# Capacity Building Plans
## Approach Paper

August 2024

# Table of Contents

# Executive Summary

## Introduction

Through the National Program for Civil Service Capacity Building (NPCSCB), or Mission Karmayogi, the Government of India aims to re-mould civil servants - who undergird governance and service delivery for India's 140 crore citizens - from *karmacharis* to *karmayogis*. At the heart of this lies the recognition that we need to better capacitate our civil services to achieve the national goal of *Viksit Bharat@2047*.

The Capacity Building Plan (CBP) exercise within each Union Ministry, Department and Organisation (MDO) is a critical exercise to achieve targeted and efficient capacity building of our civil services at the individual and organisational levels. The CBP guides the MDO and its officials to deliver holistic, need-based, and targeted interventions for building the capacities of its civil servants at all levels.

This Approach Paper is designed to comprehensively document the strategic vision for CBPs, and serve as a how-to guide for MDOs.

## Priorities and Purpose of the CBP Exercise

Guided by the priorities of Mission Karmayogi, CBPs are geared towards enhancing civil service performance, actualising *jan bhagidari*, delivering technology-enabled governance, building a future-oriented civil service, and ensuring accountability among civil servants.

In alignment with the competency-based approach outlined by Mission Karmayogi, CBPs will comprehensively identify and document the key behavioural, functional and domain competencies required to perform roles within the MDO, the gaps in competencies required for a role, and the interventions suited to bridge these gaps.

Additionally, CBPs will also document an assessment of organisational capacity needs, such as changes required in the MDO's knowledge management, technology and data, and resources and assets.

## Stages of the CBP Exercise

The sections below outline the stages of the CBP exercise, along with guidance on how to carry out each of the steps.

*Figure 1: Four Stages of the CBP Exercise*



| 1 Pre-Planning | 2 Development | 3 Implementation | 4 Monitoring and Evaluation |
|---|---|---|---|
| Preliminary kick-off meeting | Capacity Needs Analysis (CNA) | Incentives for take-up | Monitoring KPIs |
| CBU creation | Capacity Building Calendar | Learning Hours | Evaluating competency gains |
| CBC-led workshops | Drafting CBP | Multiplicity in learning modes | Evaluating workplace performance |
| | Quality Check | Gathering regular feedback | Evaluating impact on the citizen |
| | Annual Review | | |

**CBP Pre-Planning**

The first stage of the CBP exercise is the pre-planning stage. The main objective of this stage is to bring alignment on the vision and objectives of the CBP exercise, generate buy-in from the MDO's leadership for its priorities, and kickstart the process. This stage consists of a preliminary meeting between the Capacity Building Commission (CBC) and the MDO's senior leadership to introduce the latter to the vision of Mission Karmayogi and the conceptual framework of CBPs, and bring alignment on the MDO's priorities for the CBP exercise and broad allocation of roles and responsibilities among the CBC, MDO leadership, Cadre Controlling Authorities (CCA), training institutions, and other relevant stakeholders. It also includes the creation of the MDO's Capacity Building Unit (CBU) which will be the primary owner of the CBP exercise within the MDO, and a CBC-led workshop for MDOs and relevant stakeholders in the CBP exercise[1].

**CBP Development**

The main objective of this stage is to prepare the two guiding documents for the MDO's capacity building efforts – the CBP and the corresponding Capacity Building Calendar. The first step in the development of the document is conducting a Capacity Needs Analysis (CNA) to identify the competency gaps for each unique position in the MDO, and capacity needs at the organisational level. While currently the competency gaps are being identified by self-reported data from civil servants themselves or assessments of their (demonstrated) competencies by their supervisors, in

---

[1] For further details, please refer to the detailed note on the roles and responsibilities of Capacity Building Units drafted by the Capacity Building Commission.

the future, these gaps should be identified using objective and proctored assessment tools. Once competency gaps and capacity needs have been identified, interventions are scheduled to address them.

The second step within this stage is to prepare an Annual Capacity Building Calendar, and schedule all individual and organisational level interventions and related assessments for the year. The subsequent steps include drafting an actionable CBP, the sections of which have been provided in the Annexure; a quality check of the documents by the CBC; and an annual review by the MDO to capture any new developments in the sector and update these documents.

### *CBP Implementation*

Post the development of the CBP, the next stage is to implement the individual and organisational level interventions and assessments. The main objective of this stage is to ensure the interventions and assessments are being implemented in a timely manner, and collect feedback on how they can be improved in future iterations. It is the CBU's responsibility to ensure timely implementation of the interventions and assessments, and their adequate take up among civil servants. To encourage take-up of interventions and assessments among civil servants, CBUs should ensure multiplicity in the modes of capacity building interventions, and solicit regular feedback from civil servants to understand how they can be improved and made more role-relevant. They should also consider instituting monthly learning hours, and social recognition incentives in their respective MDOs.

### *CBP Monitoring and Evaluation*

Mission Karmayogi enables data-driven goal setting, continuous performance measurement, and real-time monitoring of capacity building undertaken by MDOs. Therefore, the last stage of the exercise is the monitoring and evaluation of the implementation, take-up and impact of the interventions identified in the CBP. Monitoring and evaluation of individual-level interventions should include KPIs pertaining to the implementation of interventions, their take-up among civil servants, and completion rate of corresponding assessments. These metrics should be tracked using the MDO dashboard on iGOT. Access to this dashboard should also be shared with the CBC, Karmayogi Bharat, DoPT and the PM-HRC to enable tracking the progress of the CBP exercise across MDOs and incentivise good performance. For organisational level interventions, it should include determining resource requirements for organisational capacity building interventions identified, ensuring their provisioning, creating milestones for such interventions, setting timelines, and tracking them till completion. Further, the impact of these capacity building interventions on individual competency acquisition, individual and organisational workplace performance, and delivery of goods and services to citizens must be regularly evaluated.

The CBC, along with support from Karmayogi Bharat, will routinely share best practices for each stage of the CBP exercise. Table 1 below details the estimated duration for each step in CBP pre-planning and development. It also specifies the frequency of steps involved in CBP implementation, monitoring and evaluation.

*Table 1: Duration and frequency of conducting the steps of the CBP process*

| Stage | Step | Duration / Frequency* |
|---|---|---|
| Stage 1: Pre-planning | 1.1. Preliminary kick-off meeting | 1 wk |
| | 1.2. CBU creation & responsibilities | 1-2 wks |
| | 1.3. CBC-led workshops | 2-4 wks |
| Stage 2: Development | 2.1. Capacity Needs Analysis | 8-12 wks |
| | 2.2. Capacity Building Calendar | 1-3 wks |
| | 2.3. Drafting the CBP | 2-3 wks |
| | 2.4. Quality check process | 2-4 wks |
| | 2.5. Annual review | 2-4 wks |
| Stage 3: Implementation | All Measures | Continuous after the CBP development stage is complete |
| Stage 4: Monitoring and Evaluation | Monitoring KPIs | Monthly |
| | Evaluating competency gains | After every intervention |
| | Evaluating workplace performance | Annually |
| | Evaluating impact on the citizen | Annually |

*The durations recommended above for the steps in the CBP process may be subject to change based on contextual factors such as the size of an MDO, level of granularity for undertaking the CNA, etc.*

## Conclusion

In our journey towards *Viksit Bharat*, it is crucial to ensure that our civil servants are well-capacitated. Capacity Building Plans are an integral element in how Mission Karmayogi reimagines the execution of civil service capacity building in India. Targeted identification and provisioning of capacity building efforts at the individual and organisational levels will ensure that each official and organisation within the government is effective in fulfilling national priorities and enhancing the lives of India's citizens.

# 1. Introduction to Mission Karmayogi

Launched in 2020, the National Program for Civil Service Capacity Building (NPCSCB), or Mission Karmayogi, is the Government of India's flagship program to transform the capabilities of the backbone of India's policy and programme design and implementation machinery – its civil servants. At its heart, the program imagines three key transitions at the individual and organisational and institutional levels. First, at the individual level, the program imagines a transition of our civil servants from *karmacharis* i.e. individuals who simply follow rules to *karmayogis* i.e. individuals who are imbued with a spirit of service and are motivated, equipped and empowered to design and execute policies to best serve the citizens. Second, at the organisational level, it aims for each Ministry, Department and Organisation (MDO) at the central, state and local government levels to consciously and proactively work towards achieving the aim of *Viksit Bharat*. Third, at the institutional level, the program endeavours to facilitate a transition from rule-to-role based human resource management system within the government. This would mean moving away from a tenure-based system of postings and promotions towards one that systematically aims to identify and assign the right person for the right role at the right time.

Key guiding principles of Mission Karmayogi include (i) democratising and enabling continuous lifelong opportunities for civil servants; (ii) linking capacity building efforts of civil servants with their professional trajectories and goals of their MDOs; (iii) establishing objective and comprehensive evaluation systems for performance of civil servants; and (iv) de-siloisation across different members and organisations within the government machinery. Together, these principles guide the program towards equipping each civil servant with the means, motivations, and opportunities to continuously build their capabilities and deploy them in the service of the nation.

# 2. Institutional Framework of Mission Karmayogi

The transformation of the capacity building and human resources management landscape of the civil service requires coordinated effort across all MDOs of the government. Mission Karmayogi has entrusted four key organisations to lead the program and bring about this transformation:

I. **Prime Minister's Human Resource Council (PM-HRC):** This is the apex body responsible for approving the National Capacity Building Plan, reviewing and providing guidance on reports by other organisations, and overseeing all human resources (HR) reforms under Mission Karmayogi.

II. **Cabinet Secretariat Coordination Unit (CSCU):** Hosted within the Cabinet Secretariat and headed by the Cabinet Secretary, this is the body responsible for ensuring alignment among all stakeholders, and adoption of Capacity Building Plans among all MDOs of the Union Government.

III. **Capacity Building Commission (CBC):** Constituted as an independent commission with full executive powers in 2021, this body is the custodian of the civil services capacity building ecosystem of the country. Its primary responsibility is to create optimal learning opportunities for each civil servant, and build an agile and future-ready civil service. The mandate of the Capacity Building Commission encompasses designing a uniform approach

to civil service capacity building across all training institutes, Cadre Controlling Authorities (CCAs), and MDOs within the government.

IV. **Karmayogi Bharat:** Established as a Special Purpose Vehicle in 2022, the primary responsibility of this body is to operationalise the Integrated Government Online Training-Karmayogi (iGOT Karmayogi) platform. iGOT Karmayogi is an online learning platform that seeks to establish a robust digital ecosystem enabling continuous anytime-anywhere learning for civil servants.

## 3. The Role of Capacity Building Plans in Enhancing Civil Service Capabilities and Performance

To identify and assign the right person for the right role, Mission Karmayogi relies on a goal-oriented, competency-based approach towards capacity building, performance management, and human resource management in the government. Competencies refer to the attitudes, skills, and knowledge that enable civil servants to perform their roles successfully. They are divided into three categories: domain, functional and behavioural competencies[2]. A competency-based approach entails identifying the competencies across the three categories required by government officials to perform their roles within the government well; analysing the gaps in competencies required for a role and those demonstrated by civil servants performing those roles; providing them with the opportunities to bridge these competency gaps; and matching the competencies demonstrated by individual civil servants and those required at different positions to assign the right person to the right role at the right time.

*Figure 2: Steps Involved in a Competency-based Approach to Capacity Building*



| Identifying competencies required | Analysing gaps in competencies | Providing opportunities to bridge competency gaps | Appointing the right person to the right role at the right time, based on competencies |
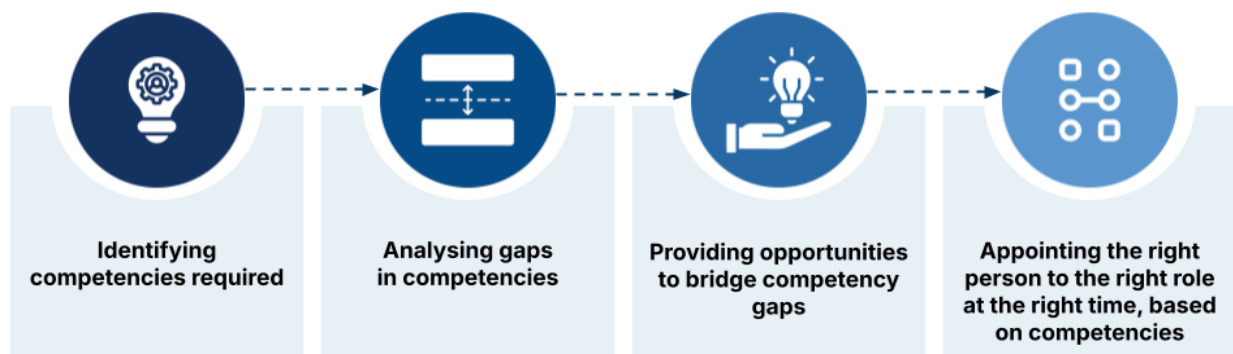
Capacity Building Plans (CBPs) document the competencies needed for different roles in an MDO, the competency gaps and capacity needs at the individual and organisational levels, and the targeted interventions to bridge these gaps. Here, by individual level we refer to identifying the key roles, activities and competencies needed for each unique position in the MDO. CBPs are envisioned to be comprehensive documents guiding capacity building efforts of the MDO, and are

---

[2] Domain competencies refer to specialised knowledge, skills, and abilities applicable to a specific sector or position within an MDO; functional competencies are cross-cutting skills required to perform effectively in various roles across the government; behavioural competencies describe the values and behaviours that enable effective performance.

essential to institutionalising the aforementioned competency-based approach within the government. These can enable the achievement of five key objectives to foster improved government performance and service delivery, outlined in Figure 3.

*Figure 3: Five Key Objectives to Foster Improved Government Performance and Service Delivery*

**1** To document the **key roles, activities and competencies** required for each position in the MDO

**2** To identify the **competency gaps** for individual civil servants across positions

**3** In addition to the individual level, identify capacity building needs at the **organisational level**

**4** To design **targeted capacity building** – training and non-training – and **organisational interventions** to address the capacity needs and competency gaps identified

**5** To continuously **measure competency acquisition** and **performance improvement** enabled as a result of the interventions

By identifying the competencies needed for each role within the Union Government, those demonstrated by civil servants, and the associated competency gaps, CBPs will bring about targeted and impactful capacity building.

## 4. Priorities of Capacity Building Plans

CBPs are a key instrument to achieving Mission Karmayogi's vision of a well-performing civil service. They will fulfil this vision in the following ways:

*Figure 4: Five Priorities of Capacity Building Plans*

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Enhancing Civil Service Performance | Actualising Jan Bhagidari | Delivering Technology Enabled Governance | Building a Future-Oriented Civil Service | Ensuring Accountability |

## Enhancing Civil Service Performance

For governance to improve the lives of India's 144 crore citizens, every Ministry, Department and Organisation, and every civil servant working within these MDOs should perform their allocated roles effectively. At the MDO level, it is crucial to determine the organisation's contributions to achieving the national goal of *Viksit Bharat*.

In their CBPs, each MDO must document its vision, mission, goals and objectives for a 3-5 year period. To account for changing requirements, these CBPs will be subject to an annual review and revision exercise. The goals outlined by the MDO should then cascade into position-level goals for each civil servant. To achieve their position-assigned goals, civil servants will need to acquire and demonstrate specific competencies. The CBP of the MDO should identify and document the behavioural, functional and domain competencies required by civil servants in each unique position to effectively perform their role within the MDO.

The Karmayogi Competency Model (KCM) outlines a comprehensive set of functional and behavioural competencies that are required to perform successfully within the government. These competencies enable the civil servant to imbibe the four *gunas* critical for every civil servant - *Svadhyaya* (self), *Sahakaryata* (team), *Rajyakarma* (system), and *Svadharma* (citizen) - to become a *Karmayogi*. MDOs should use the KCM to identify the behavioural and functional competencies needed for their civil servants. In addition, domain competencies should be articulated by MDOs in consultation with CCAs and the CBC.

Once the competencies required for each role have been identified, civil servants should be assessed on whether they possess the competencies required for their roles and any existing competency gaps should be documented in the MDO's CBP. Identifying the position-based and organisational gaps, and designing interventions to bridge these gaps is the primary goal of the CBP exercise.

## Actualising Jan Bhagidari

In alignment with Hon'ble Prime Minister's call for *Jan Bhagidari* i.e. delivering a partnership model of governance in which citizens are involved as equal partners, CBPs must list steps taken by the MDO to actualise this model of governance at the organisational and individual levels.

Actualising *Jan Bhagidari* has two components. First, at the organisational level, the MDO must design policies, programmes and interventions in consultation with relevant citizen stakeholders, solicit their feedback, and centre their experiences in implementation and monitoring exercises. The MDO's CBP should reflect the steps they will be taking for making their organisation more citizen centric. Some potential steps include investing in platforms to facilitate regular citizen engagement to make concrete the idea of *Jan Bhagidari*; and evaluating their schemes and programmes along the dimensions of transparency, participation, accountability, responsiveness,

and continuous improvement. The CBC's Citizen Centricity Toolkit offers MDOs a structured and data-driven basis to evaluate and improve the citizen-centricity of their schemes[3].

Second, every civil servant should imbibe a mindset of citizen centricity, even if they do not directly interface with citizens in their role. For the individual civil servant, the KCM specifies several citizen-oriented competencies. These relate to themes of design thinking, citizen partnering and collaboration, and political, economic, social and technological consciousness. Each MDO's CBP should identify and document the list of such competencies required for each position holder, and design capacity building interventions to augment these competencies. Examples of such interventions include accessing iGOT courses, case studies on Amrit Gyan Kosh, hosting panel discussions with relevant citizen stakeholders, and instituting immersive learning programmes to facilitate learning about and from citizens regarding their aspirations and concerns. Leveraging these tools and practices that create spaces for citizen-government interactions will enable the civil service to forge citizen partnerships and ensure citizen-centricity in public service delivery.

## Delivering Technology-Enabled Governance

The pace of technological innovation over the past decade has been unprecedented. Emerging technologies present both new opportunities to the government to make its processes more efficient, and challenges to its regulatory functions. By adopting emerging technologies, the government can build its capabilities to improve service delivery and reach out to more citizens. The CBP exercise is key in identifying the potential use-cases of technologies in each MDO, and the individual and organisational level interventions required to build the capacities of civil servants to understand and leverage these in their tasks.

## Building a Future-Oriented Civil Service

A future-oriented civil service has an eye towards the future. Such a civil service is equipped to anticipate and build capacities and capabilities for the future, and enable the nation to mitigate challenges and leverage emerging social, economic, geopolitical and technological opportunities. Building such a service requires capacitating civil servants to navigate ambiguity, show resilience in the face of unexpected changes, and act decisively when they need to respond rapidly.

Capacity Building Units (CBUs) in each MDO should stay abreast of developments in the field, and ensure the CBPs are revised on the basis of these developments. The role of CBUs within MDOs should extend beyond the implementation of the identified capacity building needs and interventions, and include integrating with policy and research divisions within (or affiliated with) the MDO to determine cross-cutting sectoral needs that are benchmarked to global demands. CBUs must become the identifiers of future needs, tools, and frameworks – with the CBC serving as a knowledge partner – required to bridge gaps and enable capacity building provision on these

---

[3] Created by the Capacity Building Commission, the Citizen Centricity Toolkit captures the intent and measures adopted by an MDO to plan, design, and implement governance initiatives by adopting integral instruments of citizen-centricity - transparency, participation, accountability, responsiveness and continuous improvement - as well as the associated outcomes that ensure maximum citizen delight through improved quality of life.

frontiers. Based on this research, the CBPs should be updated annually to reflect developments in the field and the competencies needed by civil servants to capitalise on emerging opportunities and overcome challenges.

**Ensuring Accountability**

For civil servants, accountability operates at multiple levels – accountability towards their own capacity building, towards their performance, towards their organisations, and towards the citizens they seek to serve through their work. While cultivating and ensuring accountability across all these levels requires a larger effort, CBPs are an important tool in creating the preconditions to facilitate accountability in civil servants for their own learning and growth. CBPs will document the information and resources an individual civil servant needs to take charge of their own capacity building and develop the competencies required to perform their roles well.

## 5. Stages of Capacity Building Plans

Each MDO should go through the following four stages to make their CBP effective: (1) pre-planning, (2) development, (3) implementation, and (4) monitoring and evaluation. The CBC has detailed a set of steps that need to be followed throughout this process, and outlined outputs expected from each step and the role of the CBC. Further details on each step are provided in the sections below.

### Stage 1: CBP Pre-Planning

The first stage in the CBP process is pre-planning, which consists of all the steps that are to be taken in preparation for the subsequent CBP development and implementation processes. Figure 5 summarises the key steps in this process.

*Figure 5: Overview of CBP Pre-Planning Process*



Preliminary kick-off meeting with MDO and CBC → CBU creation and responsibilities → CBC-led workshops for stakeholders

### Step 1.1: Preliminary meeting between the MDO leadership and the CBC

As the first step, a joint kick-off meeting will be convened between the CBC and the MDO's senior leadership. The participants of this meeting will include the Secretary, Additional Secretaries, Joint

Secretaries, CEOs, Director-Generals, etc. The Minister of the MDO and the senior leadership of the training institutions associated with the MDO should also be invited to the meeting and may attend based on their availability.

The meeting should cover the following topics:

- Introducing Mission Karmayogi and the CBP conceptual framework
- Aligning on and documenting the priorities of the MDO for the CBP exercise. This will be based on focus areas of the MDO's programmes/schemes, emerging sectoral trends, and its goals vis-à-vis national priorities of the Government of India
- Discussing the broad allocation of responsibilities between the MDO leadership, the CBC and other relevant stakeholders such as CCAs, training institutions, and consulting organisations
- Identifying members of the MDO's CBU

**Expected output**: Minutes of the meeting that clearly capture the vision of the senior leadership for the CBP, and initiation of the constitution of the CBU that will drive this effort.

**Role of CBC**: Scheduling the meeting and inviting relevant MDO leaders, facilitating the discussion, and ensuring a thorough understanding of Mission Karmayogi and CBPs among all stakeholders.

## Step 1.2: Creation of the CBU and laying out responsibilities

The next step will be the creation of a Capacity Building Unit within each MDO. The CBU will drive all the processes required to build capacity within the MDO including the creation and implementation of the CBP. A guiding document for the CBUs has been prepared by the CBC which details the composition, roles and responsibilities, and operations of the CBU.

The following are guidelines to follow in constituting the CBU:

- The CBU should be chaired by an Additional Secretary or the Joint Secretary (Administration) of the MDO. The CBU head will then nominate personnel they deem suitable, based on the size and requirements of the MDO, to become CBU members.
- The Joint Secretary of each department or cluster of departments must be a member of the CBU.
- At least one member of the MDO's Administration Team must be a member of the CBU.
- The CBU should comprise of at least one Under Secretary and one Section Officer, with preference given to those in the Training, HR, or Administration sections.
- The CBU should include the Director (Training) or equivalent, or Administrative Officer(s) of the MDO's nodal training institutes.
- A representative of the department's own or empanelled training institutes should belong to the CBU, who will facilitate the design, course facilitation, logistics, etc. for the training.

A nodal officer will be appointed from within the CBU who will be responsible for ensuring seamless communication and collaboration within the CBU, and coordinating with the CBC and other stakeholders for effective implementation of capacity building programmes.

The CBUs are the primary owners of the CBP exercise in their respective MDOs and will lead three of the four stages, specifically the development, implementation, and monitoring and evaluation. Once constituted, the CBU will conduct periodic team meetings and presentations with updates on the capacity building efforts to the MDO leadership. Annexure 1 provides a suggestive design and agenda for the meetings, and a template for recording meeting minutes. The addition of Karma Points on iGOT for membership and active participation in the CBU should be explored.

In addition to apprising MDO leadership of their progress, CBUs should regularly communicate progress on their key responsibilities and any other efforts towards capacity building in their respective MDOs with the CBC. In addition, they should oversee that the Programme Coordinator - wherever assigned to the MDO by the CBC - delivers on their assigned mandate. The Programme Coordinator's mandate includes supporting the process of CBP development, and assisting the MDO with CBP implementation, monitoring and evaluation.

**Expected output**: Order issued by the MDO formally constituting the CBU with details of its members and nodal officer.

**Role of CBC**: Ensuring that the CBU is constituted as per the guidelines mentioned, and that the CBU members are onboarded onto their roles and responsibilities.

## Step 1.3: CBC-led workshops for MDOs and relevant stakeholders[4]

The CBC should conduct workshops with stakeholders involved in the CBP development process covering the following agenda:

- Outlining the vision for Mission Karmayogi, and the role of the CBP exercise in civil service capacity building
- Sharing a clear division of responsibilities among the CBU, CBC, and other relevant stakeholders
- Discussing frequent challenges that have emerged in the first cycle of CBP development and implementation, and ways to navigate these challenges
- Discussing the quality parameters assessed, templates to be used, and other guidance on elements that constitute an adequate CBP

**Expected output**: Workshops with groups of stakeholders involved in the CBP development process.

**Role of CBC**: Designing and leading the workshop with a suitable presentation covering the shared agenda and frequently asked questions.

---

[4] Other stakeholders include CCAs, training institutions, and consulting organisations hired, if applicable

## Stage 2: CBP Development

After the pre-planning stage is completed, the CBU should initiate the process of developing CBP. This involves various steps leading up to the final CBP output, which are summarised in Figure 6 below.

*Figure 6: Overview of CBP Development Process*



Conducting a **Capacity Needs Analysis (CNA)** → Preparing a **Capacity Building Calendar** → **Drafting** an accessible and actionable CBP → **Quality check** process by CBC → **Annual review**

## Step 2.1: Capacity Needs Analysis (CNA)

The development of a CBP will begin with a Capacity Needs Analysis (CNA). This will capture both competency gaps of officials and collective organisational capacity needs of the MDO.

## Step 2.1a: CNA for capacity building of officials

The CNA for capacity building of officials involves steps in identifying competency gaps that currently exist and identifying corresponding capacity building interventions to bridge these gaps. This identification process can be undertaken at different levels within the MDO. At the most granular level, competencies and interventions are identified for each unique position in the MDO. Alternatively, they can be identified at the position level, the division-position level, or any other clusters of positions across the MDO.

The CNA for capacity building needs for officials involves five steps:

1. Listing the positions across the MDO.
2. Identifying roles and activities that each position is expected to perform to achieve the goals of the MDO.
3. Identifying competencies required to perform each activity which will be reflected in the relevant officials' Karmayogi *manchitras*.
4. Identifying competency gaps, which refer to the difference between the competencies required for a role and those that an official possesses. These competency gaps should be reflected in the officials' competency passbooks.
5. Identifying the capacity building interventions that each position or individual should access to address each competency gap.

Step 1 from the above should be carried out by the CBU using the MDO's organogram or internal staff records. In conducting steps 2 to 4, the CBU team must consult with the MDO's staff to gather

information regarding the type of competencies required and gaps that exist across various divisions and hierarchical levels of the MDO. This may take the form of physical or digital surveys, interviews, focus group discussions, or workshops - Annexure 2 provides an illustrative questionnaire that can be used for these consultations. The CBC team will also share the Karmayogi Competency Model which includes a standardised list of behavioural and functional competencies for civil servants, with MDOs at the beginning of the CBP exercise.

Due to limitations in competency gap identification through self-reporting and observation by supervisors, step 4 will require MDO staff to complete competency assessments. These assessments provide a more data-driven and reliable method to measure competency gaps. In the medium term (6 to 18 months), competency gap identification can be conducted through anonymised, sample-based assessments which can be aggregated at the required level, such as the position level. In the longer term (within 3 years), competency gaps and corresponding capacity building plans should be identified for each unique position in the MDO.

In identifying competency gaps, as set out in step 4 (whether through self-reporting, observation by supervisors, or competency assessments), each individual covered in the data collection process should be assigned to one of three categories corresponding to different weights specified below. The criterion for allocation between categories is shown in Table 2.

*Table 2: Categorisation of Competency Gaps for Individuals Covered in the CNA*

| Category | Weight | Criterion |
|---|---|---|
| A | 0 | Minimal or no gap in competency identified; capacity building not required in the near future |
| B | 1 | Slight gap in competency identified; capacity building required but at a refresher level, if available |
| C | 2 | Considerable gap in competency identified; capacity building required in-depth or on priority |

Once each official represented in the CNA is assigned a category (A, B or C) for each competency identified, a weighted score will be calculated for each competency for each position or cluster of positions, based on the level at which the CNA is being conducted. A prioritisation of competencies can then be formed - competencies with higher scores may be accorded a higher priority in addressing competency gaps.

*Illustrative example*: Suppose an MDO is conducting the CNA at the division-position level, and there are three Assistant Section Officers (X, Y, and Z) in the General Administration Section. Tables 3 and 4 highlight how weighted scores for each competency can be calculated based on individual categorisation.

*Table 3: Individual competency gap categorisation*

| Competency | Employees | | |
|---|---|---|---|
| | X | Y | Z |
| Cabinet Note Writing | A | C | B |
| Scheme/Program Design | C | C | B |
| Data Analysis and Visualisation | C | B | B |

*Table 4: Calculation of scores for competency gap prioritisation*

| Competency | A | B | C | Weighted Score Calculation |
|---|---|---|---|---|
| Cabinet Note Writing | 1 | 1 | 1 | $1x0 + 1x1 + 1x2$ = 3 |
| Scheme/Program Design | 0 | 1 | 2 | $0x0 + 1x1 + 2x2$ = 5 |
| Data Analysis and Visualisation | 0 | 2 | 1 | $0x0 + 2x1 + 1x2$ = 4 |

Through this calculation, Scheme/Program Design is identified as having the largest gap in competency among ASOs in the General Administration Section, and can be prioritised for earlier implementation. This is followed by Data Analysis and Visualisation, and Cabinet Note Writing. This process can be followed for all identified competencies across all division-positions in the MDO.

Interventions such as iGOT courses required to bridge these competency gaps will be identified in a collaborative manner by the CBU, CBC and Karmayogi Bharat teams along with any other relevant stakeholders. Identification of competency gaps for positions across MDOs will also be useful in providing information on courses required for building the capacities of civil servants, and these courses can then be developed by Karmayogi Bharat, Civil Service Training Institutes, MDOs and other stakeholders in consultation with the CBC.

**Expected output**: A comprehensive outline of different positions in the organisation mapped to the activities performed by position-holders, competencies required to perform them well, competency gaps identified, and capacity building interventions recommended to bridge identified gaps. Table 5a provides a template for this output, while Table 5b provides an illustrative example for one activity performed.

**Role of CBC**: Providing guidance where necessary, and ensuring high quality of CNA based on a quality check process described in Step 2.4 discussed below.

*Table 5a: Training and non-training interventions template*

| Department/ | Position | Role | Activities | Competencies | Type | Interventions | Timeline |
|---|---|---|---|---|---|---|---|

| Division/ Wing | | | performed | required (colour-coded based on competency gaps) | | identified | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |

*Table 5b: Illustrative example*

| Department/ Division/ Wing | Position | Role | Activities performed | Competencies required (colour-coded based on competency gaps) | Type | Interventions identified | Timeline |
|---|---|---|---|---|---|---|---|
| Homeopathy Section | Joint Secretary | Dealing with matters and functioning of Homeopathic Medical College | Leading meetings and presentations with the college board | Knowledge of AYUSH system of medicine | D | | |
| | | | | Knowledge of Acts related to Homeopathic Education | D | | |
| | | | | **Working with MS Office** | F | Excel advanced, PowerPoint advanced, Programme on IT Skills, Word advanced (iGOT) | 0-6 months |
| | | | | Giving and receiving feedback | F | | |
| | | | | **Strategic thinking** | B | Strategic thinking (iGOT) | 6-9 months |
| | | | | **Communication skills** | B | Effective Communication (iGOT) | 3-6 months |

***Note:*** *D, F, and B stand for domain, functional, and behavioural competencies, respectively. There may be replications in the mapping of activities to competencies, and competencies to interventions.*
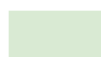
| | |
|---|---|
| | *Weighted score lies between 0 to 4; no or minimal competency gap identified for the position* |
| | *Weighted score lies between 4 to 8; slight competency gap identified for the position, intervention due in the near future* |

*Weighted score lies above 8; considerable competency gap identified for the position, intervention due immediately*

## Step 2.1b: CNA for organisational capacity building

To ensure a comprehensive approach to capacity building, it is crucial for MDOs to make dedicated efforts towards identifying organisational capacity building needs and investing in interventions to fulfil them. Investing in these organisational-level interventions will help address a wider range of constraints civil servants face while performing their roles consequently, will improve their ability to provide effective service delivery to citizens. To gauge capacity needs at the organisational level, each department/division/wing of the MDO will need to be assessed on the basis of aspects, including but not limited to:

- Knowledge Management
- Technology and Data
- Systems and Processes
- Resources and Assets
- Partnerships and Relationships
- Personnel Management

As described earlier, the CBU will consult with the MDO's staff through physical or digital surveys, interviews, focus group discussions, or workshops. In these consultations, the CBU will also gather information regarding the type of capacity gaps that exist at the organisational level. Where required, members of the CBU should carry out a root-cause analysis to identify barriers to effective functioning and deduce capacity gaps accordingly.

**Expected output**: A mapping of the organisational capacity building initiatives required in different departments/divisions/wings of the MDO to the type of intervention identified, estimated resource requirements from the MDO, costs, and timelines. Tables 6a and 6b below provide an outline and illustrative example of this mapping.

**Role of CBC**: Providing guidance where necessary.

*Table 6a: Organisational interventions template*

| Department/ Division/ Wing | Capacity required | Dimension | Intervention | Resources required | Estimated cost | Timeline |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

*Table 6b: Illustrative example*

| Department/ Division/ Wing | Capacity required | Dimension | Intervention | Resources required | Estimated cost | Timeline |
|---|---|---|---|---|---|---|
| Vigilance | Ability to simultaneously collaborate on documents | Technology and Data | Instituting online collaboration tools | 10 master trainers | TBD | 3 months (including training officials to use the tools) |

During the CBP development process, consultations with the following entities may be carried out in determining the relevant interventions and their modes of provision, potential capacity building partners, and soliciting support in related areas:

- Training institutions associated with the MDO
- Other government training institutions
- Karmayogi Bharat and the iGOT Karmayogi platform
- Universities and other academic institutes from and outside India
- Central and State Public Sector Undertakings/Enterprises
- Partner training institutions outside India
- Private sector organisations from and outside India
- Multilateral organisations
- Knowledge Partners of CBC

## Step 2.2a: Preparing a Capacity Building Calendar listing all individual and organisational interventions scheduled

After the identification of competencies, gaps, and corresponding interventions, the next step would be to create a Capacity Building Calendar.

This calendar will list the capacity building and organisational interventions to be implemented to address the capacity gaps identified at the unique position and organisational levels of the MDO, along with the timelines for implementation.

Further, the Capacity Building Calendar will list the specific steps required to operationalise the CBP. It will clearly outline the objectives of the capacity building interventions as well as indicative logistical details of the same. The precise logistical details (such as the capacity building partners, timelines, duration, budgets, venue, mode and officials involved) may be determined at a later point, when the capacity building interventions are scheduled to take place. To observe the progress in demonstrated competencies, the calendar will also include details on the timelines and forms of competency assessments.

The CBU will be responsible for developing the Capacity Building Calendar and ensuring that it is followed by all divisions of the MDO. The CBU will also ensure an adequate allocation of resources

(monetary, material, and others) required for the implementation of the capacity building interventions.

**Expected output**: Individual and Organisational Capacity Building Calendars, as outlined in Tables 7 and 8, respectively.

**Role of CBC**: Ensuring that the calendars are comprehensive across all capacity gaps identified, feasible to implement, and include indicative logistical details.

*Table 7: Individual Capacity Building Calendar*

| S.No. | Intervention | Position of participants | Capacity building format | Capacity building provider | Content | Timeline |
|-------|-------------|-------------------------|-------------------------|---------------------------|---------|----------|
|       |             |                         |                         |                           |         |          |

*Table 8: Organisational Capacity Building Calendar*

| S.No. | Intervention | Department/ Division/ Wing involved | Content/Format | Timeline |
|-------|-------------|-------------------------------------|----------------|----------|
|       |             |                                     |                |          |

## Step 2.2b: Listing current capacity building mechanisms in the MDO and streamlining efforts

For MDOs with existent capacity building efforts being led by multiple units such as the CBU and MDO-specific training units (such as PRIDE and CTIs), the MDO should bring in synergy in the efforts of different units to ensure efficient use of resources. All capacity building interventions designed and implemented by different units should be mapped onto the same Capacity Building Calendar.

## Step 2.3: Drafting an accessible and actionable CBP

This step involves the final drafting of the CBP by the CBU team, with support from other relevant stakeholders based on inputs from the previous steps. The main output should be an accessible and actionable document covering the broad sections and components detailed in Annexure 7. Individual CBPs should also be made available on each civil servant's MyiGOT account.

**Expected output**: A concise CBP draft covering all major sections highlighted.

**Role of CBC**: Ensuring adherence to the stipulated CBP structure.

## Step 2.4: Quality check process by the CBC

After the drafting process, the CBP will be reviewed by the CBC. This review will aim to ensure that the proposed interventions are aligned with the core principles underpinning Mission Karmayogi, and priorities and levels of CBPs as described in Section 4. Additionally, there will be checks to assess the quality of how various steps in the CBP development process were conducted. The CBPs will be reviewed and scored based on a set of quality parameters. These include the relevance of competencies and interventions identified, the comprehensiveness of CNA across

positions, and adherence to the standardised frameworks for competencies. Annexure 4 lists these quality parameters in detail and provides a rubric for scoring.

On completion of this review process, the CBU of the respective MDO should revise the CBP. This revision should take place with support from the CBC, based on their feedback and recommendations. The CBU should share the updated draft with the CBC for any further guidance.

**Expected output**: A final Capacity Building Plan that is validated by relevant members of MDO leadership,the CBC, and other relevant stakeholders, and is ready to implement.

**Role of CBC**: Providing preliminary scores on quality check parameters and recommendations for the CBU.

## Step 2.5: Annual review of CBP

While the comprehensive steps in CBP development will take place with each iteration of the CBP every 3 to 5 years, there should be an annual review of the CBPs developed. In this review, the CBU should assess the need for introducing or modifying the competencies identified and prioritised - along with the corresponding interventions - based on the perceived usefulness of implementation, current and anticipated trends in the sector or the MDO, newer course availability, and national and MDO priorities. The CBU can reconduct the CNA with a small set of officials to assess the competencies and interventions that require modification.

**Expected output**: A revised Capacity Building Calendar with changes and additions highlighted.

**Role of CBC**: Ensuring a timely and comprehensive annual review of the CBP.

## Stage 3: CBP Implementation

After the development of the CBP, the CBU should assume responsibility for ensuring that the implementation of the interventions and assessments for the corresponding competencies are taking place as planned in the Capacity Building Calendar.

As mentioned earlier, the CBU will conduct periodic team meetings and presentations to the MDO leadership. These meetings will continue through the implementation stage as well, to discuss updates, progress, and next steps among team members to drive implementation.

To help increase the take-up of capacity building interventions, the CBUs should institute various measures, including incentives for take-up, learning hours, multiplicity in capacity building modes, and incorporating feedback from learners. These measures are further described in the next few subsections.

*Figure 7: Measures to enhance CBP implementation*
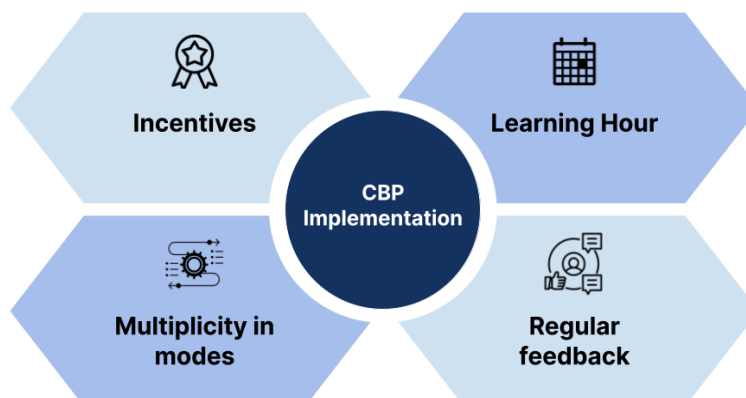


## Instituting incentives to encourage take-up of interventions

Course completions and assessment results for the capacity building interventions identified within the CBPs to be delivered through iGOT will be reflected in the officials' competency passbooks. Karma Points are awarded to officials for course enrollment, course completion, timely completion, and assessment completion; hence, officials who demonstrate high take-up of and timeliness in CBP courses will accumulate more Karma points. Well-performing officials will also be showcased on the MDO-specific User Leaderboard on iGOT. Updates to the competency passbook, Karma Points, and social recognition through the User Leaderboards will incentivise iGOT course completion.

The CBU should encourage and enable the senior leadership of the MDO to position themselves as exemplars through timely completion of their identified courses, and by sharing experiences, learnings, and milestones with their supervisees.

The CBU should also introduce social recognition approaches where officials are acknowledged for completing courses. This may take the form of acknowledgements and certificates which are shared on internal communication platforms and WhatsApp groups.

In line with the objectives of Mission Karmayogi to improve the performance of civil servants, the MDOs will introduce workplace performance measurement strategies and measures to monitor data on the demonstration of acquired competencies required across roles and activities. Data sources for these should include e-Office, e-HRMS, MIS, workflow systems, and 360 degree feedback. Providing visibility on competency acquisition and workplace performance will provide an incentive structure to motivate officials to complete courses that contribute to their professional development.

**Role of CBC**: Providing high-level guidance and support to the CBUs and MDOs in ensuring that workplace performance measurement is undertaken comprehensively, and enables tracking the acquisition and demonstration of competencies by MDO officials. The CBC will also identify,

collate, and share a list of best practices instituted by various MDOs which can then be institutionalised across others.

## Instituting monthly learning hours

The CBU can block a monthly slot for officials across the MDO that is dedicated to learning. The timing of the learning hour can be staggered department-wise. This approach will ensure that teams can avoid scheduling conflicting responsibilities, and reinforces capacity building as an MDO priority.

The CBC has developed a concept note detailing the design, roles and responsibilities, and strategies to operationalise learning hours in MDOs. This guidance can be further customised based on the training and non-training requirements of MDOs. It can also be extended to involve iGOT course completion for officials.

**Role of CBC**: Ensuring alignment of learning hours with the concept note mentioned above, and providing support in gauging the customisation required based on MDO requirements.

## Ensuring multiplicity in the modes of capacity building interventions

Engagement with and efficacy of capacity building is higher when a diversity of methods is employed. Hence, the CBP exercise should identify and implement a range of training and non-training methods, suitable for content delivery and skill building. These should include online courses on iGOT, in-person training sessions, and immersion visits.

**Role of CBC**: Monitoring the interventions being initiated and ensuring implementation of a range of intervention modes.

## Gathering regular feedback

Throughout the implementation process, the CBU should gather regular feedback from officials across divisions and positions about the quality and usefulness of interventions, the relevance of competency assessments, and potential impact realised on individual and organisational capacity. This feedback should be used to guide further implementation.

**Role of CBC**: Providing high-level knowledge support for the feedback collection process, including identifying the areas for feedback and the respondent categories.

## Stage 4: CBP Monitoring and Evaluation

## Monitoring

Mission Karmayogi has been designed to enable data-driven goal setting, continuous performance measurement, and real-time monitoring of capacity building interventions undertaken by MDOs. The implementation of CBPs should also be accompanied by the identification of Key Performance Indicators (KPIs) within MDOs. Monitoring of capacity building will encompass both capacity

building and organisational interventions. [Annexure 5](#) provides a list of suggestive KPIs for tracking implementation of both types of interventions.

Additionally, monitoring of organisational interventions will include creating milestones for these interventions where applicable and tracking them to completion. An example of such an intervention would be an HR audit. Each step of the audit - such as reviewing current HR policies, collection of data, provision of feedback and creation of action plans - will be a milestone that will be monitored by the CBU.

The performance of all MDOs vis-à-vis the KPIs will be reflected in the MDO dashboard on iGOT. Along with the MDO leadership, access to this dashboard will be also shared with the CBC, Karmayogi Bharat, DoPT and the PM-HRC. These stakeholders will be able leverage the MDO dashboards to track individual learning journeys, the progress of the CBP exercise across MDOs, and incentivise good performance at the individual and organisational levels. Additionally, the progress of MDOs in the implementation of their respective CBPs will be covered in the Annual Report of the CBC. Furthermore, MDOs that show high adherence to the implementation of their CBPs will be highlighted on iGOT's Wall of Fame.

**Role of CBC**: MDOs should share the progress of CBP creation and implementation with the CBC through a dedicated dashboard. This will enable the CBC to augment the CBP exercise by providing MDO-specific and targeted support.

## Evaluation

At the end of the implementation of each CBP iteration, the CBU will work with the CBC to carry out an evaluation of the effectiveness of all capacity building interventions under the CBP. The impact of CBPs should be measured at three stages:

- **Competency gains:** Assessments at the end of each intervention should measure the immediate knowledge gains, determining if participants built the desired skills and competencies.
- **Workplace performance:** Individual-level workplace performance should be measured to understand whether competency acquisition is translating into practice. Data sources for these should include e-Office, e-HRMS, MIS, workflow systems, and 360 degree feedback.
- **Impact on the citizen:** As outlined in CBC's Citizen Centricity Toolkit, the aspects on the demand-side of public service delivery - citizen experience, perception, and feedback surveys - should be used to measure civil servants' performance and citizen-level impact.

**Role of CBC**: Supporting the CBUs in identifying indicators and providing knowledge support to ensure that impact evaluations are designed and implemented properly.

## Timelines

The CBC, along with support from Karmayogi Bharat, will routinely share best practices for each stage of the CBP exercise. Table 9 specifies the estimated duration for each step in the CBP

pre-planning and development, as well as the frequency of measures involved in CBP implementation, monitoring and evaluation.

*Table 9: Duration and frequency of conducting the steps of the CBP process*

| Stage | Step | Duration / Frequency* |
|---|---|---|
| Stage 1: Pre-planning | 1.1. Preliminary kick-off meeting | 1 wk |
| | 1.2. CBU creation & responsibilities | 1-2 wks |
| | 1.3. CBC-led workshops | 2-4 wks |
| Stage 2: Development | 2.1. Capacity Needs Analysis | 8-12 wks |
| | 2.2. Capacity Building Calendar | 1-3 wks |
| | 2.3. Drafting the CBP | 2-3 wks |
| | 2.4. Quality check process | 2-4 wks |
| | 2.5. Annual review | 2-4 wks |
| Stage 3: Implementation | All Measures | Continuous after the CBP development stage is complete |
| Stage 4: Monitoring and Evaluation | Monitoring KPIs | Monthly |
| | Evaluating competency gains | After every intervention |
| | Evaluating workplace performance | Annually |
| | Evaluating impact on the citizen | Annually |

*\* The durations recommended above for the steps in the CBP process may be subject to change based on contextual factors such as the size of an MDO, level of granularity for undertaking the CNA, etc.*

## 6. Conclusion

Capacity Building Plans are a crucial exercise in fulfilling Mission Karmayogi's mandate of building a citizen-centric, future-ready civil service with the right attitudes, skills and knowledge aligned to the vision of *Viksit Bharat*. By identifying and documenting the key behavioural, domain and functional competencies required to perform each role in Union MDOs well, corresponding competency gaps and capacity needs, and individual and organisational interventions to bridge these, CBPs are envisioned to serve as a comprehensive guiding document for the MDO's capacity building efforts. In addition, by documenting the competencies needed for different roles in the government and those demonstrated by different civil servants, CBPs will be useful in designing systems to assign the right person to the right role at the right time.

This Approach Paper is meant to serve as a guide for MDOs and other stakeholders through each step of the CBP exercise. The exercise is ultimately aimed at enhancing capacity building efforts and the officials' performance in Union government MDOs. Enhancements in individual and organisational capacity would enable civil servants and MDOs within the Government of India to

realise their potential, and deliver services more effectively to improve the lives of India's 140 crore citizens.

## Annexures

### Annexure 1: CBU Meetings and Presentations

### Objective

The Capacity Building Unit (CBU) within each Ministry is charged with leading the CBP exercise for the organisation. As a result, it is critical for the CBU to be empowered and held accountable for the design, implementation, and take up of capacity building efforts in the MDO.

Periodic meetings of the CBU and presentations with updates to the Ministry Leadership will help ensure that capacity building efforts are adhered to and feedback is being solicited throughout the year. This will be useful in ensuring greater accountability of the CBU to the MDO leadership, help the MDO leadership stay abreast of the updates for the CBP exercise, and will positively impact all steps of the CBP exercise.

### Design

- CBU meetings should be conducted every month for a minimum of one hour. A suitable slot will be blocked in the calendar of all CBU members through a recurring meeting invite
- There will be a rotation of facilitators and note-takers within the CBU for each meeting. The facilitator will be responsible for drafting the agenda and leading the discussion points. The note-taker will take down minutes of the meeting following the template shared below
- The Programme Coordinator or SPOC from CBC for the respective MDO should attend the meetings
- The agenda of the meetings should broadly cover the following points, with scope to adjust discussion points based on the stage of the CBP process and priority areas.
  - **Updates and progress:** Walk-through of training and non-training interventions planned and implemented across positions since the last meeting. If the CBP is in the development phase, updates should cover the progress in different steps of the development process.
  - **Implementation of training and non-training interventions:** Overview of take-up of ongoing training and non-training interventions across departments, divisions, and positions based on monitoring data, preliminary feedback, and informal interactions
  - **Implementation of organisational interventions:** Overview of the steps followed in implementing organisational interventions, challenges faced, and next steps to undertake
  - **Feedback received:** Preliminary feedback from individual learners on the enablers of and barriers to take-up, and the extent to which identified interventions are effective in improving required competencies
  - **Next steps:** Create action items for the next month and assign responsibilities across the CBU team. Examples include reaching out to the consulting organisation for updates on CNA progress, sending learning hour emails and calendar invites, identifying relevant

training partners for offline training, sharing certificates and messages for social recognition within the MDO, and analysing monitoring data.
- Presentations from the CBU to the MDO leadership should be conducted every quarter. The presentations should cover the key updates on CBP development and/or implementation over the last quarter, and next steps to be undertaken for different tasks.

## Notes template

| | |
|---|---|
| **Date and time** | |
| **Venue** | |
| **Attendees** | |
| **Facilitator** | |
| **Note-taker** | |

| Overall updates and progress | |
|---|---|
| **Area/Theme** | **Updates** |
| CBP development | |
| CBP implementation - Training interventions | |
| CBP implementation - Non-training interventions | |
| CBP implementation - Organisational interventions | |
| CBP monitoring | |
| Other key topics | |

| Training and non-training interventions[+] | | | | |
|---|---|---|---|---|
| **S.No.** | **Department/ Division/ Wing** | **Position** | **Status of KPIs*** | **Feedback and challenges** |
| 1 | | | | |

| S.No. | | | | |
|-------|--|--|--|--|
| **Training and non-training interventions**[†] | | | | |
| **S.No.** | **Department/ Division/ Wing** | **Position** | **Status of KPIs*** | **Feedback and challenges** |
| 2 | | | | |
| 3 | | | | |

*To be skipped if CBP is still in development phase*
*Each Key Performance Indicator identified should be listed in a separate column*

| **Organisational interventions**[†] | | | | |
|-------|--|--|--|--|
| **S.No.** | **Intervention** | **Start date** | **Status of implementation** | **Feedback and challenges** |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

*To be skipped if CBP is still in development phase*

| **Next steps** | | | | |
|-------|--|--|--|--|
| **S.No.** | **Next steps** | **Timelines** | **Lead official(s)** | **Supporting official(s)** |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

## Annexure 2: Illustrative Questionnaire for Conducting Capacity Needs Analysis

The following are indicative questions to be asked in surveys, interviews, focus groups, or questionnaires to gauge capacity gaps (both individual and organisational), and guidance/probes on the ways in which the questions can be asked or answer choices can be presented. These questions should be tailored further based on the MDO's context and requirements.

### Individual

1.  Mention your position and the department/division/wing in which you work

2.  Please provide an exhaustive list of activities that you are expected perform in your position
    a.  *An indicative list of common activities across roles may be provided from which the respondent can select activities applicable to their role. This list can be developed based on inputs from the CBU and MDO leadership*

3.  Corresponding to each activity mentioned, please indicate the behavioural, functional, and domain competencies that they require
    a.  *For behavioural and functional competencies, this may be a dropdown list or multiple choice question asked for each listed activity, where the list is drawn from the Karmayogi Competency Model (refer to the detailed slides linked for behavioural and functional competencies)*
    b.  *For domain competencies, this may be a dropdown list based on the competencies listed in the pool of domain competencies identified for the sector that the MDO operates in, under the Sectoral Groups of Secretaries (SGoS)*
    c.  *The list of competencies should be thoroughly reviewed by the CBU and additional competencies not covered under these standardised pools may be added if deemed necessary for any role within the MDO*
    d.  *For any competency type, respondents may add additional competencies which may not be covered in the lists provided*

4.  Corresponding to each competency mentioned, please indicate the extent to which a competency gap exists, based on the following three categories: (i) no gap in current competency and capacity building not required in near future (ii) slight gap in current competency, only refresher intervention required, or (iii) substantial gap in current competency and capacity building urgently required

The following questions may be asked to reporting officers to validate the results from self-reporting based on questions 1-4 above.

5.  Please provide an exhaustive list of activities that your supervisees are expected to perform in their position(s)

6.  Corresponding to each activity mentioned, please indicate the behavioural, functional, and domain competencies that they require

7. Corresponding to each competency mentioned, please indicate the extent to which a competency gap exists, based on the following three categories: (i) no gap in current competency and capacity building not required in near future (ii) slight gap in current competency, only refresher intervention required, or (iii) substantial gap in current competency and capacity building urgently required. Please also indicate the number of supervisees that fall in each of these categories

The data collected from this exercise should lead to an output corresponding to Columns 1-5 of Table 1a provided in the Approach Paper.

## Organisational

1. What are some of the areas/dimensions in which organisational improvements can help your and other employees' learning journey and job performance? These may apply to the entire MDO or a specific department/division/wing.
   a. **Technology and Data:** *This dimension deals with the technology solutions employed by the MDO to improve its functioning. Examples include software that enables shorter turnaround time on repetitive tasks, digital tools that increase efficiency or enable faster resolution of pain points, and PQSoft for management of parliamentary questions for the MDO.*
   b. **Systems and Processes:** *This dimension includes all the established systems and processes of the MDO to carry out its day-to-day functions. Examples include, monitoring mechanism for schemes, standard operating procedures, Learning Management Systems, et cetera.*
   c. **Resources and Assets:** *This includes the resources and assets of the MDO such as hard and soft infrastructure that the MDO uses for its day to day functioning. For example: the physical premises, budgets et cetera.*
   d. **Partnerships and Relationships:** *This dimension includes all external partnerships that the MDO is part of such as those with other ministries/departments, global organisations and citizen groups.*
   e. **Personnel Management:** *This includes all the functions associated with managing human resources of the MDO such as performance appraisals, training and development, performance management, succession planning et cetera.*
   f. **Other** - *please specify*

2. For each dimension mentioned, could you elaborate on the current challenges faced in the MDO and the specific aspects that need improvement? How would this improvement help your learning journey and job performance?

3. For each dimension mentioned, could you share suggestions on types of interventions or processes that can be implemented to build the capacity of these aspects of the organisation?
   a. *Examples of organisational interventions include automation of repetitive processes within the MDO, procurement of an online collaboration tool, development of knowledge*

*management systems, development of outcome monitoring mechanisms for capacity building, establishing partnerships with training institutions for capacity building, etc*

## Annexure 3: Illustrative List of Organisational Capacity Building Interventions

Interventions have been grouped into the following organisational capacity building dimensions: Technology and Data, Systems and Processes, Resources and Assets, Partnerships and Relationships, Personnel Management.

### Technology and Data

1. Technology that allows for simulation-based training programmes/practice, if applicable
2. A monitoring and evaluation (M&E) dashboard within the MDO to track indicators for all capacity building activities
3. AI tools such as GPT integrated with the MDO's internal resources for improved knowledge management

### Systems and Processes

4. Process and output documentation: Documenting all processes and related outputs of the MDO such that they are easily accessible
5. Mentoring programme to connect each official with a more experienced official in the MDO

### Resources and Assets

6. Securing funding from multilateral donors for:
   a. Experimenting with new technology labs
   b. Establishing a project/programme management unit for collaborating with private industry and academia
   c. Establishing a monitoring and evaluation (M&E) lab
   d. Documenting case studies of successful projects/programmes by the MDO

### Partnerships and Relationships

7. Conduct and document a landscape review of all the stakeholders of the MDO
8. Partnerships/MoUs with at least three of the following kinds of entities, towards coordinating workshops, conferences, exposure visits and immersion visits, developing training materials, and conducting induction/refresher training:
   a. Government training institutions such as LBSNAA
   b. Reputed government academic institutes such as IITs and IIMs
   c. Reputed private academic institutes
   d. Global think tanks and academic institutes
   e. Multilateral agencies
   f. Other ministries/departments
   g. Industry/private sector organisations, including not-for-profit organisations
   h. Any assessment or third-party certification agencies to assess and certify MDO officials

**Personnel Management**

9. Apprenticeship model – Creation of untenured apprentice positions across the MDO
10. Fellowship programmes – Creation of untenured fellow positions across the MDO
11. Dedicated collaboration platforms (workshops, virtual meetings, debates, discussions, etc), for government officials to come together, to encourage public problem solving and joint learning through the exchange of ideas, co-production and co-learning
12. Hiring/appointing/bringing onboard subject matter experts for capacity building support either on a part-time or full-time basis

## Annexure 4: Quality Checks for Capacity Building Plans

The scope of the CBP review through quality checks should be expanded and made more comprehensive through an alignment with different steps in the CNA. This should be carried out by the CBC, through the CBMU, Programme Coordinator, or SPOC.

| Quality check | Description / Steps | Rubric for scoring (1-3) |
|---|---|---|
| Relevant and tailored competencies | Ensuring that competencies identified are:<br><br>1. Relevant and tailored to the specific context of the MDO and sectoral trends, based on the as-is study<br>2. Aligned with the focus areas of its programs/schemes and its goals vis-à-vis national priorities of GoI<br>3. Focused on enabling preparedness and future-readiness | **1:** Generic competencies that can be applied to most MDOs; no alignment with needs emerging from sectoral trends, programs/ schemes, or national priorities<br><br>**2:** Competencies (mostly domain) are slightly tailored to some MDO needs; functional and behavioural competencies can be customised further<br><br>**3:** All competencies are suitably tailored to the MDO; well-aligned with the as-is study |
| Comprehensive CNA across all positions | Enhancing the comprehensiveness of identified competency requirements/gaps to ensure that they span across all positions in the MDO. Steps involve:<br><br>1. Comparing the list of positions covered in the preliminary CNA outputs to the organogram of the MDO<br>2. Understanding the challenges (if any) in undertaking CNA for the positions not covered and discuss strategies to ensure competency identification for them | **1:** The CNA process, including the preliminary data collection, spans across lower than 50 percent of all positions in the MDO<br><br>**2:** The CNA process, including the preliminary data collection, spans across 50 to 90 percent of all positions in the MDO<br><br>**3:** The CNA Process, including the preliminary data collection, spans across over 90 percent of all positions in the MDO |
| Standardised competencies | Aligning of competencies identified with those listed in the Karmayogi Competency Model (KCM) and other standardised frameworks. Steps involve:<br><br>1. Comparing the list of behavioural and functional competencies identified with the KCM to ensure adherence to the KCM-listed competency definitions | **1:** Minimal alignment with KCM/standardised frameworks; CBP has frequently omitted, altered or merged competencies from frameworks; inconsistent identification across different wings or divisions of the same MDO<br><br>**2:** Most competencies are aligned with KCM/ standardised frameworks and listed definitions; a few omitted, altered, or merged |

| Quality check | Description / Steps | Rubric for scoring (1-3) |
|---|---|---|
| | 2. Comparing the list of domain competencies identified with the pool of domain competencies for each sector under Sectoral Groups of Secretaries (SGoS) to ensure adherence to the competencies listed in the pool | competencies; consistent identification across the MDO<br><br>**3:** CBP strongly adheres to the standardised frameworks for all behavioural, functional, and domain competencies; consistent identification across the MDO |
| Relevant capacity building interventions | Ensuring that the chosen training and non-training interventions are directly relevant and effective in addressing the corresponding competency gaps. Steps involve:<br><br>1. Verifying whether each priority competency gap identified corresponds to at least one training / non-training intervention<br>2. Reading through the objectives and learning outcomes of each course to ensure that the identified courses are targeted toward bridging the corresponding competency gap(s)<br>3. Validating whether the mode of capacity building identified, i.e., iGOT course, offline training programme, immersion visit, etc., is appropriate in achieving the necessary learning outcomes | **1:** Minimal alignment of identified competency gaps and learning objectives of corresponding training or non-training interventions; scope for improving learning outcomes by choosing a different mode of learning that is available<br><br>**2:** Adequate mapping from competency gaps to training or non-training interventions; some learning objectives enable bridging of the gap; adequate learning mode or lack of availability of alternative mode<br><br>**3:** All competency gaps are mapped to suitable interventions; most learning objectives enable substantial bridging of the competency gap; adequate learning mode |

| Recommendations from the CBC |
|---|
| |

## Annexure 5: Key Performance Indicators for Monitoring CBP Implementation

The following are suggestive Key Performance Indicators (KPIs) for tracking implementation of training and non-training interventions.

| Indicator name | Indicator calculation | Level of disaggregation | Source of data |
|---|---|---|---|
| **Course completion** | Percentage of officials to complete a given course planned for a group of officials, averaged across all courses planned for the group<br><br>$= average(\frac{no.\ of\ officials\ to\ complete\ CBP-planned\ course}{Total\ no.\ of\ officials\ required\ to\ complete\ course})$<br><br>where *average* is taken over the total courses planned for the group of officials | • Division-position (or groups of officials with the same training requirements)<br>• Competency type (B/F/D)<br>• Course | • iGOT analytics<br>• Attendance records for offline trainings |
| **Pace of course completion** | Percentage of officials to complete at least the threshold CBP-planned training intervention in a given time period<br><br>$= \frac{no.\ of\ officials\ to\ complete\ threshold\ CBP-planned\ course(s)}{Total\ no.\ of\ officials\ in\ the\ group}$ | • Overall MDO<br>• Department<br>• Division<br>• Position<br>• Competency type (B/F/D)<br>• Thresholds:<br>  ○ 0-30%<br>  ○ 30-50%<br>  ○ >50% | • iGOT analytics<br>• Attendance records for offline trainings |
| **Timeliness of course completion** | Percentage of officials to complete a given course within the calendar timeline, averaged across all courses planned for the group<br><br>$= average(\frac{no.\ of\ officials\ to\ complete\ course\ within\ timeline}{Total\ no.\ of\ officials\ required\ to\ complete\ course})$<br><br>where *average* is taken over the total courses planned for the group of officials | • Division-position (or groups of officials with the same training requirements)<br>• Competency type (B/F/D)<br>• Course | • iGOT analytics<br>• Attendance records for offline trainings |
| **Offline course completion** | The number of offline training courses conducted as a proportion of those planned, in a given time period<br><br>$= \frac{no.\ of\ offline\ training\ courses\ conducted}{Total\ no.\ of\ offline\ training\ courses\ planned}$ | • Overall MDO | • Records maintained by CBU |

| Indicator name | Indicator calculation | Level of disaggregation | Source of data |
|---|---|---|---|
| **Offline course attendance rate** | The number of officials that attend an offline course planned, as a proportion of all officials required to attend<br><br>$= \dfrac{no.\ of\ officials\ that\ attend\ offline\ course}{Total\ no.\ of\ officials\ required\ to\ attend}$ | • Offline course | • Attendance records |
| **Non-training intervention attendance rate** | The number of officials that attend a non-training intervention planned, as a proportion of all officials required to attend<br><br>$= \dfrac{no.\ of\ officials\ that\ attend\ non-training\ intervention}{Total\ no.\ of\ officials\ required\ to\ attend}$ | • Non-training intervention | • Attendance records |
| **Organisational intervention actualisation** | The number of organisational interventions implemented as a proportion of those planned, in a given time period<br><br>$= \dfrac{no.\ of\ organisational\ interventions\ implemented}{Total\ no.\ of\ organisational\ interventions\ planned}$ | • Overall MDO | • Records maintained by CBU |
| **Post-course assessment score** | Average of all course attendees' assessment score after online or offline course completion | • Course | • iGOT analytics<br>• Assessment provider |
| **Workplace performance score** | This indicator will be calculated by combining multiple data sources. The precise calculation will be determined based on the individual roles and responsibilities of an official | • Department<br>• Division<br>• Position | • e-Office<br>• e-HRMS<br>• MIS systems<br>• Workflow systems<br>• 360-degree feedback |

### Annexure 6: Key Performance Indicators for CBUs

The following are suggestive Key Performance Indicators (KPIs) for tracking the CBU's involvement in various steps in CBP development and implementation. Indicators that are to be used in CBP quality check process and monitoring process are included to hold the CBU accountable for the quality checks and implementation of intervention calendars.

| Key Performance Indicators | Unit of Measurement | Description |
|---|---|---|
| **CBP Development** | | |
| Relevance and customisation of competencies | Score | As described in the quality check process. A score will be assigned by the Programme Coordinator, SPOC, or CBMU member from CBC conducting quality checks, after the final CBP is prepared. |
| Comprehensiveness of CNA across all positions | Score | |
| Standardisation of competencies | Score | |
| Relevance of training interventions and modes | Score | |
| **CBP Implementation** | | |
| Course completion | Percentage | As described in Annexure 3 for the Key Performance Indicators for monitoring of CBP implementation |
| Pace of course completion | Percentage | |
| Timeliness of course completion | Percentage | |
| Offline course completion | Percentage | |
| Offline course attendance rate | Percentage | |
| Non-training intervention attendance rate | Percentage | |
| Organisational intervention actualisation | Percentage | |
| **Periodic Meetings** | | |
| Frequency of CBU meetings | Count / Time | To be recorded by the Programme Coordinator, SPOC, or CBMU member from CBC attending the CBU meetings |
| Attendance rates in CBU meetings | Percentage | |

## Annexure 7: Illustrative Table of Contents

| S.No. | Section Title | Suggested Components |
|---|---|---|
| 1 | **Executive Summary** | Summary of key aspects of the Capacity Building Plan |
| 2 | **Overview of the MDO** | Goals and focus areas of the MDO vis-à-vis national priorities |
| | | Summary of current capacity building systems in the MDO |
| 3 | **Capacity Needs Analysis (CNA)** | Competency needs and gaps for MDO officials across positions and divisions, as well as the organisational level |
| 3.1 | **Methodology employed in conducting the CNA** | Sampling frame across MDO, sample size, selection criteria |
| | | Methods used in data collection |
| | | Challenges faced in data collection |
| 3.2 | **Summary of responses from surveys/interviews/focus group discussions** | Summary table of frequency of responses received disaggregated by position or clusters of positions |
| | | Summary of clusters of officials formed and positions that come under each cluster |
| 3.3 | **Prioritised list of competency gaps and corresponding interventions identified** | Charts visualising the prioritised or most widely identified competency gaps (domain, functional, and behavioural) for all main positions or clusters of positions across the MDO, along with their frequency of occurrence |
| | | Table mapping each of these prioritised competency gaps to the corresponding intervention(s) identified to bridge the gap |
| 3.4 | **Organisational capacity building requirements identified** | Charts visualising the prioritised or most frequently identified organisational capacity gaps across different dimensions |
| | | List of all organisational capacity building interventions to be implemented and details on relevant collaborations |
| 4 | **Capacity Building Calendar** | Capacity building interventions for individual and organisational interventions, along with timelines and other details |

## Annexure 8: National and Global Measures to Improve Civil Service Performance

The review of literature presented below focuses on experiences in India and globally centred on three key features that contribute to well-performing civil services, and are pertinent to Mission Karmayogi and CBP development. These are: (a) domain competencies and specialisation, (b) performance management and measurement, and (c) citizen-centricity.

### Domain Competency and Specialisation

The First and Second Administrative Reforms Commission (ARC) reports held that frequent transfers inhibit the ability of civil servants to develop domain knowledge and expertise through work experience. Several commissions and committees have recommended a fixed tenure of at least three years to civil servants at all posts.[5,6] Cultivating domain competencies witness further hurdles including limited training opportunities, especially at the mid-career stage. Reform recommendations have echoed the need for specialty training programs across career stages.

Some commissions and committees have recommended recruitment and tenure-related recommendations to ensure domain competencies and specialised knowledge among civil servants as well. These include either direct recruitment for Ministry and Department positions based on the domain knowledge and expertise possessed by applicants,[7] as in the case of Australia and Sweden; or long-term assignment of centrally-recruited civil servants to particular Ministries and Departments,[8] similar to the case of Japan.

> Mission Karmayogi and CBPs will equip civil servants with the required competencies for the different positions they will hold across Ministries and hierarchies through several mechanisms.
>
> - A shift from rule-to-role based HR management for the civil services[9] to ensure that each role in the government is filled by a civil servant who is best suited for it.
> - CBPs to identify the behavioural, functional and domain competencies required for each role, and the resources and interventions to develop them. Ministries will then organise training and non-training interventions to enable civil servants in building requisite capacity.
> - Development of Ministry-wise standardised, comprehensive onboarding and induction plans for civil servants across positions to facilitate smoother transitions and improve institutional

---

[5] Iyer and Mani, 723

[6] *The National Commission to Review the Working of the Constitution Report*, NCRWC, Ministry of Law, Justice and Company Affairs (2002); *Committee on Civil Service Reforms Report,* New Delhi: P.C. Hota Committee (2004); *Draft Public Services Bill,* Government of India (2007)

[7] *Personnel Administration*, New Delhi: First Administrative Reforms Commission (1969): https://darpg.gov.in/sites/default/files/11_PERSONNEL%20ADMINISTRATION07032019172253.pdf

[8] *Recommendations relating to Empanelment and Placements in the Government of India,* New Delhi: Surinder Nath Committee (2004): https://dopt.gov.in/committeereports/recommendations-relating-empanelment-and-placements-government-india and *Second Administrative Reforms Commission Tenth Report: Refurbishing of Personnel Administration – Scaling New Heights*, New Delhi: Government of India (November 2008): https://darpg.gov.in/sites/default/files/personnel_administration10.pdf.

[9] *Mission Karmayogi,* 4.

memory. To assist with the development of such plans, the CBC has prepared an online induction training for several Ministries, CSTIs, and other organisations.

- Induction and mid-career training courses from the Civil Service Training Institutions[10] (CSTIs) to equip civil servants with the competencies required for their roles as they rise up in the hierarchy.
- Mission Karmayogi's iGOT platform to facilitate easy access to learning opportunities and encourage civil servants to develop skills in line with their career goals.

## Performance Management and Measurement

Several countries such as the United Kingdom, New Zealand and Australia use performance management systems that link departmental objectives with individual goals. For example, in the UK, each Department prepares its own business planning document and it includes[11]:

- Objectives or outcome targets that each department seeks to achieve in a period of three years, shared publicly as Public Service Agreements (PSAs)
- Targets broken down into departmental performance metrics
- Service Delivery Agreements (SDAs) outlining departmental resource allocation to achieve PSA targets
- Individual civil servants and teams who own the concerned activities and will be held accountable for its outcome delivery
- Rigorous and transparent performance review mechanisms to motivate individual civil servants and teams, continuously monitor progress towards outcomes and course-correct as required. This facilitates ownership, accountability and monitoring of outcome delivery.

In 2009, based on the recommendations of the Second ARC, a similar Performance Monitoring and Evaluation System (PMES) was developed to manage the performance of the Indian civil service.[12] Under PMES, each department was required to prepare a Results Framework Document (RFD) - a record of understanding between the Minister and the Secretary of the Department outlining the Department's vision, annual targets, key indicators and proposed methodology for measurement of success at the end of the year, and dependencies on other departments.[13] Each Department would prepare a report reviewing their performance over the year and sharing progress on RFD targets.[14] This report would be then shared with the Cabinet for discussion.[15] However, citing the inability of

---

[10] By CSTIs, we refer to the training institutes that are tied to central government agencies.

[11] It uses a Business Planning Model developed by the Public Services Productivity Panel, and endorsed by the Civil Service Management Committee, for this purpose (Measuring the Performance of Government Departments (2001), pg. 5).

[12] "RFD (Results Framework Document)," Government of Assam: Administrative Reforms and Training, Accessed October 13, 2023,
https://art.assam.gov.in/frontimpotentdata/rfd-results-framework-document.

[13] "RFD," Government of Assam.

[14] "Results Framework Documents," Government of India: Ministry of Statistics and Programme Implementation, Accessed October 13, 2023,
https://www.mospi.gov.in/result-framework-documents#:~:text=As%20per%20the%20system%2C%20at,progress%20in%20achieving%20these%20objectives.

[15] "Results Framework Documents," Government of India.

departments to design measurable KPIs and deliberate setting of low targets, the PMES was discontinued in 2014.[16]

> Mission Karmayogi and CBPs offer key contributions towards performance measurement and management.
>
> - In a competency-based approach to performance management, the performance of individual civil servants will be evaluated against the competencies required for their roles. CBPs identify role-specific competencies and level of expertise, which will inform role-specific evaluation metrics. Assessment of the capacity building efforts in the Ministry by respective CBUs will keep track of progress at the individual and organisational levels.
> - CBP development requires each Ministry to delineate its vision and goals, linked to national priorities, over a 3-5 year period. Global experience suggests cascading organisational goals to further down to the level of teams and individuals. Work Allocation Orders - included in the documentation associated with capacity building at the individual level - will be a useful tool in facilitating this cascading process. Each individual's targets and responsibilities will be clearly delineated, inculcating a sense of ownership and accountability. Individual goals and tasks will enable periodic reporting and monitoring of progress, and identification of remedial action.

## Citizen-Centricity

Civil services become citizen-centric when citizens' needs and experiences start driving policy decisions and public service provision.[17] A citizen-centric civil service is facilitated by a public decision-making framework that centres citizens, and encourages their direct participation in policy making, and service design and delivery.[18] While outlining citizen-centric governance indicators for the World Bank, Ivanyna and Shah present an account of public interest as being characterised by four dimensions of governance outcomes - responsive governance, fair governance, responsible governance and accountable governance.[19]

The Second ARC made key recommendations to improve the responsiveness and fairness of governance in India. Ministries develop public statements, known as Citizen Charters, outlining citizen's entitlement to the services. Citizen Charters represent the Ministry's commitment to citizens towards the standards, quality and time frame of their service delivery, and grievance redressal, transparency and accountability mechanisms available to the citizens.[20] The ARC

[16] Yatin RS Diwakar, "Assessing capacities of Government M&E systems," (PhD diss., Centre for Technology Alternatives for Rural Areas (CTARA), Indian Institute of Technology Bombay, 2020), https://homepages.iitb.ac.in/~yatindestel/reports/Yatin%20Diwakar%20APS%202.pdf.

[17] OECD. "Towards a Citizen-Centric Civil Service." In Government at a Glance: Southeast Asia 2019: 21-22, https://doi.org/10.1787/9789264305915-en

[18] OECD, "Citizen-Centric Civil Service," 21-22.

[19] Maksym Ivanyna, and Anwar Shah, "Citizen-centric governance indicators: Measuring and monitoring governance by listening to the people and not the interest groups," In *Policy Research Working Paper 5181* (The World Bank Institute Governance Division, January 2010), 5, https://documents1.worldbank.org/curated/en/190241468340284322/pdf/WPS5181.pdf.

[20] "Citizen's Charter in Government of India", Accessed November 2, 2023, https://goicharters.nic.in/public/website/home.

recommended that all Ministries must have broad-based consultations with different civil society organisations and groups of stakeholders in the process of developing these Citizen Charters,[21] allowing Ministries to have a holistic understanding of the needs of different citizen groups, and for the Charters to cater to these. The ARC also recommended that each government organisation should develop mechanisms to regularly solicit inputs from citizens, and ensure follow-up action on these inputs.[22] It endorsed e-governance practices to make public service delivery more accessible to citizens and to solicit their feedback. Similar reforms to solicit citizen engagement and feedback in policy-design and implementation have been incorporated in other countries as well. The two other dimensions of citizen centric governance are responsible and accountable governance. Responsible governance requires civil servants to carry out their responsibilities with integrity and concern. Accountable governance allows citizens to hold the civil service accountable for its actions. Steps taken to engender bureaucratic accountability include the establishment of the Central Vigilance Commission (CVC), Lokpals and Lokayuktas, Right to Information (RTI) Act, and Computerised Public Grievances Redressal and Monitoring System (CPGRAMS) by the Department of Administrative Reforms and Public Grievances (DARPG) .[23, 24, 25, 26]

The creation of a citizen-centric civil service is one of the core objectives of Mission Karmayogi. This encompasses representation of citizen interests, inclusion of citizen voices during policy design, stability and continuity of various citizen-centric schemes, transparent and efficient public service delivery, hassle-free citizen experience and maintenance of smooth and effective grievance redressal mechanisms.[27] Assessing whether Ministries and individual civil servants are equipped in this regard, and implementing appropriate interventions to capacitate them, is one of the focus areas of the CBP process as well. As part of the CBP development process, Ministries are first required to establish the various sub-objectives of citizen centricity applicable to their work. Following this, a self-assessment process at all levels of the organisation is required to examine the Ministry's ability in fulfilling these objectives.[28] The CBP lists identified gaps in individual and organisational capabilities that can hinder the goals of citizen-centricity, and the interventions designed to bridge these. Courses are also being developed and shared on iGOT to assist civil servants in building the behavioural competencies required for a citizen-centric civil service.

---

[21] Second Administrative Reforms Commission Twelfth Report: Citizen-Centric Administration, New Delhi: Government of India (February 2009): 143, https://darpg.gov.in/sites/default/files/ccadmin12.pdf
[22] Second Administrative Reforms Commission Twelfth Report, 34, 143.
[23] Central Vigilance Commission, "About CVC."
[24] Recommendations & Conclusions of Administrative Reforms Commission, New Delhi: First Administrative Reforms Commission (1970):
https://darpg.gov.in/sites/default/files/Compendium_FirstARC.pdf.
[25] "About Right to Information Act 2005," Right to Information: A Citizen Gateway, Accessed October 13, 2023, https://rti.gov.in/.
[26] "About CPGRAMS," Department of Administrative Reforms and Public Grievances, Accessed October 13, 2023, https://pgportal.gov.in/.
[27] Capacity Building Plans, 14.
[28] ibid.