The institute maintains strategic documentation related to requirement of posts of civil service officers
- Technical and Behavioural competencies are clearly defined which are aligned to the role requirements of trainee profiles required to be trained by the institute
- Profiles of competencies are also detailed to graded proficiency levels to indicate level of expertise for each competency

4.2. Alignment of Training courses to all competency levels

- The training programmes offered by the

institute are customized to the competency requirements of the trainee profiles

- The lesson plans of all training courses indicate competency levels for technical and behavioural competencies defined by the institute

- The institute has available training courses corresponding to each proficiency level of technical and behavioural competency
- Training courses are linked to all defined competencies

4.3. Utilizing competency model for trainings

- The institute utilizes assessment procedures to determine the level of competency of trainees on a regular basis
- Training courses aligned to competency levels are also determined based on assessment procedures applicable to individual trainees
- Learning Paths are assigned based on determined competencies to recommend hyper-personalized training courses in addition to milestone-based training programmes

Supporting Evidence

4.1. Role requirements of trainees and competency model

- Roles and responsibilities of all trainee profiles required to be trained by the institute (including Group A, B or C, as applicable)
- Competency model of trainee profiles based on role requirements detailed as per any available format with institute or using Table 1

4.2. Details of training courses offered by the institute

- List of all training courses offered by the institute as per Table 2, including behavioural and technical trainings.
- Linkage of competencies to existing courses offered by the institute based on Table 3

4.3 Hyper-personalization of trainings based on competencies

- The assessments conducted by the institute are utilized to determine the individual competency level for each competency

- Competency levels of individual trainees are utilized for determining training programmes applicable to them (indicative template is provided as per Table 4)

Table 1: Competency Model based on role requirements

Sl. No.	Competencies	Proficiency Level* 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4
1	Competency 1	Description for Proficiency Level 1	Description for Proficiency Level 2	Description for Proficiency Level 3	Description for Proficiency Level 4
2	Competency 2	Description for Proficiency Level 1	Description for Proficiency Level 2	Description for Proficiency Level 3	Description for Proficiency Level 4
3	Competency 3	Description for Proficiency Level 1	Description for Proficiency Level 2	Description for Proficiency Level 3	Description for Proficiency Level 4

* Please note that 4 levels shown in the table are only indicative.

Table 2: List of Training courses offered by the institute

Sl. No.	Training Program	Training Course	Type of Training (theoretical / experiential)	Available on online portal (yes/no)	Content Development by Institute / Faculty	Last Updated
1	Probationary Training 2022	Training Course 1	Theoretical	Yes	Institute 1 (Faculty a)	12 th March 2021
2	Probationary Training 2022	Training Course 2	Theoretical	Yes	Institute 1 (Faculty b)	19 th April 2020
3	Mid-Career Training Program 2022	Training Course 1	Theoretical	Yes	Institute 2 (Faculty c)	18 th June 2020

Table 3: Training courses based on competency model

Sl. No.	Competencies	Proficiency Levels	Training Courses linked to the proficiency level
1	Technical Competency 1	Level 1	<ul style="list-style-type: none"> Training Course 1 Training Course 2 Training Course 3
2	Technical Competency 1	Level 2	<ul style="list-style-type: none"> Training Course 5 Training Course 6 Training Course 9
3	Technical Competency 1	Level 3	<ul style="list-style-type: none"> Training Course 10 Training Course 7 Training Course 2

Table 4: Competency based Training courses

1	Trainee a	<ul style="list-style-type: none"> Technical Competency 1 (Level 1) Technical Competency 2 (Level 1) Behavioural Competency 2 (Level 1) 	<ul style="list-style-type: none"> Training Course 1 Training Course 2 Training Course 3
2	Trainee b	<ul style="list-style-type: none"> Technical Competency 3 (Level 1) Technical Competency 5 (Level 1) Behavioural Competency 2 (Level 1) 	<ul style="list-style-type: none"> Training Course 1 Training Course 2 Training Course 3
3	Trainee c	<ul style="list-style-type: none"> Technical Competency 1 (Level 1) Technical Competency 2 (Level 1) Behavioural Competency 2 (Level 1) 	<ul style="list-style-type: none"> Training Course 1 Training Course 2 Training Course 3

Maturity Levels

Stages	Description
Stage I	Required competencies (functional, behavioural and domain) are not defined by the institute based on trainee's roles.
Stage II	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. However, the training courses offered have not been mapped to each competency.
Stage III	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The institute has mapped >40% of training courses to the full defined set of competencies.
Stage IV	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The institute has mapped 40-60% of training courses to the full defined set of competencies
Stage V	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The institute has mapped up to 60% of training courses to the full defined set of competencies. The institute also assigns training courses based on pre-assessment tests of individual trainees

METRIC 5

Does the institute have standard operating procedures for designing tenure-based training programmes like probationary courses, mid-career training programmes, etc.?

Definitions

- Procedures refers to standard processes followed by process owners required for developing training courses and designing programmes based on the training needs assessment
- Lesson Plans indicate standard document articulating details pertaining to a training course.

Salient Features

- 5.1. Availability of Standard procedures
- Standard procedures are clearly articulated

for developing new courses based on training needs assessment

- SOP documents have clear indication of responsibilities, necessary approvals required and guidance on timelines
- 5.2. Articulation of lesson plans and instructional materials
- The institute has articulated specific goals and objectives of all training programmes offered
- All training programmes have clearly defined training courses associated with them
- Training courses developed and conducted by the institute have clearly defined competencies and proficiency levels
- The training courses conducted by the institute have detailed lesson plans including lesson syllabus, scope, and depth of each courses
- Lessons indicate all instructional materials

like books, journals, presentations, case studies, digital learning modules required over the duration of the program

- The plan also indicates details of all participating faculty and other supporting professional staff associated with the course
- All necessary activities to support learning including software, links, tools, and details related to logistics are also clearly highlighted in the lesson plans
- 5.3 Plan of incorporating attachments for enabling on the job learning experience
- As part of all training programmes, the institute articulates any other co-curricular or extra-curricular activities required to support learning
- All necessary modules including on-job trainings and other national and international attachments are clearly highlighted for all

training courses

- The institute also has standard procedures for supervision of learning beyond training classrooms, during on-job and other national and international attachments

Supporting Evidence

- 5.1. Standard Operating Procedures
- Procedures for developing new courses based on the training needs assessment
- 5.2 Detailed lesson plans
- Overarching goals, objectives, and competencies (Technical and Behavioural)
- Detailed list of Instructional methodologies
- Detailed lesson plan and schedule including overview of course syllabus
- Materials required to be used as part of the training course

Maturity Levels

Stages	Description
Stage I	Standard operating procedures are not available.
Stage II	Standard operating procedures are in place but followed for designing <49% of training courses.
Stage III	Standard operating procedures are in place and followed for designing 50-69% of training courses.
Stage IV	Standard operating procedures are in place available and followed for designing 70-89% of training courses.
Stage V	Standard operating procedures are in place and followed for designing >90% of training courses.

Metric 6:

Does the institute have standard operating procedures for designing in-service trainings, demand-based trainings, etc.?

Definitions

- Procedures refers to standard processes followed by process owners required for

developing training courses and designing programmes based on the training needs analysis

- Lesson Plans indicate standard document articulating details pertaining to a training course.

Salient Features

- 6.1 Availability of Standard procedures



Maturity Levels

Stages	Description
Stage I	Standard operating procedures are not available.
Stage II	Standard operating procedures are in place but followed for designing <49% of training courses.
Stage III	Standard operating procedures are in place and followed for designing 50-69% of training courses.
Stage IV	Standard operating procedures are in place available and followed for designing 70-89% of training courses.
Stage V	Standard operating procedures are in place and followed for designing >90% of training courses.

- Standard procedures are clearly articulated for developing new courses based on training needs assessment
 - SOP documents have clear indication of responsibilities, necessary approval required and guidance on timelines
- 6.2. Articulation of lesson plans and instructional materials
- The institute has articulated specific goals and objectives of all training programmes offered
 - All training programmes have clearly defined training courses associated with them
 - Training courses developed and conducted by the institute have clearly defined competencies and proficiency levels
 - The training courses conducted by the institute have detailed lesson plans including lesson syllabus, scope and depth of each courses
 - Lessons indicate all instructional materials like books, journals, presentations, case studies, digital learning modules required over the duration of the program
 - The plan also indicates details of all participating faculty and other supporting professional staff associated with the course
 - All necessary activities in order to support learning such as software, links, tools, and details related to logistics are also clearly highlighted in the lesson plans
- 6.3 Plan of incorporating attachments for enabling on the job learning experience

- As part of all training programmes, the institute articulates any other co-curricular or extra-curricular activities required to support learning
- All necessary modules including on-job trainings and other national and international attachments are clearly highlighted for all training courses
- The institute also has standard procedures for supervision of learning beyond training classrooms, during on-job and other national and international attachments

Supporting Evidence

- 6.1 Standard Operating Procedures
- Procedures for developing new courses based on the training needs assessment
- 6.2 Detailed lesson plans
- Overarching goals, objectives and competencies (Technical and Behavioural)
 - Detailed list of Instructional methodologies
 - Detailed lesson plan and schedule including overview of course syllabus
 - Materials required to be used as part of the training course
 - Details of Faculty and professional resources
 - Attachments / on-the job learning experiences which will form part of the training course, along with key action plans required for trainees after completion of the attachments

Faculty Development

Pillar 2

This pillar entails structured mechanisms for selection, appointment, onboarding and development of faculty in a training institute. In addition, this pillar also includes metrics encouraging implementation of developmental programmes for enhancing the quality of existing full time and guest faculty.

The pillar focuses on maintaining high quality teaching and learning methodologies, as well as leveraging market best practices to enable institutes in undertaking new-age training approaches that will contribute to improving the efficiency of the faculty at the institutes.

The pillar also incorporates the designing of systemic Faculty Development Programmes (FDPs) for the institutes and leverages cross-learning through shared resources.

METRIC 7

How are faculty members selected and appointed in the institute?

Definitions

- Procedures refers to standard processes followed for selection and appointment of faculty in a training institution.
- Faculty refers to regular and full-time personnel at institutions whose regular assignments include instruction, research, and/or public service as a principal activity, and who hold academic ranks as identified by the institutes, such as professor, associate professor, assistant professor or instructor, senior instructor, vocational teacher, etc.

- Appointment refers to the engagement of full-time faculty who have been awarded tenure by the institute pursuant to the provisions of the institute's policy. To protect academic freedom, tenure appointments include the assurance of continued employment for the appointment year for an indefinite period, subject to expiration, relinquishment, or termination of tenure.

- Committee refers to any group of individuals or academic task force constituted for overseeing selection and appointment of the faculty.

Salient Features

7.1 Availability of well-defined criteria for appointments

- The training institution has objectively defined criteria for selection, appointment, onboarding, and development of faculty
- Criteria defined for selection and appointment are derived from a range of factors including functional and domain expertise, years of relevant industry experience, previous training experience, trainer certifications, instructional skills, certifications in instructional design methodologies, recommendation letters, etc.

7.2 Availability of standardized procedures/policy for appointments

- The institute has standard procedures/policy for initiating selection and appointment of the guest faculty

- The selection and appointment

procedure articulated by the institution is a comprehensive document that includes procedures for obtaining approvals, establishment of committees, announcement of vacancies, developing evaluation methodology, conduction of the process and other administrative procedures related to onboarding

- The procedures have clearly assigned responsibilities to stakeholders from the institute, who are involved in the selection and appointment processes

- Standard procedures are available for updating and revising the criteria used for faculty appointments

7.3 Execution of standard processes laid down for appointment and selection of faculty

- The institute maintains record of all selection conducted for all years in accordance with the defined procedures

- All selection and appointments conducted by the training institute has been followed based on the defined structure procedures/policy

- The institute has clearly articulated formats, templates, or other necessary documentation in line with the procedures, including Model RFP for empanelment of agencies for Faculty Development

7.4. Provision for conducting online recruitment

- IT experts or stakeholders who manage digital infrastructure of the institute for facilitating online recruitment processes

7.5. Maintaining healthy balance in functional expertise

- The institute has a healthy mixture of faculty from governmental and non-governmental entities.

7.6. Formulating Impact Assessment procedures related to the appointments

- To measure the impact of the appointments,

the training institute has defined procedures for evaluating the quality of the faculty for assessment of the impact of appointments

- The impact assessment of selection is conducted for all faculty appointments

Supporting Evidence

7.1 Standard Operating Procedures:

- Procedures/policy for selection and appointment of a faculty
- Lesson plans for training programmes offered by the institutes

7.2 Appointment Records of the institutes:

- Job requisition for all appointments of faculty.
- Copies of teachers/'trainers' relevant experience certificates and/or record of experience.

- Recruitment records

- JDs for hiring faculty members.

- SOPs of digital learning infrastructure.

- Committee reports/official records of all appointments of guest faculty in the institute.

- Letter of Appointment/Work allocation orders of all faculty.

- Attendance records of trainings conducted.

7.3 A list of faculty and IT experts provided in the sample Table 5 below.

- List of all faculty and IT experts appointed by the institute along with their appointment date

Table 5: List of Appointed faculty & IT Experts

S. No.	Name of Guest Faculty	Appointment Date	Key Responsibility (Faculty / Research Scholar / Professional Staff)
1	Faculty A	DD/MM/YYYY	Faculty a (Department 1)
2	Faculty B	DD/MM/YYYY	Faculty b (Department 2)
3	Faculty C	DD/MM/YYYY	Faculty c (Department 3)

Maturity Levels

Stages	Description
Stage I	The institute has no defined process for faculty selection and appointment.
Stage II	The institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection and appointment.
Stage III	The institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for screening of the faculty.
Stage IV	The institute has defined process for faculty selection and appointment. The selection process engages a committee with members internal to the institute as well as from the respective Ministry/Department/Organization for screening of the faculty.

METRIC 8

What are the criteria or parameters considered for selecting guest faculty in the institute?

Definitions

- Procedures refers to standard processes followed for selection and appointment of guest faculty in a training institution.
- Faculty refers to the staff members of businesses, industries, other agencies and organizations who are appointed by institutions on a part-time basis to carry out instructional, research or public service functions.
- Appointment refers to temporary engagement of a guest faculty for a specific purpose and time appropriate to that purpose or for an unspecified period, for which appointments

may be terminated according to the terms of the contract of appointment.

- Committee refers to any group of individuals or academic task force constituted for overseeing selection and appointment of the guest faculty.
- Functional Expertise refers to subject matter of study, industry experience or practice of the faculty over a period of time.

Salient Features

- 8.1 Availability of well-defined criteria for appointments
- The training institution has objectively defined criteria for selection and appointment of guest faculty
- Criteria defined for selection and appointment are derived from a range of factors including

functional and domain expertise, years of relevant industry experience, previous training experience, trainer certifications, instructional skills, certifications in instructional design methodologies, recommendation letters, etc.

8.2 Availability of standardized procedures/policy for appointments

- The institute has standard procedures/policy for assessment, selection and appointment of the guest faculty

- The selection and appointment procedure for guest faculty articulated by the institution is included in the Requirement Rules (RRs) - comprehensive document that includes procedures for obtaining approvals, establishment of committees, announcement of vacancies, developing evaluation methodology, conduction of the process and other administrative procedures related to onboarding

- The procedures have clearly assigned responsibilities to stakeholders from the institute, who are involved in the selection and appointment processes for the guest faculty

- Standard procedures are available for updating and revising the criteria used for guest faculty appointments

8.3 Execution of standard processes laid down for appointment and selection of guest faculty

- All selection and appointments conducted by the training institute has been followed based on the defined structure procedures/policy

- The institute maintains record of all selection conducted for guest faculty, for all years in accordance with the defined procedures

- The institute has clearly articulated formats, templates, or other necessary documentation

in line with the procedures

8.4 Formulating Impact Assessment procedures related to the appointments

- To measure the impact of the appointments, the training institute has defined procedures for evaluating the quality of the guest faculty for assessment of the impact of appointments
- The Impact assessment of selection is conducted for all guest faculty appointments

Supporting Evidence

8.1 Standard Operating Procedures:

- Procedures for selection and appointment of new (guest) faculty.
- Lesson plans for training programmes offered by the institute.

8.2 List of panel members of the selection committee.

8.3 Appointment Records of the training institute:

- Job requisition for all appointments of guest faculty.
- Copies of teachers'/trainers' relevant experience certificates and/or record of experience.

• Recruitment records

• JDs for hiring faculty members.

• SOPs of digital learning infrastructure.

• Committee reports / official records of all appointments of guest faculty in the institute.

• Work allocation orders of all guest faculty.

8.4 Attendance records of trainings conducted.

• A list of guest faculty provided in Table 5.

• List of all guest faculty and IT experts appointed by the training institute along with their appointment date

Maturity Levels

Stages	Description
Stage I	There are no criteria or parameters defined while selecting guest faculty.
Stage II	The institute considers only domain expertise as a parameter for selection and appointment of guest faculty.
Stage III	The institute considers domain expertise and practitioner experience for selection and appointment of guest faculty.
Stage IV	The institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience) for selection and appointment of guest faculty.
Stage V	The institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience, Training of Trainer certification, Certification in Instructional design methodologies) for selection and appointment of guest faculty. The institute also maintains a diversity in faculty involving trainers from ministries and other administration departments, academic experts, and experts from public & private sector.

METRIC 9

Do full-time faculty members undergo a structured, pre-designed onboarding process?

Definitions

- Procedures refers to standard processes followed for ensuring development of faculty of a training institution.
- Onboarding includes familiarization and orientation on all processes related to administrative aspects and academic operations of the training institute.

Salient Features

- 9.1 Availability of standard procedures
- The training institute has standard procedures for developing newly appointed full-time faculty
 - The standard procedures have guidelines related to onboarding on mixture of aspects

including instructional practices followed, functional aspects of training courses, administrative practices followed etc.

9.2 Implementation of onboarding procedures for new faculty

- All faculty are mandated to undergo standard procedures for onboarding.
- The faculty maintains record of onboarding procedures undertaken for all new faculty
- Faculty also submits self-reflection papers after completion of onboarding procedures

Supporting Evidence

- 9.1 Standard Operating Procedures
- Procedures for development of faculty
- 9.2 Attendance and Enrolment Records of Faculty
- Attendance records of sessions organized by the training institute for onboarding of guest faculty

9.3 Annual Reports of the institute

- Developmental plans of faculty
- Detailed induction plan of faculty of the institute

9.4 Self-reflection papers of guest faculty

9.5 List of Faculty and staff of the institute

- Details of Faculty and Professional Staff
- List of Faculty and professional staff of the institute as per Table 5

Maturity Levels

Stages	Description
Stage I	No formal mechanism for onboarding faculty members exists.
Stage II	Formal mechanism for onboarding faculty members exists. Faculty undergoes orientation training to some extent.
Stage III	Formal mechanism for onboarding faculty members exists. The institute conducts orientation training for only full-time faculty at the time of onboarding.
Stage IV	Formal mechanism for onboarding faculty members exists. The institute conducts orientation training for both guest and full-time faculty at the time of onboarding.
Stage V	Formal mechanism for onboarding faculty members exists. The institute conducts mandatory orientation training for both guest and full-time faculty at the time of onboarding.

METRIC 10

What percentage of faculty have been professionally certified on Instructional/ learning design methodologies within last five years?

Definitions

- Procedures refer to standard processes followed for selection and appointment of faculty in a training institution.
- Instructional skills include teaching & learning abilities of faculty on procedural aspects and structuring learning programmes for enhancing learning experience.

Salient Features

10.1 Availability of standard procedures

• The institute has standard operating procedures for encouraging faculty to undertake professional certifications

10.2 Coverage of faculty

- The training institute actively identifies professional certifications required to be undertaken by faculty
- The faculty of the institution has undertaken professional certification on domain related courses
- Faculty has undertaken certification programmes designed for enhancing instructional skills

Supporting Evidence

10.1 Standard Operating Procedures

- Procedures for development of faculty

- Attendance and Enrolment Records of Faculty
- Recruitment records
- Record of trainings conducted by the technological experts on digital learning technology
- Contract letters of part time faculty members.
- Record of experience certificate of Faculty Members (Letter of appointment, Joining

- records etc).
- 10.3 Annual Reports of the institute
- Developmental plans of faculty
- Professional Certifications completed by faculty of the institute
- 10.4 List of Faculty and staff of the institute
- Details of Faculty and Professional Staff
- List of Faculty and professional staff of the institute as per Table 5

Maturity Levels

Stages	Description
Stage I	The institute does not have policies for encouraging professional certifications on instructional/learning design methodologies.
Stage II	< 49% of faculty have undertaken professional certifications on instructional/learning design methodologies.
Stage III	50-69% of faculty have undertaken professional certifications on instructional/learning design methodologies.
Stage IV	70-89% of faculty have undertaken professional certifications on instructional/learning design methodologies.
Stage V	>90% of faculty have undertaken professional certifications on instructional/learning design methodologies.

METRIC 11

Is there a structured mechanism in place for faculty to exchange ideas among themselves for probationary, mid-career trainings or in-service training programmes?

Definitions

- Procedures refer to standard processes followed for selection and appointment of guest faculty in a training institution
- Peer-interaction includes any form of networking events, meetings and discussions conducted between faculty of the training institute or between faculty of multiple training institutes

Salient Features

- 11.1 Availability of standard procedures
- The training institute has defined mechanisms for promoting interaction between faculty across all disciplines
- 11.2 Implementation of mechanisms for peer interaction
- The faculty of training institute engages informally for exchanging ideas related to teaching & learning
- Formal mechanisms like workshops and conferences are conducted within the training institute for encouraging interaction between faculty

- The institute also organizes workshops and other formal discussions for encouraging interaction among faculty from multiple institutes
- 11.3 Focus towards enhancing teaching and learning
- The interactions conducted among faculty have a strong orientation towards developing workplans
- Workplans indicate key interventions for enhancement of teaching & learning and responsibilities

Supporting Evidence

- 11.1 Standard Operating Procedures
- Organizing Networking events for institute's faculty.
- 11.2 Annual Report of the training institute
- Training implementation reports

Maturity Levels

Stages	Description
Stage I	No mechanisms in place for promoting interactions between faculty.
Stage II	The institute faculty have informal online / offline discussions within the institute.
Stage III	The institute has structured mechanisms in place for promoting intra-institute discussions. No mechanisms in place for inter- institute faculty discussions.
Stage IV	The institute has structured mechanisms in place for promoting intra-institute and inter- institute faculty discussions.
Stage V	The institute has structured mechanisms in place for promoting intra-institute and inter- institute faculty discussions. The institute has mechanisms in place for faculty interaction with subject matter experts, private sector experts, and academicians.

METRIC 12

Has the institute conducted faculty development programmes in the past 2 years?

- Faculty Development Plans conducted by the institute.
- 11.3 Records of the events conducted
- Discussions with stakeholders and action plans devised.
- Minutes of meetings / workplans developed during faculty interactions.
- 11.4 Attendance & enrolment records
- Attendance records of workshops / conferences organized by the training institute for promoting interaction between faculty
- 11.5 Review of networking platforms available
- Review of communication exchanges between faculty
- Number of social media groups available with faculty as members
- Details of activity within the groups

Definitions

- Procedures refer to standard processes followed for ensuring development of faculty of a training institution.

- Domain related programmes include specific training courses related to the subject areas which are mandated and predominantly required to be imparted by the training institute.

Salient Features

12.1 Availability of standard procedures

- The training institute has standard operating procedures for enabling development of faculty on domain subjects

12.2 Implementation of faculty development programmes

- The institute identifies domain specific training programmes required for existing faculty
- All mandated faculty of the institute participates in developmental programmes organized or facilitated by the institute

12.3 Focus towards enhancing teaching and learning

- The institute has rigorous measures of tracking attendance / compliance of faculty undergoing developmental programmes
- Faculty development programmes have strong alignment towards annual

performance of faculty of the institute

- The institute also conducts evaluation of the faculty development programmes and formulates action plans for enhancing teaching & learning activities in the institute

Supporting Evidence

12.1 Standard Operating Procedures on record

- Development Programmes for faculty of the institute

12.2 Record of attendance & enrolment

- Attendance records of workshops organized, or training programmes undertaken by the training institute for training of trainers in the institute
- Record of the meetings conducted
- Record of the photographs
- Details of agenda, minutes of the meeting (recorded), action plans or any other output from the meetings

12.3 Annual Reports of the training institute

- Developmental Plans for existing faculty on domain specific aspects
- Detailed induction plan of faculty of the institute

Maturity Levels

Stages	Description
Stage I	There is no structured or formal mechanism for faculty development in place.
Stage II	Faculty development programmes are conducted sporadically.
Stage III	Faculty development programmes are conducted on need basis.
Stage IV	Faculty development programmes are conducted on need basis. The development programmes are aligned with the annual performance targets for faculty.
Stage V	Faculty development programmes are conducted at pre-defined intervals. Faculty development programmes are developed to address identified capacity gaps of faculty. The development programmes are aligned with the annual performance targets for faculty.

METRIC 13

What is the percentage of total faculty taking part in programmes designed for development of faculty (workshops, seminars, etc.)?

Definitions

- Procedures refer to standard processes followed for ensuring development of faculty of a training institution.
- Domain related programmes include specific training courses related to the subject areas which are mandated and predominantly required to be imparted by the training institute.

Salient Features

13.1 Availability of standard procedures

- The training institute has standard operating procedures for enabling development of faculty on domain subjects

13.2 Implementation of faculty development programmes

- The institute identifies domain specific training programmes required for existing faculty
- All mandated faculty of the institute participates in developmental programmes

organized or facilitated by the institute

13.3 Focus towards enhancing teaching and learning

- The institute has rigorous measures of tracking attendance/compliance of faculty undergoing developmental programmes
- Faculty development programmes have strong alignment towards annual performance of faculty of the institute
- The institute also conducts evaluation of the faculty development programmes and formulates action plans for enhancing teaching & amp up learning activities in the institute

Supporting Evidence

13.1 Standard Operating Procedures

- Procedures for development of faculty

13.2 Attendance and Enrolment Records of Faculty

- Attendance records of sessions organized by the training institute for faculty development program

13.4 Annual Reports of the institute

- Developmental plans of faculty
- Detailed induction plan of faculty of the institute

Maturity Levels

Stages	Description
Stage I	The institute does not monitor or track compliance to faculty development programmes.
Stage II	<49% of eligible faculty have attended faculty development programmes
Stage III	50-69% of eligible faculty have attended faculty development programmes.
Stage IV	70-89% of eligible faculty have attended faculty development programmes
Stage V	>90% of eligible faculty have attended faculty development programmes

Chapter 3

Resource and Training Targets

Pillar 3

This pillar encourages a healthy ratio of resources available to the training institute for implementing mandates related to training programmes. Metrics included in this section focus on the overall sufficiency of the resources, balance between teaching & learning activities and scholarly responsibilities of the institute. In addition, it also focuses on maintaining diversity of the resources in the training institute.

Through this pillar, the standards also emphasize on the need to determine and fulfil overall training targets annually for ensuring capacity building initiatives for all officers.

METRIC 14

Does the institute conduct any formal human capital resource planning such as mapping faculty (internal + guest) to programmes planned for the year?

Definitions

- Participating faculty member actively engages in the activities of the training institute in matters including and beyond direct teaching responsibilities.
- Supporting faculty member does not normally participate in the intellectual or operational life of the training institute beyond the direct performance of teaching responsibilities.
- Professional staff include individuals who do not have faculty appointments but provide direct support for ancillary activities. Examples of professional staff include, but

are not limited to, career services, student services, admissions, alumni engagement, corporate engagement, instructional support, and other key mission components.

Salient Features

14.1 Defining sufficiency targets of faculty

- The training institute conducts periodic manpower plans to determine total faculty required in training programmes
- Manpower plans are in accordance with the overall strategy and mandate of the training institute
- Manpower planning clearly articulates the number of faculty and staff required by the institute
- The institute has well-defined norms and procedures for updating and revising manpower plans from time to time

14.2 Articulation of the nature of resources required

- The institute adopts criteria for documenting faculty members as “participating” or “supporting” for delivering training courses
- The training institute maintains record pertaining to the number of faculty members required, in the capacity of participating and supporting faculty with due consideration to the overall workload
- The training institute identifies number of professional staff required for execution of operational activities

14.3 Adherence to Manpower Planning

- The institute maintains adherence to the defined norms of faculty and professional staff defined as per manpower planning conducted

Supporting Evidence

14.1 Manpower Planning

- Manpower Plans of the training institute

Maturity Levels

Stages	Description
Stage I	The institute has no defined guidelines or plans for resource planning to maintain adequate faculty.
Stage II	The institute has defined guidelines on resource planning for maintaining adequate faculty (including full time and guest faculty) but it does not maintain adequate faculty as per the guidelines.
Stage III	The institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty) but are not followed periodically.
Stage IV	The institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty) but are followed periodically.
Stage V	The institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty followed periodically.) The institute also takes faculty feedback followed by corrective measures.

METRIC 15

Does the institute maintain faculty deployment targets based on their engagement activities (scholarly and training related activities) and adhere to the same?

Definitions

- Training related activities includes all processes pertaining to facilitation of training programmes. It includes but not limited to conducting lectures, administrating assessments, developing training content, interaction with trainees on subject matter etc.
- Scholarly activities include all processes

indicating number of resources required

- Detailed work allocation orders of faculty and staff of the institute

- Defined responsibilities of the staff based on Table 5

14.2 Organization Chart of the training institute

14.3 Number of faculty vacancies

oriented towards research, publications and innovation

- Workload refers to the share of time spent in executing the responsibilities over a period of time

Salient Features

15.1 Articulation of training and scholarly responsibilities

- The training institute conducts periodic manpower plans to determine total targets of faculty numbers required in for training and scholarly activities

- The institute also defines norms of distributing workload by engaging faculty based on their

training and scholarly activities based on Table 6

- The norms of identifying number of resources required is reviewed and updated on a periodic basis

15.2 Defining qualifications of resources required

- The institute has clearly defined qualifications required for faculty with teaching and scholarly responsibilities

15.3 Adherence to defined norms

- The institute maintains record of faculty with clearly defined responsibilities pertaining to the nature of their engagement (training/scholarly)
- Number of faculty and the workload of faculty based on their actual deployment is

as per the targets and norms articulated in their manpower plans

Supporting Evidence

15.1 Manpower Planning

- Manpower Plans of the training institute indicating number of resources required for training and scholarly activities
- Detailed work allocation orders of faculty and staff of the institute
- Defined responsibilities of the staff based on Table 6

15.2 Organization Chart of the training institute

15.3 Reports on research output (e.g., papers, policy notes) generated by faculty members

Table 6: Details of Faculty based on the type of engagement

Sl. No.	Faculty	Percentage of time devoted to training activities in a year (T)	Percentage of time devoted to scholarly activities in a year (S)
1	Faculty A		
2	Faculty B		
3	Faculty C		
Total			

Maturity Levels

Stages	Description
Stage I	The institute has no mechanisms in place on planning of responsibilities and deployment of faculty.
Stage II	The institute has mechanisms in place for split between scholarly and training responsibilities and deployment of faculty. However, the institute does not adhere to the articulated targets and allocation of responsibilities of faculty.
Stage III	The institute has mechanisms for split between scholarly and training responsibilities and deployment of faculty and maintains strict adherence to the targets defined as per the strategy.
Stage IV	The institute has mechanisms for split between scholarly and training responsibilities and deployment of faculty. Additionally, the institute also maintains distinct standards (qualifications, professional experience, levels of responsibility assumed etc.) of qualification of faculty based on their engagement – scholarly or teaching related. However, the split is not in adherence to the formulated norms.
Stage V	The institute maintains strategic documents for allocation of responsibilities and deployment of faculty resources across scholarly and teaching related activities. Additionally, the Institute also maintains distinct standards (qualifications, professional experience, levels of responsibility assumed etc.) of qualification of faculty based on their engagement - scholarly or teaching related. The institute maintains strict adherence to the formulated norms as per their strategic documents.

METRIC 16

To what extent were training person-day defined for Group A in the past year?

Definitions

- Training targets refer to objectively defined quantity of trainings required to be imparted for a particular stakeholder group. (e.g., total man-days of trainings provided to a probationer)

Salient Features

- 16.1 Articulation of mandate of training targets
- The training institute has clearly defined

mandate of training programmes

- Training mandate of the institute has clearly defined mandate of training man-days required to be provided in an annual year
- The institute prepares training plan and schedule in accordance with the training mandate defined
- Training schedule prepared by the institute is a mixture of technical and behavioural trainings and aligned to the training needs of the trainees

16.2 Implementation of Training plan

- The institute tracks implementation of training programmes for identified target

group (Group A) – indicative format provided in Table 7

- The training institute implements training plans in accordance with the defined targets for Group A

Supporting Evidence

16.1 Annual Reports

Table 7: Adherence to Training Targets

Sl. No.	Training Audience	Total Mandate (T)	Actual Target (A)
1	Group A		
2	Group B		
3	Group C		
Total			

Maturity Levels

Stages	Description
Stage I	No annual person - day targets are defined.
Stage II	Annual training person - day targets are defined and <49% of the targets were achieved.
Stage III	Annual training person - day targets are defined and 50-69% of the targets were achieved.
Stage IV	Annual training person - day targets are defined and 70-89% of the targets were achieved.
Stage V	Annual training person - day targets are defined and >90% of the targets were achieved.

METRIC 17

To what extent were Training Targets (training person - day) defined and complied with for Group B in the past year?

Definitions

- Training targets refer to objectively defined quantity of trainings required to be imparted

- Detailed Training Schedule
 - Training Implementation Plan of the institute
- 16.2 Attendance and Enrolment Records
- Records of all trainings conducted by the institute for Group A

for a particular stakeholder group. (e.g., total person - days of trainings provided to a probationer)

Salient Features

- 17.1 Articulation of mandate of training targets
- The training institute has clearly defined mandate of training programmes

- Training mandate of the institute has clearly defined mandate of training man-days required to be provided in an annual year
 - The institute prepares training plan and schedule in accordance with the training mandate defined
 - Training schedule prepared by the institute is a mixture of technical and behavioural trainings and aligned to the training needs of the trainees
- 17.2 Implementation of Training plan
- The institute tracks implementation of training programmes for Group B provided in Table 7

- The training institute implements training plans in accordance with the defined targets for B

Supporting Evidence

17.1 Annual Reports

- Detailed Training Schedule

17.2 Training Implementation Plan of the institute

- Attendance and Enrolment Records

- Records of all trainings conducted by the institute for B

Maturity Levels

Stages	Description
Stage I	No annual person - day targets are defined.
Stage II	Annual training person - day targets are defined and <49% of the targets were achieved.
Stage III	Annual training person - day targets are defined and 50-69% of the targets were achieved.
Stage IV	Annual training person - day targets are defined and 70-89% of the targets were achieved.
Stage V	Annual training person - day targets are defined and >90% of the targets were achieved.

METRIC 18

To what extent were Training Targets (training person - days) defined and complied with for Group C in the past year?

Definitions

- Training targets refer to objectively defined quantity of trainings required to be imparted for a particular stakeholder group. (e.g., total man-days of trainings provided to a probationer)

Salient Features

18.1 Articulation of mandate of training targets

- The training institute has clearly defined mandate of training programmes
- Training mandate of the institute has clearly defined mandate of training man-days required to be provided in an annual year
- The institute prepares training plan and schedule in accordance with the training

mandate defined

- Training schedule prepared by the institute is a mixture of technical and behavioural trainings and aligned to the training needs of the trainees

18.2 Implementation of Training plan

- The institute tracks implementation of training programmes for Group C provided in Table 7
- The training institute implements training plans in accordance with the defined targets for C

Supporting Evidence

18.1 Annual Reports

- Detailed Training Schedule

18.2 Training Implementation Plan of the institute

- Attendance and Enrolment Records
- Records of all trainings conducted by the institute for C

Maturity Levels

Stages	Description
Stage I	No annual person - day targets are defined.
Stage II	Annual training person - day targets are defined and <49% of the targets were achieved.
Stage III	Annual training person - day targets are defined and 50-69% of the targets were achieved.
Stage IV	Annual training person - day targets are defined and 70-89% of the targets were achieved.
Stage V	Annual training person - day targets are defined and >90% of the targets were achieved.

METRIC 19

To what extent does the institute ensure diversity among internal stakeholders (administrative staff, faculty)?

Definitions

- Procedures refers to standard processes followed during selection of faculty for the training institute

Salient Features

19.1 Availability of standard operating

procedures

- The training institute has standard procedures for appointing faculty and staff of the training institute

- The standard procedures have strong focus towards maintaining diversity among faculty and staff of the institute

19.2 Implementation of selection and appointment procedures

- The institute maintains records related to evaluation and shortlisting criteria of all appointments conducted



- Guidelines on diversity and inclusivity are rigorously followed during selection and appointment of faculty and staff in the institute

- The institute has proactively encouraged other institutes for enhancing focus on diversity through strategic mechanisms

Supporting Evidence

19.1 List of faculty and professional staff

- Details of all faculty and professional staff of the institute as per Table 5

19.2. Standard Operating Procedures

- Procedures for selection and appointment of faculty and staff of the institute

Maturity Levels

Stages	Description
Stage I	The institute has no norms for promoting diversity among internal staff
Stage II	The institute has well-defined norms for promoting diversity, however they are not followed or adhered to during recruitment / selection.
Stage III	The institute has well defined norms for promoting diversity, and are strictly adhered to during recruitment / selection.
Stage IV	The institute maintains a mix of diversity in faculty members (academicians, practitioner, industry experts, civil society etc.) There is no clear distinctions of role between training (faculty) and non-training staff (admin).
Stage V	The institute maintains a mix of diversity in faculty members (academicians, PR actioners, industry experts, civil society etc.) There is clear distinctions of roles between training (faculty) and non-training staff (admin).

Chapter 4

Trainee Support

Pillar 4

This pillar includes all activities related to extending necessary support to trainees during and beyond classrooms, especially for probationers.

Mentorship programmes have been highlighted as an important initiative towards ensuring a healthy interaction between alumni, faculty, and the learners. This pillar encourages establishment of standard procedures for promoting such interactions and ensuring continued support beyond training programmes to probationers of civil services.

METRIC 20

To what extent can trainees interact with faculty during and after completion of training programme?

Definitions

- Procedures refer to standard processes communicated to trainees for enabling them to interact with faculty and other subject matter experts
- Interaction includes any discussion, conversation, special sessions conducted for trainees by the institute

Salient Features

- 20.1. Availability of standard operating procedures
- The training institute has standard procedures for facilitating interactions between faculty and trainees

- All training programmes have strong focus towards establishing measures for promoting interaction
- Facilitation of trainee interaction is enabled through multiple mechanisms (formal and informal) - using emails, classroom sessions, social media, websites, and online platforms etc.
- Recourses available to trainees are clearly defined and communicated to all stakeholders
- All training courses conducted have embedded mechanisms for promoting interaction between trainee and faculty

Supporting Evidence

20.1. Standard Operating Procedures

- Procedures for establishing mechanism for promoting interaction between trainee and faculty

20.2. Trainee Handbook

- Detailed training schedule and session plans for trainees
- Detailed points of contact among faculty and other logistical support for trainees

20.3. Records of discussions with stakeholders and action plans devised

- Evidence of social media platforms / email exchanges between trainee and faculty conducted
- Records of action plans devised based on inputs / feedback / qualitative suggestions

arising out of discussions between trainee and faculty

Maturity Levels

Stages	Description
Stage I	There are no recourse / formal procedures available for Trainees to interact with Faculty
Stage II	Formal procedures are available but not clearly communicated / not followed
Stage III	Trainees interact with faculty during training programmes (either probationary courses, mid-career training courses or in service training programmes). However, the interaction is enabled only during the training programme. There is no evaluation of the quality of faculty support extended to trainees.
Stage IV	Trainees are encouraged to interact with faculty before, during and after training courses through several channels available - email / telephonic conversations, in person appointments, networking platforms, formal events / sessions conducted for interactions. The institute publishes the details of faculty in order to enable conversations with faculty and trainee officers. There may be some evaluation and analysis of support extended by faculty to improve quality.
Stage V	Formal procedures for facilitating trainee faculty interactions exist through multiple channels and are communicated clearly and systematically to all participants. The institute evaluates the support extended by faculty and takes active measures to analyse and enhance the support to trainees.

METRIC 21

To what extent does the institute undertake formal mapping of mentor for trainees from the alumni/faculty?

Definitions

- Mentorship refers to any structured mechanism instituted by the Institute for formal / informal guidance on a continued basis

Salient Features

21.1 Availability of standard operating procedures

- The institute has strong focus towards establishing mentorship procedures for trainees
- The institute has well-defined procedures for mapping mentors to all (probationary) trainees
- Mapping of mentors is conducted based on defined criteria

21.2. Implementation of mentorship programmes

- The institute undertakes mapping of mentors to the trainees for all probationary trainees according to defined procedures
 - The mentor-mentee mapping is reviewed and periodically updated based on well-defined procedures
 - Formal communication is shared to all mentors elaborating role expectations
- 21.3 Evaluation of outcomes and preparation of action plans
- The institute actively engages with mentors on a periodic basis to evaluate the impact of mentorship programmes

Maturity Levels

Stages	Description
Stage I	No formal process in place for mapping mentors to trainees
Stage II	Formal process in place, mapping of mentors is done on an ad-hoc basis, without any specification of period of the mapping. No formal onboarding/ communication of role expectation from either mentor / mentee conducted.
Stage III	Formal process in place, mapping of mentors is done through defined criteria and is done only on need basis. No formal onboarding / communication of role expectation from either mentor / mentee conducted.
Stage IV	Formal processes in place and mapping of mentors are done through defined criteria and for all trainees. The Institute also conducts formal onboarding in order to clearly communicate the roles and responsibilities of the mentor / mentees.
Stage V	Formal processes in place and mapping of mentors is done through defined criteria and analysis. The institute also conducts formal onboarding in order to clearly communicate the roles and responsibilities of the mentor/mentees. The institute formally tracks the effectiveness of the programme.

METRIC 22

What is the number of probationary trainee officers assigned to each mentor during the probation in the past year?

- Effectiveness of the program has defined linkages towards review and updates to mapping of mentors and other standard procedures of the mentorship program

Supporting Evidence

- 21.1. Mentorship Program Manuals and records
- Procedures for mentorship program implemented by the training institute
 - Logs of mapping of mentors to trainees and action plans devised

Definitions

- Mentors refer to any experienced civil service officer mapped to a probationer. Mentors can include officers from Ministries, Departments and Organizations or within training institutes.

- Mentorship refers to any structured mechanism instituted by the Institute for formal / informal guidance on a continued basis.

Salient Features

- 22.1. Maintaining a healthy ratio of mentor to mentees
- The institute has strong focus towards establishing mechanisms of mapping mentors to probationary trainees
 - The institute maintains a healthy ratio of

- mentors to mentees in accordance with the overall batch size of probationers
- Logs of mapping mentors to probationary trainees are maintained by the institute for all batches

Supporting Evidence

- 21.1. Mentorship Program Manuals and records
- Procedures for mentorship program implemented by the training institute
 - Logs of mapping of mentors to trainees and action plans devised

Maturity Levels

Stages	Description
Stage I	No Mapping conducted.
Stage II	1 Mentor assigned to >20% of the batch on an average.
Stage III	1 Mentor assigned to 10-20% of the batch on an average.
Stage IV	1 Mentor assigned to 5-9% of the batch on an average.
Stage V	1 Mentor is assigned <5% of the batch on an average.

Chapter 5

Digitalisation and Training Delivery

Pillar 5

Digitalization has been the focus of several organizations and institutions worldwide. This pillar promotes diversification of learning methodologies in training institutes. Further, this pillar aims at encouraging institutes to utilize multiple methods for engaging with trainees including formulating mechanisms for instructor led, learner led and peer-based lesson plans.

Identifying multiple learning channels, methods, availability of processes for digitalizing content and tracking utilization of digital learnings are at the core of this pillar

METRIC 23

What learning channels are utilized by the training institute for training delivery?

Definitions

- Channels refers to the medium of imparting teaching and learning in the institute. It includes in-person lectures, administration of videos, online learning platforms, websites, mobile platforms etc.

Salient Features

23.1. Availability of multiple channels

- The institute has diverse channels for training delivery which includes a mixture of physical (in-person classroom) sessions and adopting digital modes of delivery
- The institute has the capacity to delivery virtual learning sessions for all training

courses offered

23.2. Utilization of multiple channels for training delivery

- The institute has robust mechanisms of providing e-Learning modules to trainees through mobile platforms, simulation platforms, online websites / other digital learning platforms
- The institute has the flexibility to modify learning channels based on target group, key objectives of the courses, logistical challenges identified or other factors
- The institute has identified online learning libraries and leverages online learning modules for delivering digital learning to trainees

Supporting Evidence

23.1. Detailed Lesson Plans

- Details of instructional methodologies and modes of delivery of all training courses
- Details including Course content material, instructional channels, faculty, etc.

23.2. Record of activities conducted for courses

- Trainee Handbook on Learning resources
- Accessible facilities for trainees
- Academic calendar / training schedule

23.3 . Details of points of contact for academic and administrative support

23.4. Review of online learning materials

24.5. Availability of networking platforms

23.6. Record (attendance) of conducted events, photographs

Maturity Levels

Stages	Description
Stage I	Only In-person or classroom trainings are available for training delivery.
Stage II	The institute possesses the facilities to deliver live (synchronous) virtual training modules for selected programmes in addition to in-person or classroom training programmes.
Stage III	The institute possesses the facilities to deliver live (synchronous) virtual training modules and interactive (asynchronous) virtual training modules for all programmes including utilising e-learning videos in addition to in-person or classroom training programmes.
Stage IV	The institute possesses the facilities to deliver live (synchronous), interactive (asynchronous) and also has facilities for self-paced virtual training modules for all programmes in addition to in-person or classroom training programmes.
Stage V	The institute possesses the facilities to deliver live (synchronous), interactive (asynchronous) and also has facilities for self-paced virtual training modules for all programmes in addition to in-person or classroom training programmes. The institute hosts e-learning modules on iGOT.

METRIC 24

What range of learning methods are used by the institute for training delivery?

Definitions

- Methods / Modes include the methodology of imparting teaching and learning. It includes presentations, group discussions, case study based, group activities, periodic assessments, experiential exercises, on-the-job stints etc.
- Instructor-led activities are activities where instructor plays the dominant role in the teaching & learning processes.
- Learner-led activities have learners playing

the primary role in the process of teaching & learning (e.g., Case presentations by civil service officer trainees).

Salient Features

24.1. Utilization of multiple methods for training delivery

- The institute employs multiple methods which are a mixture of instructor-led and trainee-led methods throughout the training courses
- The instructors use a range of methods for imparting teaching and learning including presentations, case studies, supporting books / journals

- The training programmes also incorporate a mixture of co-curricular and extra-curricular activities as part of the overall schedule
- The institute has established partnerships with governmental and non-governmental entities in India and abroad for enabling on-the-job learning for officers
- All on-the-job engagements of officers is actively supervised by the training institute and is integrated with the overall training plan

Supporting Evidence

24.1. Detailed Lesson Plans

- Details including Course content material, instructional channels, faculty, etc.

Maturity Levels

Stages	Description
Stage I	The Institute has only instructor-led, presentation-based mode of training delivery.
Stage II	The coursework of institute includes presentations, assigned readings and case studies, primarily led by instructors.
Stage III	The institute encourages trainee-led and peer learning methods through GD, role-reversal, team exercises etc., in addition to instructor led learning methods (like presentation by instructor, Case discussions and books). The institute also includes co-curricular and extra-curricular activities for supporting the teaching & learning during training programmes.
Stage IV	The institute utilizes diversified methods including peer-based activities, instructor-led sessions, co-curricular and extra-curricular exercises to provide enriched learning experience to trainee officers. The Institute also has established partnerships with governmental and non-governmental entities in India for enabling on-site learning experience to trainees.
Stage V	The institute utilizes diversified methods including peer learning methods, instructor-led sessions, co-curricular and extra-curricular exercises to provide enriched learning experience to trainee officers. The institute also has established partnerships with governmental and non-governmental entities in India and globally for enabling on-site learning experience to trainees.

- Details of instructional methodologies and modes of delivery of all training courses
 - Indication of any attachments associated with governmental and non-governmental entities
- 24.2. Agreements of strategic partnerships with entities for enabling on-job trainings
- MoUs with public and private entities
- 24.3. Review of online learning materials
- 24.4. Availability of networking platforms
- 24.5. Record (attendance) of conducted events, photographs
- 24.6. Record of activities conducted for courses

METRIC 25

What are the channels available for interaction among trainees & faculty? Select all applicable (Emails, Informal networking opportunities, Dedicated pages / Chatrooms for trainings, Formal Virtual / in person Interaction after trainings, Not Available)

Definitions

- Channels refers to the medium of imparting teaching and learning in the institute. It includes in-person interactions, videos, dedicated pages, websites, mobile platforms, etc.

Salient Features

- 25.1. Availability of features for enabling interaction between trainee and faculty
- The institute actively encourages interaction between trainees and faculty

Maturity Levels

Stages	Description
Stage I	Not Available.
Stage II	Only one of the options.
Stage III	Only two of them.
Stage IV	Only three of them.
Stage V	All of them.

METRIC 26

What mechanisms does the Institute have in place for converting offline (physical) content to online (digital) content?

Definitions

- Theoretical courses predominantly include explanation of ideas, concepts and principles related to a subject

- The institute organizes or lesson plans are prepared to enable informal sessions between trainee and faculty
- The trainees are encouraged to interact with faculty over emails
- Mechanisms are available to trainees and faculty of the institute to set up meetings for necessary discussions
- The institute has dedicated websites / online pages / networking groups for enabling seamless interaction between faculty and trainees

Supporting Evidence

- 25.1. Details of Communication Channels made available trainees/alumni
- 25.2. Detailed Lesson Plan
- Strategic goals, objectives & training plan
- 25.3. Records of discussion between trainee and faculty

matter (unlike experiential courses which require learners to execute a set of activities in the learning process)

Salient Features

- 26.1. Digitalization of content and quality assurance
- The institute has appropriate skills (in-house / outsourced) for digitalizing learning content into a blended format,

including storyboarding, content curation, development of learning modules and hosting on digital learning platforms

- The institute reviews list of all training courses which can be digitalized and made available for trainees
- Theoretical courses are supported by e-Learning modules and are hosted on digital learning platforms
- The institute designs and develops new content based on the blended mode of teaching and learning
- All content conversion, design, and development take into account the relevant

(like iGot Karmayogi) content framework and quality assurance parameters

Supporting Evidence

26.1 List of training courses

- Document detailing all the courses conducted by the Institute (duration, course topics, enrolments, assessment mechanisms etc)
- %age of training courses which are digitalized
- Document detailing the courses available digitally (duration, course topics, enrolments, assessment mechanisms etc.)

26.2. Guidelines for design and development of new digital content

Maturity Levels

Stages	Description
Stage I	The Institute does not host online (digital) content.
Stage II	The Institute currently outsources the conversion of offline content or creation of digital content to third party providers.
Stage III	The Institute currently designs the conversion of offline content or creation of digital content in-house but delegates the development of such content to third party providers.
Stage IV	The Institute has the in-house capability to convert existing offline content into a blended format (online + offline) and design and develop new content on the basis of the blended mode of teaching and learning.
Stage V	The Institute has the in-house capability to convert existing offline content into a blended format (online + offline) and design and develop new content on the basis of the blended mode of teaching and learning; all content conversion, design, and development takes into account the content framework and quality assurance parameters (gate criteria, quality scorecard) put in place for iGOT Karmayogi.



METRIC 27

What percentage of the Institute's courses are digitalized and hosted on iGOT?

Definitions

- Nil

Salient Features

27.1 .Digitalization of content

- The institute reviews list of all training courses which can be digitalized and made available for trainees
- The institute has the requisite skills to convert offline content to digital content
- The institute maintains the documents detailing the courses available digitally (duration, course topics, enrolments, assessment mechanisms etc.)
- Theoretical courses are supported by e-Learning modules and are hosted on digital learning platforms
- The institute designs and develops new

Maturity Levels

Stages	Description
Stage I	The Institute does not use iGOT.
Stage II	<49 % of training modules are digitized and hosted on iGOT.
Stage III	50-69% of training modules are digitized and hosted on iGOT.
Stage IV	70-89% of training modules are digitized and hosted on iGOT.
Stage V	>90% of training modules are digitized and hosted on iGOT.

content based on the blended mode of teaching and learning

- The institute hosts their digital content on iGoT, and regularly updates digital content on iGoT

Supporting Evidence

27.1. List of training courses

- Document detailing all the courses conducted by the Institute (duration, course topics, enrolments, assessment mechanisms, etc)
- %age of training courses which are digitalized
- Document detailing the courses available digitally (duration, course topics, enrolments, assessment mechanisms, etc.)
- %age of training courses hosted on iGoT
- %age of digital training courses hosted on iGoT
- Document detailing the courses available on iGoT (duration, course topics, enrolments, assessment mechanisms, etc.)

METRIC 28

What is the degree of utilisation of courses (% of iGOT courses used) hosted by the Institute on iGOT?

Definitions

- Utilization = Average of (No. of participants completed the course / Total registered participants) across all courses

Salient Features

- 28.1. Monitoring utilization of training courses hosted by the institute on iGoT
- The institute actively tracks the utilization of training courses by trainees
 - The institute actively encourages trainees to maintain a high degree of utilization
 - The institute takes actions to understand gaps in courses where utilisation remains

Maturity Levels

Stages	Description
Stage I	The Institute does not use iGOT.
Stage II	<49% utilisation of courses hosted by the Institute on iGOT.
Stage III	50%-69% utilisation of courses hosted by the Institute on iGOT.
Stage IV	70-89% utilisation of courses hosted by the Institute on iGOT.
Stage V	>90% utilisation of courses hosted by the Institute on iGOT.

METRIC 29

Does the institute have norms for standardising best practices around phygital training delivery?

Definitions

- Phygital is an amalgamation of Physical & Digital. The 'Phygital' world of capacity building refers to a hybrid mode of learning (or capacity building) wherein physical

low

Supporting Evidence

28.1. Detailed List of Training Courses

- Detailed list of training courses, online and offline, offered by the institute (indicative format provided in Table 2)
 - No. of digitalized courses hosted on iGOT by the institute
 - Hours of content utilized / undertaken by participants (including certification if available)
 - Data and documents on %utilization of courses hosted on iGoT by the institute
- 28.2. Attendance and Enrolment Records of trainees
- Enrolment records of trainees undertaking the digital courses hosted by the institute on iGoT

capacity building methods complement virtual modes of learning & capacity building.

Salient Features

- 29.1. Availability of multiple channels and delivery
- The institute has diverse channels for training delivery which includes a mixture of physical (in-person classroom) sessions

and adopting digital modes of delivery

- The institute has capacity to deliver digital and physical learning sessions for all phygital training delivery
- 29.2. Availability of norms for standardisation
- The institute has well-defined norms for standardising best practices around phygital training delivery
 - The norms for standardisation take in consideration multiple factors such as course content, trainee needs, etc.
 - The institute derives benchmarks from comparable national and international institutions that deliver blended training

content, and undertakes own benchmark

- The institute has defined guidelines to make necessary updates

Supporting Evidence

29.1. Standard Operation Procedures

- SOP of Phygital course design
- 29.2. Structured list of Phygital course content and lesson plans with details (e.g., faculty member involved, duration, etc.)
- 29.3. Global Benchmarking Documents
- Record of resources collected from global benchmarks

Maturity Levels

Stages	Description
Stage I	No formal process in place for identifying and standardising best practices around digital training delivery.
Stage II	The Institute has well-defined norms for identifying and standardising best practices around digital training delivery that are drawn from comparable national institutions that deliver blended training content. However, these norms are not utilised for improving the training capacities of the institute.
Stage III	The Institute has well-defined norms for identifying and standardising best practices around digital training delivery that are drawn from comparable national institutions that deliver blended training content. These norms are used as benchmarks to check the institute's performance.
Stage IV	The Institute has well-defined norms that are drawn from comparable national and international institutions that deliver blended training content. These norms are used as benchmarks to check the institute's performance. Some corrective measures may be taken on the basis of these assessments, but this is not systemised.
Stage V	The Institute has a strong focus towards identifying and standardising best practices around digital training delivery. It has well-defined norms that are drawn from comparable national and international institutions that deliver blended training content. In addition, the Institute devises its own benchmarks for Phygital training and assesses its performance relative to these and undertakes corrective actions as needed, such as training the trainers in more effectively delivering digital content.



Collaboration

METRIC 30

Does the Institute assess the impact and quality of its digital training relative to traditional training forms?

Definitions

- Traditional training forms are trainings primarily focused on face-to-face, in-person trainings.

Salient Features

- 30.1. Availability of Standard procedures to assess impact and quality
- The institute has defined pillars to compare digital training relative to traditional training forms
 - The institute has defined procedures and processes for impact and quality assessment of digital trainings
 - Standard procedures have indication of timelines and responsibilities for impact and quality assessment
 - The institute has guidelines for regular updation of SOPs to assess impact and quality of digital trainings relative to

traditional training forms

- The institute actively constitutes / engages quality assurance / audit committees to review impact and quality

Supporting Evidence

- 30.1. Training Plan / Training schedule of the institute
- 30.2. Structured list of Phygital course content and lesson plans with details (e.g., faculty member involved, duration, etc.)
- 30.3. Trainee Academic Files and performance reports
- 30.4. Long term impact Assessment records (course-wise)
- 30.4. Standard Operating Procedures
 - Standard Operating Procedures for updates to training courses
- 30.5. Feedback / qualitative improvement records - emails, MoMs, recorded meetings, or any other documents.
- 30.6. Approval mails / documentation for finalization of courses

This pillar encourages all institutes to leverage available resources in the ecosystem to enhance the overall efficiency of capacity-building interventions for civil service officers. The pillar has been developed to promote faculty interactions, simultaneously enabling the faculty to take training courses offered by other institutes. Additionally, this pillar promotes sharing of existing training content, organizing 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.

expertise

- The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes
 - The institute has agreements / partnerships with other institutes for providing collaborative teaching & learning in related domain areas
- 31.2. Implementation of procedures for enabling faculty of the institute to provide trainings in other institutes
- The faculty of the training institutes actively engage in delivering training for training courses offered by other institutes

Maturity Levels

Stages	Description
Stage I	The Institute does not conduct any such impact assessment.
Stage II	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses.
Stage III	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. In addition, the Institute also assesses the impact of the training on trainees' short-term on-the-job performance enhancement.
Stage IV	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. The feedback received is utilised to address main areas of concern. In addition, the Institute also assesses the impact of the training on trainees' short-term on-the-job performance enhancement.
Stage V	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. The feedback received is utilised to address main areas of concern. In addition, the Institute also assesses the impact of the training on trainees' short-term as well as long-term on-the-job performance enhancement.

METRIC 31

What percentage of faculty members' total training hours are spent at other institutes?

Definitions

- Related domain area refers to subject matter aspects which are similar in nature for the core expertise of the faculty

Salient Features

- 31.1. Established partnerships with other training institutes
- The institute has published list of its faculty
 - The institute has identified faculty of other training institutes of related domain

Supporting Evidence

- 31.1. List of courses conducted for other training institutes
 - Details of all training courses offered by the training institute (indicative template provided in Table 8 below)
 - Detailed Lesson plans of training programmes
 - Details of courses undertaken by faculty - course material, trainee enrolments, schedule etc.
- 31.2. List of faculty and professional staff
 - Tabular details of faculty members along with details of manhours spent in training (in own campus vs other campuses)

Table 8: Details of Training Courses Offered

S. No.	Training Course	Faculty	Hours	Trainer	Course Content	Certified/ Non-Certified	Assessment Mechanism
1	Course a	Faculty A	HH:MM				
2	Course a	Faculty B	HH:MM				
3	Course b	Faculty C	HH:MM				

Table 9: List of Faculty undertaking training courses of other institutes

S. No.	Faculty	Training Course	Training Institute	Hours
1	Faculty A	Course a	Institute i	HH:MM
2	Faculty A	Course a	Institute ii	HH:MM
3	Faculty A	Course b	Institute iii	HH:MM

31.3. Authorization / undertaking documents

- Authorization / attestation by competent authority (from training institute) for sharing resources

Maturity Levels

Stages	Description
Stage I	Less than 25% of total training hours of the faculty
Stage II	25-29% of total training hours of the faculty
Stage III	30-34% of total training hours of the faculty
Stage IV	35-40% of total training hours of the faculty
Stage V	>40% of total training hours of the faculty

METRIC 32

To what extent has the institute leveraged faculty from other institutes to deliver trainings in the past 2 years?

Definitions

- Related domain area refers to subject matter aspects which are similar in nature for the

core expertise of the faculty

Salient Features

- 32.1. Established partnerships with other training institutes
- The institute has published list of its faculty
 - The institute has identified faculty of other training institutes of related domain

expertise

- The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes
 - The institute has agreements / partnerships with other institutes for providing collaborative teaching & learning in related domain areas
- 32.2 Implementation of procedures for leveraging faculty of other training institutes
- The institute utilizes faculty of other training institutes for training courses which are related to domain area of courses offered by the institute
 - Lesson plans of the institute indicate faculty of other institutes delivering training programmes

Supporting Evidence

- 32.1. List of courses offered by the training institute
- Details of all training courses offered by the training institute as per Table 8
- 32.2. List of faculty of other training institutes of related domain expertise who are identified for delivering trainings in the institute
- 32.3. Detailed lesson plans of training programmes indicate faculty of other institutes delivering training programmes
- 32.4. Details of courses undertaken by the identified faculties from other institute - course material, trainee enrolments, schedule etc.
- 32.5. Authorization / undertaking documents
- Authorization of sharing resources by the training institute

Maturity Levels

Stages	Description
Stage I	For less than 25% of courses
Stage II	For 25-29% of courses
Stage III	For 30-34% of courses
Stage IV	For 35-40% of courses
Stage V	For >40% of courses

METRIC 33

To what extent do you contribute Course / Course Material / Digital learning resources to other training institutions in the last 2 years?

Definitions

- Related domain area refers to subject matter aspects which are similar in nature for the core expertise of the faculty

Salient Features

- 33.1. Established partnerships with other training institutes
- The institute has published list of all training courses offered by the institute
 - The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes
 - The institute has agreements / partnerships with other institutes for providing

collaborative teaching & learning in related domain areas

33.2. Implementation of procedures for contributing resources for other training institutes

- The training institutes actively contributes training materials - e-learnings, presentations, case studies, lesson plans, supporting resources for enabling other training institutes to leverage existing resources

Maturity Levels

Stages	Description
Stage I	For less than 25% of total courses
Stage II	For 25-29% of total courses
Stage III	For 30-34% of total courses
Stage IV	For 35-40% of total courses
Stage V	For >40% of total courses

METRIC 34

To what extent do you leverage Course / Course Material / Digital learning resources from other training institutions in the last 2 years?

Definitions

- Related domain area refers to subject matter aspects which are similar in nature for the core expertise of the faculty

Salient Features

34.1. Established partnerships with other training institutes

- The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of

Supporting Evidence

33.1. List of courses

- Details of all the training courses offered by the training institute (indicative template provided in Table 8)
- Details of all the training courses shared with other training institutes

33.2. Authorization / undertaking documents

- Authorization of sharing resources by the training institute

the curriculum of other training institutes

- The institute has agreements / partnerships with other institutes for providing collaborative teaching & learning in related domain areas

34.2. Implementation of procedures for leveraging Faculty of other training institutes

- The institute leverages training course materials of other training institutes for courses offered by the institute
- Lesson plans of the institute indicate training resources leveraged from other training institutes

Supporting Evidence

34.1. List of courses offered by the training

institute

- Details of all training courses offered by the training institute as per Table 8

34.2. Detailed Lesson Plans

- Details of training plans and schedule of training courses

Maturity Levels

Stages	Description
Stage I	For less than 25% of the total courses
Stage II	For 25-29% of total courses
Stage III	For 30-34% of total courses
Stage IV	For 35-40% of total courses
Stage V	For >40% of total courses

METRIC 35

To what extent has the institute conducted and participated in networking events in the past 2 years?

Definitions

- Collaborative events refer to workshops, conferences, seminars or any collective event with participation of stakeholders from other training institutions, or MDOs

Salient Features

35.1. Organizing and participating in collaborative events

- The institute has organized collaborative events with other training institutes
- Events organized by the institute have mixture of multiple agenda items including academic and cultural aspects for maximizing participation and stakeholder engagement
- The events organized by the training institute

- Details of supporting resources utilized for training courses

34.3. Authorization / undertaking documents

- Authorization of sharing resources by the training institute

also has healthy participation from subject matter experts from governmental / non-governmental entities

- The institute actively encourages other training institutes in the ecosystem in organizing events of similar nature for enhancing collaboration

Supporting Evidence

35.1. Details of events

- List of networking events conducted and participated
- Details of events conducted - Agenda, Schedule, Objectives, Feedback forms (if any) etc
- Photographs

35.2. Records of the event

- Presentations, supporting documents utilized for the events
- Attendance Records of the events conducted.
- Academic inputs and suggestions from networking events

Training Evaluation and Quality Assurance

Maturity Levels

Stages	Description
Stage I	The institute has not conducted or participated in any networking events in the last 2 years.
Stage II	The institute has not conducted or organized any events but has participated in workshops or events organized by other institutes which are mostly official in nature.
Stage III	The institute has organized occasional networking events and workshop or participated in similar events organized by other training institute in the last 2 years.
Stage IV	The institute regularly organizes and participates in workshops, networking events in the last 2 years, which also has participation from several academic / non-academic stakeholders from the country.
Stage V	The institute regularly organizes and participates networking events and engages industry experts. The institute also proactively encourages and handholds other ATIs and RTIs to organize similar events on a regular basis.

Evaluation and assessment of effectiveness of training programmes is considered extremely important across multiple accreditation standards. These Evaluation standards also focus on evaluating the overall effectiveness of teaching and learning.

This pillar identifies the methods defined by the training institutes for measuring the impact of trainings and determines the execution and implementation of similar procedures. This includes a focus towards both qualitative and quantitative aspects of evaluating training programmes. Finally, this promotes continual improvement of capacity building practices by identifying the linkage of the overall effectiveness and formulating action plans for enhancing practices of the training institute.

METRIC 36

To what extent does the institute have well defined procedures for updating training courses?

Definitions

- Procedures refer to standard processes followed by process owners for updating training courses.
- Stakeholders refer to any person / entity impacted by the training programmes. It includes trainees, senior officers from Ministries Departments and Organizations or other non-governmental entities.

Salient Features

36.1. Availability of standard procedures

- The institute has defined procedures and processes for revising and updating training content
- Standard procedures have indication of timelines and responsibilities for revising training courses
- The institute has provisions of instituting internal and external quality assurance committees / task force for reviewing the relevance, relatedness and applicability of training courses offered

36.2 Implementation of procedures

- The institute maintains record of training courses updated based on qualitative / qualitative suggestions through discussions with stakeholders
- All procedures defined by the institute are followed rigorously for updating training courses
- The institute actively constitutes / engages quality assurance / audit committees for reviewing training courses from time to time

Supporting Evidence

36.1. Standard procedures

- Standard procedures for updating and revising training courses

36.2. List of all Training courses

- List of all training courses offered by the training institute (indicative table provided in Table 8)

36.3. Training effectiveness and reporting statistics

- Qualitative and quantitative analysis of Feedback or other information collected

36.4. Approval mails / documentation for finalization of courses

Maturity Levels

Stages	Description
Stage I	The institute has no standard operating procedures for updating training courses.
Stage II	The institute has standard procedures defined for updating of training courses but these are not followed.
Stage III	The institute has well defined procedures and followed for all training courses and programmes on as-needed basis.
Stage IV	The institute has well defined procedures for updating and revising training content followed periodically.
Stage V	The institute has well-defined procedures for updating and revising training content followed periodically. The institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.

METRIC 37

To what extent does the institute conduct cost benefit analysis of training programmes to evaluate their effectiveness?

Definitions

- Cost Benefit Analysis refers to any quantitative analysis done based on expenditures incurred in imparting training courses and allocated budget and formulating any action plans based on the quantitative analysis.
- Utilization %age refers to the ratio of expenditures incurred against the budget allocated for training programmes.

Salient Features

37.1. Allocation of budget

- The institute has adequate budget allocated

for implementing all training courses based on the training mandate

- The institute allocates separate budget for all departments
- The institute also assign separate budget to different training programmes offered throughout the year

37.2. Conducting cost-benefit analysis

- Budget allocation is rigorously monitored for all training courses
- The institute conducts cost-benefit analysis of all training programmes offered by the institute

37.3. Monitoring utilization of training budget

- The institute maintains a high degree of utilization of the budget allocated across all training programmes
- The institute regularly formulates measures to enhance teaching and learning practices

Supporting Evidence

37.1. Training effectiveness and reporting statistics

37.2. Cost Benefit Analysis Reports

37.3. Record of Budget component of courses

37.4. Annual Capacity Building Plan

37.5. Annual Budget of training Institute

37.6. Records of trainings conducted including -schedule, participants attended, feedback

Maturity Levels

Stages	Description
Stage I	The Institute does not allocate separate budgets across training programmes offered.
Stage II	The Institute allocates budget across multiple training programmes, however it does not monitor utilization or consumption of the financial resources for all allocated training programmes.
Stage III	The Institute has separate allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute only partially utilizes training budget allocated to the training programmes. (Utilization %age <90%)
Stage IV	The Institute has separate allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute almost completely utilizes the training budget allocated for a financial year. (Utilization %age >90%)
Stage V	The Institute has separate allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute also defines strategy and formulates measures to enhance utilization %age with the strong alignment with strengthening the capacity building of the institute and faculty members (either through enhancing quality or quantity of teaching & learning) on a periodic basis.

METRIC 38

How does the institute measure teaching & learning effectiveness through engagement with concerned stakeholders (Officer trainees, demand side agencies etc)?

Definitions

- Demand Side Agencies include an office from any ministry or department or organization where a civil service officer can be potentially posted. It also includes offices which can provide inputs on training needs based on their field of work directly or indirectly linked to the trainings to be conducted for the trainees by a particular Institute.

Salient Features

38.1. Identification of procedures for evaluating effectiveness

- The institute has a strong focus towards evaluating the effectiveness of training programmes
- Multiple mechanisms are available for collecting feedback from impacted stakeholders
- Means of collecting feedback are a mixture of verbal and non-verbal methods – surveys, forms, discussions with stakeholders etc.

38.2 Evaluating effectiveness of programmes

- Several mechanisms are utilized for collecting

feedback from impacted stakeholders

- Components of the feedback obtained are comprehensive - covering aspects of design and delivery of courses, obtaining suggestions on enhancement, achievement of objectives, logistical feedback etc.
- The institute collects qualitative and quantitative feedback from multiple stakeholders cross all training courses offered
- The institute also conducts qualitative and quantitative analysis of the inputs obtained and devises action plans for enhancing teaching and learning
- Action plans devised also have clear indication of the responsibilities of stakeholders within the institute

Supporting Evidence

38.1. List of Training courses

- List of all training courses offered by the training institute (indicative table provided in Table 8)

38.2. Training effectiveness and reporting statistics

- Qualitative and quantitative analysis of Feedback or other information collected

38.3. Annual Report of the training institute

- Training Implementation Reports (including mandate and execution of trainings for all stakeholders – trainees and faculty)

Maturity Levels

Stages	Description
Stage I	The Institute does not engage with any stakeholder for evaluating the teaching & learning effectiveness of training courses.
Stage II	There are several mechanisms defined for engaging with multiple stakeholders (including collection of feedback from trainees, ministries & departments etc) for evaluating training courses' effectiveness but not followed / rarely followed by the Institute.
Stage III	The Institute only collects feedback which is used as a mechanism for evaluating teaching & learning effectiveness of each training course.
Stage IV	The Institute has comprehensive mechanisms defined for engaging with multiple stakeholders for evaluating teaching & learning effectiveness. The Institute employs several modes of collecting feedback (verbal / non-verbal, survey based) at various stages of training courses.
Stage V	Mechanisms are defined for soliciting feedback from trainees using multiple methods. Also engages with multiple stakeholders for evaluating teaching & learning effectiveness. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern

METRIC 39

Does the institute have defined procedures for ensuring achievement of learning outcomes of intended stakeholders?

evidence attained from third-party input that is not based on direct observation of individual performance, behaviours or outcomes.

Definitions

- Learning Outcomes refer to specified objectives required to be fulfilled through the training course. The learning outcomes should be aligned with the training needs identified by the institute.
- Direct measures refer to evidence from learner work such as examinations, quizzes, assignments, and internship or externship feedback that is based on direct observation of individual performance, behaviours or outcomes.
- Indirect measures of learning refer to the

Salient Features

39.1. Articulation of Learning outcomes

- The institute has a strong focus towards identifying learning outcomes for all training courses
- Learning outcomes have linkages with the competencies defined for the training courses
- The institute also identified assessment mechanisms for ascertaining the competency levels of trainees before, during and after training programmes
- The assessment mechanisms demonstrate

- evidence of learning among trainees
- Direct and indirect measures are formulated for measuring competencies of trainees; It is appropriate that some courses are assessed through direct / indirect measures only
- Assessment mechanisms should have indication of timelines over which the evaluation procedures will be implemented

Supporting Evidence

39.1. List of Training courses

- List of all training courses offered by the training institute (indicative table provided in Table 8)
- 39.2. Detailed Lesson Plans of Training Courses
- Assessment Procedures and articulation of outcomes
- 39.3. Trainee Academic Files
- Details of courses assigned and conducted
- 39.4. Impact Assessment records
- Course-wise Long term impact Assessment records

Maturity Levels

Stages	Description
Stage I	The Institutes do not have strategic documents for articulating learning outcomes or identified impact from the training courses.
Stage II	The Institute has standard documents for articulating the learning outcomes for <49% of all the training courses offered.
Stage III	The Institute has standard documents for articulating the learning outcomes for 50-69% of all existing training courses offered.
Stage IV	The Institute has standard documents for articulating the learning outcomes for 70-89% of all existing training courses offered.
Stage V	The Institute has standard documents for articulating the learning outcomes for >90% of all training courses undertaken. Additionally, all training programmes undertaken by Institutes have strong linkages to functional, domain and behavioural competencies, articulated in standard documents on learning outcomes.

METRIC 40

To what extent does the Institute have well-defined pre- and post-training procedures?

Definitions

- Procedures refers to standard processes followed the institute for training and quality evaluation
- Post-training refers to end of the programme

as well as on the job behavioural level

Salient Features

40.1. Training evaluation

- The institute evaluates training documents before a training is launched
- The institute evaluates the impact of training through post-training evaluation
- The institute evaluates the relevance and

- updates training content according to the current trends during the training
- Analysis of the evaluation is used to update the trainings regularly and faculty, if needed

Supporting Evidence

40.1. Pre-training and post-training documents

- Pre-training and post-training guidance documents
- Records / minutes of the meeting of pre-training and post-training meetings / interactions
- Corrective action plans emerging out of pre-training / post-training meetings and their corresponding process documents

40.2. List of Training courses

- List of all training courses offered by the

training institute (indicative table provided in Table 8)

40.3. Detailed Lesson Plans of Training Courses

- Assessment Procedures and articulation of outcomes

40.4. Trainee Academic Files

40.5. Assessment Records of the trainee

- Training Effectiveness Reporting and Statistics

- Collective assessment records of trainees / batches conducted by the institute

- Formative assessment record course-wise

40.6 Annual Training reports.

- Details of standardised pre, post, during training procedures formalised by faculty members.

Maturity Levels

Stages	Description
Stage I	The institute has no standard pre and post training procedures.
Stage II	The institute has standard training evaluation procedures during the training that are followed for all training courses and programmes.
Stage III	The institute has standard training evaluation procedures during and post the training that followed for all training courses and programmes.
Stage IV	The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes.
Stage V	The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes, the findings from which feed into modifying training content and training delivery, and retraining faculty if needed.

METRIC 41

To what extent does the Institutes track learner progression throughout training programmes through interventions?

Definitions

- NIL

Salient Features

41.1. Tracking learner progression

- The institute implements direct and indirect measures of evaluating learning among trainees

- Measures are implemented throughout the training programmes to track the progression of learning
- The institute actively monitors learner progression and undertakes measures to enhancing teaching and learning for future batches
- The institute also prepares and supports learners to ensure academic progression by undertaking special doubt-clearing, assistance and advising sessions

Supporting Evidence

41.1. List of Training courses

- List of all training courses offered by the training institute (indicative table provided in Table 8)

41.2. Detailed Lesson Plans of Training Courses

- Assessment Procedures and articulation of outcomes

41.3. Trainee Academic Files

- Assessment Records of the trainee

41.4. Training Effectiveness Reporting and Statistics

- Collective assessment records of trainees / batches conducted by the CTI

41.5. Pre-training and post-training documents

- Pre-training and post-training guidance documents
- Records / minutes of the meeting of pre-training and post-training meetings / interactions
- Corrective action plans emerging out of pre-training / post-training meetings and their corresponding process documents

Maturity Levels

Stages	Description
Stage I	No interventions (including evaluation tests, special seminars, assistance & advising classes) are conducted for training programmes in the Institutes.
Stage II	The Institute undertakes specific interventions (for tracking learner progression) which are conducted for only few training programmes or covering a section of their overall target population to be covered in trainings.
Stage III	The Institutes undertakes specific interventions for tracking learner progression. However, the Institute undertakes such an exercise for a few courses covering all trainees. No corrective measures are implemented.
Stage IV	The Institutes undertakes specific interventions for tracking learner progression for all courses covering all trainees. No corrective measures are implemented.
Stage V	The Institutes undertakes specific interventions for tracking learner progression for all courses covering all trainees. The interventions and the evidence collected are utilized for taking suitable follow-up actions related to training content, training delivery, trainee welfare etc.

METRIC 42

To what extent does the institute leverage external faculty/experts for evaluating trainees?

Definitions

- NIL

Salient Features

42.1. Tracking learner progression

- The institute implements direct and indirect measures of evaluating learning among trainees
- Measures are implemented throughout the training programmes to track the progression of learning
- The institute actively monitors learner progression and undertakes measures to enhancing teaching and learning for future batches
- The institute also prepares and supports learners to ensure academic progression by undertaking special doubt-clearing, assistance and advising sessions

42.2. External collaboration and feedback

- The institute implements direct and indirect measures of evaluating learning among trainees by consulting external faculty/experts
- Measures are implemented by external faculty/experts throughout the training programmes to track the progression

- The institute actively collaborates with external experts or faculty on a periodic basis

- The institute also prepares and supports learners to ensure academic progression by gaining feedback from external evaluation conducted by external experts or faculty

Supporting Evidence

42.1. Course-wise formative and summative assessments records

42.2. Records of meetings / interactions conducted with external faculty/experts

42.3. MoUs signed with other training institutes, industry experts, multilateral agencies (for trainee evaluation support)

42.4. List of Training Courses

- List of all training courses offered by the training institute (indicative table provided in Table 8)

42.5. Detailed Lesson Plans of Training Courses

- Assessment Procedures and articulation of outcomes

42.6. Trainee Academic Files

- Assessment Records of the trainee

42.7 Training Effectiveness Reporting and Statistics

- Collective assessment records of trainees / batches conducted by the external faculty/experts

Maturity Levels

Stages	Description
Stage I	Evaluation tests are not conducted for trainees in the Institute
Stage II	Trainees are evaluated only by the Institute's faculty.
Stage III	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who include internal examiners from the Institute and external examiners from other Institute
Stage IV	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who include internal examiners from the Institute, external examiners from other Institutes, and examiners from the private sector, including experts from the industry, non-government organizations, multilateral agencies, etc.
Stage V	<p>"Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who are selected on the basis of their subject matter expertise (where applicable).</p> <p>Evaluators includes internal examiners from the Institute, external examiners from other Institutes, industry experts and experts from multilateral agencies. The assessments are complemented by feedback from the supervisors and subordinates of the trainees and self-evaluation by the trainee."</p>

Finally, these standards also determine the type of operations and governance practices and promotes transparency in all administrative processes of the training institute.

This section also determines the degree of autonomy of the institute, availability of best-in-class learning infrastructure and green initiatives undertaken by the institute.

METRIC 43

The institute has the autonomy to make decisions regarding the internal allocation of funds

Definitions**Maturity Levels**

Stages	Description
Stage I	The Institute needs permissions for all fund allocation processes.
Stage II	The Institute can identify areas where funding is needed but requires to obtain permissions for the actual disbursement of funds.
Stage III	The Institute can identify areas where funding is needed and can disburse funds to a few (fewer than 50%) chosen areas of work, but must seek further permissions to disburse funds to the remaining areas.
Stage IV	The Institute can identify areas where funding is needed and can disburse funds to several (>50%) but not all areas, and must seek further permissions to disburse funds to remaining areas.
Stage V	The institute has full autonomy to allocate and disburse funds internally as it deems fit.

- Financial autonomy refers to the institute's ability to decide freely on its internal financial affairs. It includes the ability to manage its funds independently to set and realize its strategic objectives.

Salient Features

43.1. The institute has the ability to decide on internal allocation of funds.

Supporting Evidence

43.2. Annual reports including annual budget proposed for the institutions

43.3 Records of financial review meetings and financial information for each course

METRIC 44

The institute has the autonomy to take up activities generating financial revenue from sources other than parent ministry/department/organisation and retain/use the surplus at its discretion

Definitions

- Financial autonomy refers to the institute's ability to decide freely on its internal financial affairs.

Salient Features

- The institute has the ability to keep financial surplus and utilize it for academic purposes
- The institute has the ability to borrow funds and grants from Indian and International organizations

Supporting Evidence

- Annual reports including annual budget proposed for the institutions
- Records of financial review meetings and financial information for each course

Maturity Levels

Stages	Description
Stage I	The institute does not have the autonomy to do this as it receives its budget from the government.
Stage II	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation with approval from the parent ministry/department/organisation but cannot retain/use the surplus at its own discretion.
Stage III	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation with approval from the parent ministry/department/organisation but can retain/use some portion of the surplus at its own discretion.
Stage IV	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation and can retain/use the entire surplus with approval from the parent ministry/department/organisation.
Stage V	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation and can retain/use the surplus at its own discretion.

METRIC 45.1

The institute has the authority to undertake procurement (of goods and services of significant value) by itself

Definitions

- Financial autonomy refers to the institute's ability to decide freely on its internal financial affairs. It includes the ability to manage its funds independently to set and realize its strategic objectives.

Salient Features

- The institute has the ability to undertake procurement (of goods and services of significant value) by itself

Supporting Evidence

- Annual reports including annual budget proposed for the Institutions
- Records of financial review meetings and financial information for each course

Maturity Levels

Stages	Description
Stage I	The institute needs permission to undertake all procurements.
Stage II	The institute can procure goods up to a limit but needs permission for any procurement above that limit. The institute cannot procure services.
Stage III	The institute can procure goods as it sees fit but can procure services up to a limit and needs permission for any procurement above that limit.
Stage IV	The institute can procure goods and services as it sees fit, but needs permission for any procurement above that limit.
Stage V	The institute has full autonomy to procure goods and services of any value as it sees fit.

METRIC 46

The institute has the autonomy to engage private sector experts as faculty members if needed

Definitions

- Administrative autonomy refers to the institute's ability to freely encourage best practices of governance which include to decide remuneration, rank, number of positions and outsourcing or recruitment mechanism for faculty and other staff.

Salient Features

- The institute has the ability to decide engagement of private sector experts as faculty
- The institute has ability to decide rank, remuneration for faculty and other staff
- The institute has the ability to outsourcing of non-academic activities for efficiency and effectiveness

Supporting Evidence

- Mapping of assigned courses assessed competencies needed by trainees.

46.2. Detailed lesson plans

- List of course materials
- Lesson plans with indication of competency level and type.

46.3. Appointment records of the institutes:

- Copies of teachers'/trainers' relevant

experience certificates and/or record of experience

- Contract letters of part time faculty members
- Job Posting/requisition

46.4. Standard policy / procedures on record

46.5. Organisation chart of the institute

Maturity Levels

Stages	Description
Stage I	The Institute cannot engage private sector experts in any formal capacity.
Stage II	The Institute can bring on private sector experts on occasional or one-off engagements to advice on certain topics, but not as teaching faculty in any capacity.
Stage III	The Institute can engage private sector experts as consultants or guest speakers only, and not as teaching faculty in any capacity.
Stage IV	The Institute can engage private sector experts as "visiting" faculty members or guest lecturers, but not full-time faculty members.
Stage V	The Institute can engage private sector experts as full-time members of the faculty if needed.

METRIC 47

The institute has the autonomy to set and control recruitment mechanisms and policies for its staff (e.g., remuneration or ranking for staff)

Definitions

- Administrative autonomy refers to the institute's ability to freely encourage best practices of governance which include to decide remuneration, rank, number of positions and outsourcing or recruitment mechanism for faculty and other staff.

Salient Features/

47.1. The institute has the ability to decide engagement of private sector experts as faculty

47.2. The institute has ability to decide rank, remuneration for faculty and other staff

47.3. The institute has the ability to outsourcing of non-academic activities for efficiency and effectiveness

Supporting Evidence

47.1. Mapping of assigned courses assessed competencies needed by trainees.

47.2. Detailed Lesson Plans

- List of Course materials



- Lesson Plans with indication of competency level and type.

47.3. Appointment Records of the institutes:

- Copies of teachers'/trainers' relevant experience certificates and/or record of experience

- Contract letters of part time faculty members

- Job Posting/requisition

47.4. Standard policy / procedures on record

47.5. Organisation chart of the institute

Maturity Levels

Stages	Description
Stage I	The Institute follows set rules for staffing that it cannot alter.
Stage II	The Institute can amend some of the pre-established staffing rules to match its needs with permission, but cannot create its own.
Stage III	The Institute can amend set rules on staffing with permission and also create its own policies with permission.
Stage IV	The Institute does not need permission to amend pre-established staffing rules, and but does need permission to create its own policies.
Stage V	The Institute does not need permission to amend pre-established staffing rules, and but does need permission to create its own policies.

METRIC 48

The institute has the autonomy to set and amend its own internal procedures for operations as well as training (e.g., learning channels like "Phygital" or traditional, channels for faculty interaction with trainees, etc.)

Definitions

- Academic autonomy refers to the institute's ability to decide on various academic issues, such as trainee schedule, academic content, quality assurance, the introduction of training courses etc.

Salient Features

48.1. The institute has the ability to freely design the content of degree programmes

and courses

48.2. The institute designs suitable quality assurance procedures independently

48.3. The institute utilizes qualitative and quantitative feedback from multiple sources and takes decision on introducing / terminating training courses

48.4. The institute has the capacity to decide and determine structures of training programmes

- Batch sizes
- Structure of functional, domain and behavioural trainings
- Mode of delivery
- Channels of training programmes

Supporting Evidence

- 48.1. Standard policy / procedures on record
- 48.2. Record of documents
- Details of agenda / minutes of meetings recorded / action plans devised or any other output from the meetings

- Records / minutes of the meeting of pre-training and post-training meetings / interactions
- 48.3. Corrective action plans emerging out of pre-training / post-training meetings and their corresponding process documents

Maturity Levels

Stages	Description
Stage I	The Institute follows set rules for internal operations that it cannot alter.
Stage II	The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own.
Stage III	The Institute can amend set rules on internal operations with permission and also create its own policies with permission.
Stage IV	The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies.
Stage V	The Institute has full autonomy to amend any pre-established rules on internal operations , and can also create its own policies for this.

METRIC 49

The institute has the autonomy to determine its resource allocation and undertake facility upgradation as needed (e.g., for enhancing digital content creation abilities)

Definitions

- Academic autonomy refers to the institute’s ability to decide on various academic issues, such as trainee schedule, academic content, quality assurance, the introduction of training courses etc.

Salient Features

- 49.1. The institute has the ability to freely design the content of degree programmes and courses

- 49.2. The institute designs suitable quality assurance procedures independently
- 49.3. The institute utilizes qualitative and quantitative feedback from multiple sources and takes decision on introducing / terminating training courses
- 49.4. The institute has the capacity to decide and determine structures of training programmes
 - Batch sizes
 - Structure of functional, domain and behavioural trainings
 - Mode of delivery
 - Channels of Training programmes

Supporting Evidence

- 49.1. Standard policy / procedures on record
- 49.2. Details of agenda / minutes of meetings recorded / action plans devised or any

- other output from the meetings
- 49.3. Annual reports including annual budget for the institute

Maturity Levels

Stages	Description
Stage I	The Institute needs permissions for all resource allocation processes
Stage II	The Institute can identify areas that require resources to meet its operational needs but must procure permission to allocate or deploy resources
Stage III	The Institute can identify areas that require resources to meet its operational needs and can deploy resources to a few (fewer than 50%) areas of work. It must seek further permissions to disburse funds to the remaining areas
Stage IV	The Institute can identify areas that require resources to meet its operational needs and can deploy resources to a several (>50%) but not all areas of work. It must seek further permissions to disburse funds to the remaining areas
Stage V	The Institute has full autonomy to allocate and disburse resources as it deems fit

METRIC 50

The Institute has the autonomy to design and amend its course content, curriculum, duration and structure (higher relative rating)

Definitions

- Academic autonomy refers to the institute’s ability to decide on various academic issues, such as trainee schedule, academic content, quality assurance, the introduction of training courses etc.

Salient Features

- 50.1. The institute has the ability to freely design the content of degree programmes

- and courses
- 50.2. The institute designs suitable quality assurance procedures independently
- 50.3. The institute utilizes qualitative and quantitative feedback from multiple sources and takes decision on introducing / terminating training courses
- 50.4. The institute has the capacity to decide and determine structures of training programmes
 - Batch sizes
 - Structure of functional, domain and behavioural trainings
 - Mode of delivery

- Channels of training programmes

Supporting Evidence

- 50.1. Standard Operating Procedures for course design
- 50.2. List of all training courses offered by the training institute (indicative table provided in Table 8)
- 50.3. Lesson plans with indication of competency level and type

- 50.4. Annual training plan
- 50.5. Mapping of assigned courses assessed competencies needed by trainees
- 50.6. Records / minutes of the meeting of pre-training and post-training meetings / interactions
- 50.7. Corrective action plans emerging out of pre-training / post-training meetings and their corresponding process documents

Maturity Levels

Stages	Description
Stage I	The Institute cannot amend or alter course content or structure on its own
Stage II	The Institute can amend pre-existing courses on approvals from the attached ministry/department/organisation. The Institute cannot add new courses to the training calendar.
Stage III	The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.
Stage IV	The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.
Stage V	The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion

METRIC 51

The institute has the autonomy to engage internal and external stakeholders (including ministries, departments, organisations, private sector parties and citizens) to identify training needs and desired outcomes

Definitions

- Academic autonomy refers to the institute's ability to decide on various academic issues, such as trainee schedule, academic content, quality assurance, the introduction of training courses etc.

Salient Features

- 51.1. The institute has the ability to freely design the content of degree programmes and courses
- 51.2. The institute designs suitable quality assurance procedures independently
- 51.3. The institute utilizes qualitative and quantitative feedback from multiple sources and takes decision on introducing / terminating training courses
- 51.4. The institute has the capacity to decide and determine structures of training programmes
- Batch sizes

- Structure of functional, domain and behavioural trainings
- Mode of delivery
- Channels of training programmes

Supporting Evidence

- 51.1. Minutes of meetings with stakeholders
- 51.2. MoUs signed with other institutes, industry experts, multilateral agencies (for trainee evaluation support)
- 51.3. Standard policy / procedures on record
- 51.4. Details of agenda / minutes of meetings recorded / action plans devised or any other output from the meetings

Maturity Levels

Stages	Description
Stage I	The Institute cannot amend or alter planned training outcomes on its own without permission
Stage II	The Institute can only engage internal stakeholders for discussions on amending training outcomes; it also needs to obtain permissions to alter these.
Stage III	The Institute can only engage internal stakeholders for discussions on amending training outcomes; it does not need permissions to amend these as it deems fit
Stage IV	The Institute can engage internal stakeholders as well as external stakeholders for discussions on amending training outcomes, but needs to obtain permissions to engage the latter. It does not need permissions to amend training outcomes.
Stage V	The Institute can engage internal and external stakeholders for discussions and can amend training outcomes as it sees fit

METRIC 52

The institute has the autonomy to evaluate and deliver on course quality and measure course standards based on its own benchmarks

Definitions

- Academic autonomy refers to the institute's ability to decide on various academic issues, such as trainee schedule, academic content, quality assurance, the introduction of training courses etc.

Salient Features

- The institute has the ability to freely design the content of degree programmes and courses
- The institute designs suitable quality assurance procedures independently
- The institute utilizes qualitative and quantitative feedback from multiple sources and takes decision on introducing / terminating training courses
- The institute has the Capacity to decide and determine structures of training programmes

Maturity Levels

Stages	Description
Stage I	The Institute cannot set its own benchmarks for course delivery.
Stage II	The Institute can set its own benchmarks for course delivery and quality evaluation only for non-core courses, and needs to get its proposal approved to deploy these benchmarks.
Stage III	The Institute can set its own benchmarks for course delivery and quality evaluation for core as well as other courses, but needs to get them approved to deploy these benchmarks.
Stage IV	The Institute can set its own benchmarks for course delivery and quality evaluation for core as well as other courses. It does not need approval for non-core courses, but does need it for core courses.
Stage V	The Institute has full autonomy to set its own benchmarks for all forms of course delivery and quality evaluation.

- Batch sizes
- Structure of functional, domain and behavioural trainings
- Mode of delivery
- Channels of training programmes

Supporting Evidence

- Standard Operating Procedures for course design
- List of all training courses offered by the training institute (indicative table provided in Table 8)
- Lesson plans with indication of competency level and type
- Annual training plans
- Mapping of assigned courses assessed competencies needed by trainees
- Records / minutes of the meeting of pre-training and post-training meetings / interactions
- Corrective action plans emerging out of pre-training / post-training meetings and their corresponding process documents"

METRIC 53

The institute has the autonomy to undertake corrective or remedial action such as training of trainers if needed

Definitions

- Corrective or remedial action resolves the employee and staff performance problems to retain the employee as a productive employee member.
- Training of Trainers (ToT) refers to engage experts to coach new trainers with respect to a specific skill, or with training overall.

Maturity Levels

Stages	Description
Stage I	The Institute needs permissions for all corrective or remedial actions.
Stage II	The Institute can identify areas that require remediation but must first procure permission.
Stage III	The Institute can identify areas that require remediation and can undertake actions in some areas.
Stage IV	The Institute can identify areas that require remediation and can undertake actions in most but not all areas.
Stage V	The Institute has full autonomy to undertake corrective or remedial actions as it deems fit.

METRIC 54

Does the institute have state of the art learning infrastructure (Physical & Virtual resources) to support teaching & learning?

Definitions

- ICT infrastructure refers to the hardware such as computers, scanners, photocopiers, mobile phones, printers, projectors and

Salient Features

53.1. The institute has the ability to develop corrective or remedial action for enhancing teaching & learning activities in the institute

Supporting Evidence

- Standard policy / procedures on record
- Details of agenda / minutes of meetings recorded / action plans devised or any other output from the meetings
- Copies of teachers'/trainers' relevant experience certificates and/or record of experience
- Attendance records in faculty development programmes

broadcasting technologies which include radio and TV as well as essential software.

Salient Features

- Availability of learning infrastructure
- The institute has learning spaces and environments that facilitate the achievement of its educational mission
- Learning spaces include physical and digital

libraries, conference halls, extra-curricular facilities and air-conditioned learning centres fitted with necessary ICT hardware and software that enhances teaching & learning

- The institute maintains suitable plans for updating learning infrastructure facilities over time
- The institute provides infrastructure to support instructional activities for all mediums and channels

- Faculty have access to sufficient current and emerging technologies for both teaching and research purposes

Supporting Evidence

- 54.1. Detailed lesson plans along with mode of training delivery
- 54.2. Handbook for trainees on learning infrastructure available in the institute
- 54.3. List of facilities and their annual maintenance strategy and plan

Maturity Levels

Stages	Description
Stage I	The Institute does not have basic elements of Information Communication Technology (ICT): hardware (computers, scanners, photocopiers, mobile phones, printers, projectors and broadcasting technologies) and software used for teaching & learning.
Stage II	The Institute has all basic elements of Information Communication Technology (ICT) - hardware (computers, scanners, photocopiers, mobile phones, printers, projectors and broadcasting technologies) and software but is not accessible to all stakeholders within the institution.
Stage III	In addition to the basic level ICT infrastructure, the Institute also has state of the art physical resources like air-conditioned learning spaces, technology labs, libraries and other physical spaces to promote extracurricular learning.
Stage IV	The Institute has basic ICT infrastructure as well as state of the art physical spaces to support academic, co-curricular & extracurricular activities. Additionally, the Institute maintains strategic plans for maintaining and updating the infrastructure.
Stage V	The Institute has basic ICT infrastructure and state of the art physical and virtual learning infrastructure to support learning in all modalities. The Institute also facilitates out-of-hours (beyond classroom / training hours) access to all infrastructure and other technical support.



METRIC 55

To what extent does the institute maintain and utilize data on the training programmes conducted?

Definitions

- NIL

Salient Features

55.1. The institute has supportive infrastructure to maintain the database

Maturity Levels

Stages	Description
Stage I	The institute does not maintain any data related to trainees / courses conducted / training programmes.
Stage II	The institute maintains data pertaining to trainees, courses & training programmes conducted but does not utilize it in any manner.
Stage III	The institute collates data pertaining to trainees, courses & training programmes conducted and maintains it for reporting purposes only.
Stage IV	The institute collates all data relevant to teaching & learning and conducts data analysis to take corrective measures for enhancement of teaching / learning activities.
Stage V	The institute collates all data relevant to teaching & learning and conducts quantitative and qualitative data analysis which is also easily accessible to all primary stakeholders (Trainees, Staff & faculty) in the institute. The institute utilizes the data to submit recommendations with respect to civil service officers to the Ministries, Departments and Agencies.

METRIC 56

Does the institute performance monitoring and evaluation framework set Key Performance Indicators (KPIs) for employees and staff in line with its future plans through internal assessments?

55.2. Multiple interventions have been undertaken by the institute to maintain and utilize data on training programmes

Supporting Evidence

- 55.1. Training programme / Academic records.
- 55.2. Trainee academic Files
- 55.3. Attendance details

Definitions

- Key performance indicator (KPI) evaluates the overall performance of the employees and staff across the Institute.

Salient Features

56.1. The institute has clearly defined KPIs based monitoring and evaluation

framework

56.2. The institute has ability to enable employees and staff to transform knowledge into skill

Supporting Evidence

56.1. Organizational charts and/or Job descriptions describing reporting lines
56.2. Documents or reports from employee appraisal processes

Maturity Levels

Stages	Description
Stage I	The Institute administration does not set KPIs for employees and staff.
Stage II	The Institute administration establishes and follows up on KPIs ahead of time for some (<50%) but not all units and teams. Information on KPIs may be communicated by team leads to employees, but not routinely.
Stage III	The Institute administration establishes KPIs ahead of time for most (>=50%) units and teams and uses it to appraise staff performance. This information is not utilised for any further action. Information on KPIs may be communicated by team leads to employees, but not routinely.
Stage IV	The Institute administration establishes KPIs ahead of time for most (50%-75%) units and team, and communicates them appropriately, and uses it to appraise staff performance. This information is utilised for some corrective action to improve performance, but not routinely.
Stage V	The Institute administration is committed to driving internal excellence; it establishes KPIs ahead of time for most (>=75%) units and team, communicates them appropriately, and uses it to appraise staff performance. This information is regularly (e.g., annually) utilised for undertaking corrective action, performance enhancements, and resource planning.

METRIC 57

Does the institute have well-defined mechanisms for digital collection and internal sharing of information (such as training or performance metrics)?

Definitions

- Digital collection refers to collecting data in databases and analytics platforms

Salient Features

- 57.1. Availability of digital infrastructure
- The institute has necessary ICT hardware and software that enhances information sharing mechanism
 - The institute maintains suitable plans for updating the digital infrastructure facilities over time



Supporting Evidence

- 57.1. List of digital facilities availed such as
- Proprietary software

- Subscriptions
- 57.2. Documentation of internal databases

Maturity Levels

Stages	Description
Stage I	The institute maintains internal records and information offline/physically.
Stage II	The institute maintains some records on digital databases (e.g., finance), but uses ad hoc systems (such as MS Excel) and these databases are not synced across departments or teams, and information is split and siloed.
Stage III	The institute maintains some records on digital databases using unified data analytics and sharing platform, but this platform is not used across all departments or teams.
Stage IV	The institute maintains all internal records on digital databases using unified data analytics and sharing platform, but data updation and maintenance is lagged and not in real time. There is visibility across the institute to appropriate/approved administrators.
Stage V	The institute maintains all internal records on digital databases using unified data analytics and sharing platform, and updation is regular and swift, such that all information across the Institute is visible in real time to appropriate/approved administrators.

METRIC 58

Does the institute have robust mechanisms for timely and regular sharing of information (e.g., on training, resources, requirements, etc.) between stakeholders such as ministries, organisations or other institutes?

Definitions

- Stakeholders refer to any person / entity impacted by the training programmes. It includes trainees, senior officers from Ministries Departments and Organizations, or other institutes.

- Procedures refers to standard processes followed by process owners required for timely and regular sharing of information with the stakeholders

Salient Features

- 58.1. Maintaining a mechanism for sharing information with the stakeholders
- The institute has strong focus towards sharing information through regular event/meetings
 - The institute has standardised format for documenting and sharing information with

the stakeholders

- The institute rolls out annual report every year which includes information on resources, key activities undertaken throughout the year, training calendar, etc.

58.2. Availability of Standard procedures

- Standard procedures are clearly articulated for sharing information with the stakeholders like mode of sharing of information
- SOP documents have clear indication of frequency of events and meetings necessary

Supporting Evidence

58.1. Details of events/meetings conducted

- Agenda, Schedule, objectives. Attendance Records of the events conducted.
 - Records of meetings/events conducted with the relevant stakeholders. (e.g., Minutes of Meetings)
 - Corrective actions plan emerging out of correspondence with stakeholders.
- 58.2. Standard processes
- Annual Reports including annual budget for the institute
 - Internal documentation of policies, procedures, hiring records, etc.

Maturity Levels

Stages	Description
Stage I	Information is not shared with stakeholders.
Stage II	Some information is shared internally with stakeholders, but only on an ad hoc basis. There is no structural mechanism to facilitate this process.
Stage III	There exist set procedures for the regular exchange of information between stakeholders, but these are not routinely followed; information is shared on an ad hoc basis.
Stage IV	There exist set procedures for the regular exchange of information between stakeholders, and these are routinely followed according to set procedures. This information is only retained for record-keeping purposes and does not feed into driving any further actions within the Institute.
Stage V	There exist set procedures for the regular exchange of information between stakeholders, and these are routinely followed according to set procedures. This information is actively used to make changes or improvements to the Institute as needed.

METRIC 59

Does the institute undertake green initiatives inside and outside the campus?

Definitions

- Green Initiatives include suitable energy-conservation mechanisms for enhancing efficiencies, increasing recycling avenues and engaging in other environment friendly practices for reducing carbon footprint.

Salient Features

59.9. Focus towards green initiatives

- The institute has strong focus towards sustainability and green initiatives
- Multiple interventions have been undertaken by the institute towards implementing sustainable initiatives in the campus
- The institute has clearly defined targets on

Maturity Levels

Stages	Description
Stage I	No green Initiatives undertaken by the institute.
Stage II	The institute implements green initiatives that have a localized impact.
Stage III	The institute undertakes green initiatives for reducing energy consumption of the institute through multiple modes. No future targets are defined.
Stage IV	The institute undertakes green initiatives for reducing energy consumption of the institute through multiple modes with specific pre-defined targets.
Stage V	In addition to green initiatives undertaken by the CTI, the institute also undertakes initiatives to contribute to sustainability through interventions for the external community. The Institute is GRIHA certified.

reducing energy consumption and making positive impact

- The institute also has considerable focus on implementing sustainable initiatives beyond the campus
- Workshops/conferences and other activities are organized by the institute to encourage the community for undertaking sustainable initiatives

Supporting Evidence

59.1. Asset Management Documents

- Tender documents of construction of sustainable initiatives by the institute
 - Maintenance strategy and plan of Physical and digital learning infrastructure
- 59.2. Proof of Certifications of institute on national and international standards

APPENDIX 1: LIST OF TABLES

Table 1:	Competency Model based on role requirements	20
Table 2:	List of Training courses offered by the institute	20
Table 3:	Training courses based on competency model	21
Table 4:	Competency based training courses	21
Table 5:	List of Appointed faculty & IT Experts	28
Table 6:	Details of Faculty based on the type of engagement	38
Table 7:	Adherence to Training Targets	40
Table 8:	Details of training courses offered	58
Table 9:	List of Faculty undertaking training courses of other institutes	58

APPENDIX 2 NSCSTI

#	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
1	Does the Institute identify training needs through collaboration with multiple stakeholders, e.g., ministries, departments, organisations and citizens?	There are no defined processes for identifying training needs.	Processes of identifying training needs are in place but rarely followed and no inputs are sought from ministries, departments, and organisations.	Processes of identifying training needs are in place and inputs are sought from stakeholders when needed for developing training courses.	Processes of identifying training needs are in place and inputs are proactively obtained from multiple stakeholders for developing training courses.	Processes of identifying training needs are in place and stakeholder discussions are conducted periodically at pre-defined intervals. The Institute also analyses identified needs for developing training courses.
2	Does the Institute have in-house capacities for conducting Training Needs Assessment?	The Institute does not have in-house capacity for conducting Training Needs Assessment.	The Institute has in-house capacity for conducting Training Needs Assessment. The Institute does not conduct Training Needs Assessment. The Institute re-designs and updates training programmes based on parent ministry/department/organisation directives.	The Institute has in-house capacity for conducting Training Needs Assessment. The Institute conducts Training Needs Assessment in collaboration with officers from parent Ministry/department/organisation. The Institute re-designs and updates training programmes based on parent ministry/department/organisation directives.	The Institute has in-house capacity for conducting Training Needs Assessment. The Institute conducts Training Needs Assessment in collaboration with officers from parent Ministry/department/organisation and other stakeholders (citizens, other ministries/department/organisation). The Institute re-designs and updates training programmes based on identified needs.	The Institute has in-house capacity for conducting Training Needs Assessment. The Institute conducts Training Needs Assessment in collaboration with external experts, officers from parent Ministry/department/organisation. The Institute re-designs and updates training programmes based on identified needs.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
3	To what extent are training needs identified through active collaboration with leading national institutes?	The Institute has no partnerships or collaborations with national institutes for conducting Training Needs Assessment.	Collaboration and partnerships are established with national institutes, but these are not engaged for Training Needs Assessment.	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing training needs assessment for the Institute	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing and implementing training needs assessment for the Institute	Collaboration and partnerships are established with national institutes and these resources are leveraged for designing and implementing training needs assessment for the Institute as well as developing/re-designing training courses
4	Are training courses offered by the Institute mapped to required functional, behavioural and domain competencies?	Required competencies (functional, behavioural and domain) are not defined by the Institute based on trainee's roles.	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. However, the training courses offered have not been mapped to each competency.	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The Institute has mapped >40% of training courses to the full defined set of competencies.	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The Institute has mapped 40-60% of training courses to the full defined set of competencies.	Required competencies (functional, behavioural and domain) are defined based on trainee's roles. The Institute has mapped up to 60% of training courses to the full defined set of competencies. The Institute also assigns training courses based on pre-assessment tests of individual trainees.
5	Does the Institute have standard operating procedures for designing tenure-based training programmes like probationary courses, mid-career training programmes, etc.?	Standard operating procedures are not available.	Standard operating procedures are in place but not followed for designing <49% of training courses.	Standard operating procedures are in place and followed for designing 50-69% of training courses.	Standard operating procedures are in place and followed for designing 70-89% of training courses.	Standard operating procedures are in place and followed for designing >90% of training courses.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
6	Does the institute have standard operating procedures for designing in-service trainings, demand based trainings, etc.?	Standard operating procedures are not available.	Standard operating procedures are in place but not followed for designing <49% of training courses.	Standard operating procedures are in place and followed for designing 50-69% of training courses.	Standard operating procedures are in place and followed for designing 70-89% of training courses.	Standard operating procedures are in place and followed for designing >90% of training courses.
7	How are faculty members selected and appointed in the institute?	The institute has no defined process for faculty selection and appointment.	The institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection and appointment.	The institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for screening of the faculty.	The Institute has defined process for faculty selection and appointment. The selection process engages a committee with members internal to the Institute as well as from the respective Ministry/Department/Organizational faculty. The Institute conducts post-appointment evaluation for all appointed faculty members.	The Institute has defined process for faculty selection and appointment. Selection of faculty includes a committee with members internal to the Institute and from the respective Ministry/Department/Organizational faculty. The Institute conducts post-appointment evaluation for all appointed faculty members.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
8	What are the criteria or parameters considered for selecting guest faculty in the CTI?	There are no criteria or parameters defined while selecting guest faculty.	The Institute considers only domain expertise as a parameter for selection and appointment of guest faculty.	The Institute considers domain expertise and practitioner experience for selection and appointment of guest faculty.	The Institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience, Training of Trainer certification, Certification in Instructional design methodologies) for selection and appointment of guest faculty. The Institute also maintains a diversity in faculty involving trainers from ministries and other administration departments, academic experts, and experts from public & private sector.	The Institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience, Training of Trainer certification, Certification in Instructional design methodologies) for selection and appointment of guest faculty. The Institute also maintains a diversity in faculty involving trainers from ministries and other administration departments, academic experts, and experts from public & private sector.
9	Do full-time faculty members undergo a structured, pre-designed onboarding process?	No formal mechanism for onboarding faculty members exists.	Formal mechanism for onboarding faculty members exists. Faculty undergoes orientation training to some extent.	Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for only full time faculty at the time of onboarding.	Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for both guest and full time faculty at the time of onboarding.	Formal mechanism for onboarding faculty members exists. The Institute conducts mandatory orientation training for both guest and full time faculty at the time of onboarding.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
10	What percentage of faculty have been professionally certified on instructional/learning design methodologies within the last five years?	The Institute does not have policies for encouraging professional certifications on instructional/learning design methodologies	< 49% of faculty have undertaken professional certifications on instructional/learning design methodologies	50-69% of faculty have undertaken professional certifications on instructional/learning design methodologies	70-89% of faculty have undertaken professional certifications on instructional/learning design methodologies	>90% of faculty have undertaken professional certifications on instructional/learning design methodologies
11	Is there a structured mechanism in place for faculty to exchange ideas among themselves for probationary, mid-career trainings or in-service training programmes?	No mechanisms in place for promoting interactions between faculty.	The Institute faculty have informal online / offline discussions within the Institute.	The Institute has structured mechanisms in place for promoting intra- Institute discussions. No mechanisms in place for inter- Institute faculty discussions.	The Institute has structured mechanisms in place for promoting intra- Institute and inter- Institute faculty discussions. The Institute has mechanisms in place for faculty interaction with subject matter experts, private sector experts, and academicians.	The Institute has structured mechanisms in place for promoting intra- Institute and inter- Institute faculty discussions. The Institute has mechanisms in place for faculty interaction with subject matter experts, private sector experts, and academicians.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
12	Has the Institute conducted faculty development programmes in the past 2 years?	There is no structured or formal mechanism for faculty development in place.	Faculty development programmes are conducted sporadically.	Faculty development programmes are conducted on need basis.	Faculty development programmes are conducted on need basis. The development programmes are aligned with the annual performance targets for faculty.	Faculty development programmes are conducted at pre defined intervals. Faculty development programmes are developed to address identified capacity gaps of faculty. The development programmes are aligned with the annual performance targets for faculty.
		What is the percentage of total faculty taking part in programmes designed for development of faculty (workshops, seminars, etc.)	<49% of eligible faculty attended faculty development programmes	50-69% of eligible faculty have attended faculty development programmes	70-89% of eligible faculty have attended faculty development programmes	>90% of eligible faculty have attended faculty development programmes

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
14	Does the Institute conduct any formal human capital resource planning such as mapping faculty (internal + guest) to programmes planned for the year?	The Institute has no defined guidelines or plans for resource planning to maintain adequate faculty.	The Institute has defined guidelines on resource planning for maintaining adequate faculty (including full time and guest faculty) but it does not maintain adequate faculty as per the guidelines.	The Institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty) but are not followed periodically.	The Institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty) but are followed periodically.	The Institute has defined guidelines on the overall faculty sufficiency (including Full Time and Guest Faculty) followed periodically.) The Institute also takes faculty feedback followed by corrective measures.
		Resource and Training Targets				

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
15	Does the Institute maintain faculty deployment targets based on their engagement activities (scholarly and training related activities) and adhere to the same?	The Institute has no mechanisms in place on planning of responsibilities and deployment of faculty.	The Institute has mechanisms in place for split between scholarly and training responsibilities and deployment of faculty. However, the Institute does not adhere to the articulated targets and allocation of responsibilities of faculty.	The Institute has mechanisms for split between scholarly and training responsibilities and deployment of faculty and maintains strict adherence to the targets defined as per the strategy.	The Institute has mechanisms for split between scholarly and training responsibilities and deployment of faculty. Additionally, the Institute also maintains distinct standards (qualifications, professional experience, levels of responsibility assumed etc.) of qualification of faculty based on their engagement — scholarly or teaching related. However, the split is not in adherence to the formulated norms.	The Institute maintains strategic documents for allocation of responsibilities and deployment of faculty resources across scholarly and teaching related activities. Additionally, the Institute also maintains distinct standards (qualifications, professional experience, levels of responsibility assumed etc.) of qualification of faculty based on their engagement - scholarly or teaching related. The Institute maintains strict adherence to the formulated norms as per their strategic documents.
16	To what extent were training man-days defined for Group A in the past year?	No annual man-day targets are defined.	Annual training man-day targets are defined and <49% of the targets were achieved.	Annual training man-day targets are defined and 50-69% of the targets were achieved.	Annual training man-day targets are defined and 70-89% of the targets were achieved.	Annual training man-day targets are defined and >90% of the targets were achieved.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
17	To what extent were Training Targets (training man-days) defined and complied with for Group B in the past year?	No annual man-day targets are defined.	Annual training man-day targets are defined and <49% of the targets were achieved.	Annual training man-day targets are defined and 50-69% of the targets were achieved.	Annual training man-day targets are defined and 70-89% of the targets were achieved.	Annual training man-day targets are defined and >90% of the targets were achieved.
18	To what extent were Training Targets (training man-days) defined and complied with for Group C in the past year?	No annual man-day targets are defined.	Annual training man-day targets are defined and <49% of the targets were achieved.	Annual training man-day targets are defined and 50-69% of the targets were achieved.	Annual training man-day targets are defined and 70-89% of the targets were achieved.	Annual training man-day targets are defined and >90% of the targets were achieved.
19	To what extent does the institute ensure diversity among internal stakeholders (administrative staff, faculty)?	The Institute has no norms for promoting diversity among internal staff.	The Institute has well-defined norms for promoting diversity, however they are not followed or adhered to during recruitment / selection.	The Institute has well defined norms for promoting diversity, and are strictly adhered to during recruitment / selection.	The Institute maintains a mix of diversity in faculty members (academicians, practitioner, industry experts, civil society etc.) There is no clear distinctions of role between training (faculty) and non training staff (admin).	The Institute maintains a mix of diversity in faculty members (academicians, PR actioners, industry experts, civil society etc.) There is clear distinctions of roles between training (faculty) and non training staff (admin).

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
Trainee Support	20	To what extent can trainees interact with faculty during and after completion of training programme? There is no recourse / formal procedures available for trainees to interact with Faculty	Formal procedures are available but not clearly communicated / not followed	Trainees interact with faculty during training programmes (either probationary courses or in service training programmes). However, the interaction is enabled only during the training programme. There is no evaluation of the quality of faculty support extended to trainees.	Trainees are encouraged to interact with faculty before, during, and after training courses through several channels available - email / telephonic conversations, in person appointments, networking platforms, formal events / sessions conducted for interactions. The Institute publishes the details of faculty in order to enable conversations with faculty and trainee officers. There may be some evaluation and analysis of support extended by faculty to improve quality.	Formal procedures for facilitating trainee faculty interactions exist through multiple channels and are communicated clearly and systematically to all participants. The Institute evaluates the support extended by faculty and takes active measures to analyze and enhance the support to trainees.
	21	To what extent does the Institute undertake formal mapping of mentor for trainees from the alumni/faculty? No formal process in place for mapping mentors to trainees	Formal process in place, mapping of mentors are done on an ad-hoc basis, without any specification of period of the mapping. No formal onboarding / communication of role expectation from either mentor / mentees conducted.	Formal process in place, mapping of mentors are done through defined criteria and is done only on need basis. No formal onboarding / communication of role expectation from either mentor / mentees conducted.	Formal processes in place and mapping of mentors are done through defined criteria and for all trainees. The Institute also conducts formal onboarding in order to clearly communicate the roles and responsibilities of the mentor / mentees.	Formal processes in place and mapping of mentors are done through defined criteria, for all trainees. The Institute also conducts formal onboarding in order to clearly communicate the roles and responsibilities of the mentor / mentees. The Institute formally tracks the effectiveness of the programme.



Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
Digitalization and Training Delivery	22	What is the number of probationary trainee officers assigned to each mentor during the probation in the past year? No mapping conducted.	1 Mentor assigned to >20% of the batch on an average	1 Mentor assigned to 10-20% of the batch on an average	1 Mentor assigned to 5-9% of the batch on an average	1 Mentor is assigned <5% of the batch on an average.
	23	What learning channels are utilised for training delivery? Only in-person or classroom trainings are available for training delivery	The institute possesses the facilities to deliver live (synchronous) virtual training modules for selected programmes in addition to in-person or classroom training programmes.	The institute possesses the facilities to deliver live (synchronous) virtual training modules for all programmes including utilising e-learning videos in addition to in-person or classroom training programmes.	The institute possesses the facilities to deliver live (synchronous), interactive (asynchronous) and also has facilities for self-paced virtual training modules for all programmes in addition to in-person or classroom training programmes. The institute hosts e-learning modules on IGOT.	The institute possesses the facilities to deliver live (synchronous), interactive (asynchronous) and also has facilities for self-paced virtual training modules for all programmes in addition to in-person or classroom training programmes. The institute hosts e-learning modules on IGOT.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
24	What range of learning methods are used by the Institute for training delivery?	The institute has only instructor-led, presentation-based mode of training delivery.	The coursework of institute includes presentations, assigned readings and case studies, primarily led by instructors.	The institute encourages trainee-led and peer learning methods through GD, role-reversal, team exercises etc., in addition to instructor led learning methods (like presentation by instructor, Case discussions and books). The institute also includes co-curricular and extra-curricular activities for supporting the teaching & learning during training programmes.	The institute utilizes diversified learning methods including peer learning methods, instructor-led sessions, co-curricular and extra-curricular exercises to provide enriched learning experience to trainee officers. The institute also has established partnerships with governmental and non-governmental entities in India for enabling on-site learning experience to trainees.	The institute utilizes diversified methods including peer learning methods, instructor-led sessions, co-curricular and extra-curricular exercises to provide enriched learning experience to trainee officers. The institute also has established partnerships with governmental and non-governmental entities in India and globally for enabling on-site learning experience to trainees.
25	What are the channels available for interaction among trainees & faculty? Select all applicable (Emails, Informal networking opportunities, Dedicated pages / Chatrooms for trainings, Formal Virtual / in person Interaction after trainings, Not Available)	Not Available	Only one of the options	Only two of them	Only three of them	All of them

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
26	What mechanisms does the Institute have in place for converting offline (physical) content to online (digital) content?	The Institute does not host online (digital) content.	The Institute currently outsources the conversion of offline content or creation of digital content to third party providers.	The Institute currently designs the conversion of offline content or creation of digital content in-house, but delegates the development of such content to third party providers.	The Institute has the in-house capability to convert existing offline content into a blended mode of teaching and learning; all content conversion, design, and development takes into account the content framework and quality assurance parameters (gate criteria, quality scorecard) put in place for iGOT Karmayogi.	The Institute has the in-house capability to convert existing offline content into a blended mode of teaching and learning; all content conversion, design, and development takes into account the content framework and quality assurance parameters (gate criteria, quality scorecard) put in place for iGOT Karmayogi.
27	What percentage of the Institute courses are digitised and hosted on iGOT?	The Institute does not use iGOT.	<49 % of training modules are digitized and hosted on iGOT.	50-69% of training modules are digitized and hosted on iGOT.	70-89% of training modules are digitized and hosted on iGOT.	>90% of training modules are digitized and hosted on iGOT.
28	What is the degree of utilisation of courses (% of iGOT courses used) hosted by the Institute on iGOT?	The Institute does not use iGOT.	<49% utilisation of courses hosted by the Institute on iGOT	50%-69% utilisation of courses hosted by the Institute on iGOT	70-89% utilisation of courses hosted by the Institute on iGOT	>90% utilisation of courses hosted by the Institute on iGOT

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
29	Does the Institute have norms for standardising best practices around phygital training delivery?	No formal process in place for identifying and standardising best practices around digital training delivery.	The Institute has well-defined norms for identifying and standardising best practices around digital training delivery that are drawn from comparable national institutions that deliver blended training content. However, these norms are not utilised for improving the training capacities of the Institute.	The Institute has well-defined norms for identifying and standardising best practices around digital training delivery that are drawn from comparable national institutions that deliver blended training content. These norms are used as benchmarks to check the Institute's performance.	The Institute has well-defined norms that are drawn from comparable national and international institutions that deliver blended training content. In addition, the Institute devises its own benchmarks for Phygital training and assesses its performance relative to these and undertakes corrective actions as needed, such as training the trainers in more effectively delivering digital content.	The Institute has a strong focus towards identifying and standardising best practices around digital training delivery. It has well-defined norms that are drawn from comparable national and international institutions that deliver blended training content. In addition, the Institute devises its own benchmarks for Phygital training and assesses its performance relative to these and undertakes corrective actions as needed, such as training the trainers in more effectively delivering digital content.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
30	Does the Institute assess the impact and quality of its digital training relative to traditional training forms?	The Institute does not conduct any such impact assessment	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses.	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. In addition, the Institute also assesses the impact of the training on trainees' short-term on-the-job performance enhancement.	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. The feedback received is utilised to address main areas of concern. In addition, the Institute also assesses the impact of the training on trainees' short-term on-the-job performance enhancement.	The Institute solicits feedback from participants on perceived effectiveness, utility and applicability of the Phygital courses. The feedback received is utilised to address main areas of concern. In addition, the Institute also assesses the impact of the training on trainees' short-term on-the-job performance enhancement.
31	What percentage of faculty members' total training hours are spent at other Institutes?	Less than 25% of total training hours of the faculty	25-29% of total training hours of the faculty	30-34% of total training hours of the faculty	35-40% of total training hours of the faculty	>40% of total training hours of the faculty
32	To what extent has the institute leveraged faculty members from other institutes to deliver trainings in the past two years?	For less than 25% of courses	For 25-29% of courses	For 30-34% of courses	For 35-40% of courses	For >40% of courses

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V	
Collaboration	33	To what extent do you contribute Course / Course Material / Digital learning resources to other training institutions in the last 2 years?	For less than 25% of total courses	For 25-29% of total courses	For 30-34% of total courses	For 35-40% of total courses	For >40% of total courses
	34	To what extent did you leverage Course / Course Material / Digital learning resources from other training institutions in the last 2 years?	For less than 25% of total courses	For 25-29% of total courses	For 30-34% of total courses	For 35-40% of total courses	For >40% of total courses
	35	To what extent has the Institute conducted and participated in networking events in the past 2 years?	The Institute has not conducted or participated in any networking events in the last 2 years.	The Institute has not conducted or organized any events but has participated in workshops or events organized by other CTIs which are mostly official in nature.	The Institute has organized occasional networking events and workshop or participated in similar events organized by other training institute in the last 2 years	The Institute regularly organizes and participates in workshops, networking events in the last 2 years, which also has participation from several academic / non-academic stakeholders from the country.	The Institute regularly organizes and participates in networking events and engages industry experts. The institute also proactively encourages and handholds other ATIs and RTIs to organize similar events on a regular basis.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
Trainee Evaluation and Quality Assurance	36	To what extent does the institute have well defined procedures for updating training courses?	The institute has standard procedures defined for updating of training courses but these are not followed.	The institute has well-defined procedures and followed for all training courses and programmes on as-needed basis.	The institute has well-defined procedures for updating and followed periodically. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.	The institute has well-defined procedures for updating and revising training content followed periodically. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.
	37	To what extent does the Institute conduct cost benefit analysis of training programmes to evaluate their effectiveness?	The Institute allocates budget across multiple training programmes, however it does not monitor utilization or consumes for all the financial resources for all allocated training programmes.	The Institute has separate budget allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute only partially utilizes training budget allocated to the training programmes. (Utilization <90%)	The Institute has separate budget allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute almost completely utilizes the training budget allocated for a financial year. (Utilization >90%)	The Institute has separate budget allocation for all training programmes and evaluates the utilization of budget by monitoring financial resources across all training programmes. The Institute also defines strategy and formulates measures to enhance utilization %age with the strong alignment with strengthening the capacity building of the institute and faculty members (either through enhancing quality or quantity of teaching & learning) on a periodic basis.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
38	How does the Institute measure teaching & learning effectiveness through engagement with concerned stakeholders (Officer trainees, demand side agencies etc)?	The Institute does not engage with any stakeholder for evaluating the teaching & learning effectiveness of training courses.	There are several mechanisms defined for engaging with multiple stakeholders (including collection of feedback from trainees, ministries & departments etc) for evaluating training courses' effectiveness but not followed / rarely followed by the Institute.	The Institute only collects feedback which is used as a mechanism for evaluating teaching & learning effectiveness of each training course.	The Institute has comprehensive mechanisms defined for engaging with multiple stakeholders for evaluating teaching & learning effectiveness. The Institute employs several modes of collecting feedback (verbal / non-verbal, survey based) at various stages of training courses.	Mechanisms are defined for soliciting feedback from trainees using multiple methods. Also engages with multiple stakeholders for evaluating teaching & learning effectiveness. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.
39	Does the Institute have defined procedures for ensuring achievement of learning outcomes of intended stakeholders?	The Institute does not have standard documents for articulating learning outcomes or identified impact from the training courses.	The Institute has standard documents for articulating the learning outcomes for <49% of all the training courses offered.	The Institute has standard documents for articulating the learning outcomes for 50-69% of all existing training courses offered.	The Institute has standard documents for articulating the learning outcomes for >90% of all training courses offered. Additionally, all training programmes undertaken by Institute have strong linkages to functional domain and behavioral competencies, articulated in standard documents on learning outcomes.	The Institute has standard documents for articulating the learning outcomes for >90% of all training courses offered. Additionally, all training programmes undertaken by Institute have strong linkages to functional domain and behavioral competencies, articulated in standard documents on learning outcomes.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
40	To what extent does the Institute have well-defined pre- and post-training procedures?	The institute has no standard pre and post training procedures.	The institute has standard training evaluation procedures during the training that are followed for all training courses and programmes.	The institute has standard training evaluation procedures during and post the training that followed for all training courses and programmes.	The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes, the findings from which feed into modifying training content and training delivery, and retraining faculty if needed.	The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes, the findings from which feed into modifying training content and training delivery, and retraining faculty if needed.
41	To what extent does the Institute track learner progression throughout training programmes through interventions?	No interventions (including evaluation tests, special seminars, assistance & advising classes) are conducted for training programmes in the Institute.	The Institute undertakes specific interventions (for tracking learner progression) which are conducted for only few training programmes or covering a section of their overall target population to be covered in trainings.	The Institute undertakes specific interventions for tracking learner progression. However, the Institute undertakes such an exercise for a few courses covering all trainees. No corrective measures are implemented.	The Institute undertakes specific interventions for tracking learner progression for all courses covering all trainees. The interventions and the evidence collected are utilized for taking suitable follow-up actions related to training content, training delivery, trainee welfare etc.	The Institute undertakes specific interventions for tracking learner progression for all courses covering all trainees. The interventions and the evidence collected are utilized for taking suitable follow-up actions related to training content, training delivery, trainee welfare etc.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
		Evaluation tests are not conducted for trainees in the CTI	Trainees are evaluated only by the Institute faculty.	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who include internal examiners from the Institute and external examiners from other Institutes	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who include internal examiners from the CTI, external examiners from other CTIs, and examiners from the private sector, including experts from the industry, non government organizations, multilateral agencies, etc.	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who are selected on the basis of their subject matter expertise (where applicable). Evaluators includes internal examiners from the CTI, external examiners from other CTIs, industry experts and experts from multilateral agencies. The assessments are complemented by feedback from the supervisors and subordinates of the trainees and self evaluation by the trainee.
42	To what extent does the institute leverage external faculty/experts for evaluating trainees?					

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
43	The Institute has the autonomy to make decisions regarding the internal allocation of funds	The Institute needs permissions for all fund allocation processes	The Institute can identify areas where funding is needed, but requires to obtain permissions for the actual disbursement of funds	The Institute can identify areas where funding is needed and can disburse funds to a few (fewer than 50%) chosen areas of work, but must seek further permissions to disburse funds to the remaining areas	The Institute can identify areas where funding is needed and can disburse funds to several (>50%) but not all areas, and must seek further permissions to disburse funds to remaining areas	The Institute has full autonomy to allocate and disburse funds internally as it deems fit
44	The Institute has the autonomy to take up activities generating financial revenue from sources other than parent ministry/department/organisation and retain/use the surplus at its discretion	The institute does not have the autonomy to do this as it receives its budget from the government.	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation with approval from the parent ministry/department/organisation but cannot retain/use the surplus at its own discretion	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation with approval from the parent ministry/department/organisation but can retain/use some portion of the surplus at its own discretion	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation and can retain/use the entire surplus with approval from the parent ministry/department/organisation	The institute has autonomy to take up activities generating revenue from sources other than parent ministry/department/organisation and can retain/use the surplus at its own discretion
45	The Institute has the authority to undertake procurement (of goods and services of significant value) by itself	The institute needs permission to undertake any and all procurements	The institute can procure goods up to a limit, but needs permission for any procurement above that limit. The institute cannot procure services.	The institute can procure goods as it sees fit but can procure services up to a limit, and needs permission for any procurement above that limit.	The institute can procure goods and services as it sees fit, but needs permission for any procurement above that limit	The institute has full autonomy to procure goods and services of any value as it sees fit

Operational and Governance-related Standards

Pillar	Metric	Descriptor - Stage I					Descriptor - Stage II					Descriptor - Stage III					Descriptor - Stage IV					Descriptor - Stage V				
		Descriptor - Stage I					Descriptor - Stage II					Descriptor - Stage III					Descriptor - Stage IV					Descriptor - Stage V				
46	The Institute has the autonomy to engage private sector experts as faculty members if needed	The Institute cannot engage private sector experts in any formal capacity					The Institute can bring on private sector experts on occasional or one-off engagements to advise on certain topics, but not as teaching faculty in any capacity					The Institute can engage private sector experts as consultants or guest speakers only, and not as teaching faculty in any capacity					The Institute can engage private sector experts as "visiting" faculty members or guest lecturers, but not full-time faculty members					The Institute can engage private sector experts as full-time members of the faculty if needed				
		The Institute follows set rules for staffing that it cannot alter					The Institute can amend some of the pre-established staffing rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on staffing with its own policies with permission					The Institute does not need permission to amend pre-established staffing rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on staffing, and can also create its own policies for this				
		The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				
47	The Institute has the autonomy to set and control recruitment mechanisms and policies for its staff (e.g., remuneration or ranking for staff)	The Institute follows set rules for staffing that it cannot alter					The Institute can amend some of the pre-established staffing rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on staffing with its own policies with permission					The Institute does not need permission to amend pre-established staffing rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on staffing, and can also create its own policies for this				
		The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				
		The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				
48	The Institute has the autonomy to set and amend its own internal procedures for operations as well as training (e.g., learning channels like "Phygital" or traditional, channels for faculty interaction with trainees, etc.)	The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				
		The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				
		The Institute follows set rules for internal operations that it cannot alter					The Institute can amend some of the pre-established internal operations rules to match its needs with permission, but cannot create its own					The Institute can amend set rules on internal operations with permission and also create its own policies with permission					The Institute does not need permission to amend pre-established internal operations rules, and but does need permission to create its own policies					The Institute has full autonomy to amend any pre-established rules on internal operations, and can also create its own policies for this				

Pillar	Metric	Descriptor - Stage I					Descriptor - Stage II					Descriptor - Stage III					Descriptor - Stage IV					Descriptor - Stage V				
		Descriptor - Stage I					Descriptor - Stage II					Descriptor - Stage III					Descriptor - Stage IV					Descriptor - Stage V				
49	The Institute has the autonomy to determine its resource allocation and undertake faculty upgradation as needed (e.g., for enhancing digital content creation abilities)	The Institute needs permissions for all resource allocation processes					The Institute can identify areas that require resources to meet its operational needs but must procure permission to allocate or deploy resources					The Institute can identify areas that require resources and can deploy resources to a few (fewer than 50%) areas of work. It must seek further permissions to disburse funds to the remaining areas					The Institute can identify areas that require resources to meet its operational needs and can deploy resources to several (>50%) but not all areas of work. It must seek further permissions to disburse funds to the remaining areas					The Institute has full autonomy to allocate and disburse resources as it deems fit				
		The Institute cannot amend or alter course content or structure on its own					The Institute cannot add new courses to the training calendar.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.					The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion.				
		The Institute cannot amend or alter course content or structure on its own					The Institute cannot add new courses to the training calendar.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.					The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion.				
50	The Institute has the autonomy to design and amend its course content, curriculum, duration and structure (higher relative rating)	The Institute cannot amend or alter course content or structure on its own					The Institute cannot add new courses to the training calendar.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.					The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion.				
		The Institute cannot amend or alter course content or structure on its own					The Institute cannot add new courses to the training calendar.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.					The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion.				
		The Institute cannot amend or alter course content or structure on its own					The Institute cannot add new courses to the training calendar.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute cannot alter the duration and structure of pre-existing and new course.					The Institute can amend pre-existing courses without approvals, identify potential areas of change for new courses but needs to obtain approvals before they can be implemented. The Institute can alter the duration and structure of pre-existing and new course but requires approvals from the ministry/department/organisation.					The Institute can amend pre-existing courses, add and design new courses including duration and structure of the course to its training calendar at the institute's discretion.				

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
51	The Institute has the autonomy to engage internal and external stakeholders (including ministries, departments, organisations, private sector parties and citizens) to identify training needs and desired outcomes	The Institute cannot amend or alter planned training outcomes on its own without permission	The Institute can only engage internal stakeholders for discussions on amending training outcomes; it also needs to obtain permissions to alter these.	The Institute can only engage internal stakeholders for discussions on amending training outcomes; it does not need permissions to amend these as it deems fit	The Institute can engage internal stakeholders as well as external stakeholders for discussions on amending training outcomes, but needs to obtain permissions to engage the latter. It does not need permissions to amend training outcomes.	The Institute can engage internal and external stakeholders for discussions and can amend training outcomes as it sees fit
52	The Institute has the autonomy to evaluate and deliver on course quality and measure course standards based on its own benchmarks	The Institute cannot set its own benchmarks for course delivery	The Institute can set its own benchmarks for course delivery and quality evaluation only for non-core courses, and needs to get its proposal approved to deploy these benchmarks	The Institute can set its own benchmarks for course delivery and quality evaluation for core as well as other courses, but needs to get them approved to deploy these benchmarks	The Institute can set its own benchmarks for course delivery and quality evaluation for core as well as other courses. It does not need approval for non-core courses, but does need it for core courses	The Institute has full autonomy to set its own benchmarks for all forms of course delivery and quality evaluation
53	The Institute has the autonomy to undertake corrective or remedial action such as training of trainers if needed	The Institute needs permissions for all corrective or remedial actions	The Institute can identify areas that require remediation but must first procure permission	The Institute can identify areas that require remediation and can undertake actions in some areas	The Institute can identify areas that require remediation and can undertake actions in most but not all areas	The Institute has full autonomy to undertake corrective or remedial actions as it deems fit

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
54	Does the Institute have state of the art Learning Infrastructure (Physical & Virtual resources) to support teaching & learning?	The Institute does not have basic elements of Information Communication Technology (ICT): hardware (computers, scanners, photocopiers, mobile phones, projectors, printers, projectors and broadcasting technologies) and software used for teaching & learning.	The Institute has all basic elements of Information Communication Technology (ICT) - hardware (computers, scanners, mobile phones, printers, projectors and broadcasting technologies) and software but is not accessible to all stakeholders within the institution.	In addition to the basic level ICT infrastructure, the Institute also has state of the art physical resources like air-conditioned learning spaces, technology labs, libraries and other physical spaces to promote extra curricular learning.	The Institute has basic ICT infrastructure as well as state of the art physical spaces to support academic, co-curricular & extra curricular activities. Additionally, the Institute maintains strategic plans for maintaining and updating the infrastructure.	The Institute has basic ICT infrastructure and state of the art physical and virtual learning infrastructure to support learning in all modalities. The Institute also facilitates out-of-hours (beyond classroom / training hours) access to all infrastructure and other technical support.
55	To what extent does the institute maintain and utilize data on the training programmes conducted?	The institute does not maintain any data related to trainees / courses conducted / training programmes.	The institute maintains data pertaining to trainees, courses & training programmes conducted but does not utilize it in any manner.	The institute collates data pertaining to trainees, courses & training programmes conducted and maintains it for reporting purposes only.	The institute collates all data relevant to teaching & learning and conducts quantitative and qualitative data analysis which is also easily accessible to all primary stakeholders (Trainees, Staff & faculty) in the institute. The institute utilizes the data to submit recommendations with respect to civil service officers to the Ministries, Departments and Agencies.	The institute collates all data relevant to teaching & learning and conducts quantitative and qualitative data analysis which is also easily accessible to all primary stakeholders (Trainees, Staff & faculty) in the institute. The institute utilizes the data to submit recommendations with respect to civil service officers to the Ministries, Departments and Agencies.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
56	Does the Institute have performance monitoring and evaluation framework set Key Performance Indicators (KPIs) for employees and staff in line with its future plans through internal assessments?	The Institute administration does not set KPIs for employees and staff.	The Institute administration establishes and follows up on KPIs ahead of time for some (<50%) units and teams. Information on KPIs may be communicated by team leads to employees, but not routinely.	The Institute administration establishes KPIs ahead of time for most (>=50%) units and teams, and uses it to appraise staff performance. This information is not utilised for any further action. Information on KPIs may be communicated by team leads to employees, but not routinely.	The Institute administration establishes KPIs ahead of time for most (50%-75%) units and team, and communicates them appropriately, and uses it to appraise staff performance. This information is utilised for some corrective action to improve performance, but not routinely.	The Institute administration is committed to driving internal excellence; it establishes KPIs ahead of time for most (>=75%) units and team, communicates them appropriately, and uses it to appraise staff performance. This information is regularly (e.g., annually) utilised for undertaking corrective action, performance enhancements, and resource planning.
57	Does the Institute have well-defined mechanisms for digital collection and internal sharing of information (such as training or performance metrics)?	The Institute maintains internal records and information offline/physically.	The Institute maintains some records on digital databases (e.g., finance), but uses ad hoc systems (such as MS Excel) and these databases are not synced across departments or teams, and information is split and siloed.	The Institute maintains some records on digital databases using a unified data analytics and sharing platform, but this maintenance is lagged and not in real time. There is visibility across the Institute to appropriate/approved administrators.	The Institute maintains all internal records on digital databases using a unified data analytics and sharing platform, and updation is regular and swift, such that all information across the Institute is visible in real time to appropriate/approved administrators.	The Institute maintains all internal records on digital databases using a unified platform, and updation is regular and swift, such that all information across the Institute is visible in real time to appropriate/approved administrators.

Pillar	Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
58	Does the Institute have robust mechanisms for timely and regular sharing of information (e.g., on training, resources, requirements, etc.) between stakeholders such as ministries, organisations or other Institutes?	Information is not shared with stakeholders.	Some information is shared internally with stakeholders, but only on an ad hoc basis. There is no structural mechanism to facilitate this process.	There exist set procedures for the regular exchange of information between stakeholders, but these are not routinely followed; information is shared on an ad hoc basis.	There exist set procedures for the regular exchange of information between stakeholders, and these are routinely followed according to set procedures. This information is only retained for record-keeping purposes and does not feed into driving any further actions within the Institute.	There exist set procedures for the regular exchange of information between stakeholders, and these are routinely followed according to set procedures. This information is actively used to make changes or improvements to the Institute as needed.
59	Does the Institute undertake green initiatives inside and outside the campus?	No green initiatives undertaken by the Institute	The Institute implements green initiatives that have a localized impact.	The Institute undertakes green initiatives for reducing energy consumption of the institute through multiple modes. No future targets are defined.	The Institute undertakes green initiatives for reducing energy consumption of the institute through multiple modes with specific pre-defined targets.	In addition to green initiatives undertaken by the Institute, the institute also undertakes initiatives to contribute to sustainability through interventions for the external community. The Institute is GRIHA certified.



CBC

CAPACITY BUILDING COMMISSION

