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CAPACITY BUILDING COMMISSION

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iGOT KARMAYOGI

National Curriculum Design Framework

For Course Delivery in Training Institutes

A competency-based draft curriculum architecture for role relevant, contextual, and workplace oriented learning

COMPETENCY BASED | ROLE RELEVANT | CONTEXTUAL AND FLEXIBLE | WORKPLACE ORIENTED | EVIDENCE DRIVEN

From Rules to Roles | From Supply to Demand | From Training to Lifelong Learning

GOVERNMENT OF INDIA

CAPACITY BUILDING COMMISSION

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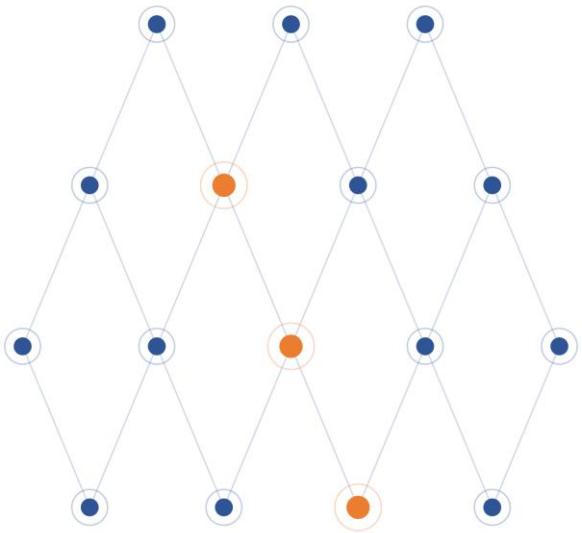
for Course Delivery in Training Institutes

A competency-based curriculum architecture for role-relevant, contextual and workplace-oriented learning



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How to read the National Curriculum Design Framework (NCDF)

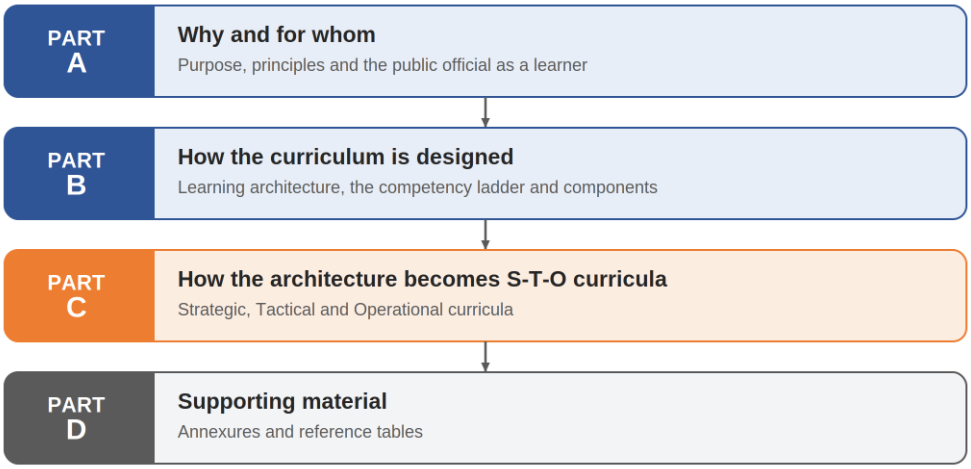


Figure 1. How to read the National Curriculum Design Framework

Part A: Approach

Why the framework exists, and for whom

1. Introduction

1.1 Viksit Bharat and the Imperative of a Capable Public Service

India's vision of Viksit Bharat@2047 places the capabilities of its public institutions and public servants at the centre of the country's development trajectory. Realising this vision requires not only effective policies, programmes and institutions, but also a public service equipped to translate these into effective, responsive and citizen-centric outcomes.

Mission Karmayogi emerges within this broader transformation agenda, seeking to strengthen the capabilities of government officials so that they are able to perform their roles effectively and contribute to improved governance and public service delivery. The mission is described as aiming to create a "competent civil service rooted in Indian ethos, with a shared understanding of India's priorities, working in harmonization for effective and efficient public service delivery."

The implication is significant: capacity building is no longer understood merely as the periodic provision of training. It is increasingly conceived as an ongoing process of developing the knowledge, skills, attitudes and competencies required to perform roles and respond to changing demands of public administration.

1.2 Mission Karmayogi and the Transformation of Capacity Building

Mission Karmayogi represents a shift in the approach to civil service capacity building- from a largely rule-based, supply-driven training paradigm towards a role-based, demand-driven and competency-based approach.

Mission Karmayogi envisions this as a move towards "role-specific, just-in-time, lifelong training for government officials", targeted to the individual official's needs, wants and aspirations. It also explicitly identifies the move towards a competency-driven approach, with competencies understood as the combination of attitudes, skills and knowledge that enable an individual to successfully perform a task or activity in a given job.

This transformation places the role of the public official at the centre of capacity building. Rather than beginning with the question of *what training is available*, the emphasis shifts towards understanding:

- what a public official is required to do;
- what competencies are necessary to perform that role;

- where competency gaps exist;
- what learning opportunities can address those gaps; and
- how acquired competencies translate into improved workplace performance and public outcomes.

The Karmayogi Competency Model (KCM) provides the competency architecture for this approach, while the iGOT Karmayogi platform provides a digital learning ecosystem through which competency-linked learning can be accessed at scale.

A Capacity Building Plan (CBP) is the foundational instrument through which the training needs of public servants are identified and articulated. For a given role and its work context, the CBP maps the behavioural, functional and domain competencies an officer requires to perform effectively, and thereby defines the capability to be built.

In doing so, the Plan translates these competency requirements into a clear statement of training demand, establishing what capability is needed and to what end, which the wider capacity-building ecosystem is then organised to fulfil.

CBC's more recent articulation of the Karmayogi Quality Framework(KQF) reinforces this relationship between role, competency and learning: demand-driven and competency-based capacity building identifies and develops role-relevant competencies through iGOT and Civil Service Training Institutions (CSTIs), while competency acquisition and workplace performance are subsequently monitored.

1.3 Capacity Building Commission and the Training Ecosystem

The Capacity Building Commission (CBC) provides the institutional anchor for the capacity-building ecosystem, while Karmayogi Bharat, through iGOT Karmayogi, provides its digital anchor—together, making role-relevant learning accessible to public officials anytime, anywhere and enabling a continuous, demand-driven approach to learning and development.

CBC's mandate includes developing frameworks and standards, strengthening institutional capacity, enabling competency-based learning, supporting quality assurance, and fostering collaboration across the public-service training ecosystem. CBC describes itself as working to strengthen the human-resource foundations of government through individual and institutional capacity, citizen-centric governance, future readiness and a culture of lifelong learning.

This requires capacity building to operate across multiple levels:

Figure 1. The three levels of capacity building — individual, institutional and systemic

At the individual level, public officials require opportunities to acquire and apply competencies relevant to their roles. At the institutional level, Training Institutions (TI) must have the faculty, curriculum, pedagogy, infrastructure, governance and systems required to deliver meaningful learning. At the ecosystem level, institutions must increasingly collaborate, share resources and knowledge, and respond collectively to emerging capacity requirements.

This broader conception of capacity building is reflected in the current evolution of the TIs ecosystem under UNNATI, which seeks to connect accreditation, institutional intelligence, resource sharing and performance improvement through a common digital architecture.

1.4 The Evolving Role of TIs

TIs occupy a critical position within this ecosystem. They are the principal institutional spaces through which structured learning, professional development and experiential learning are translated into the context of public service.

Historically, TIs have undertaken functions such as:

- designing and delivering induction and in-service programmes;
- developing and curating training content;
- providing faculty and subject-matter expertise;
- conducting assessments and evaluating training;
- facilitating experiential, peer and institutional learning;
- responding to departmental and cadre-specific training requirements; and
- providing the institutional environment in which public officials learn, reflect and develop professionally.

However, the changing requirements of public administration require TIs to move beyond being providers of training programmes towards becoming capacity-building institutions.

This is an important conceptual shift.

UNNATI explicitly describes its broader objective as transforming TIs into "Capacity Building Institutions", with accountability extending across the full capacity-building lifecycle rather than simply the conduct of training programmes.

The implication is that quality cannot be assessed only by the number of programmes conducted, participants trained or hours of instruction delivered. Increasingly, the focus must include whether institutions are able to identify learning needs, design relevant learning, develop faculty and content, enable application, evaluate outcomes and continuously improve.

This provides the institutional context within which a national curriculum framework for TIs becomes necessary.

1.5 Why a Curriculum Framework for TIs?

CBC's work with TIs has established a foundation for institutional quality through common standards across governance, faculty and pedagogy, curriculum and content, infrastructure, digital capacity, research, collaboration, and monitoring and evaluation. The Unified New-Age National Training Initiative (UNNATI) builds on this foundation by envisioning TIs as dynamic capacity-building institutions committed to continuous improvement, benchmarking, collaboration, and effective use of institutional capabilities and resources.

As the institutional architecture evolves, there is a corresponding need to strengthen the core teaching and learning function within these institutions. If TIs are to move beyond delivering training programmes to enabling meaningful capacity building, then greater clarity is required on how curricula are designed, how learning is facilitated, how competencies are developed and assessed, and how learning is translated into workplace practice. The NCDF responds to this need by providing a common architecture for teaching and learning within TIs, complementing the broader institutional strengthening undertaken through UNNATI and the digital learning ecosystem enabled through iGoT Karmayogi.

While institutional standards provide the conditions and capabilities required for a quality TIs, there remains a need to articulate a common framework for what effective teaching and learning should look like within these institutions.

A TIs may have appropriate infrastructure, governance structures, faculty and processes, yet the quality of capacity building ultimately depends significantly on what happens within the learning experience itself:

> ***What is being taught? How is it being taught? How is learning being assessed? And does that learning translate into the workplace?***

The NCDF therefore seeks to provide a common orientation for the teaching and learning function of TIs.

It does not seek to replace the role of individual institutions in responding to their specific mandates, domains, learner profiles or organisational contexts. Rather, it provides a common architecture within which institutions can design and deliver learning that is:

- competency-oriented;
- role-relevant;
- learner-centred;
- contextualised to public-service realities;
- progressive in its development of capabilities;
- supported by appropriate pedagogy and assessment; and
- oriented towards application in the workplace.

The framework consequently focuses particularly on the teaching-learning function of the TIs: the capacity of faculty to facilitate learning, the quality and relevance of curriculum and content, the design of learning experiences, assessment of competency acquisition, and mechanisms that support transfer and application to work.

1.6 Vision and Purpose of the Framework

The NCDF is envisaged as a common reference architecture for teaching and learning across TIs, within the larger institutional ecosystem being strengthened through UNNATI.

Its purpose is not to prescribe a single curriculum for all public officials or all TIs. Rather, it is to establish the principles, structures and standards through which context-specific curricula can be designed.

The framework therefore seeks to enable TIs to move:

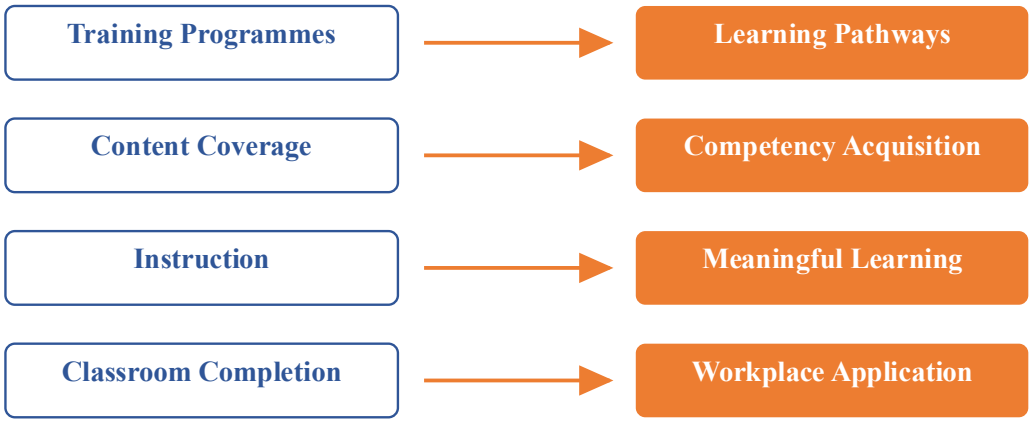


Figure 2: The shifts that the framework seeks to enable TIs.

This requires particular attention to the role of faculty. Faculty are not merely transmitters of subject matter; they are central to designing and facilitating learning experiences that enable public officials to understand, practise, reflect upon and apply knowledge and competencies in their roles.

CBC's earlier work on faculty development already emphasised the need for faculty to be equipped not only with domain expertise but also with the ability to translate field experiences into teaching and to engage diverse groups of officials through participatory learning approaches.

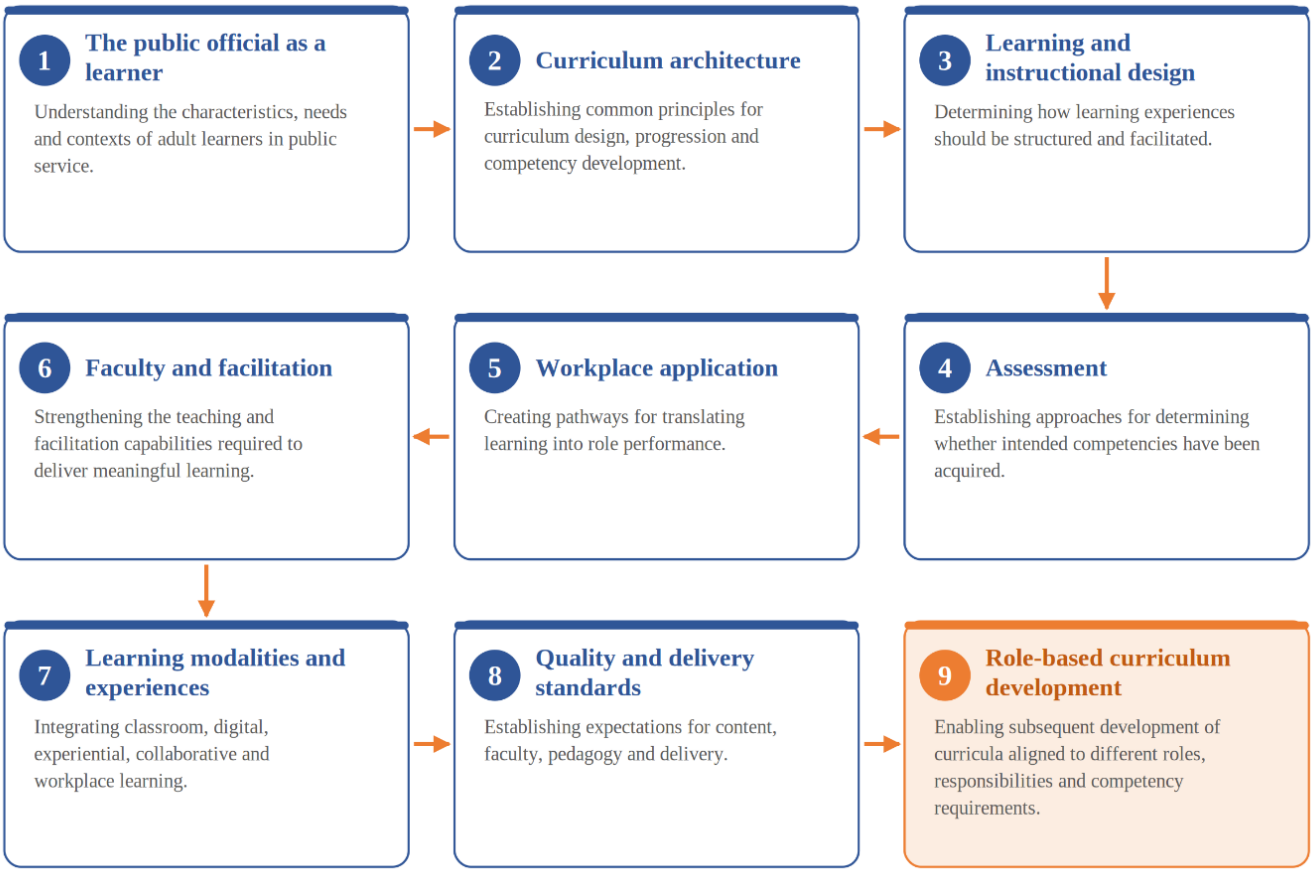
The NCDF therefore places teaching and learning at the centre of the TIs's capacity-building function.

1.7 Scope of the Framework

The framework focuses on the curriculum and teaching-learning ecosystem within TIs.

Its scope encompasses the learner, curriculum, pedagogy, assessment, and application of learning, while recognising that these operate within the wider institutional environment established through UNNATI.

Broadly, the framework addresses the following aspects.



The framework consequently sits at an important intersection:

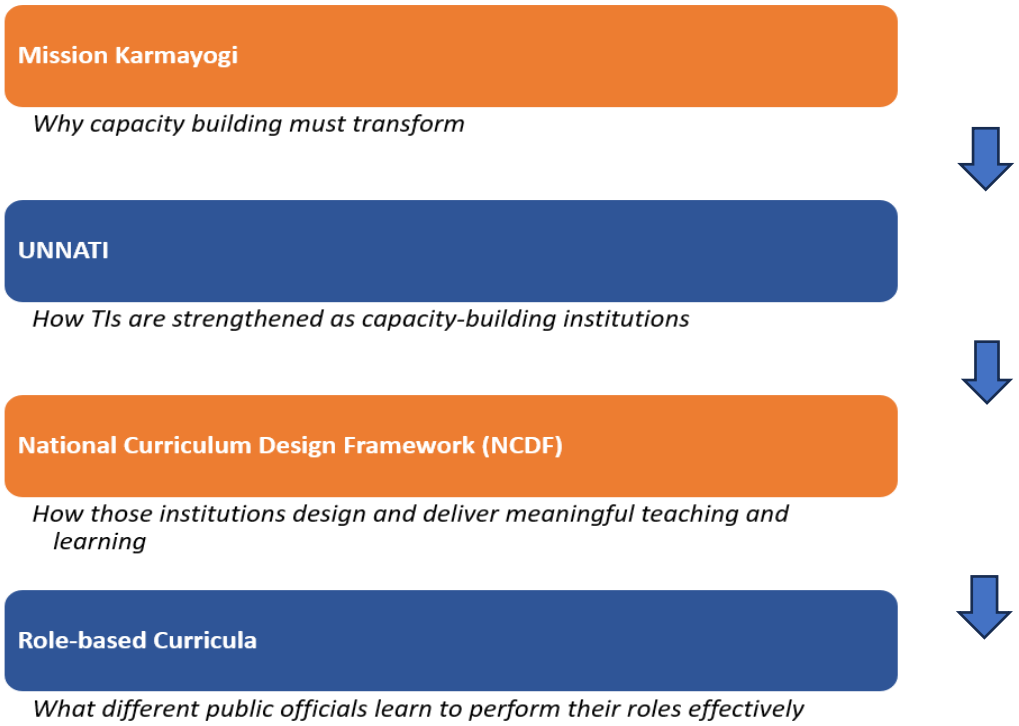


Figure 3. How Mission Karmayogi, UNNATI, the NCDF and role-based curricula connect

2. Core Principles of NCDF

The NCDF is grounded in a set of principles that reflect the broader transformation in civil service capacity building under MK. These principles provide the foundation for how curricula within TIs should be conceptualised, designed, delivered, assessed and continuously improved.

The principles are competency-based, role-based, learner-centred and contextual, evidence-informed, and ethical and values-oriented. Together, they seek to ensure that learning is not limited to the acquisition of knowledge, but contributes to the development of capabilities that public officials can exercise effectively in the context of their roles and responsibilities.

2.1 Competency-Based

The NCDF adopts a competency-based approach to learning, consistent with the Karmayogi Competency Mode (KCM) and the broader competency-based capacity-building approach of Mission Karmayogi.

The KCM is described as *"India's first indigenous Public Sector Human Resource Management framework"*, designed to build a *"capable, accountable, and citizen-centric civil service."* The KCM seeks to align roles with the competencies required to perform them

effectively and provides the competency architecture against which capacity-building curricula and learning content can be mapped.

Importantly, the KCM does not begin with a list of isolated skills. Its conceptual foundation is rooted in Indian Knowledge Systems (IKS) and Indic wisdom, and moves from the larger aspirations of public service to the qualities and competencies required to realise them.

Sankalpas → Gunas → Competencies

The KCM draws from four Sankalpas (resolves):

- **Vikas**: commitment to a developed India
- **Garva**: pride in Indian ethos and identity
- **Kartavya**: duty towards the nation, people and self
- **Ekta**: unity in action

These are complemented by four foundational Gunas (virtues):

- **Svadhyaya**: knowing oneself
- **Sahakaryata**: collaborative working
- **Rajyakarma**: understanding governance systems
- **Svadharma**: serving citizens with dedication

The KCM then translates these foundational aspirations and virtues into observable competencies required for effective public service. The model is defined as the values, skills and behaviours required to build a capable, accountable and citizen-centric civil service.

This provides an important conceptual progression for the NCDF:

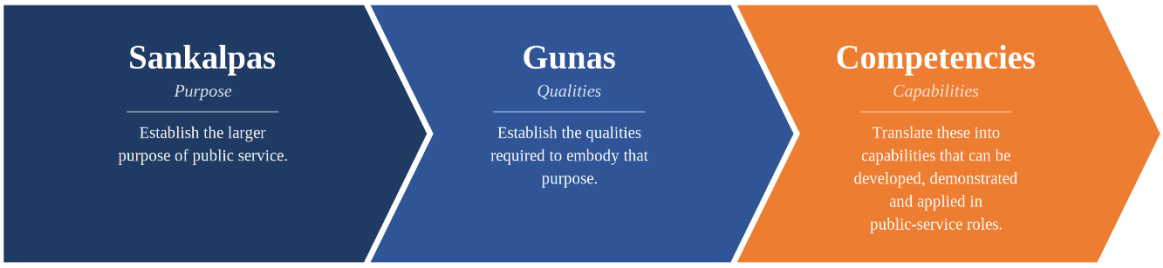


Figure 4. Sankalpas, Gunas and Competencies form a single progression from purpose to applied capability

The NCDF therefore treats competencies not merely as curriculum outcomes or items to be assessed, but as the link between the purpose of public service and the capability required to perform a role effectively.

2.1.1 Application to TIs

For TIs, a competency-based approach means that curriculum design should begin with the capabilities that officials need to demonstrate in their roles, rather than with content that is simply available to be taught.

TIs should therefore be able to:

- identify the competencies relevant to the roles and learner groups they serve;
- translate competencies into appropriate learning objectives and experiences;
- design opportunities for learners to practise and demonstrate those competencies;
- assess competency acquisition through appropriate evidence; and
- connect learning to application in the workplace.

The KCM explicitly envisages that it will "define the required competencies for capacity-building curricula", while courses on iGOT are mapped to the competencies in the KCM and officers are enabled to access courses based on the competencies they need to develop.

For TIs, this creates a common competency language across the curriculum ecosystem and enables greater alignment.

Figure 5: A common competency language aligns role, competency, learning, assessment, and workplace application across the curriculum ecosystem.

2.2 Role-Based

The second foundational principle is that learning should be role-based.

Mission Karmayogi represents a shift from a conventional designation- or training-centric approach towards understanding the actual roles, responsibilities and decisions performed by public officials. CBC's recent articulation of Capacity Building Plans reinforces this shift, emphasising that capacity building should focus not merely on designations but on *"the competencies required for roles that officials actually perform."*

A role-based approach recognises that two officials with similar designations may perform substantially different functions, encounter different problems and require different capabilities. Consequently, curriculum planning should be anchored in the requirements of the role and the context in which that role is performed.

2.2.1 Capacity Building Plans

Capacity Building Plans (CBPs) provide an important mechanism through which this principle can be operationalised.

CBC describes the preparation of Annual CBPs as a critical component of fulfilling the vision of Mission Karmayogi. The process involves Capacity Needs Analysis (CNA), identification of training and non-training interventions, development of the capacity-building plan, and subsequent implementation and monitoring.

CBPs therefore provide a bridge between organisational priorities and individual capacity requirements. Rather than beginning with a predetermined catalogue of training programmes, the planning process seeks to identify the capabilities required and the interventions necessary to address identified capacity gaps.

2.2.2 How TIs Can Benefit from CBPs

For TIs, CBPs provide an important source of demand intelligence.

TIs can use the insights emerging from CBPs to:

- understand emerging and recurring capacity requirements across MDOs;
- identify role- and function-specific competency gaps;
- anticipate future learning requirements;
- align existing programmes with identified capacity needs;
- develop new curricula where gaps are identified;
- design customised programmes for specific organisations or learner groups; and
- build institutional learning calendars that respond to actual capacity requirements.

This also enables TIs to move from a predominantly supply-led training calendar towards a more demand-responsive curriculum portfolio.

The role of TIs in this process is particularly significant at the State level. CBC has recently emphasised that ATIs can act as “mentors and catalysts”, helping State governments own their CBPs and embed a whole-of-government approach. CBC has also described ATIs as “knowledge hubs and mentors” that can anchor CBPs across departments.

Thus, CBPs are not only planning instruments for Ministries and Departments; they can also serve as a curriculum intelligence mechanism for TIs.

2.3 Learner-Centred, Contextual and Evidence-Informed

The NCDF places the learner and the context in which learning will be used at the centre of curriculum design.

Public officials bring prior knowledge, professional experience, institutional realities and role-specific challenges to the learning environment. Effective learning therefore requires more than the transmission of information. It requires learning experiences that are relevant to the learner's role, responsive to actual work situations, and supported by evidence about what enables learning and application.

This principle is strongly reinforced by the KQF.

2.3.1 Karmayogi Quality Framework (KQF)

The KQF describes its purpose as driving the shift envisioned by Mission Karmayogi "*from rule-based HR management to role-based capability and informed decision-making*" It defines quality in terms of the ability of learning to "*improve real-world judgement and action at scale*."

The framework further establishes that every course should be anchored in competencies and that learning should begin with work context rather than content. Its lifecycle requires learning to be discovered through work and competency needs, designed backwards from real work decisions, delivered with appropriate quality controls, evaluated for learning and workplace change, and continuously improved.

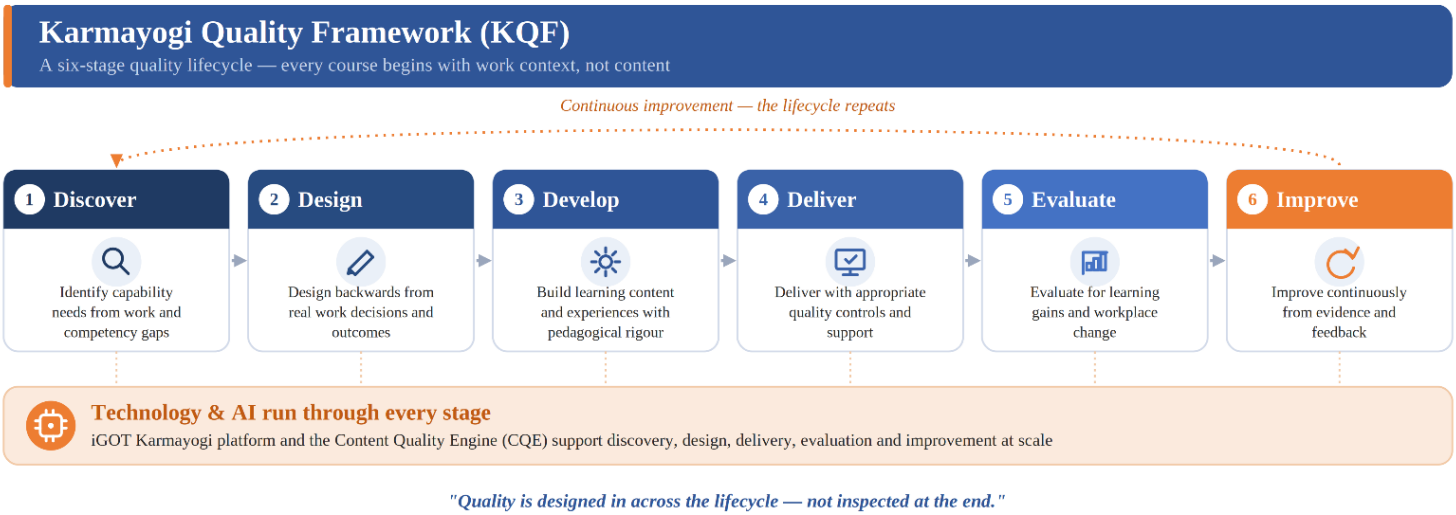
This provides a useful principle for institution-based learning as well: the learner's work should be a starting point for curriculum design, not merely a destination after training is complete.

While the KQF provides the quality architecture for learning on the iGOT Karmayogi platform, its underlying principles offer valuable guidance for TIs as well.

The KQF identifies seven commitments to quality, including:

- clarity of purpose and competency alignment;
- learning design and pedagogical rigour;
- content accuracy, currency and authority;
- assessment design and learning validation;
- technology and platform quality;
- learner experience and demand responsiveness; and
- ethical and values alignment.

These principles can inform the quality of institution-based learning even where the learning experience is delivered physically.



2.3.2 Enhancing Delivery Quality in TIs

For TIs, the KQF provides a useful reference for moving from content delivery to learning quality.

Its emphasis on competency alignment, work relevance, learner experience, assessment and continuous improvement can be translated into expectations for classroom, experiential and blended learning. This means that quality should be considered across the learning lifecycle rather than judged only by participant satisfaction at the end of a programme.

The KQF's six-stage lifecycle also offers a useful quality logic for TIs. The underlying principle is particularly relevant:

> *"Every course begins with work context, not content."*

For the NCDF, this translates into a simple proposition: learning design should begin with what the learner needs to do differently or better in their role, and work backwards to determine what should be taught, how it should be taught, and how learning should be demonstrated.

The NCDF can therefore complement the KQF by carrying these quality principles into facilitated, physical and experiential learning environments, while recognising that the modalities and mechanisms of delivery may differ.

2.4 Value-based Public Service

Competence in public service cannot be understood only in terms of what an official knows or can do. It also encompasses the values, orientation and sense of responsibility with which public authority is exercised.

The NCDF therefore adopts an ethical and values-oriented approach, recognising that the ultimate purpose of public-service capacity building is not simply improved individual performance, but improved governance and service to citizens.

This principle has two interconnected dimensions:

1. **Citizen-centredness:** orienting learning towards the needs, dignity and lived realities of citizens.
2. **IKS:** drawing upon India's knowledge traditions and civilisational thought to inform values, leadership, public service and institutional practice.

2.4.1 Citizen-Centred

Citizen-centricity is central to the vision of Mission Karmayogi and to CBC's conception of a capable civil service.

CBC describes its mandate as strengthening the human-resource foundations of government through individual and institutional capacity, while promoting "citizen-centric governance, future readiness, and fostering a culture of lifelong learning."

The implication for curriculum is that competencies should ultimately be understood in relation to the public value they enable.

Learning should therefore help officials to:

- understand the citizen perspective;
- recognise the diversity of citizens and contexts they serve;
- make informed and responsible decisions;
- improve accessibility, responsiveness and service delivery;
- exercise public authority with accountability and integrity; and
- connect individual and institutional performance with citizen outcomes.

The citizen should consequently not appear only as a topic within a curriculum. Citizen-centredness should shape the orientation of the learning experience itself.

2.4.2 Indian Knowledge Systems

The NCDF also recognises IKS as an important source of knowledge, values and approaches relevant to public service and institutional development.

This is consistent with the KCM, which CBC describes as being "rooted in India's cultural and administrative context" and whose philosophical foundations draw from IKS.

The KCM's progression from *Sankalpas* and *Gunas* to competencies provides one example of how Indic thought can inform a contemporary competency framework rather than being treated simply as historical or cultural content.

CBC's work on IKS similarly describes its objective as the "Integration of traditional Indian knowledge systems in modern governance."

The relevance of IKS within the NCDF is therefore not limited to adding Indian examples or cultural content to existing curricula. It creates an opportunity to explore how Indian knowledge, traditions, concepts of duty and service, approaches to leadership, collective responsibility, self-reflection and institutional life can inform the development of public officials.

The principle is consequently one of contextual integration rather than token inclusion: where relevant to the learning objective, Indian knowledge traditions and perspectives should enrich the way public-service concepts are understood, reflected upon and applied.

2.5 Bringing the Principles Together

Taken together, the four principles establish the underlying logic of the NCDF:

- **Competency-based**: *What must the public official be capable of doing?*
- **Role-based**: *What does the role require in its specific context?*
- **Learner-centred, contextual and evidence-informed**: *How can the learning experience enable meaningful acquisition and application?*
- **Ethical and values-oriented**: *Towards what purpose, and in whose service, are these capabilities exercised?*

These principles should inform the entire curriculum lifecycle from identification of learning needs and curriculum design, through pedagogy and delivery, assessment, workplace application and continuous improvement.

They also provide the conceptual bridge to the subsequent sections of the NCDF, where the public official is examined as a learner and these principles are translated into the learning architecture, competency progression, curriculum components and delivery standards for TIs.

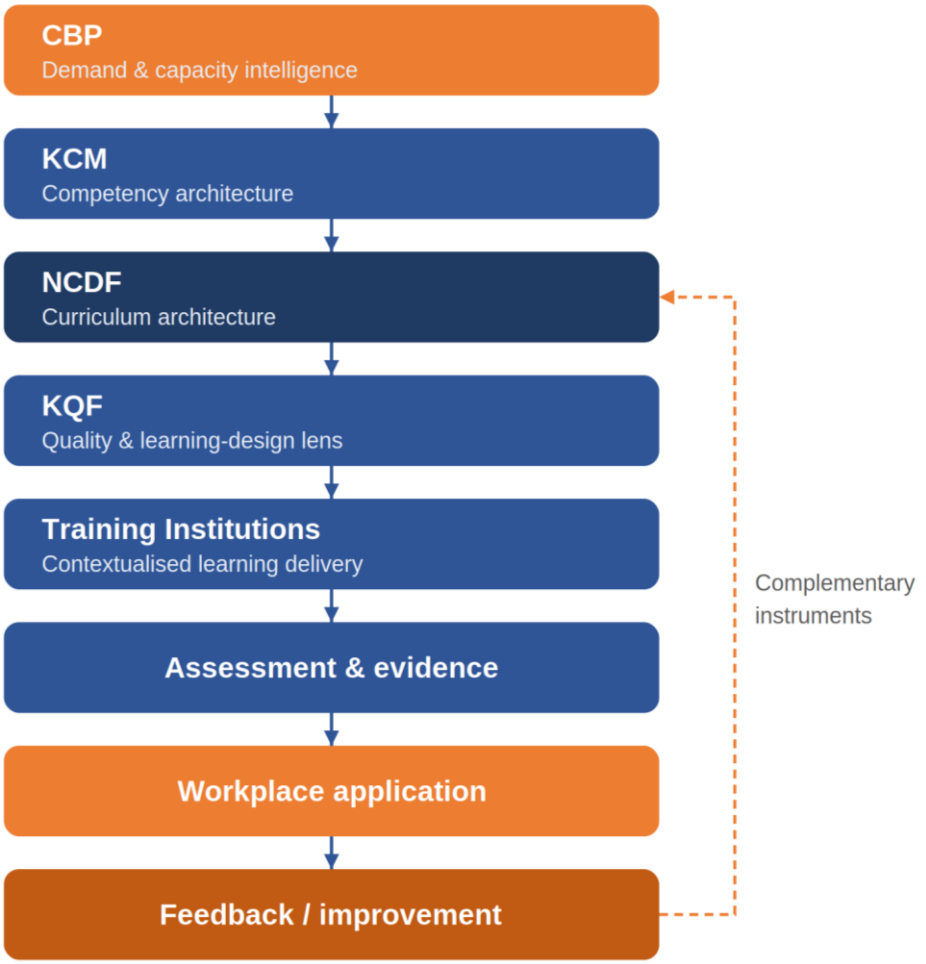


Figure 6. How the CBC ecosystem connects; CBP, KCM, NCDF, KQF, TIs, assessment and workplace application

3. The Public Official as a Learner

Mission Karmayogi represents a shift from rule-based, supply-driven training towards role-based, competency-driven and continuous capacity building. At its core is the recognition that learning for a public official cannot be separated from the role they perform, the decisions they make and the context in which those decisions are applied.

The public official enters a learning environment not as a blank slate, but as an adult professional with experience, responsibilities, established ways of working and a particular role within the administrative system. Their prior experience is therefore not separate from learning; it is one of its principal resources.

3.1 Learning in the Context of Public Service

The KCM seeks to align roles with the competencies required to perform them effectively, while CBPs identify competency requirements and gaps and determine appropriate

interventions. This is also reflected in the evolution of the learning ecosystem. iGoT enables continuous, anytime-anywhere learning, while TIs provide facilitated, experiential, peer-to-peer and institution-based learning.

Together, these are part of a larger learning ecosystem rather than isolated training events. CBC's stated vision - "***Enable Lifelong Learning for Civil Servants***" places learning as a continuing feature of professional life, rather than something that occurs only when an official attends a training programme.

Learning science provides a useful basis for this approach. Adults learn more effectively when new knowledge is connected to prior experience, when learning is relevant to an immediate problem or task, when they can actively practise and receive feedback, and when opportunities exist to apply and reflect on learning in real contexts. This is particularly important in public service, where competence is ultimately demonstrated not through recall, but through judgement, decision-making and action in complex administrative situations.

Mission Karmayogi has consequently articulated learning beyond the classroom through the 70–20–10 model: experiential learning through work and reflection, relational learning through interaction with others, and formal/informational learning through structured instruction. The implication for TIs is therefore not to reproduce the workplace inside the classroom, but to create learning experiences that connect concepts to practice, experience to reflection, and learning to action.

This direction is now explicit in the KQF: *"Every course begins with work context, not content." It defines quality in terms of the ability of learning to "improve real-world judgement and action at scale."*

3.2 The Official as an Adult and Professional Learner

A curriculum for public officials must create opportunities to connect new knowledge with existing experience, examine assumptions, practise new approaches, learn with others, reflect on consequences and apply learning to authentic professional situations. This makes the learner an active participant in the learning process rather than a recipient of information.

At the same time, public officials are not a homogeneous learner group. Their learning needs vary with their roles, responsibilities, competencies, professional experience, administrative context and the decisions they are required to make. As KQF puts it, "the learner is never uniform."

The public official can therefore be understood as an adult professional learner whose learning is embedded in a role, exercised through decisions and ultimately oriented towards public purpose. The role of the TIs is to create the conditions in which that learning can move progressively.

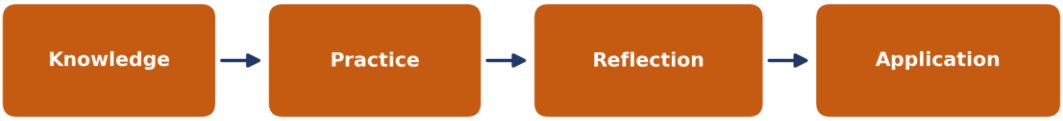


Figure 7. Training Institutions create the conditions for the public official's learning to contribute ultimately to more capable, accountable and citizen-centric public service.

In this sense, the objective of learning is not simply that an official knows more, but that they are able to do something better, differently or more responsibly in the context of their work.

4. Competency–Learning Model

The Competency–Learning model establishes the relationship between the competencies required by public officials and the learning opportunities through which these competencies can be developed, strengthened and applied. It builds on the KCM, which provides the competency architecture for Mission Karmayogi and defines the competencies required to perform effectively in public-service roles. KCM distinguishes between behavioural, functional and domain competencies, while recognising that these competencies work together rather than as independent categories.

For TIs, this provides the basis for designing learning that is not simply content-led, but competency-led, role-relevant and oriented towards application.

4.1 Understanding Competency Acquisition in Public Service

The KCM identifies three interconnected dimensions of competency:

- **Behavioural Competencies**: the dispositions, behaviours and interpersonal capabilities that enable effective public service across roles and levels.
- **Functional Competencies**: the knowledge, skills and methods required to perform functions effectively across roles and government organisations.
- **Domain Competencies**: the specialised knowledge and capabilities required within a particular sector, ministry, department or functional domain.

KCM describes these as distinct but complementary dimensions of what a public official needs to know, do and embody. Behavioural competencies support how an official approaches their role; functional competencies enable effective performance of the function; and domain competencies provide the contextual and technical depth required for particular areas of public administration.

Importantly, competency acquisition is not a one-time outcome of training. Competencies develop progressively through a combination of formal learning, practice, experience, feedback, reflection and application. The appropriate learning experience will therefore depend on the competency being developed, the learner's role and level, and the context in which the competency needs to be demonstrated.

This is consistent with the broader direction of Mission Karmayogi, which seeks to move from generic training towards **role-based learning** and from training inputs towards improved performance and workplace application.

A useful distinction for the NCDF

Figure 8. Behavioural, functional, and domain competencies add together to form overall role capability.

However, not every learning intervention needs to address all three dimensions equally. Their relative emphasis will depend on the role, level, function, learner need and purpose of the intervention.

4.2 The Competency Convergence

The three competency dimensions should not be understood as separate learning streams. Effective public-service performance emerges where behavioural capability, functional capability and domain knowledge converge in the context of an actual role and its decisions.

This convergence is particularly important because possessing technical or functional knowledge alone does not necessarily result in effective public service. An official may know *what* needs to be done and *how* to do it, but effective action also depends on judgement, communication, collaboration, accountability, service orientation and the ability to navigate the realities of the administrative context.

The objective of competency-based learning is therefore to enable the learner to bring these dimensions together in practice.

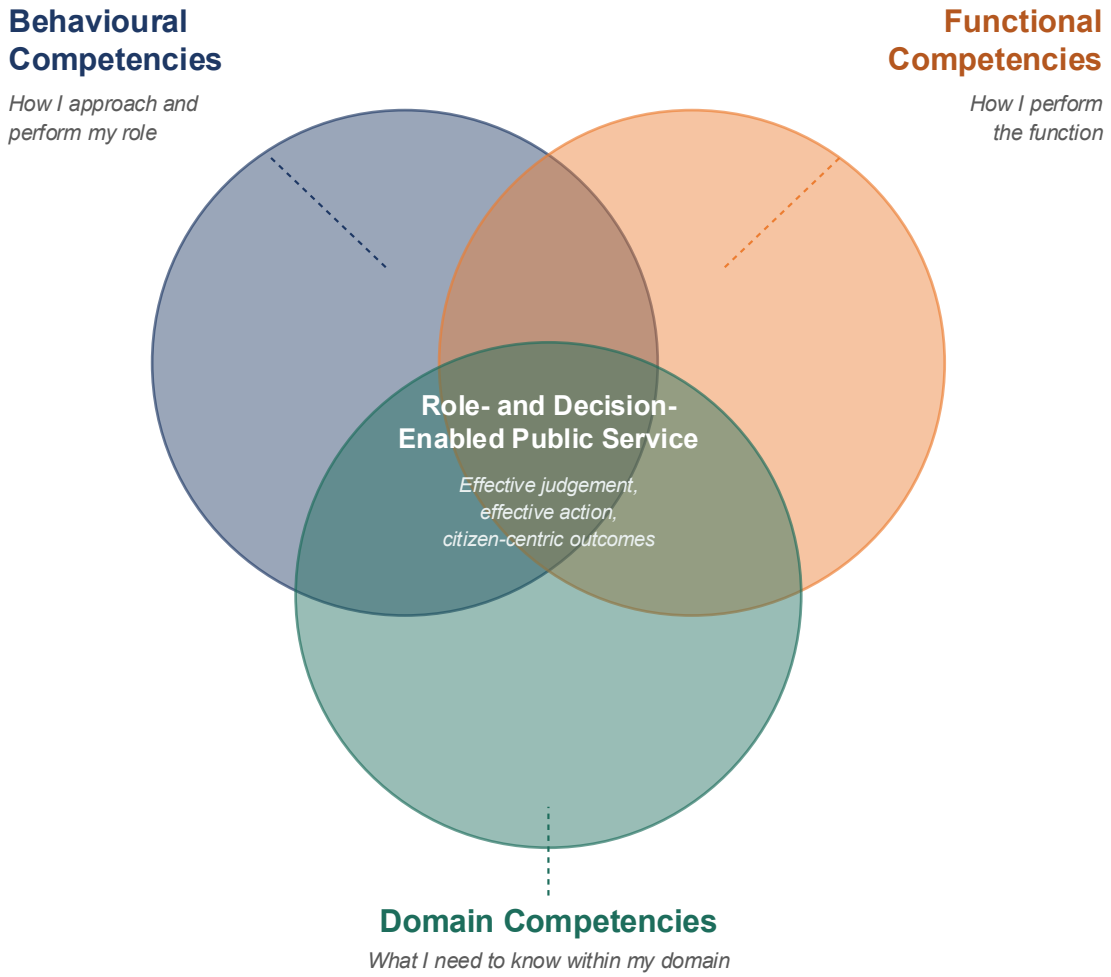


Figure 9. Behavioural, functional and domain competencies converge at the centre in role- and decision-enabled public service: effective judgement, effective action and citizen-centric outcomes.

4.3 Learning Delivery: Integrating Offline and Online Modes

The NCDF recognises that competency development requires a combination of facilitated, experiential and digital learning, rather than a single mode of delivery.

Within this framework, behavioural and functional competencies constitute common areas for curriculum consideration and recommendation across TIs, with their treatment calibrated to the learner's role, level and learning need. Domain competencies, however, are inherently contextual and should be determined by TIs in response to the mandates, functions, priorities and identified capacity needs of the relevant department, ministry or organisation.

This creates a complementary relationship between online and institution-based learning:

Learning mode	Primary opportunity	Illustrative application
Online / iGoT	Scalable, continuous and individualised learning	Behavioural and functional competency development; foundational knowledge; refreshers; self-directed learning
Offline / TI-based	Facilitated, contextual and experiential learning	Domain-specific learning; application; simulations; case discussions; peer learning; reflection; collaborative problem-solving
Blended	Integration of knowledge, practice and application	Pre-learning online → facilitated practice → workplace application/reflection

iGoT already enables competency-linked learning at the individual level, with courses mapped to competencies in KCM and officers able to access learning based on the competencies they need to develop.

Offline learning, meanwhile, provides opportunities that are particularly valuable where learning requires interaction, practice, discussion, feedback, contextualisation and experiential engagement. This does not mean that behavioural or functional competencies are exclusively offline. Depending on the competency and learning objective, they may be developed through iGoT, facilitated programmes, workplace experiences or a combination of these.

Similarly, offline programmes need not be exclusively domain-focused. The appropriate balance of behavioural, functional and domain learning should be determined by the role, level, competency requirement and purpose of the programme.

The guiding principle

> ***Online and offline are not competing delivery modes; they are complementary learning environments within a continuous competency-development ecosystem.***

5. The Architecture of Differentiation

The KQF recognises that the learner is not uniform and that quality learning must therefore be calibrated to the specific context in which the learner performs their role. While competencies provide the foundation for learning, the KQF identifies three dimensions that further determine how those competencies should be developed and assessed: decision complexity, governance decision archetype and administrative role family.

For the NCDF, these three dimensions provide the basis for differentiating curriculum across levels and roles, ensuring that learning is aligned not simply to *what a public official needs to know*, but to the nature of the decisions they make, the governance context in which they make them, and the position they occupy within the administrative process.

5.1 Decision Complexity: The Strategic–Tactical–Operational Lens

The **Strategic–Tactical–Operational (S-T-O)** lens differentiates learning according to the complexity and nature of decisions associated with different levels of public administration.

Level	Nature of decision-making	Curriculum emphasis
Operational	Procedural accuracy, rule application and citizen-facing execution	Applying procedures, executing processes, responding to operational situations and ensuring accurate delivery
Tactical	Cross-programme problem-solving, team alignment and delivery ownership	Coordinating across functions, resolving implementation challenges, managing teams and translating priorities into delivery
Strategic	Policy design, systems thinking, cross-sectoral influence and leadership in complexity	Strategic judgement, policy formulation, systems-level thinking, influencing across institutions and leading in complex environments

The KQF makes an important distinction here: a course designed for one level cannot simply be transferred to another without substantive redesign. As decision complexity increases, the learning experience must correspondingly change in terms of the complexity of scenarios, level of ambiguity, depth of feedback and type of assessment.

The S-T-O lens therefore provides the NCDF with a basis for progressive curriculum design, rather than treating learning as a uniform requirement across levels.

5.2 Governance Decision Archetypes

Decision complexity alone does not capture the context in which a public official exercises a competency. The KQF therefore identifies seven governance decision archetypes, representing recurring types of governance decisions and situations:

1	Citizen-facing
2	Administrative processes and procedures
3	Policy and law
4	Outcome execution — time-bound / outcome-based
5	Leadership and stewardship
6	Functioning under uncertainty
7	Regulatory

These archetypes help determine the constraints, trade-offs and consequences that should be incorporated into learning experiences.

The same competency may therefore need to be developed differently depending on the governance context in which it is exercised. For example, communication, judgement or problem-solving may require substantially different scenarios when applied to a citizen-facing interaction, a regulatory decision, policy formulation or functioning under uncertainty.

For the NCDF, governance archetypes can consequently be used to inform the selection of cases, scenarios, simulations, discussions, exercises and assessments, ensuring that learning reflects the realities of governance rather than only the abstraction of a competency.

5.3 Administrative Role Family

The third dimension is the Administrative Role Family. This recognises that officials occupying different positions within an administrative process may require different expressions of the same competency.

ADMINISTRATIVE ROLE ARCHETYPES

1	**Initiator** — originates files and actions
2	**Reviewer** — examines and recommends
3	**Decision Maker** — approves and commits resources
4	**Strategic Leader** — sets direction and manages performance
5	**Policy Maker** — formulates and advises on legislation

The role family therefore determines **the position the learner occupies within an administrative process**, and consequently influences how a competency should be developed, practised and assessed.

This is particularly important for the NCDF because designation alone may not sufficiently describe the nature of an official's work. A competency such as analytical thinking, communication, problem-solving or decision-making can manifest differently depending on whether the official is initiating an action, reviewing it, taking the decision, leading its implementation or shaping the policy that governs it.

5.4 Why Design by Role and Decision Context?

Together, Decision Complexity + Governance Decision Archetype + Administrative Role Family define the specific context in which a public official exercises their competencies.

This distinction is central to the KQF's proposition that quality learning must begin with the work context. The objective is not to create separate curricula for every individual role, but to establish a structured architecture through which curriculum can be appropriately calibrated to the complexity, context and position of the learner.

This creates the following curriculum design logic:

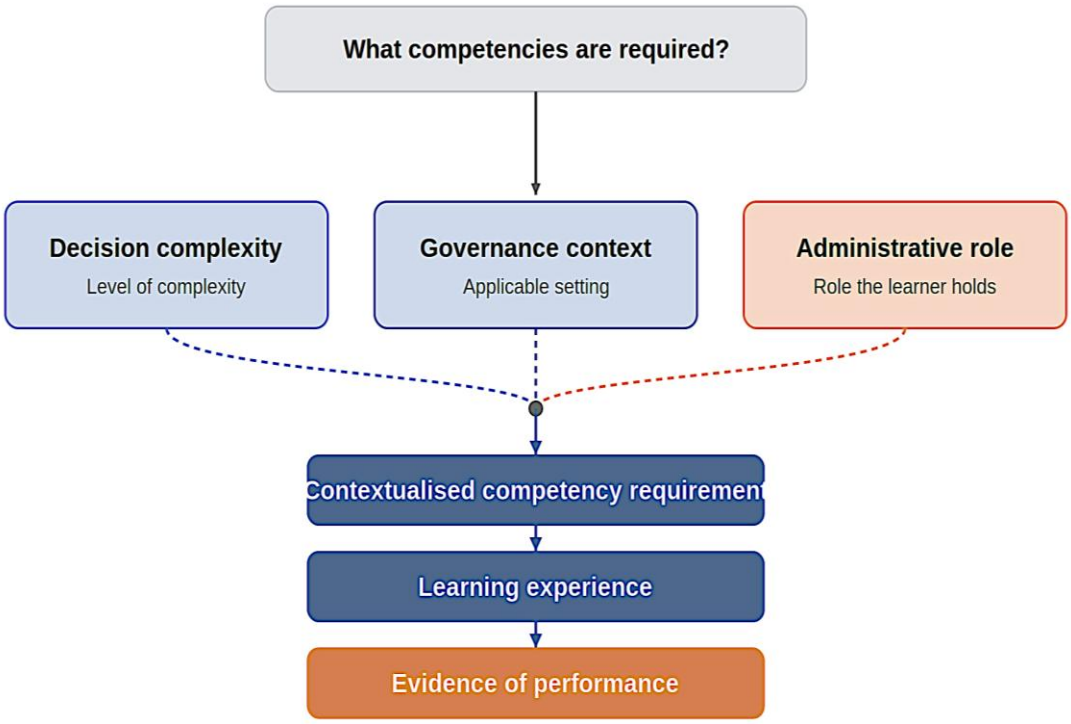


Figure 10. Required competencies are shaped jointly by decision complexity, governance context, and administrative role, converging to define what the learner should experience, practise, and demonstrate.

Thus, the NCDF moves beyond designing learning simply around competency or subject matter, towards designing for role and decision context.

> **Competencies tell us what capability is required; the architecture of differentiation tells us how that capability needs to be expressed in the work.**

6. Pedagogical Approach

The pedagogical approach of the NCDF brings together the principles established in the preceding sections: the public official as an adult professional learner; competency-based learning; differentiation by decision complexity, governance archetype and administrative role family; and the integration of online and offline learning.

The approach is therefore not a prescription of particular teaching methods. Rather, it establishes the conditions and characteristics that should shape curriculum and learning experiences within TIs.

As the KQF states, “Every course begins not with content, but with a work context.” The NCDF extends this principle to institution-based learning, placing relevance, practice, reflection and application at the centre of curriculum design.

6.1 Pedagogical Architecture for Learning in TIs

Pedagogical approach	What it means for the learner	What it means for curriculum & pedagogy	Illustrative learning experiences
Work-context based	Learning is connected to the learner's actual role, responsibilities and workplace context.	Begin with the work to be performed and the capability required, rather than the subject to be taught. Contextualise content, examples and activities to role, level and administrative environment.	Role-based scenarios, workplace problems, contextual examples, field situations
Decision-based	Learning develops the ability to interpret situations, weigh alternatives and exercise judgement.	Design learning around the decisions officials make and the complexity of those decisions, using the Strategic–Tactical–Operational lens and governance decision archetypes.	Decision simulations, dilemmas, policy choices, problem-solving exercises
Experiential	Learners develop capability by doing, practising, receiving feedback and reflecting on experience.	Move beyond information transmission towards opportunities to practise competencies in realistic or simulated environments.	Simulations, role plays, field exposure, exercises, practice assignments
Case-based	Learners engage with real or realistic governance situations and learn through analysis and deliberation.	Use cases to connect concepts with administrative experience, competing considerations and consequences of decisions.	Case discussions, case analysis, decision cases, administrative narratives; **Amrit Gyan Kosh** resources

Pedagogical approach	What it means for the learner	What it means for curriculum & pedagogy	Illustrative learning experiences
Reflective	Learners examine their own assumptions, actions, decisions and experiences.	Build structured reflection into learning rather than treating reflection as an incidental activity.	Reflection journals, debriefs, after-action reviews, guided reflection
Relational & collaborative	Learning is strengthened through interaction with peers, faculty, mentors and practitioners.	Create opportunities for dialogue, exchange of experience, collective problem-solving and learning from others.	Peer learning, Samuhik Charchas, group work, mentoring, communities of practice
Rooted in Indian Knowledge Systems & Seva Bhav	Learning connects professional capability with public purpose, ethics, duty and citizen-centred service.	Integrate Indian knowledge traditions, values and lived administrative experience in ways that are relevant to contemporary governance.	Reflective dialogue, stories and cases, field experiences, ethical dilemmas, IKS-based learning
AI-enabled	Learners can access more personalised, contextual and responsive learning support.	Use AI to support exploration, simulation, feedback, case generation, knowledge discovery and differentiated learning—while retaining human judgement and accountability.	AI-supported scenarios, simulations, adaptive learning, feedback and knowledge exploration
Application & transfer	Learning is carried beyond the training environment into workplace behaviour and performance.	Design for what happens after training: opportunities to apply, test, receive feedback and reinforce learning in the workplace.	Workplace assignments, action plans, application projects, follow-up reflection, peer review

The approaches are complementary rather than sequential. A single learning experience may, for example, begin with a work-context problem, require a decision, use a case or simulation, involve peer discussion, invite reflection and culminate in a workplace application.

This is particularly important because competency acquisition does not occur through a single mode of learning. The KQF places experiential learning alongside relational and

informational learning, while the broader Mission Karmayogi ecosystem brings together iGoT, TIs, workplace learning, peer learning and other developmental opportunities. The role of the curriculum is therefore to create an intentional combination of these experiences rather than treating a training programme as an isolated event.

6.2 From Pedagogy to Curriculum

The pedagogical architecture provides the **design principles for Part B**. It establishes that curriculum within TIs should answer five connected questions:

Curriculum question	Derived from
What capability needs to be developed?	Behavioural, Functional & Domain Competencies
For whom?	Administrative Role Family
At what level of complexity?	Strategic, Tactical & Operational
In what context?	Governance Decision Archetype + Work Context
How should it be learnt and demonstrated?	Work-contextual, Decision-based, Experiential, Case-based, Reflective, Relational, AI-enabled & Applied learning

The NCDF therefore moves from understanding the public official as a learner, to identifying the competencies they require, differentiating those competencies by role and decision context, and establishing the pedagogical conditions through which those competencies can be developed and applied.

Part B: Curriculum Architecture

How role-relevant learning is designed

Curriculum architecture provides the overall structure and organising logic of the curriculum. It establishes how competencies, decision complexities, learning domains, progression levels, learning components and delivery approaches are connected to create a coherent learning journey aligned to the role and context of public officials.

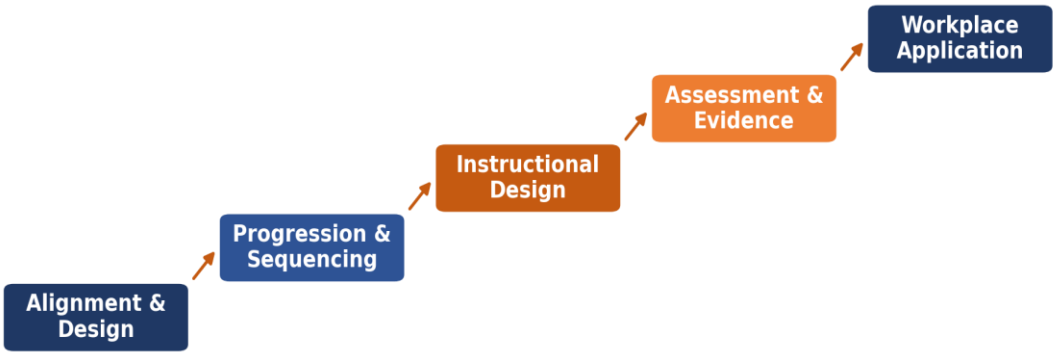


Figure 11: The learning architecture progresses through five connected parts: alignment and design, progression and sequencing, instructional design, assessment and evidence, and workplace application.

1. Curriculum Purpose and Intended Outcomes

The purpose of the curriculum within TIs is to translate the competency requirements of public-service roles into learning that improves the quality of decisions and actions in the workplace.

The curriculum therefore moves beyond competency acquisition as an end in itself. It is designed to enable officials to apply behavioural, functional and domain competencies in the context of their work, with increasing ability to exercise judgement, respond to complexity and contribute to citizen-centric outcomes.

This follows the broader direction of Mission Karmayogi and the KQF, which positions quality learning as the ability to "*improve real-world judgement and action at scale*." The curriculum is consequently not intended merely to increase knowledge or demonstrate course completion, but to create a pathway from:

Figure 12: The curriculum creates a pathway from competency, to learning, to application, to improved decision-making and performance.

For TIs, this means that curriculum design should begin with the capacity required for the work, and work backwards to determine the learning experiences, practice opportunities and evidence required to develop it.

1.1 Competency Acquisition to Decision Improvement

The NCDF treats competency acquisition as a means to improved performance, rather than the final outcome of learning.

The KCM provides the competencies that public officials need to develop, while the KQF provides the contextual dimensions through which these competencies are calibrated: decision complexity, governance decision archetype and administrative role family. The curriculum brings these together to determine what an official should be able to know, do and demonstrate in the context of their role.

This is particularly important because government roles are not fixed neatly by designation. CBC's S-T-O framework explicitly notes that “positions in government do not correspond to a fixed level of function” and that the same designation may require an official to move between strategic visioning, tactical planning and operational execution depending on the task and context.

The curriculum should therefore develop the ability to apply competencies at the level and complexity demanded by the work:

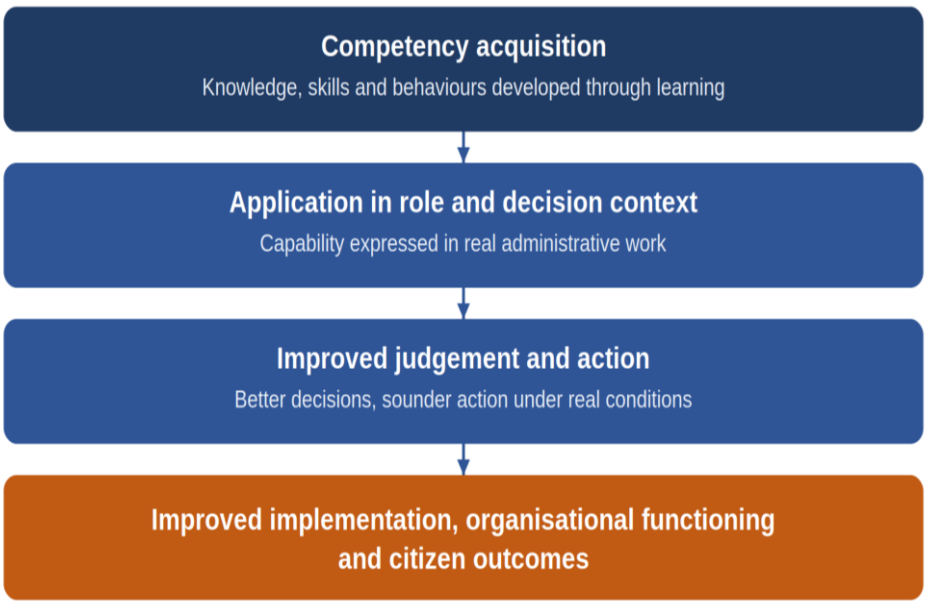


Figure 13. Competency acquisition builds into application within role and decision context, which improves judgement and action, ultimately driving better implementation, organisational functioning, and citizen outcomes.

This also establishes an important distinction for TIs: the objective is not to teach every competency to every learner in the same manner. Curriculum should be calibrated to the learner's role, decision complexity and context, while enabling progression towards greater capability over time.

1.2 Expected Learning Outcomes Across Levels

The S-T-O framework provides a useful basis for differentiating the nature of learning outcomes across levels.

These levels should not be interpreted as fixed hierarchies attached permanently to designations. S-T-O proposes that an official may perform different roles depending on the "*nature of the task, and the context in which they function.*"

For curriculum purposes, therefore, the distinction is primarily about the nature and complexity of the work the learner is being prepared to perform.

Level	Nature of work	Curriculum should enable the learner to	Indicative learning outcome
Operational	Execution, implementation and frontline/service delivery within defined processes and standards	Apply knowledge and procedures accurately; use functional and domain skills; respond to immediate problems; engage appropriately with citizens and stakeholders	**Execute effectively and reliably**
Tactical	Translation of policy and strategy into implementation; coordination, monitoring, problem-solving and course correction	Analyse implementation challenges; coordinate across stakeholders; allocate and manage resources; use data and feedback; adapt approaches to emerging issues	**Translate, coordinate and improve**
Strategic	Long-term direction, policy, institutional and systems-level decision-making	Anticipate emerging issues; integrate multiple perspectives; shape policy and strategy; manage complexity and uncertainty; build institutional and cross-sectoral alignment	**Anticipate, shape and lead**

1.2.1 Learning Outcomes and the Revised Bloom's Taxonomy

To translate role and competency requirements into clear, demonstrable learning outcomes, Training Institutions may draw upon the Revised Bloom's Taxonomy. The taxonomy provides a reference for articulating the cognitive processes that learners are expected to demonstrate, progressing across six dimensions: **Remember, Understand, Apply, Analyse, Evaluate and Create**.

These dimensions can help TIs move from broad statements of learning intent to outcomes that specify what an official should be able to demonstrate following a learning intervention. For example, a programme may require learners to *identify* the provisions of a policy, *explain* their implications, *apply* them to an administrative situation, *analyse* implementation challenges, *evaluate* alternative courses of action, or *design* an appropriate response.

The selection of learning outcomes should be guided by the competency being developed, the learner's work context and the nature of the decisions they are expected to make. Operational contexts may place greater emphasis on accurate application of procedures and reliable execution; tactical contexts may require analysis, evaluation and adaptation during implementation; strategic contexts may involve evaluating competing perspectives, exercising judgement under uncertainty and developing policy or institutional responses. These are indicative emphases, rather than fixed mappings between S-T-O contexts and Bloom's levels.

The Revised Bloom's Taxonomy should therefore serve as a **design aid for articulating intended learning outcomes**, helping TIs align what learners are expected to demonstrate with the learning experiences and assessment methods used to develop and evaluate those outcomes.

1.2.2 The distinction is supported by the descriptions of the three roles

Operational work is centred on **"precision, consistency, and adherence to standards of quality"**; tactical work serves as the bridge between strategic planning and operational execution and involves applying, assessing and refining implementation; while strategic work focuses on long-term vision, policy, systems thinking and high-impact decisions.

Importantly, this does **not** imply that operational learning is foundational and strategic learning is simply "more advanced" content. Rather, each level represents a different **decision environment and contribution to governance**. A curriculum should prepare officials to perform effectively within their predominant role while also enabling them to navigate the adjacent levels as their responsibilities and contexts evolve.

The intended outcome of the curriculum is therefore not a uniform set of learning outputs across all programmes. TIs should be able to design programmes in which **learning**

outcomes, learning experiences and evidence of learning correspond to the nature of work and decisions the learner is expected to undertake.

2. Learning Architecture

The "*Learning Architecture*" translates the principles established in Part A into a coherent approach to curriculum design and delivery within TIs. It connects the requirements of the role with the competencies to be developed, the learning experiences through which they are developed, the evidence used to assess them, and their application in the workplace.

The architecture follows a continuous logic:

Figure 14. The learning architecture follows a continuous logic: align, sequence, learn, demonstrate, apply and improve.

It recognises that effective capacity building is not achieved through a single training event or course. Curriculum must provide a coherent progression of learning opportunities, appropriate to the learner's role, decision context and level of responsibility, while allowing Training Institutions to contextualise content and pedagogy to their mandate and learner needs.

This can further be understood by the curriculum's design logic as represented in the image below:

Figure 15. The NCDF curriculum logic

2.1 Curriculum Alignment and Design Principles

The overarching design principle is designing from work contexts, aligning to competencies and role requirements keeping in mind the requirements of an adult professional learner's learning needs.

2.1.1 Designing from Work, Not Content

Curriculum design should begin with the work that the public official is expected to perform, rather than with a subject or body of content. The starting point is therefore the role, the decisions the official is expected to make, the competencies required, and the context in which those competencies are applied.

This reflects the principle established in KQF that "every course begins not with content, but with a work context." For TIs, this means translating the requirements of the role and decision environment into appropriate learning outcomes, experiences and evidence of learning.

Learning outcomes should use clear, observable action verbs to describe what the learner is expected to know, understand or demonstrate. The Revised Bloom's Taxonomy can support this process by helping curriculum designers select verbs that reflect the intended cognitive process—for example, *identify* or *describe* for recall and understanding, *apply* or *demonstrate* for practical use, *analyse* or *differentiate* for examining relationships and problems, *evaluate* or *justify* for reasoned judgement, and *design* or *formulate* for developing responses. The chosen verb should reflect the actual learning requirement and be supported by an appropriate learning activity and assessment method.

2.1.2 Alignment with Competency and Role Requirements

Curriculum should draw upon the KCM to identify the behavioural, and functional competencies required for effective performance. These competencies should then be contextualised through the learner's decision complexity, governance decision archetype and administrative role family.

The same competency may therefore require different learning experiences, levels of complexity or forms of assessment depending on **who is learning, what they are expected to do, and the decisions they are expected to take**.

TIs should use relevant CBPs, Capacity Needs Analysis, organisational priorities and emerging requirements as sources of demand intelligence when determining curriculum priorities.

2.1.3 Designing for the Adult Professional Learner

The public official enters a learning environment with prior knowledge, professional experience, established ways of working and an understanding of the institutional context. Curriculum should therefore reflect principles of **andragogy**, treating learners as active participants rather than passive recipients of information.

Learning should:

- establish clear relevance to the learner's role and responsibilities;
- connect new knowledge with prior experience;
- provide opportunities for active participation, practice and problem-solving;
- enable reflection on existing assumptions and ways of working;
- provide meaningful feedback; and
- create opportunities to apply learning in authentic or simulated work contexts.

The objective is not simply to enable officials to acquire knowledge, but to create conditions in which they can **use, adapt and apply that knowledge in professional practice**.

2.1.4 Common Architecture, Contextualised Curriculum

The NCDF provides a **common curriculum architecture and quality direction**, while allowing TIs to contextualise curricula to their mandate, domain, learner profile and institutional strengths.

This balance is important; national consistency should not result in uniformity of content. A curriculum for a state-level field function, a regulatory role and a policy-making role may draw upon the same competency but require substantially different examples, cases, learning activities and evidence of application.

2.2 Learning Progression and Sequencing

Learning within TIs should be structured as a **progressive journey**, rather than as a collection of independent courses or training events. Progression should reflect increasing complexity in the nature of work, decisions, problems and expected performance.

2.2.1 Progressive Development of Capability

Curriculum should provide opportunities to move from foundational understanding towards increasingly complex application, judgement and independent performance.

A broad progression may be understood as:

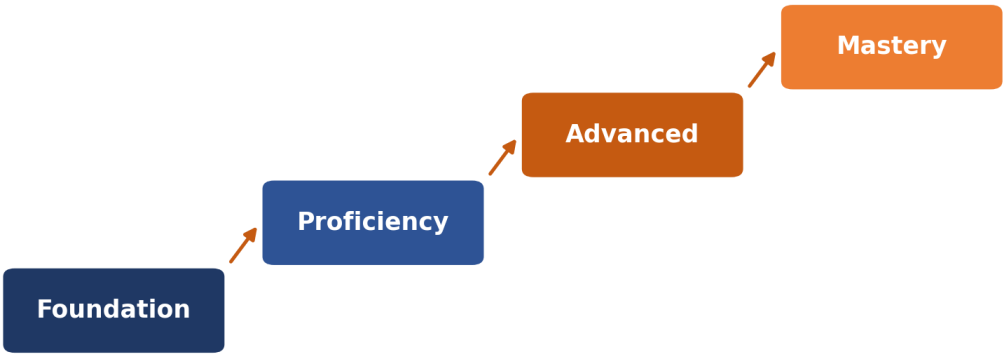


Figure 16. The Competency Acquisition Ladder progresses from Foundation, to Proficiency, to Advanced, to Mastery.

At the foundational stage, learners develop essential knowledge, concepts and functional understanding. As learning progresses, they should increasingly be required to apply knowledge to realistic situations, integrate multiple competencies, exercise judgement and respond to ambiguity and competing priorities.

The expected level of progression should vary according to the decision complexity of the role. Operational learning may emphasise accurate and reliable execution; tactical learning may require translation, coordination and adaptation; strategic learning should increasingly involve systems thinking, foresight, innovation, creation judgement and leadership in complexity.

The Revised Bloom's Taxonomy can complement this progression by helping TIs vary the cognitive demands placed on learners. Depending on the intended outcome, learning may require officials to recall and explain relevant concepts, apply them to work-related situations, analyse complex problems, evaluate competing options or create contextually appropriate solutions. These processes can inform the sequencing of learning activities and the design of opportunities for practice and application.

However, the cognitive processes described by Bloom's Taxonomy should not be treated as equivalent to the stages of the Competency Acquisition Ladder. A learner may be able to analyse a case in a classroom but still require further practice to demonstrate the relevant competency consistently in the workplace. Progression in capability therefore requires evidence of appropriate application, judgement and performance in context, alongside the cognitive demands of the learning task.

2.2.2 Coherence Across the Curriculum

Individual programmes should not be designed in isolation. TIs should consider how learning experiences collectively contribute to capability development across an official's professional journey.

Curriculum planning should therefore seek to:

- establish appropriate prerequisites;
- avoid unnecessary repetition;
- identify gaps in capability development;
- build connections between related programmes;
- progressively increase the complexity of learning and assessment; and
- create continuity between formal training, workplace learning and subsequent development.

This allows the curriculum to function as a **system of learning**, rather than simply a calendar of programmes.

2.2.3 Flexible Progression

Progression should not be understood as a rigid linear pathway. Officials may enter learning with different levels of prior knowledge, experience and demonstrated capability.

Where appropriate, TIs should therefore use learner needs, prior experience, diagnostic assessment and workplace requirements to determine the appropriate starting point and depth of learning.

2.3 Instructional and Learning Experience Design

Once learning outcomes and progression are established, the curriculum must determine **how learning will happen**. Instructional design should create experiences that enable learners to understand, practise, reflect upon and apply what they are expected to learn.

2.3.1 Learning through Work and Decision Context

KQF recommends learning experiences should be grounded in the realities of public administration. Rather than treating knowledge as an end in itself, curriculum should create opportunities for learners to work with the kinds of problems, decisions, stakeholders and constraints they encounter in practice.

Depending on the learning objective, this may include:

- cases and caselets;
- problem-based learning;
- simulations and role plays;
- field and workplace assignments;
- demonstrations and practice;
- policy or programme analysis;
- peer learning and facilitated discussion; and
- reflective exercises.

The choice of method should follow the **learning outcome and decision context**, rather than the availability or familiarity of a particular teaching method.

2.3.2 Experiential, Reflective and Collaborative Learning

Learning should extend beyond instructor-led transmission. Officials should have opportunities to **do, discuss, reflect, receive feedback and try again**.

Experiential learning can connect classroom concepts to administrative realities; reflective learning can enable officials to examine assumptions, decisions and consequences; and

collaborative learning can draw upon the diverse experiences and perspectives present within a cohort.

These approaches are particularly relevant to behavioural competencies, where capability is developed not merely through understanding a concept but through repeated practice, feedback and reflection.

2.3.3 Blended and AI-Enabled Learning

Digital and physical learning should be treated as complementary components of the learning experience. iGoT and other digital resources can support preparation, foundational knowledge, reinforcement and self-directed learning, while TIs can provide facilitated practice, discussion, simulation, peer exchange and contextual application.

AI-enabled tools may further support personalised learning, simulation, case generation, feedback, reflection and access to relevant knowledge, subject to appropriate safeguards for accuracy, ethics, privacy and responsible use.

The objective is not to maximise the use of technology, but to use the **right mode and tool for the learning purpose**.

2.3.4 The Faculty as Facilitator of Learning

The role of faculty extends beyond transmitting subject knowledge. Faculty should facilitate inquiry, discussion, practice, reflection and application, while drawing upon their own professional and field experience.

This requires faculty to understand not only **what is being taught**, but also the learner, the work context and the capability the learning is intended to develop.

2.4 Assessment and Evidence of Learning

Assessment establishes the extent to which a learning intervention enables public officials to demonstrate the intended competencies. Within the NCDF, assessment is aligned with the official's role, the decision context in which the competency is required, and the intended level of capability. It forms part of the learning process, informing both the learner's development and the TIs decisions about curriculum design and delivery.

Assessment should reflect the demands of public service. An official may need to interpret a rule, analyse evidence, respond to a citizen's grievance, coordinate across departments, exercise judgement under uncertainty or improve an administrative process. Each requires a different form of evidence. Accordingly, the assessment method should be selected on the basis of what the learner is expected to demonstrate, rather than relying on a uniform testing format across programmes.

The NCDF approaches assessment through four connected design questions:

- ***What is the consequence of the assessment?*** The stakes determine the level of assurance, consistency and safeguards required.
- ***What purpose does it serve?*** Assessment may establish a starting point, support practice, track progress or determine whether a defined level of capability has been demonstrated.
- ***When is the evidence used?*** Assessment may be diagnostic, formative or summative, depending on its role in the learning journey.
- ***How will the evidence be generated?*** Online and offline methods offer different possibilities for assessing understanding, application, judgement and performance.

These dimensions are complementary. A TI should combine them according to the intended outcomes, learner needs, available resources and intended use of results.

2.4.1 Alignment between Outcomes, Learning and Assessment

Assessment design begins with the intended learning outcomes. Each outcome should specify what the learner is expected to know, apply, demonstrate or decide, and under what conditions. The assessment should then provide an appropriate opportunity to demonstrate that capability.

The alignment process should consider three elements:

1. **Competency and context:** Which behavioural or functional competency is being developed, and in what role or decision context is it required?

2. **Expected level:** What depth of capability is intended, from guided application to independent performance, contextual judgement and improvement of practice?

3. **Evidence of achievement:** What observable response, decision, performance or work product would demonstrate the intended outcome?

The progression should therefore remain coherent:

Figure 17. The assessment evidence continuum

Figure 18. Capacity Building Plans translate into all the elements mentioned above, which in turn informs the next Capacity Building Plan.

Assessment should also reflect the decision complexity of the learner. The evidence expected from an operational learner may emphasise accurate execution, while tactical and strategic learners may increasingly be assessed on analysis, adaptation, judgement, systems thinking and decision-making under complexity.

The **Revised Bloom's Taxonomy** can be used as a practical reference when designing assessment questions, prompts and tasks. TIs should identify the action verb in each intended learning outcome and design assessment items that generate evidence of the corresponding capability.

For example, an outcome requiring learners to *explain* a concept may be assessed through an explanation or interpretation; an outcome requiring them to *apply* a procedure may require a practical task or scenario; an outcome requiring them to *analyse* a problem may use a case-based question; and an outcome requiring them to *evaluate* or *justify* a decision may ask learners to compare alternatives and defend a course of action against specified criteria. An outcome requiring learners to *design* or *formulate* a response may be assessed through a policy brief, implementation plan or proposed solution.

Assessment questions should therefore be designed around the intended learning outcome, using relevant Bloom's action verbs to help establish the nature of the thinking or performance being assessed. The verb alone does not determine the quality or difficulty of an

assessment item; the scenario, evidence available, constraints, criteria and expected response must also reflect the learner's work context and the competency being developed.

2.4.2 Authentic and Performance-Based Assessment

Authentic assessment places learners in situations that resemble the demands of public-service work. It enables Training Institutions to examine how officials use knowledge, skills and judgement when responding to administrative problems, working with stakeholders or making decisions within institutional constraints.

Depending on the competency and intended level, TIs may use:

- Case studies and caselets based on governance challenges.
- Simulations and role plays involving citizen interactions, negotiations or administrative decisions.
- Practical exercises involving file processing, note preparation, data interpretation or application of procedures.
- Policy, programme or process analysis requiring learners to examine evidence, evaluate alternatives and justify recommendations.
- Presentations, group tasks and structured discussions to assess communication, collaboration and the ability to explain decisions.
- Workplace assignments, reflective records or improvement projects where the learning objective requires application beyond the training setting.

The **selection of methods should remain flexible**. Not every programme requires every method, and the use of an elaborate activity does not, by itself, establish assessment quality. The task must generate evidence relevant to the intended competency and level.

Where assessment involves evaluator judgement, TIs should **establish clear criteria for evaluating the quality of the response**. These may include accuracy, relevance to the context, reasoning, feasibility, consideration of stakeholders, compliance with applicable rules and the anticipated consequences of the decision. For competencies involving innovation or improvement, assessment may also consider whether a proposed solution responds to a genuine need, is contextually appropriate, and has been tested or evaluated where feasible.

2.4.3 Feedback as Part of Learning

Assessment should support development as well as establish achievement. Feedback helps learners understand what they have demonstrated, where gaps remain and what they can do to improve. It should be specific to the intended outcome and provide a clear basis for further practice.

Formative assessment should therefore be embedded throughout a programme, allowing learners to attempt tasks, receive feedback, reflect and refine their responses. Faculty may use questioning, observation, peer review, guided case analysis and practical exercises to identify gaps and adjust facilitation.

Feedback should also inform the TIs. Patterns in learner responses may indicate that a concept requires clearer explanation, an exercise needs redesign, an assessment criterion is ambiguous or additional practice is necessary. Assessment findings should thus contribute to continuous improvement in teaching-learning design and programme delivery.

2.4.4 Selecting the Assessment Approach

Assessment design should consider four dimensions: the purpose of assessment, its timing in the learning journey, the mode through which evidence is generated, and the consequences of the decision it supports. These dimensions can be combined according to the programme's objectives and context.

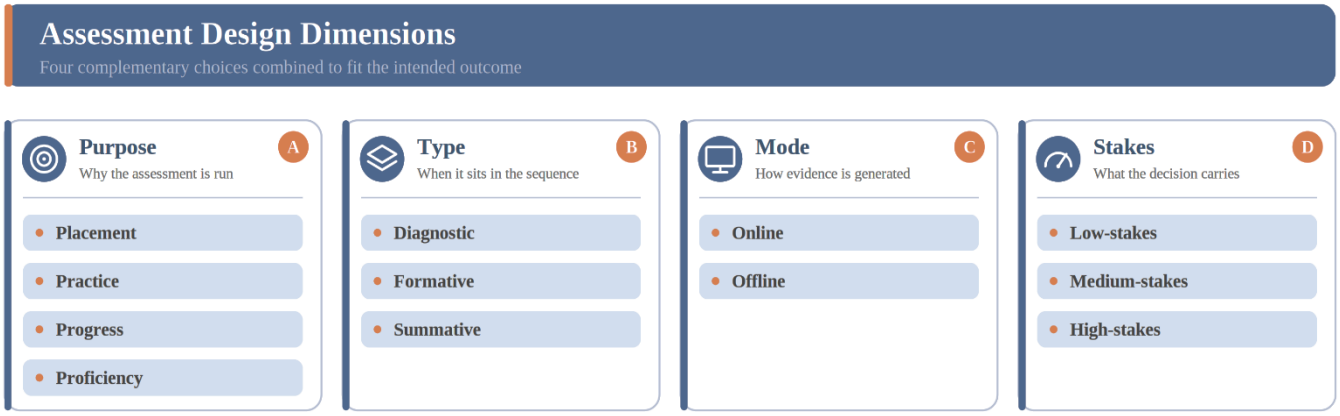


Figure 19. Assessment Design Dimensions for Training Institutions under the NCDF

A. Assessment Purpose

- **Placement:** Establishes prior knowledge, experience or capability to identify an appropriate starting point.
- **Practice:** Gives learners opportunities to rehearse a task, apply a concept and receive feedback.
- **Progress:** Tracks development, identifies gaps and determines what further support or practice is required.
- **Proficiency:** Establishes whether the learner demonstrates the defined capability against specified criteria.

B. Assessment Type

- **Diagnostic assessment:** Conducted before or at the beginning of a learning sequence to identify existing capability and learning needs.

- **Formative assessment:** Conducted during learning to provide feedback, identify gaps and guide improvement.
- **Summative assessment:** Conducted at the end of a defined learning unit or programme to judge achievement against intended outcomes.

C. Mode of Execution

- **Online assessment:** May include digital knowledge checks, scenario-based questions, online submissions, quizzes and remote assessments.
- **Offline assessment:** May include OMR-based tests, written case responses, simulations, observed practical tasks, presentations and group exercises.

The mode should be selected according to the competency, evidence required and available resources. Online and offline refer to methods of administration, not levels of assessment quality. For example, an online scenario-based assessment may examine decision-making, while an offline simulation may be more appropriate for observing interpersonal behaviour or practical performance.

D. Assessment Stakes

- **Low-stakes assessment:** Primarily supports practice, feedback and reflection. Errors can be used as opportunities for learning.
- **Medium-stakes assessment:** May inform course completion or judgements of demonstrated capability, supported by defined criteria and appropriate checks on scoring consistency.
- **High-stakes assessment:** Where formally authorised decisions carry significant consequences, stronger evidence, clear standards, appropriate verification and safeguards for assessment integrity are required.

The stakes of an assessment should be determined by the consequences of the decision it supports, rather than simply by whether it is conducted online or offline. High-stakes assessment should be used only where the purpose and authority for such a decision are clear.

The four dimensions are complementary and should not be interpreted as successive stages. For instance, a formative assessment may be conducted online or offline, serve the purpose of practice or progress, and carry low or medium stakes. TIs should select a combination that is appropriate to the intended learning outcomes, learner needs and use of results.

2.4.5 Assessment Across the Competency Acquisition Ladder

Assessment should reflect the level of capability a programme intends to develop. As learners progress from Foundation through Proficiency and Advanced to Mastery, expectations should increase in terms of independence, complexity, judgement and the quality of demonstrated performance.

- **Foundation:** Assessment focuses on understanding and application in defined situations, with guidance. Evidence may include structured exercises, guided case responses, basic simulations and practical tasks.
- **Proficiency:** Assessment focuses on independent and consistent application in routine situations. Evidence may include practical demonstrations, routine case analysis and work-related tasks assessed against clear criteria.
- **Advanced:** Assessment focuses on adaptation, integration and judgement in complex or unfamiliar situations. Evidence may include complex cases, decision simulations, policy or programme analysis and justified recommendations.
- **Mastery:** Assessment focuses on independent judgement, effective performance in consequential situations, innovation and creation where relevant, improvement of practice and enabling others. Evidence may include open-ended problem-solving, evaluated solutions, process improvement proposals, implementation evidence where feasible, and contributions to collective capability.

The intended level should guide the complexity of the task, the degree of independence expected and the evidence required. The level should be determined for the competency and learning context being assessed; it should not be inferred solely from the learner's designation or seniority.

At Mastery, assessment should go beyond the generation of an idea where the intended outcome involves innovation. It should examine the relevance of the problem identified, the reasoning behind the proposed solution, its feasibility, consideration of risks and constraints, and evidence of testing, implementation or evaluation where possible. Where implementation cannot reasonably occur within the learning intervention, a well-reasoned proposal and validation plan may provide appropriate evidence.

2.4.6 Fairness, Consistency and Assessment Integrity

Assessment should give all learners a fair opportunity to demonstrate the intended capability. TIs should consider accessibility, language, disability-related accommodations and differences in learner context. Adjustments to the assessment process should address barriers unrelated to the competency being assessed while preserving the intended learning outcome.

Consistency is particularly important where assessment involves judgement. TIs should communicate the assessment criteria in advance, provide appropriate guidance to evaluators and, where warranted by the stakes, use moderation or review to examine whether criteria have been applied consistently. The level of quality assurance should be proportionate to the assessment's purpose, scale and consequences.

Assessment integrity should also be protected. Where relevant, TIs should establish appropriate arrangements for learner identification, secure handling of assessment materials, confidentiality of results and responsible use of digital assessment tools. These measures

should support the credibility of the evidence without introducing unnecessary barriers to participation.

2.4.7 Interpreting Evidence and Improving the Curriculum

Assessment results provide evidence about demonstrated capability under particular conditions. Their interpretation should remain proportionate to what was assessed. Performance in a knowledge test, for example, may establish understanding but cannot alone establish the ability to apply that knowledge in a complex administrative situation. Similarly, successful performance in a simulation demonstrates capability under simulated conditions and should not automatically be treated as evidence of sustained workplace application.

TIs should draw on a combination of evidence, as appropriate to the programme:

- **Learning experience:** Participation, learner feedback, accessibility and observations of the learning process.
- **Competency acquisition:** Assessment responses, practical demonstrations, case analysis, simulations and performance against defined criteria.
- **Workplace application:** Work products, assignments, reflective records, relevant feedback and evidence of applying learning to administrative tasks.
- **Organisational contribution:** Relevant indicators of service delivery, decision quality or process improvement, interpreted alongside other factors that may have influenced the result.

These categories are complementary sources of evidence, not mandatory stages of evaluation. The evidence collected should be proportionate to the purpose, duration and scale of the intervention. Workplace application depends on factors such as the authority available to the official, organisational processes, resources and managerial support. Consequently, training outcomes should not be treated as the sole explanation for subsequent workplace results.

Assessment findings should feed into the curriculum review process. TIs can use them to refine learning outcomes, adjust content and activities, strengthen facilitation, improve assessment criteria and identify future learning needs. This enables assessment to serve as a mechanism for both individual capability development and the continuous improvement of institutional training.

2.5 Workplace Application and Continuous Improvement

The effectiveness of the curriculum ultimately depends on whether learning has somewhere to go. Training should therefore create a deliberate bridge between the learning environment and the workplace.

2.5.1 From Learning to Application

Where appropriate, programmes should include opportunities for learners to apply learning to their actual work or to realistic work-based problems.

This may include:

- Workplace assignments;
- Action-learning projects;
- Field application;
- Post-training practice;
- Mentoring;
- Peer learning;
- Reflection; and
- Supervisor-supported application.

The focus should shift from asking **"Did the official complete the training?"** to ask **"What can the official now do differently, more effectively or more responsibly?"**

2.5.2 Evidence Beyond the Training Room

Evidence of learning should, wherever feasible, extend beyond immediate assessment.

- Feedback from supervisors and peers;
- Workplace outputs;
- Application assignments;
- Implementation experience and
- Other indicators of changed practice can provide insight into whether learning is translating into performance.

This is consistent with the broader Capacity Building approach, where learning is understood as part of a continuing process rather than a one-time intervention.

2.5.3 Curriculum as a Living System

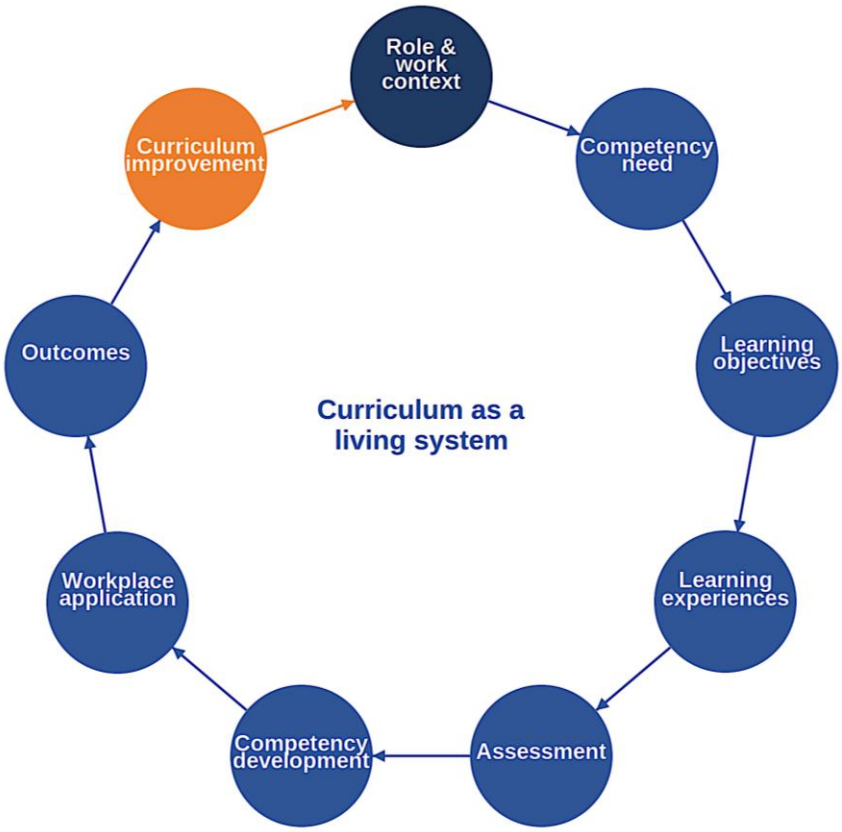
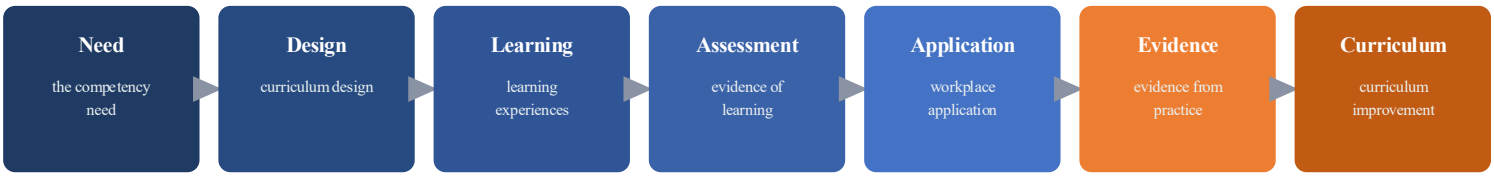


Figure 20. The curriculum as a living system — the continuous improvement cycle.

Curriculum should be periodically reviewed using evidence from:

- Learner needs and feedback;
- Assessment performance;
- Workplace application;
- CBPs and emerging capacity requirements;
- Changes in policy, technology and governance;
- Faculty and institutional experience; and
- Relevant evidence and good practices.

This creates a feedback loop:



The curriculum therefore remains responsive to the changing nature of public work rather than becoming a static repository of subjects or courses.

2.6 The Learning Architecture at a Glance

Component	Core question
2.1 Curriculum Alignment & Design Principles	What should learning be designed around?
2.2 Learning Progression & Sequencing	How should capability build over time?
2.3 Instructional & Learning Experience Design	How should learning happen?
2.4 Assessment & Evidence of Learning	How do we know capability has developed?
2.5 Workplace Application & Continuous Improvement	What happens after learning, and how does the curriculum improve?

Together, these establish the curriculum logic for TIs: role and work context inform competency requirements, learning outcomes, progressive learning experiences, assessment and evidence, and workplace application, with review and improvement feeding back into the cycle.

3. Competency Acquisition Ladder

Competency development is a progressive process through which an individual develops the ability to understand, apply and integrate knowledge, skills and behaviours, and exercise sound judgement in increasingly complex work situations. The Competency Acquisition Ladder provides a common framework for understanding this progression within Training Institutions (TIs) and for aligning curriculum design, learning experiences, assessment and evidence of performance.

The ladder is developmental rather than designation-based. It describes the depth of capability an individual has developed, and should not be equated with the S-T-O dimensions of decision complexity established earlier. An official may demonstrate mastery of a particular competency in an operational context while developing foundational capability in a new domain or function.

The progression reflects increasing independence, consistency, contextual sensitivity, adaptability and judgement. Application is integral to every stage, including Foundation,

while the conditions under which a competency is applied and the degree of support required evolve as capability develops.

The ladder also recognises that competency development is not confined to formal training. It is strengthened through continuous learning, guided and independent practice, feedback, reflection and opportunities to apply learning in the workplace.

3.1 Understanding the Competency Acquisition Ladder

Competency acquisition involves more than acquiring knowledge. A competency becomes meaningful when an individual can draw upon relevant knowledge, skills and behaviours and use them appropriately within a work context. For public officials, this includes the ability to interpret information, follow applicable procedures, respond to work-related situations, exercise judgement within the boundaries of their role and contribute to effective public service delivery.

3.1.1 From Knowledge to Capability

The Competency Acquisition Ladder represents a progression from developing the understanding and practical ability required to begin applying a competency, to demonstrating it independently, adapting it to complex situations and using it to strengthen wider institutional practice.

At each stage, the learner is expected to demonstrate increasing independence, consistency, contextual sensitivity, adaptability and ability to respond to complexity. The progression is therefore not simply an increase in the amount of knowledge acquired or the difficulty of an assessment. It reflects a qualitative change in how the learner mobilises a competency in practice.

The competency acquisition ladder should typically reflect the following movement:

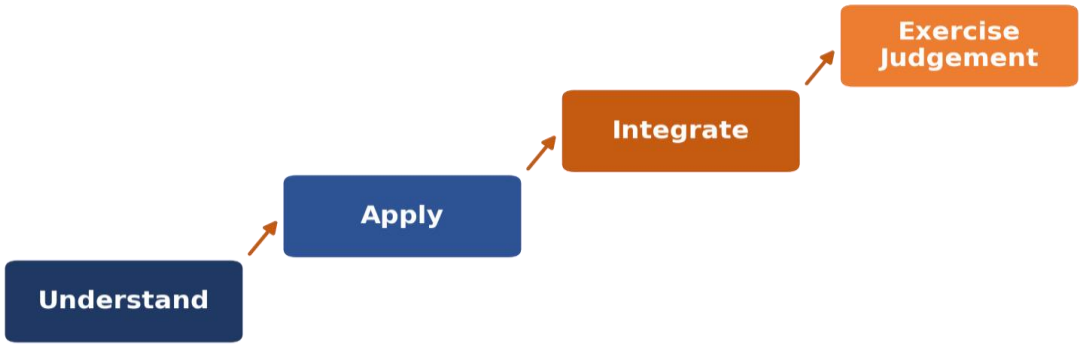


Figure 21. Competency development progresses from understanding, to application, to integration, to the exercise of sound judgement.

This reinforces the broader curriculum logic established in this framework: competencies are a means to improved performance, rather than an end in themselves. Learning should therefore create opportunities for officials to practise and demonstrate relevant capabilities, with the nature and complexity of these opportunities aligned to the intended level of development.

3.1.2 Capability Depth and Decision Complexity

The ladder should be interpreted alongside the dimensions of differentiation established earlier.

- **Decision complexity** describes the nature and complexity of the work and decisions in which a competency is exercised.
- **Competency acquisition** describes the depth at which the individual can exercise that competency.

These dimensions interact, but they should not be conflated. The same competency may therefore be developed and demonstrated at different levels of depth across different roles, functions and decision contexts.

3.1.3 The Curriculum as a Developmental Model

The ladder should not be treated as a one-time progression that ends with mastery. Public service operates in changing policy, technological, social and institutional environments. New responsibilities, unfamiliar functions and changing work contexts can create new learning needs even for highly experienced officials.

Mastery represents a high level of developed capability characterised by independent, adaptive and consistently effective performance in complex contexts. It includes the ability to exercise sound judgement, generate and implement contextually appropriate solutions, improve existing practices and systems, and enable others to develop capability. Innovation at this level is grounded in an understanding of the administrative context and involves identifying opportunities for improvement, evaluating alternatives, and developing or adapting approaches that respond effectively to public-service needs. Mastery does not imply that an individual has completed their learning journey. Continuous learning, reflection, experimentation and refinement remain relevant throughout professional life.

The ladder should therefore inform both the design of learning interventions and the identification of continuing development needs. A learner may enter a programme at different levels for different competencies, and the intended level of development should be determined by the requirements of the role and the purpose of the intervention.

3.2 Foundation to Mastery

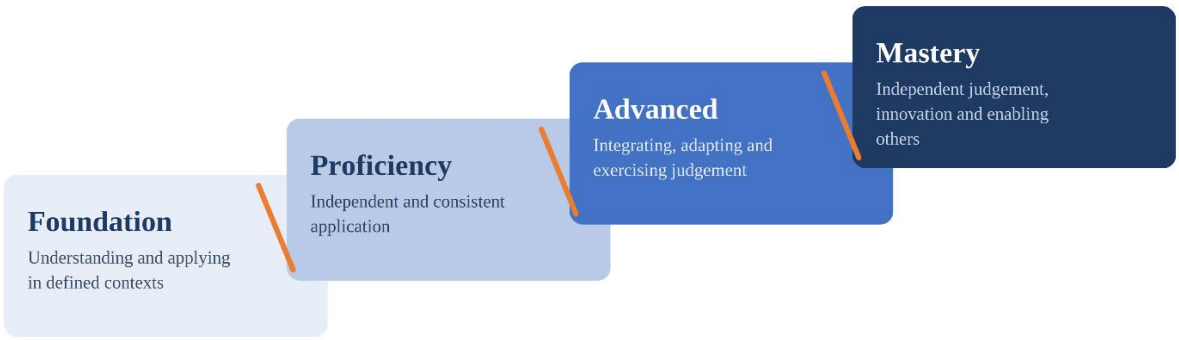


Figure 22. The competency acquisition ladder

The four stages represent increasing depth of capability. They should guide curriculum design, learning experiences and assessment, while allowing TIs to adapt the expected level and evidence to the competency, role and work context.

The progression is not from knowing at Foundation to doing at Proficiency. Every stage should involve application appropriate to the learner's current capability. What changes across the ladder is the degree of independence, the familiarity or complexity of the situation, the need to integrate multiple considerations, and the judgement required to respond effectively.

3.2.1 Foundation

At the Foundation stage, the learner develops the essential knowledge, concepts, principles and practical skills required to begin applying a competency in familiar or clearly defined work situations. Learning establishes an understanding of what the competency entails, why it matters to the role, and how it can be used in practice.

The learner should be able to:

- explain key concepts, principles and procedures relevant to the competency;
- recognise their relevance to public-service work and identify situations in which the competency is required;
- identify and select appropriate processes, tools or approaches for a defined task;
- apply relevant knowledge and skills to familiar or clearly structured work situations, using established procedures, examples, checklists or guidance where needed; and
- recognise the limits of their current capability and identify when clarification, feedback or escalation is required.

Learning at this stage should include guided practice, worked examples, practical exercises, structured case analysis, demonstrations and scenario-based activities. Assessment should establish whether the learner can use the acquired knowledge in a defined situation, rather than merely recall information or reproduce definitions.

Focus: *Understanding and applying in defined contexts*

3.2.2 Proficiency

At the Proficiency stage, the learner is able to use the competency in familiar or moderately structured situations.

The learner should be able to:

- apply relevant knowledge and skills to work-related tasks;
- use appropriate processes, tools and approaches;
- respond to routine problems;
- make appropriate choices within established parameters; and
- demonstrate the competency with decreasing reliance on guidance.

Focus: *Independent and consistent application*

3.2.3 Advanced

At the Advanced stage, the learner can integrate multiple competencies and adapt their application to changing, unfamiliar, ambiguous or interconnected situations. Performance requires analysis, interpretation and judgement where established procedures may not fully address the circumstances or where competing considerations must be weighed.

The learner should be able to:

- analyse complex or ambiguous situations and identify the factors contributing to a problem;
- integrate relevant knowledge, skills, evidence and perspectives across functions or areas of work;
- adapt established approaches to suit the context while remaining within applicable legal, ethical and administrative boundaries;
- manage competing considerations, priorities and stakeholder interests;
- evaluate alternative courses of action and justify decisions using evidence and sound judgement; and

- reflect on feedback and experience to improve subsequent decisions and approaches.

Learning at this stage should include complex case studies, decision simulations, cross-functional problem-solving, policy or programme analysis, reflective practice and structured peer deliberation. Assessment should examine the learner's reasoning, ability to interpret evidence, adaptability, consideration of alternatives and capacity to justify an appropriate course of action.

Focus: *Integrating, adapting and exercising judgement*

3.2.4 Mastery

At the Mastery stage, the learner demonstrates independent, context-sensitive and consistently effective performance in complex, consequential or unfamiliar situations. The learner exercises sound judgement, anticipates wider implications, and can generate, test and implement innovative or contextually appropriate solutions where established approaches are insufficient or opportunities for improvement arise. Mastery also involves strengthening practices and systems, sharing learning and enabling others to develop capability.

The learner should be able to:

- Exercise sound judgement in complex situations involving uncertainty, competing priorities or significant consequences.
- Anticipate the wider and longer-term implications of decisions for citizens, stakeholders, institutional processes and public-service outcomes.
- Integrate multiple perspectives and adapt established approaches where the work context requires a different response.
- Identify opportunities for innovation and improvement, and generate or adapt solutions that respond to identified administrative or public-service needs.
- Test, evaluate and implement appropriate new approaches, processes or practices, taking account of evidence, feasibility, risks, applicable rules and institutional constraints.
- Improve practices, processes or systems by drawing on evidence, professional experience, feedback and lessons from implementation.
- Share learning, mentor others and contribute to the development of collective capability.

Learning at this stage should provide opportunities to address complex, open-ended and consequential problems. Depending on the competency and work context, this may involve

policy or programme design, service or process redesign, systems analysis, cross-functional problem-solving, structured experimentation, implementation projects and critical reflection on results.

Assessment should examine the learner's judgement, ability to work with uncertainty, quality and feasibility of proposed solutions, use of evidence, consideration of risks and consequences, and ability to evaluate and improve an approach. Where the intended outcome involves implementation, evidence should extend beyond proposing an idea to demonstrating how it was tested, adapted, implemented or evaluated. Where direct implementation is not feasible within the learning intervention, a well-reasoned design and validation plan may provide appropriate evidence.

Mastery should be understood in relation to the competency and work context being assessed. It does not imply that every official must innovate in every task, nor that every programme should aim to develop every learner to this level.

Focus: *Independent performance, sound judgement, innovation and creation, improvement of practice, and enabling others.*

3.3 Competency Development across S-T-O Contexts

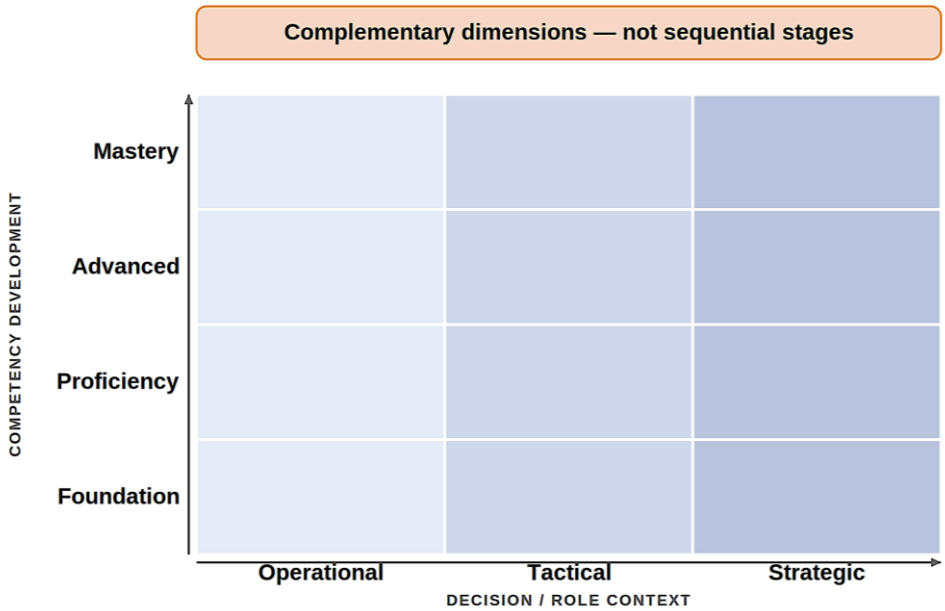


Figure 23. Decision context and competency development as complementary dimensions

The development of competencies within the NCDF should be understood across two complementary dimensions: **decision context** and **depth of competency development**.

The S-T-O framework identifies the context in which a competency is required, based on the nature and complexity of the official's work and decision-making responsibilities. S-T-O contexts therefore represent different forms and degrees of decision complexity; they do not represent sequential stages of competen cy acquisition.

The Competency Acquisition Ladder represents the depth to which a competency is developed and demonstrated. A higher decision context does not automatically imply a higher level of competency acquisition. An official working in a Strategic decision context may require Foundation or Proficiency in a particular competency if it is newly relevant to the role, while an official in an Operational or Tactical context may demonstrate Advanced or Mastery in a competency developed through substantial experience.

Accordingly, the two dimensions should be considered together when designing learning interventions:

Decision/Role Context: Operational → Tactical → Strategic
Competency Development: Foundation → Proficiency → Advanced → Mastery

The intersection of these dimensions determines the **nature, complexity and expected evidence of performance**. The same competency may therefore be relevant across S-T-O contexts, but its expression, application and evidence may differ according to the decision context. Curriculum design should consequently avoid assigning competencies exclusively to a particular S-T-O level or assuming that movement from Operational to Tactical to Strategic represents progression from Foundation to Mastery.

For example, **Project Management** may be relevant across all three decision contexts:

Decision context	Illustrative expectation
Operational	Execute defined activities, track timelines, maintain records and address immediate implementation issues.
Tactical	Coordinate activities and stakeholders, manage dependencies, monitor delivery and adapt implementation.
Strategic	Align major initiatives with institutional priorities, assess systemic risks and dependencies, evaluate contribution to strategic outcomes and determine strategic adaptation.

The competency remains the same; what changes is the **context, complexity, scope and nature of performance expected, alongside the depth of capability demonstrated**.

3.4 Expectations and Evidence at Each Level

The depth of learning should be reflected not only in what is taught, but also in **what the learner is expected to demonstrate**. Evidence should be aligned with the intended level of capability and become progressively more demanding in terms of independence, contextual complexity, adaptability, judgement and consistency.

Level	What the learner is expected to demonstrate	Indicative evidence
Foundation	Understanding of core concepts, principles and procedures, alongside the ability to apply them to familiar or clearly defined work situations with appropriate guidance	Knowledge checks combined with structured exercises, demonstrations, guided case responses, simulations and practical tasks.
Application	Independent and consistent application of the competency in routine work situations, including appropriate selection of methods and recognition of when support is needed.	Practical tasks, case responses, work simulations, routine problem-solving exercises and evidence of performance against defined standards.
Integration	Integration of competencies, adaptation to unfamiliar or complex contexts, analysis of competing considerations and justified decision-making.	Complex cases, decision simulations, policy or programme analysis, collaborative problem-solving and reasoned recommendations.
Mastery	Sustained and context-sensitive performance in complex situations, anticipation of wider consequences, improvement of practice, innovation, creation and the ability to enable others.	Authentic decision exercises, workplace projects, portfolios, evidence of practice improvement, field evidence and relevant peer or supervisor feedback.

The Revised Bloom's Taxonomy can further inform the framing of assessment questions at each stage by helping TIs select action verbs that reflect the intended cognitive process. For example, assessment may ask learners to explain a concept, apply it to a familiar situation, analyse a complex case, justify a decision or design a response to an emerging challenge. These verbs should be selected in accordance with the learning outcome and should be supported by appropriate assessment methods and evidence.

The Competency Acquisition Ladder, however, should continue to be assessed through the depth, independence, adaptability and consistency of the capability demonstrated. Bloom's Taxonomy informs the cognitive demand of the assessment task; the ladder informs the level of competency the learner is expected to demonstrate.

3.4.1 Progressive Expectations

The progression should not be understood simply as an increase in the quantity of knowledge or difficulty of an examination. The nature of expected performance changes across the ladder.

Foundation asks: *Can the learner understand and apply the competency in a defined situation, with appropriate support?*

Proficiency asks: *Can the learner apply the competency independently and consistently in routine work situations?*

Advanced asks: *Can the learner integrate the competency, adapt it to complex contexts and exercise sound judgement?*

Mastery asks: *Can the learner perform independently in complex situations, exercise sound judgement, generate and implement contextually appropriate solutions, improve practices and systems, and enable others?*

These expectations should inform the alignment of learning outcomes, instructional activities, assessment methods and workplace opportunities. Even at Foundation, assessment should include opportunities to demonstrate application. As the intended level increases, assessment should require greater independence, contextual interpretation, adaptability and justification of decisions.

The Revised Bloom's Taxonomy can help TIs frame assessment questions using suitable action verbs at each stage. However, the selected verb must reflect the intended learning outcome and the actual task. The complexity of the situation, the constraints presented, the quality of reasoning required and the evidence produced should also be considered when determining whether the assessment is appropriate to the intended level.

3.4.2 Evidence of Capability

Evidence should be appropriate to the competency, its context and the intended level of development. Not all competencies can or should be demonstrated through the same form of assessment.

Behavioural competencies, for example, may require observation, simulation, peer feedback, reflection or workplace evidence, while functional or domain competencies may additionally require demonstrations of technical knowledge, analysis or task performance.

Where possible, evidence should move beyond what the learner knows towards what the learner can **demonstrate and apply in practice**. Evidence collected during training can establish immediate learning and demonstrated performance under specified conditions. Evidence of sustained workplace application may require *follow-up through work outputs, reflective accounts, relevant feedback or other appropriate indicators of performance*.

The nature of the evidence should remain proportionate to the competency and the purpose of the intervention. Completion of a course or success in a single assessment should not, by itself, be treated as conclusive evidence of sustained mastery in the workplace.

For competencies requiring innovation, improvement or creation, evidence may include the development and evaluation of a new approach, a tested solution to an administrative problem, a redesigned process or service, or an implemented improvement supported by relevant evidence. The form of evidence should reflect the competency and the opportunities available to the learner. The generation of an idea alone should not be treated as evidence of effective innovation; where appropriate, assessment should also consider feasibility, contextual fit, risks, implementation and learning from results.

3.4.3 Linking the Ladder to Curriculum Design

The Competency Acquisition Ladder should inform the design of curricula, programmes and individual learning interventions. TIs should determine the appropriate level of capability based on the role, decision context, learner need, prior capability and purpose of the intervention, rather than assuming that every programme should progress learners to Mastery.

The intended level should shape the learning outcomes, instructional design, opportunities for practice, assessment methods and evidence required. A programme designed to establish foundational capability should enable learners to apply the competency in defined situations. A programme intended to strengthen Proficiency should support independent and consistent performance. Advanced development should create opportunities for contextual adaptation and judgement, while Mastery-oriented interventions should create opportunities to exercise judgement in complex contexts, develop and evaluate innovative or contextually appropriate solutions, improve practices or systems, and enable others to strengthen their capability, where these outcomes are relevant to the competency and role.

The ladder should also support differentiated learning. Officials may require different levels of development in different competencies, even when they share a designation or participate in the same programme. Curriculum design should therefore respond to the competency and role requirements rather than treating the learner as being at a single, uniform stage of development.

This allows the curriculum to remain proportionate and purposeful: a programme may be designed to establish foundational capability, strengthen independent application, develop adaptive judgement, or consolidate advanced capability in a specialised area. In each case, the intended level should be explicit, and the learning and assessment should provide appropriate evidence that the expected capability has been developed.

4. Curriculum Components and Thrust Areas

The curriculum of a TI should extend beyond the delivery of subject matter or completion of individual training programmes. It should provide a portfolio of learning experiences through which officials can acquire, practise, reflect upon and apply competencies in relation to their roles and the realities of public service.

The following components represent the core learning opportunities and thrust areas that TIs should incorporate across their curricula, as appropriate to their mandate, learner profile, competency requirements and capacity-building priorities. They are not intended to prescribe a uniform course structure. Rather, they provide a common architecture through which Training Institutions can design relevant, contextual and outcome-oriented learning.

4.1 Training and Learner Needs Analysis

TIs should establish curriculum priorities through a combination of **institutional demand and learner-level need**. CBPs should serve as a primary source of demand intelligence, identifying organisational priorities, competency requirements and gaps. These should be complemented by domain-specific requirements, requests from Ministries/Departments/Organisations (MDOs), emerging policy and operational priorities, and the institutional mandate of the Training Institution.

The CBP approach under Mission Karmayogi is explicitly intended to identify competency gaps and the interventions required to address them. Training Institutions should therefore translate identified needs into appropriate curricula rather than treating the training calendar as a standalone supply-side exercise.

4.1.1 From Training Demand to Learner Need

Institutional demand alone does not sufficiently describe the learner. TIs should use the **architecture of differentiation** established in this framework; *Decision Complexity,*

Governance Decision Archetype and Administrative Role Family — to understand who the learner is, what decisions they undertake and what capability they require.

This should enable TIs to develop **learner personas** that capture relevant differences in role, experience, competency requirements, work context and learning needs. The same subject or competency may consequently require different learning outcomes, examples, cases, levels of complexity and forms of assessment for different learner groups.

4.1.2 Using Multiple Sources of Need

Needs analysis should draw, as relevant, upon:

- CBPs and Capacity Needs Analysis;
- role and competency requirements under KCM;
- organisational and domain requests;
- learner experience and feedback;
- assessment and demonstrated competency gaps;
- workplace performance and application evidence;
- emerging policy, technological and governance requirements; and
- faculty and institutional knowledge.

This creates a demand-driven curriculum that is responsive not only to what the government wants to train, but also to what officials need to perform their roles effectively.

4.2 Karmayogi Kartavya Karyakram

Behavioural capability should form a common foundation of public-service learning. The **Karmayogi Kartavya Karyakram (KKK)** is a large-scale behavioural transformation initiative centred on Seva Bhav, citizen-centricity, professionalism, integrity, accountability and service orientation. Its current national roadmap seeks to institutionalise behavioural learning across Central and State Governments.

4.2.1 Behavioural Foundation Across TI Learning

The NCDF mandates that the **behavioural learning component of KKK be integrated as a common requirement across Training Institution programmes**, irrespective of programme duration or subject matter, with the depth and format adapted to the learner and purpose of the programme.

Where an official has already completed the prescribed KKK intervention, the relevant behavioural content should be used as **pre-work or a structured refresher**, rather than

repeated in full. However, the behavioural dimension should remain present in the programme through contextualisation, practice, reflection and application.

This approach prevents behavioural transformation from becoming a standalone training event while ensuring that Seva Bhav and citizen-centricity are continuously connected to functional and domain learning.

4.2.2 Behaviour in Context

KKK should not be treated as an isolated values module. Training Institutions should connect behavioural capabilities to the actual decisions and interactions associated with the learner's role—for example, citizen interaction, stakeholder management, ethical decision-making, teamwork, leadership, responsiveness or implementation.

This reflects the broader shift under Mission Karmayogi from learning as an event towards behavioural and performance-oriented capacity building.

4.3 Amrit Gyan Kosh

Amrit Gyan Kosh (AGK) should serve as an important resource for contextualising learning through real governance experiences and cases.

4.3.1 Learning through Real Governance Experience

TIs should systematically use relevant AGK cases to connect concepts and competencies with real administrative situations. Cases can enable learners to examine competing priorities, constraints, stakeholder perspectives, consequences and alternative courses of action, thereby strengthening problem-solving and judgement.

CBP identifies AGK case studies as an intervention that can support citizen-centricity and enable officials to learn from governance contexts.

4.3.2 TIs as Contributors to the Knowledge Ecosystem

TIs should not function only as consumers of existing cases. They should also contribute to the development of the public-service knowledge ecosystem by documenting and developing cases from their own institutional and field experience.

Relevant cases arising from different States, Ministries, departments and TIs should be developed and submitted to AGK, where appropriate, enabling **cross-learning across institutions and contexts**.

Cases should capture not only successful interventions, but also complex decisions, implementation challenges, trade-offs, failures, course corrections and lessons learned. This will strengthen the value of AGK as a living repository of administrative experience.

CBC's current institutional quality work explicitly identifies strengthening case-based training content and AGK as an area for Training Institution development.

4.4 Mentorship

Mentorship should complement formal training by creating sustained opportunities for officials to learn through **experience, guidance, reflection and professional dialogue**.

The Karmayogi Mentorship Guidelines position mentorship as developmental, non-evaluative and grounded in trust, confidentiality and professional integrity. The guidelines also envisage Training Institutions as responsible for preparing mentors and mentees and building their capacity for effective mentoring.

4.4.1 Mentorship as Applied Learning

Training Institutions should integrate mentorship into appropriate learning pathways, particularly where learners are required to navigate complex professional situations, develop behavioural and functional competencies, or translate classroom learning into workplace practice.

Mentorship should provide space for:

- reflection on professional experiences;
- discussion of difficult administrative situations;
- ethical and values-based guidance;
- feedback and developmental goal-setting;
- sharing of tacit institutional knowledge; and
- support in applying learning to actual work.

The Karmayogi Mentorship Guidelines further provide for Individual Development Plans and structured developmental engagement, reinforcing the role of mentorship as an ongoing learning process rather than a one-time intervention.

4.4.2 Peer and Reverse Learning

Mentorship should also support **reverse mentoring and inter-generational learning**, enabling experienced officials to learn from younger officials in areas such as emerging technologies, digital governance, data and contemporary work practices. The current guidelines explicitly recognise this as part of the mentorship ecosystem.

4.5 Case-Based and Problem-Based Learning

Case-based and problem-based learning should be the core pedagogical mechanisms for translating competency requirements into practice.

4.5.1 From Content to Administrative Problems

Cases and problems should be designed around the **decisions officials actually face**, rather than simply illustrating a topic. Learners should be required to analyse situations, identify relevant information, consider competing perspectives, evaluate options and justify decisions.

This approach is particularly important for developing judgement, problem-solving, stakeholder management, ethical reasoning and adaptive application of functional and domain knowledge.

4.5.2 Increasing Complexity

Cases and problems should progressively increase in complexity in accordance with the **Competency Acquisition Ladder** and the learner's decision context.

They should move, as appropriate, from structured and familiar situations towards ambiguous, multi-stakeholder and uncertain situations in which there may be no single correct answer.

AGK should be a key source of contextual cases, complemented by cases developed by Training Institutions, faculty and relevant domain experts.

4.6 Long-Term and Immersive Learning

Not all capabilities can be developed through short-duration classroom interventions. Training Institutions should provide opportunities for **extended, experiential and immersive learning** where the learning objective requires sustained engagement with a problem, institution, community, sector or workplace.

4.6.1 Chintan Shivir

Chintan Shivir should be used as a structured space for collective reflection, strategic thinking and examination of complex governance issues.

It can bring together officials across functions and levels to reflect on experience, identify systemic challenges, examine assumptions and generate actionable ideas. Its value lies not simply in discussion, but in creating structured opportunities to connect **experience → reflection → insight → action**.

4.6.2 Samuhik Charcha

Samuhik Charcha should provide a facilitated mechanism for collective learning and dialogue around relevant governance, policy, institutional or workplace issues.

The current SĀDHANA Saptah model as launched by CBC, for example, uses Samuhik Charcha as a facilitated group-discussion format led by MDOs/States, demonstrating its potential as a flexible mechanism for collective learning.

TIs should use such discussions to surface diverse field experiences, encourage peer learning and connect individual learning with organisational and system-level perspectives.

4.6.3 Field and Citizen Immersion

Where relevant to the learning objective, immersive learning should include direct engagement with **communities, citizens, field institutions and service-delivery environments**.

Such experiences can enable officials to understand how policies, programmes and administrative decisions are experienced beyond the institutional setting. The CBP approach identifies immersive learning as a means of enabling officials to learn directly from citizens about their aspirations and concerns.

4.7 Continuous and Self-Directed Learning

TIs should support learning beyond scheduled programmes by creating opportunities for officials to continue learning independently and collaboratively.

This may include:

- curated learning pathways;
- reading and knowledge resource;
- iGoT courses;
- webinars;
- communities of practice (CoPs);
- peer exchange;
- reflective assignments;
- professional networks; and
- other self-directed learning opportunities.

The role of the TIs should therefore extend beyond delivering programmes to curating an ecosystem in which officials can continue to learn in response to changing roles, emerging requirements and professional interests.

This is consistent with the broader Mission Karmayogi vision of lifelong learning and the increasing integration of digital learning with institution-based capacity building.

4.8 Multilingual and Inclusive Learning

Curriculum should be accessible to diverse learners across the country and responsive to linguistic, cultural, geographical and functional contexts.

4.8.1 Multilingual Learning

Where relevant to the learner group and context, TIs should provide learning resources, cases, facilitation and supporting materials in appropriate Indian languages.

Multilingual learning should not be limited to translation. Examples, cases and learning activities should also reflect the **local administrative and socio-cultural context** in which officials work.

4.8.2 Inclusive Learning Environments

TIs should ensure that learning environments, materials, technology and participation mechanisms are accessible to learners with diverse needs and backgrounds.

Inclusivity should extend to the design of examples, cases, participation, digital resources and learning experiences so that the curriculum reflects the diversity of public servants and the citizens they serve.

4.9 Indian Knowledge Systems as a Cross-Cutting Thrust

IKS should be embedded as a cross-cutting dimension of curriculum design and pedagogy, rather than confined to a standalone course.

CBC's IKS initiative seeks to integrate Indian civilisational knowledge into contemporary governance through culturally rooted, contextually relevant and ethically grounded approaches. It emphasises experiential and reflective pedagogies and connects concepts such as *Svadharma, Panchakosha and dharmic principles* with contemporary public administration.

TIs should therefore identify meaningful opportunities to draw upon IKS in:

- cases and narratives;

- ethics and values-based learning;
- leadership and self-awareness;
- citizen-centricity and duty;
- reflective and experiential learning;
- community and field engagement; and
- approaches to governance and problem-solving.

The intent should not be to add IKS as an additional content layer, but to **expand the ways in which public-service problems, knowledge and action are understood**.

4.10 AI-Enabled Learning and Training

AI readiness and responsible AI use should be a non-negotiable dimension of contemporary TI curricula.

AI should be considered both a subject of learning and an enabler of learning. Officials increasingly require the ability to understand and responsibly use AI in their work, while TIs can use AI to personalise, contextualise and strengthen learning experiences.

4.10.1 AI as a Learning Capability

Depending on role and context, curricula should enable officials to understand relevant AI applications, opportunities, limitations, risks, ethics and governance considerations.

The depth of AI learning should be differentiated according to role and decision context rather than assuming that every official requires the same technical capability.

4.10.2 AI as a Learning Enabler

TIs should explore responsible use of AI for:

- contextualised cases and simulations;
- personalised learning;
- feedback and formative assessment;
- learning resource discovery and curation;
- translation and multilingual access;
- scenario generation and role play; and
- reflective and self-directed learning.

This should always be governed by appropriate standards for **accuracy, transparency, privacy, data protection, inclusion, human oversight and responsible use**.

CBC and Karmayogi Bharat are already advancing AI-enabled learning, including personalised and multilingual learning through iGoT, AI-enabled CBP development and AI-enabled training quality enhancement. The recent focus on building AI-ready public institutions further reinforces that AI capability must extend beyond individual users to institutional systems and workflows.

4.11 Integrating the Components

The components above should not be implemented as independent programme requirements. Their value lies in how they are **combined around the learning purpose and learner context**.

A TI may, for example, use:

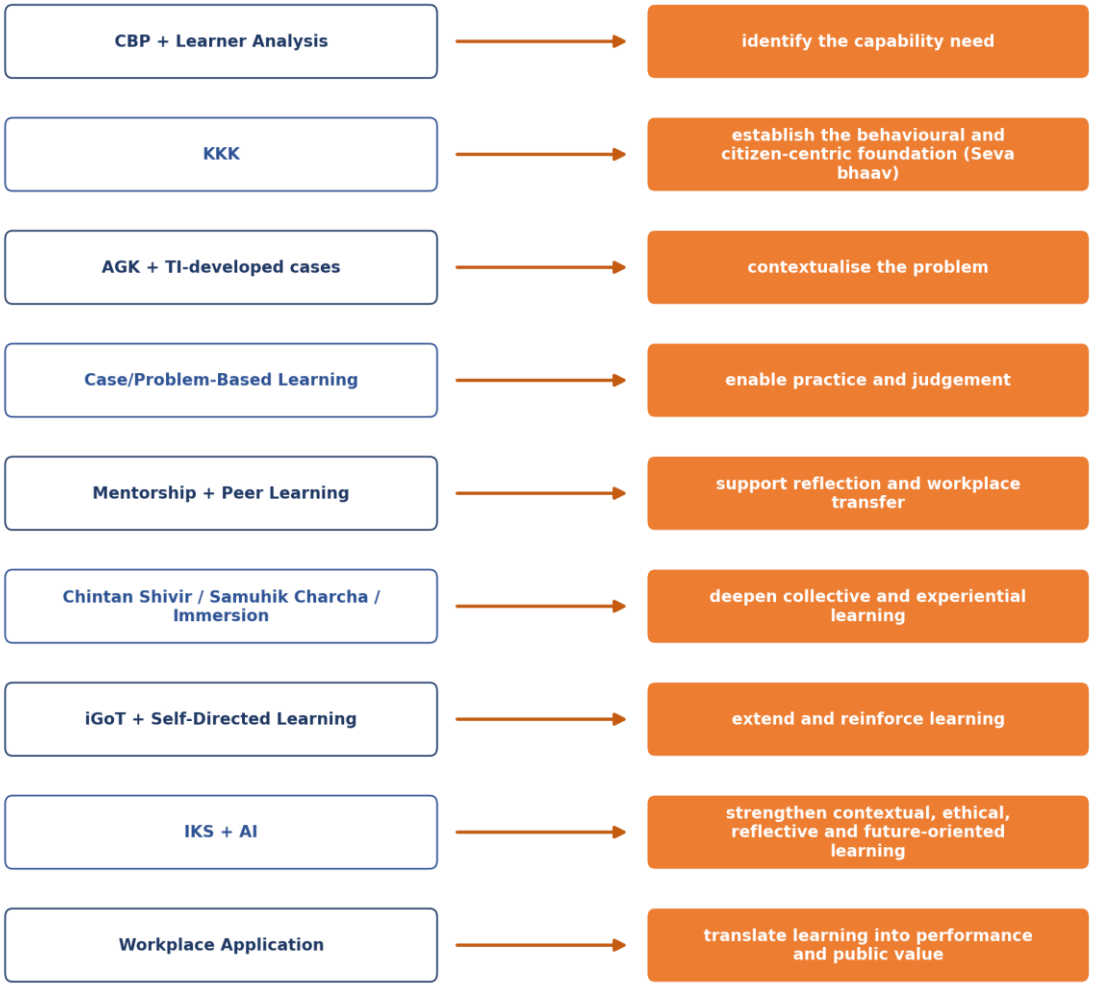


Figure 24. Illustrative combinations of NCDF components and the purpose each combination serves, from identifying the capability need through to translating learning into performance and public value

The curriculum should therefore be understood not as a collection of courses, but as a **portfolio of interconnected learning experiences through which competencies are acquired, applied and continually developed**.

5. Delivery, Quality and Continuous Improvement

The effectiveness of a curriculum depends not only on what it contains, but on the quality with which it is delivered, facilitated, assessed and continuously improved.

This section establishes the conditions that should support consistent quality while allowing TIs to retain flexibility in responding to their mandates and learner contexts.

5.1 Content Standards

Content used for delivery should be:

- accurate, authoritative and current;
- aligned to identified competencies and learning outcomes;
- relevant to the learner's work context;
- differentiated according to role and decision complexity;
- inclusive and contextually appropriate;
- informed by contemporary governance requirements; and
- oriented towards application rather than information coverage alone.

Content should also be periodically reviewed to account for changes in policy, technology, evidence and administrative practice.

Learning outcomes, instructional activities and assessment questions should be aligned, using observable action verbs informed by the Revised Bloom's Taxonomy where appropriate.

5.1.1 Progressive Complexity in Content

Progressive complexity should not simply mean increasing the volume of content. It should involve increasing levels of:

ambiguity → integration → competing considerations → judgement → consequence

as appropriate to the intended level of capability.

5.2 Facilitator Expectations

Faculty and facilitators are central to converting curriculum into meaningful learning. They should therefore move beyond transmission of subject matter towards facilitating:

- inquiry;
- discussion;

- practice;
- reflection;
- feedback;
- problem-solving; and
- application.

Facilitators should understand the learner's work context and be able to connect concepts with administrative practice.

Their effectiveness should therefore be understood not only through subject expertise, but through their ability to enable learning and capability development.

5.3 Delivery Mode and Blended Learning

Online, institution-based, experiential and workplace learning should be treated as complementary components of a continuous learning ecosystem.

The mode should be selected according to the learning purpose.

Mode	Particularly suited to
Digital / iGoT	Foundational knowledge, preparation, reinforcement, self-directed learning and scalable access
Facilitated / TI-based	Practice, discussion, contextualisation, simulation, reflection and collaborative learning
Experiential / Workplace	Application, performance, real-world problem-solving and transfer
Blended	Deliberate combination of knowledge, practice and application

There should be no universal online/offline ratio. The appropriate combination should depend on the competency, learning outcome, learner, role and context.

A programme may, for example, use:

Digital preparation → Facilitated learning → Practice → Workplace application → Reinforcement

but the sequence should be adapted to the purpose of the learning intervention.

5.4 Quality Monitoring, Feedback and Evidence-Based Improvement

Quality assurance should operate across the learning lifecycle rather than only at the end of a programme.

TIs should draw upon evidence such as:

- learner needs;
- participation and engagement;
- assessment performance;
- learner and facilitator feedback;
- observed learning behaviour;
- workplace application;
- supervisor or peer feedback;
- emerging capacity requirements; and
- institutional experience.

The purpose of monitoring should be improvement rather than compliance alone.

5.4.1 Evidence-Based Teaching-Learning and Calendar Improvement

Training calendars should be treated as living systems rather than fixed annual schedules.

Evidence should inform decisions about:

- continuing effective programmes;
- redesigning programmes;
- introducing new learning;
- addressing capability gaps;
- reducing duplication;
- changing delivery modes;
- strengthening faculty; and
- reallocating institutional resources.

The improvement cycle can therefore be represented as:

Need Analysis → Training Calendar → Session Design → Delivery → Evidence → Review

From Curriculum to Design

The NCDF establishes a common architecture through which Training Institutions can translate the requirements of public-service roles into meaningful and purposeful learning.

It begins with the role and work context, identifies the competencies required, defines the capability to be developed, and establishes how learning should be sequenced, experienced,

demonstrated and applied. It then creates mechanisms through which evidence from learning and workplace experience can inform continuous improvement.

The framework does not prescribe a single curriculum for all Training Institutions. Nor does it seek to replace the domain expertise, institutional mandates or contextual knowledge of individual TIs. Instead, it establishes a common national architecture within which institutions can develop curricula that are relevant to their learners, roles and governance environments.

In this architecture, the curriculum is not a list of subjects and training is not an isolated event. Curriculum is the organised system through which public officials are enabled to develop, practise, apply and continually refine the capabilities required to perform their roles in service of citizens.

This provides the foundation for Part C, where the NCDF architecture is translated into the Strategic, Tactical and Operational curricula, with differentiated role contexts, competencies, learning outcomes, learning experiences, assessment and workplace application.

Part C: The S-T-O Curricula

From curriculum architecture to contextualised competency development

Introduction

Part C translates the curriculum architecture established in Parts A and B into a **national reference curriculum for the development of behavioural and functional competencies** across S-T-O decision contexts. It brings together the demand intelligence emerging from CBPs, the common competency architecture of the KCM, and the Architecture of Differentiation to contextualise learning to the identified competency gaps, nature of work, and decision complexity. In doing so, it provides a structured pathway for moving from specific training needs to relevant competency development.

The curriculum is therefore not a direct mapping of courses to competencies. Same competency may be relevant across Strategic, Tactical and Operational contexts, while its expression, prioritised sub-competencies, learning requirements and expected depth of development may vary. The S-T-O curricula translate these considerations into learning pathways, and this is done through the below given sequence:

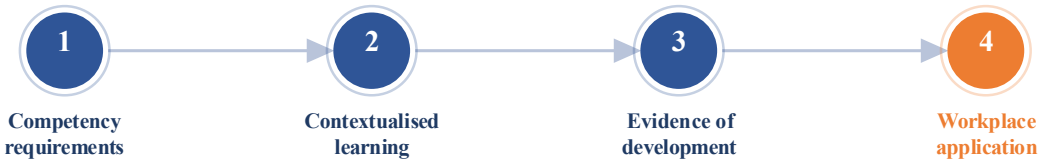


Figure 25. The sequence through which the S-T-O curricula translate competency requirements into contextualised learning, evidence of development and workplace application.

The S-T-O curricula are guided by the quality and learning-design principles of the KQF, adapted as appropriate to the institutional and experiential learning environment of TIs. KQF provides the quality and learning-design lens, while the NCDF provides the curriculum architecture through which these principles are translated into contextualised learning pathways. Accordingly, curriculum design connects competency requirements with appropriate learning experiences, assessment and opportunities for workplace application, recognising that quality extends across the learning journey and is not limited to the point of course delivery.

The S-T-O curricula **are indicative, not prescriptive**. They provide common direction without prescribing uniform courses, hours, delivery modes or competency requirements. TIs and MDOs should contextualise them based on the learner's role, decision context, competency needs, organisational priorities and available evidence.

They enable institutions to determine what to develop, to what depth, through which learning experiences, and how learning and workplace application will be evidenced

1. The Strategic Curriculum

The Strategic Curriculum translates the curriculum architecture into learning for public officials whose work requires them to **shape direction, interpret complexity, exercise consequential judgement and influence action towards longer-term public outcomes**. It provides a reference for identifying relevant behavioural and functional competencies, determining the depth of development required, and designing learning experiences and assessment that enable those competencies to be demonstrated in context.

1.1 Strategic Competency Priorities

The KCM provides the common reference for identifying the behavioural and functional competencies relevant to public service roles. Within a Strategic context, however, not every competency will be equally relevant to every learner. Competency priorities should therefore emerge from the requirements of the work, the learner's current capability and the level of performance expected.

1.1.1 Behavioural Competency Priorities

Strategic performance frequently requires the **integration of multiple behavioural competencies**, rather than the application of any single competency in isolation. The following represent indicative priorities for Strategic learning:

Strategic work requirement	KCM competency	Indicative priority sub-competencies
Interpret complexity and interconnected systems	**Solution Orientation**	Systems Thinking; Analytical Thinking
Anticipate future conditions and longer-term implications	**Strategic Leadership**	Forward Thinking; Global Mindset; Sustainable Mindset
Make consequential decisions under uncertainty	**Decision Making**	Sound Judgement; Logical Reasoning
Shape direction and exercise strategic influence	**Strategic Leadership**	Forward Thinking; Executive Presence

Strategic work requirement	KCM competency	Indicative priority sub-competencies
Integrate diverse perspectives and institutional knowledge	**Collaboration**	Relationship Management; Diversity & Inclusion; Knowledge Sharing
Influence across institutional boundaries and competing interests	**Collaborative Leadership**	Influencing & Negotiation; Conflict Management
Lead transformation and develop new responses	**Creativity & Innovation**	Transformation Orientation; Lateral Thinking
Steward longer-term outcomes and organisational commitments	**Outcome Orientation**	Accountability; Goal Setting; Commitment to Quality
Maintain a citizen and public-value orientation	**Service Orientation**	Empathy; Responsiveness; Service Excellence (wrt Citizens)

The table provides a reference for curriculum design rather than a fixed Strategic competency list. Other behavioural competencies from the KCM may be prioritised where the nature of the work or identified competency need warrants their inclusion.

1.1.2 Functional Competency Priorities

Functional competency priorities should similarly be determined by the work context and the functional requirements of the role. Some functional competencies are likely to be particularly relevant to Strategic work where they involve shaping, interpreting, evaluating or influencing broader policy and institutional responses.

Functional competency	Strategic relevance	Indicative sub-competencies
Policy Architecture	Supports the shaping, review and adaptation of policy direction	Research & Need Analysis; Policy Design/Amendment; Policy Monitoring & Impact Assessment
Government Program Formulation	Supports the development of programmes aligned with public outcomes and implementation realities	Scheme/Program Design; Feasibility & Risk Assessment; Implementation & Outreach
Monitoring & Evaluation	Enables assessment of whether interventions are producing intended outcomes and informs future direction	Creation of M&E Framework; Evaluation of Outcomes/Outputs
Data Analytics	Supports evidence synthesis, interpretation and data-led decision-making	Data Analysis & Visualization; Data-led Decision Making; Data Use & Governance
Change Management	Supports the leadership and stewardship of institutional or systemic change	Change Readiness; Change Implementation; Change Impact Assessment

Other functional competencies within the KCM may be incorporated where they are required by the learner's role and identified capacity-building needs.

Figure 26. Additional KCM functional competencies that may be included in the curriculum where the learner's role and identified capacity-building needs require them.

Where a functional competency has a strong procedural component, Strategic learning should go beyond procedural familiarity where the work context requires it, and address the reasoning, implications, judgement and application associated with its use in Strategic work.

1.1.3 Contextual Selection and Prioritisation

The competency priorities identified above should be contextualised rather than applied uniformly. Selection should consider the nature of the learner's work, the competency requirements associated with that work, current capability and the performance expected following the learning intervention.

Three questions can guide this process:

Selection question	Curriculum implication
Does the work context require this competency?	Establishes relevance to the learner's role and work.
Does the learner need to develop or redevelop it?	Establishes the development need.
At what depth does it need to be demonstrated?	Establishes the expected level and complexity of performance.

Thus, **KCM provides the universe of competencies, while the Strategic work context determines which competencies become development priorities**. The resulting competency profile should identify the relevant competencies and sub-competencies, the expected depth of development and the performance that the curriculum is intended to enable. This contextualised competency profile provides the basis for determining how learning should progress and what learners should ultimately be able to demonstrate.

1.2 Strategic Competency Progression

Part B establishes the levels of competency development from **Foundation to Mastery**. Part C applies these levels to the Strategic curriculum by defining how learning and evidence should progressively increase in complexity, independence and integration.

Progression should not be understood simply as greater content coverage. It should reflect increasing ability to apply and integrate competencies in situations that demand greater judgement, autonomy and consideration of consequences.

Dimension	Progression towards Strategic performance
Context	From defined and relatively bounded situations towards complex, interconnected and evolving governance contexts.
Problem complexity	From clearly articulated problems towards ambiguous, multi-dimensional problems with competing interpretations.
Evidence	From using identified information towards integrating diverse, incomplete or competing sources of evidence.
Perspectives	From considering immediate stakeholder perspectives towards integrating multiple institutional, sectoral and citizen perspectives.
Decision-making	From applying established frameworks towards exercising independent judgement where rules or precedents may not provide a complete answer.
Consequences	From considering immediate or contained effects towards anticipating longer-term, systemic and unintended consequences.
Autonomy	From guided application towards independent analysis, judgement and action.

Dimension	Progression towards Strategic performance
Collaboration and influence	From participation within a defined group towards influencing and building alignment across institutions, sectors and interests.
Integration	From demonstrating individual competencies towards integrating multiple behavioural and functional competencies to address complex work challenges.
Evidence of capability	From demonstrating understanding and application towards demonstrating integration, judgement, influence, adaptation and workplace impact.

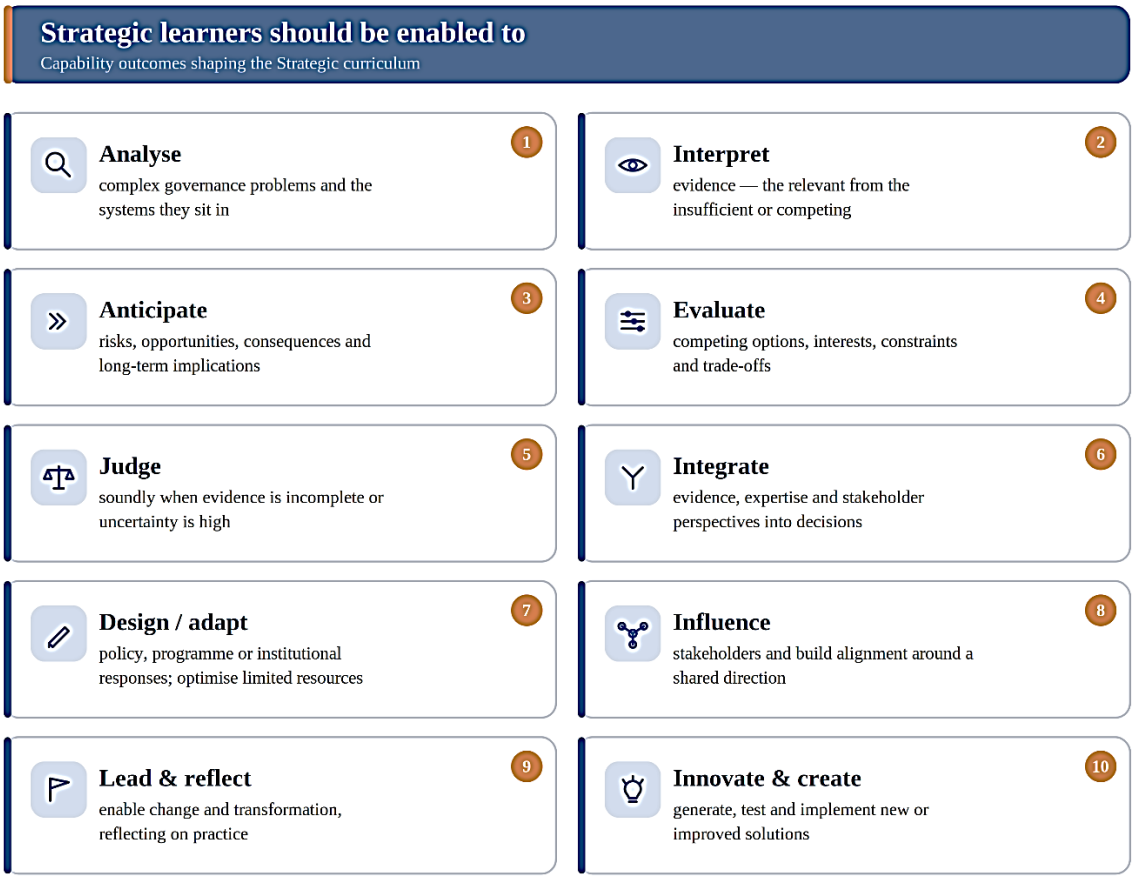
The progression described above should inform the selection of learning experiences and assessment methods. As the expected level of competency development increases, learning should provide progressively greater opportunities for independent interpretation, integration, decision-making and application.

1.3 Strategic Learning Objectives and Outcomes

The contextualised competency profile and expected level of development provide the basis for formulating learning objectives. These objectives should translate competencies into observable forms of performance so that they can subsequently inform learning experiences, assessment and workplace application.

Strategic capability also calls for resourcefulness — the ability to adapt to constraints and make the best possible use of limited resources, directing scarce time, funding and capacity towards the decisions and outcomes that matter most.

These objectives should be adapted to the specific competencies and work requirements identified for the learner. Their observable nature also provides the bridge between curriculum intent and the design of learning experiences and assessment.



1.4 Strategic Curriculum Components and Learning Experiences

The learning experiences selected for Strategic development should directly support the competencies and outcomes identified above. Rather than treating curriculum components as standalone activities, Training Institutions should combine them in ways that enable learners to move from analysis and interpretation to judgement, action and reflection.

- **Karmayogi Kartavya Karyakram (KKK)**, where mandated, should provide the relevant common foundation or pre-work before the associated learning intervention. Where the learner has already completed the mandated requirement, relevant elements need not be unnecessarily repeated. The Strategic Curriculum should build upon this foundation to develop the behavioural and functional competencies required in the learner's work context.
- **Capacity Building Plans (CBPs)** should provide an important source of demand intelligence for curriculum development by identifying individual and organisational capacity-building requirements. These identified needs should inform the selection and prioritisation of competencies and the design of relevant learning interventions.

- The **Architecture of Differentiation** should then enable these competency requirements to be translated into learning that is appropriate to the learner's work context. Learner personas, role family, decision complexity and relevant learner characteristics should inform the selection of examples, cases, language, activities, assessment approaches and learner support.
- **Case-, problem- and decision-based learning** should provide opportunities to work with realistic governance challenges involving incomplete evidence, competing interests, institutional constraints, uncertainty, competing objectives and longer-term consequences. Learners should be required to frame problems, interpret evidence, consider different perspectives, evaluate alternatives, exercise judgement, justify decisions and reflect on their implications.
- **Peer learning and exposure to national and global best practices** should form an important component of Strategic learning, enabling officers to learn from comparable governance challenges, institutional innovations and approaches adopted across jurisdictions and sectors. Structured peer exchanges, practitioner-led discussions, case comparisons and engagement with national and international practices can broaden perspectives, surface alternative approaches and enable critical examination of what may or may not be transferable to the learner's own context.
- Such learning should move beyond the replication of "best practices" towards **contextual adaptation**, requiring learners to examine the evidence, assumptions, institutional conditions and public-value implications underlying different approaches and determine how relevant insights could inform decisions in their own work context.

These experiences may be complemented by **experiential and collaborative learning**, including complex case analysis, policy and strategy exercises, governance and decision simulations, stakeholder and negotiation simulations, scenario planning and foresight, evidence and data analysis, cross-functional problem-solving, facilitated peer learning, Chintan Shivir, Samuhik Charcha, institutional or field immersion and other appropriate experiential activities.

- **Mentorship** should complement formal learning by connecting competency development with professional experience, workplace realities and the exercise of judgement in practice. It can provide an important mechanism for reflection, feedback and continued development beyond the formal learning intervention.

Learning should also extend beyond scheduled institutional interventions through **continuous and self-directed learning**, including iGoT resources, professional and peer learning, mentoring, reflection, knowledge resources and workplace practice.

Across these components, **multilingual, inclusive and accessible learning** should recognise the linguistic, professional, geographic, demographic and experiential diversity of public

officials. Learning environments should enable meaningful participation and access while maintaining the required competency standards.

- **Indian Knowledge Systems (IKS) and Artificial Intelligence (AI)** should be integrated where substantively relevant to the competency and work context. IKS may inform approaches to public purpose, ethics, leadership, sustainability, knowledge and problem-solving where relevant. AI may support evidence exploration, analysis, scenario development, problem-solving, decision support and reflection. At the same time, learners should critically examine AI-generated outputs, including their evidence base, limitations, assumptions, risks and contextual relevance.

The combination and sequencing of these experiences should then be determined through an appropriate delivery architecture, rather than assuming that all Strategic learning should occur through a single mode.

1.5 Strategic Delivery and Learning Architecture

Strategic learning should draw on three complementary learning environments:

Training Institution-based learning	iGoT-supported digital learning	Workplace & developmental learning
for facilitated dialogue, complex case analysis, simulation, deliberation, collaborative problem-solving, practice and feedback	for conceptual grounding, preparation, evidence exploration, reflection, reinforcement and continued learning	for application to authentic work challenges and reflection on practice

The mode, sequence and intensity should be determined by the competency, learning objective, learner context and nature of the intervention.

A blended learning pathway may, where appropriate, follow the sequence:

This sequence is illustrative rather than mandatory. Digital learning may provide conceptual grounding and preparation, but should also be used where it adds value through evidence exploration, analysis and reflection. The distinctive value of TI-based learning should be leveraged for facilitated interaction, deliberation, simulation, collaborative analysis, practice

and feedback. Workplace learning should provide the opportunity to test and apply developed capabilities in authentic contexts.

The delivery architecture should remain aligned to the quality and learning-design principles of KQF, appropriately adapted to the institutional and experiential learning environment of Training Institutions.

The choice of delivery mode should also inform assessment design: learners should ultimately be assessed on the performance the curriculum seeks to develop, rather than on participation in any particular mode of delivery.

1.6 Strategic Assessment Architecture

Assessment should be designed alongside learning objectives and experiences so that there is a clear line of sight from competency requirements to evidence of performance.

The assessment architecture should follow the chain:

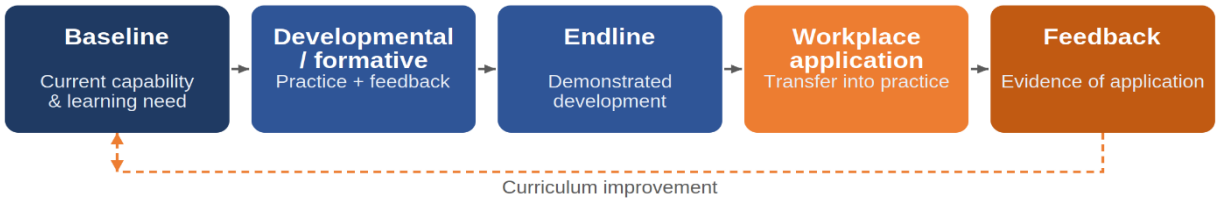


Figure 27. The assessment lifecycle

The purpose is to determine not only whether learners have acquired knowledge, but whether they can demonstrate the relevant competency in conditions that appropriately reflect the judgement required in their work.

Assessment stage	Purpose	Illustrative evidence
Baseline	Establish current capability and learning needs	Diagnostic case; situational judgement exercise; self-assessment; prior work evidence
Developmental / Formative	Provide feedback and support improvement	Case analysis; simulation; peer/facilitator observation; structured discussion
Endline	Establish demonstrated development	Strategic case; situational judgement exercise; policy/strategy brief; simulation; advisory presentation

Assessment stage	Purpose	Illustrative evidence
Workplace application	Establish transfer into practice	Workplace challenge; implementation evidence; stakeholder feedback; structured reflection

Assessment evidence should be considered across the continuum:

Strategic assessment should therefore use authentic or appropriately simulated situations involving complexity, incomplete evidence, multiple perspectives, competing considerations and consequential choices. Illustrative methods include:

- strategic case analysis;
- situational judgement exercises;
- policy or strategy briefs;
- simulations and decision exercises;
- presentations with defence or questioning;
- scenario and foresight exercises;
- data and evidence interpretation; and
- workplace projects or challenges.

As learners progress from Foundation towards Mastery, the expected evidence should move broadly from ***recognising → applying → integrating → independently shaping***. The levels should guide the complexity, quality and independence of evidence expected, rather than function as automatic grading categories.

A central question in assessment design should be:

Does the assessment reproduce, or appropriately simulate realities of the workplace?

Assessment should consequently generate evidence of the **Strategic expression of a competency**, rather than simply evidence that the learner can recall or describe it.

The assessment evidence generated through learning should then provide the basis for examining whether and how capability is transferred into workplace practice.

1.7 Strategic Workplace Application and Feedback

Workplace application should be incorporated into Strategic learning wherever feasible, because competency development is ultimately intended to strengthen performance in the context in which the competency is required.

Depending on the learner's role and identified competency requirements, workplace application may include:

Illustrative workplace application	Potential evidence in Training Institutes
Policy or strategy development/revision	Policy or strategy document; recommendation; decision note
Complex institutional challenge	Problem analysis; proposed response; implementation evidence
Programme or public-service redesign	Redesigned process/programme; stakeholder evidence; implementation results
Evidence-based strategic recommendation	Analytical brief; evidence synthesis; recommendation and rationale
Strengthening monitoring and evaluation	M&E framework; findings; use of evidence in decision-making
Change or transformation initiative	Change plan; implementation evidence; impact assessment

Evidence may include work products, implementation evidence, stakeholder feedback, changes in process or practice, relevant outcome indicators, M&E findings and structured reflection.

Workplace application should use the **same competency and expected-performance statements established during curriculum design**, allowing the learner's development journey to remain connected from learning through to practice.

At the same time, workplace application is influenced by conditions beyond the learner's control. Organisational processes, authority, resources, assignment, supervisory support,

technology and other workplace conditions may enable or constrain application. Therefore, limited workplace application should not automatically be interpreted as learner failure. Where performance constraints arise primarily from organisational or systemic conditions, relevant non-training or organisational interventions may also be required.

Evidence from workplace application and feedback should, in turn, inform the review and improvement of the curriculum itself.

1.8 Strategic Quality and Continuous Improvement

The Strategic Curriculum should function as a **living reference curriculum**, responsive to changing governance requirements, emerging capacity needs and evidence from practice. Its quality should therefore be considered across the entire learning and performance journey rather than only at the point of course delivery.

The curriculum should operate through a continuous improvement cycle:

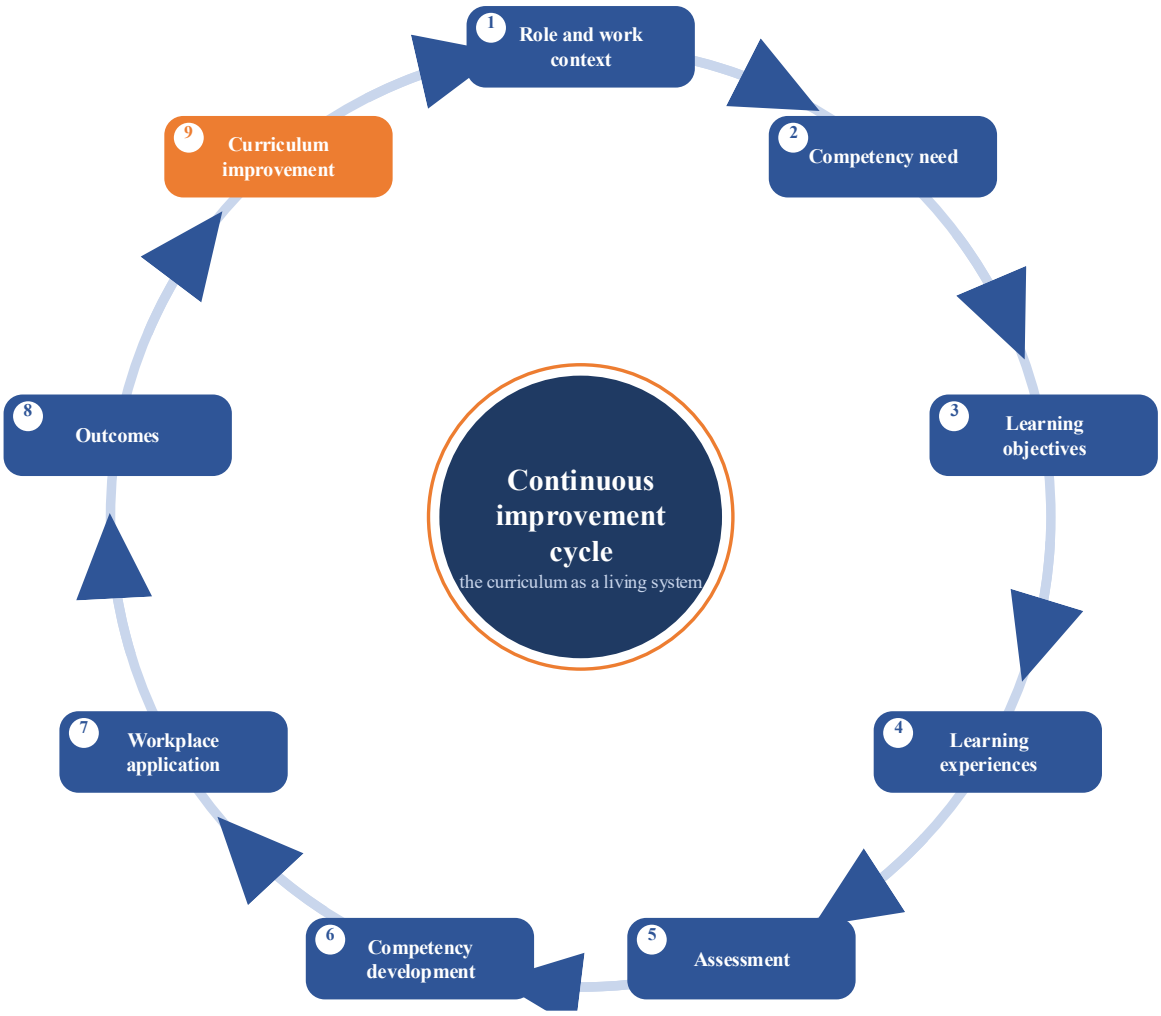


Figure 28. The curriculum as a living system; a continuous improvement cycle

Continuous improvement should draw on evidence from learners, TIs, faculty and facilitators, mentors and peers, MDOs, and workplace or organisational feedback. Such evidence should inform the refinement of cases, simulations, learning resources, assessment methods, delivery approaches, learner support and opportunities for workplace application.

The curriculum should be reviewed for its continued relevance to Strategic work, appropriate level of challenge, inclusiveness, applicability, quality of competency development and contribution to workplace performance.

Quality, therefore, extends beyond whether a learning intervention was successfully delivered. The central question is whether the curriculum provides relevant and appropriately challenging opportunities to develop the behavioural and functional competencies required for Strategic work, and whether it enables those competencies to be meaningfully applied in the workplace.

2. The Tactical Curriculum

Tactical work involves translating organisational priorities, policies and strategic direction into coordinated plans, programmes and actions. It requires public officials to interpret objectives in relation to their institutional context, organise resources and responsibilities, coordinate across teams and stakeholders, monitor implementation, address emerging challenges and adapt approaches to achieve intended outcomes.

The Tactical Curriculum is therefore intended to develop the capacity to **translate direction into actionable plans, coordinate implementation, manage interdependencies, solve emerging problems, exercise contextual judgement, monitor progress and outcomes, and adapt action in response to evidence and changing conditions**. Tactical performance is demonstrated through the effective integration of relevant behavioural and functional competencies in the management and execution of work, rather than through knowledge of procedures or plans alone.

These intended capabilities provide the basis for identifying the KCM competencies required in a particular Tactical work context and determining the depth at which they need to be developed.

2.1 Tactical Competency Priorities

The competencies required for Tactical work should be selected according to the learner's actual responsibilities, work context and identified capacity-building needs. The following represent **indicative priorities** rather than a fixed competency profile.

2.1.1 Behavioural Competency Priorities

Tactical performance requires officials to translate objectives into coordinated action while responding to implementation realities. This often requires combinations of analytical, collaborative, outcome-oriented and decision-making competencies.

Tactical work requirement	KCM competency	Indicative priority sub-competencies
Interpret organisational priorities and translate them into action	**Solution Orientation**	Analytical Thinking; Systems Thinking

Tactical work requirement	KCM competency	Indicative priority sub-competencies
Plan, prioritise and coordinate implementation	**Operational Excellence**	Planning & Prioritization; Resource Management; Process Excellence
Address implementation challenges and emerging problems	**Solution Orientation**	Analytical Thinking; Attention to Detail
Make timely decisions within defined responsibilities	**Decision Making**	Logical Reasoning; Sound Judgement
Maintain delivery focus and accountability	**Outcome Orientation**	Goal Setting; Accountability; Initiative & Drive; Commitment to Quality
Coordinate across teams, functions and stakeholders	**Collaboration**	Relationship Management; Knowledge Sharing; Diversity & Inclusion
Manage differences and build working alignment	**Collaborative Leadership**	Influencing & Negotiation; Conflict Management
Lead teams towards effective implementation	**Team Leadership**	Mentoring; Sharing Constructive Feedback; Inspiring Others
Respond constructively to changing requirements and constraints	**Personal Effectiveness**	Resilience; Navigating Ambiguity

Tactical work requirement	KCM competency	Indicative priority sub-competencies
Improve processes and identify better ways of working	**Creativity & Innovation**	Lateral Thinking; Transformation Orientation
Maintain responsiveness to citizens and service users	**Service Orientation**	Responsiveness; Service Excellence (wrt Citizens); Empathy

Other KCM behavioural competencies may be incorporated where the specific work context or identified competency need requires them.

2.1.2 Functional Competency Priorities

Tactical functional competency requirements are closely connected to the translation of policies, programmes and organisational priorities into implementation. Indicative areas include:

Functional competency	Tactical relevance	Indicative sub-competencies
Project Management	Supports planning, coordination, implementation and review of defined initiatives	Project Planning; Project Implementation; Project Evaluation; Project KPIs Monitoring
Government Program Formulation	Supports translating programme objectives into implementable approaches	Scheme/Program Design; Feasibility & Risk Assessment; Implementation & Outreach

Functional competency	Tactical relevance	Indicative sub-competencies
Monitoring & Evaluation	Supports tracking implementation and using evidence to identify corrective action	Creation of M&E Framework; Evaluation of Outcomes/Outputs
Financial Management	Supports planning and managing resources in accordance with organisational and programme requirements	Budget Formulation & Implementation; Expenditure Management; Government Accounts; PFMS Portal Management
Change Management	Supports implementation and management of organisational or programme-level change	Change Readiness; Change Implementation; Change Impact Assessment
Data Analytics	Supports monitoring, interpretation and evidence-based operational/tactical decisions	Data Management; Data Analysis & Visualization; Data-led Decision Making; Data Use & Governance
Digital Fluency	Supports effective use of digital tools, platforms and emerging technologies in implementation	Digital Tools & Platforms; Digital Service Design; AI/ML Tools; Emerging Technology

Figure 29. Additional KCM functional competencies that may be included in the curriculum where the learner's role and identified capacity-building needs require them.

The selection of functional competencies should be driven by what the learner is required to **execute, coordinate, monitor or improve**, rather than by the presence of a competency within a particular designation.

2.1.3 Contextual Selection and Prioritisation

The indicative competencies above should be contextualised to the learner's actual work. Selection should consider both the requirements of the role and the specific capability gap that the learning intervention is intended to address.

Selection question	Curriculum implication
Does the work context require this competency?	Establishes relevance to the learner's responsibilities.
Does the learner need to develop or redevelop it?	Establishes the development need.
At what depth does it need to be demonstrated?	Establishes the expected level and complexity of performance.

The resulting competency profile should identify the relevant KCM competencies and sub-competencies, expected depth of development and the performance that the curriculum is intended to enable.

2.2 Tactical Competency Progression

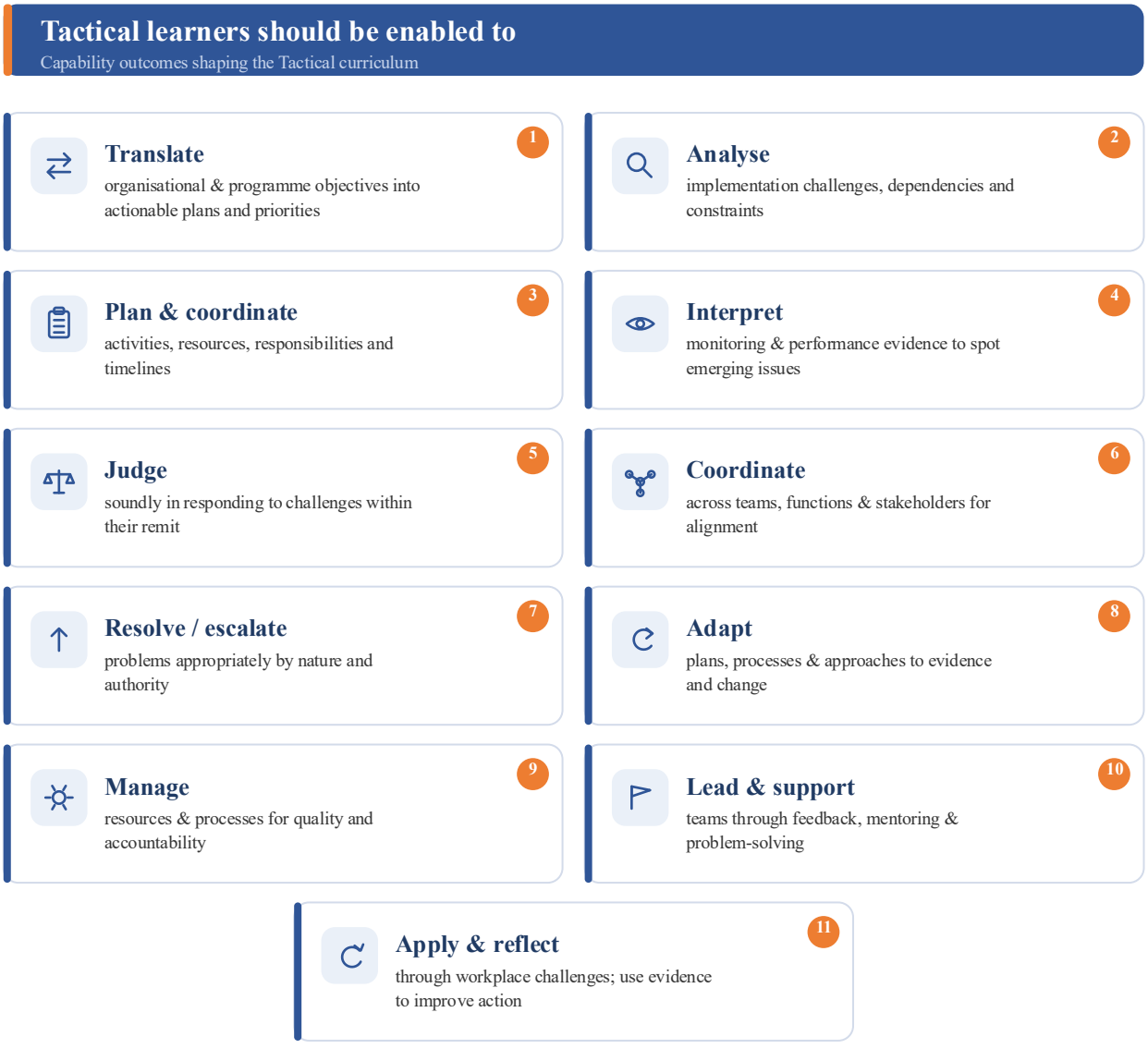
Part B establishes Foundation, Proficiency, Advanced and Mastery as levels of competency development. The Tactical Curriculum applies these levels by progressively increasing the complexity, independence and integration required in implementation and coordination.

Dimension	Progression towards Tactical performance
Context	From defined work situations towards increasingly interconnected implementation environments.
Problem complexity	From clearly identified implementation issues towards problems involving multiple causes, dependencies and competing priorities.
Evidence	From using available information towards interpreting multiple sources of implementation and performance evidence.
Perspectives	From considering immediate team or stakeholder requirements towards coordinating multiple functional, institutional and citizen perspectives.
Decision-making	From applying established processes towards exercising contextual judgement where implementation conditions require adaptation.
Consequences	From considering immediate task or output implications towards anticipating downstream effects on implementation, resources and outcomes.
Autonomy	From guided execution towards independently planning, coordinating, troubleshooting and adapting action within the learner's responsibility.
Coordination	From effective participation within a team towards coordinating interdependent teams, functions and stakeholders.
Integration	From demonstrating individual competencies towards integrating planning, problem-solving, collaboration and outcome orientation to manage implementation challenges.
Evidence of capability	From demonstrating correct application towards demonstrating effective coordination, adaptation, judgement and delivery of outcomes.

Progression should consequently reflect the learner's increasing ability to **move from executing defined responsibilities to independently managing interconnected implementation challenges and adapting action to achieve intended outcomes**.

2.3 Tactical Learning Objectives and Outcomes

Based on the contextualised competency profile, Tactical learners should be enabled to:



These outcomes should be adapted to the competencies identified for the learner and expressed as observable performance so that they can directly inform learning activities and assessment.

2.4 Tactical Curriculum Components and Learning Experiences

Tactical learning should provide repeated opportunities to move between **planning, action, monitoring, problem-solving and adaptation**. The components below should therefore be combined according to the competencies and workplace requirements identified for the learner.

- **Karmayogi Kartavya Karyakram (KKK)**, where mandated, should provide the relevant common foundation or pre-work. Where already completed, relevant elements need not be unnecessarily repeated. Tactical learning should build on this foundation by developing the competencies required to translate public-service responsibilities into effective implementation.
- **Capacity Building Plans (CBPs)** should provide demand intelligence for identifying the organisational and individual capability requirements that need to be addressed. These needs should inform competency selection, learning objectives and the design of relevant implementation-oriented learning experiences.
- The **Architecture of Differentiation** should then contextualise these requirements to the learner's role, work setting, responsibilities, decision context and learner characteristics. This should influence the selection of examples, cases, implementation scenarios, activities, assessment methods and learner support.
- **Case-, problem- and decision-based learning** should use realistic implementation situations involving competing priorities, resource constraints, interdependencies, stakeholder requirements, incomplete information and changing circumstances. Learners should practise diagnosing implementation problems, identifying options, prioritising action, coordinating responses, making decisions and adapting plans based on evidence.
- **Experiential and collaborative learning** should provide opportunities for learners to practise through implementation simulations, project and programme planning exercises, monitoring and troubleshooting exercises, process-improvement activities, stakeholder coordination exercises, cross-functional problem-solving, role plays, peer learning, Chintan Shivir, Samuhik Charcha, field or institutional exposure and other workplace-relevant activities.
- **Peer learning and exposure to national and relevant global practices** can further strengthen Tactical capability by allowing officers to examine how comparable implementation challenges have been addressed across departments, institutions and jurisdictions. Such exchanges should focus on understanding the operational conditions, processes, coordination mechanisms and adaptations that contributed to particular approaches, enabling learners to identify relevant lessons and assess how they may be adapted to their own institutional context rather than simply replicated.

- **Mentorship** should connect formal learning with practical experience, providing opportunities to discuss implementation challenges, decision points, stakeholder management and professional judgement with experienced practitioners.
- **Continuous and self-directed learning** should enable learners to reinforce and extend development through iGoT resources, professional and peer learning, mentoring, reflection, workplace practice and relevant knowledge resources.
- **Multilingual, inclusive and accessible learning** should account for diversity in language, professional experience, geography, institutional context and learner characteristics while maintaining the required competency standards.
- **IKS and AI** should be integrated where substantively relevant. IKS may inform relevant approaches to public purpose, ethics, stewardship, problem-solving and contextual knowledge. AI may support analysis, planning, monitoring, scenario development, problem-solving and decision support, accompanied by critical examination of outputs, assumptions, evidence, limitations and contextual suitability.

The selected experiences should then be sequenced through an appropriate delivery architecture that connects institutional learning with actual implementation.

2.5 Tactical Delivery and Learning Architecture

Tactical learning should draw on three complementary environments:

Training Institution-based learning	iGoT-supported digital learning	Workplace & developmental learning
for facilitated analysis, planning exercises, implementation simulations, collaborative problem-solving, practice and feedback	for conceptual grounding, preparation, procedural or technical learning, evidence exploration, reinforcement and continued learning	for application to actual implementation responsibilities and reflection on practice

There should be **no fixed online-to-offline ratio**. The appropriate mode and sequence should depend on the competency, learning objective, learner context and nature of the intervention.

A blended pathway may, where appropriate, follow:

Training Institution-based learning should be used particularly where interaction, practice, coordination, simulation and feedback are required. Digital learning can provide preparation and reinforcement while also supporting analysis and self-directed learning. Workplace learning should provide opportunities to apply developed competencies to actual responsibilities and implementation challenges.

Delivery should remain aligned to KQF principles, appropriately contextualised to the institutional learning environment of Training Institutions.

The delivery architecture should also anticipate the assessment evidence required so that learners are practising the same forms of performance that they will subsequently be expected to demonstrate.

2.6 Tactical Assessment Architecture

Assessment should be designed around the competencies and observable performance identified in the curriculum. The assessment chain should be:

Figure 30. The assessment lifecycle

Assessment should determine whether learners can apply competencies effectively in implementation contexts, rather than merely recall procedures or describe concepts.

Assessment stage	Purpose	Illustrative evidence
Baseline	Establish current capability and learning needs	Diagnostic implementation case; situational judgement exercise; self-assessment; prior work evidence
Developmental / Formative	Provide feedback and support improvement	Planning exercise; implementation simulation; case analysis; observation; peer/facilitator feedback

Assessment stage	Purpose	Illustrative evidence
Endline	Establish demonstrated development	Programme/project planning exercise; implementation case; situational judgement exercise; simulation; problem-solving exercise
Workplace application	Establish transfer into practice	Workplace challenge; implementation evidence; supervisor/stakeholder feedback; structured reflection

Evidence should be considered across:

Appropriate assessment methods may include:

- implementation case analysis;
- situational judgement exercises;
- project or programme planning exercises;
- monitoring and troubleshooting exercises;
- process-improvement tasks;
- implementation simulations;
- stakeholder coordination or negotiation exercises;
- data and performance interpretation;
- presentations or recommendations; and
- workplace projects or challenges.

As competency development progresses, evidence should move broadly from ***recognising*** → ***applying*** → ***integrating*** → ***independently shaping***. Higher levels should require increasing complexity, autonomy, coordination and adaptation rather than simply more detailed knowledge.

A central assessment question should be:

> **Does the assessment appropriately reproduce or simulate the type of implementation judgement, coordination and problem-solving the learner is expected to exercise in the workplace?**

Assessment should therefore demonstrate the learner's ability to **use the competency in context**, not simply demonstrate knowledge about it.

2.7 Tactical Workplace Application and Feedback

Workplace application should be incorporated wherever feasible so that learners have an opportunity to apply competencies to actual implementation responsibilities.

Depending on the role and identified competency requirements, this may include:

Illustrative workplace application	Potential evidence
Developing or improving an implementation plan	Work plan; milestones; resource plan; implementation evidence
Addressing an implementation challenge	Problem analysis; corrective action; resolution or escalation evidence
Strengthening programme monitoring	Monitoring mechanism; dashboard/report; evidence of corrective action
Improving an institutional process	Process analysis; redesigned process; implementation evidence
Coordinating a cross-functional initiative	Coordination plan; stakeholder inputs; implementation outcomes
Improving resource utilisation	Resource plan; expenditure or utilisation evidence; efficiency improvements
Implementing a change initiative	Change plan; implementation evidence; impact assessment

Evidence may include work products, implementation records, monitoring data, stakeholder feedback, process or practice changes, relevant outcome indicators and structured reflection.

The same competency and expected-performance statements used in the curriculum should be used to frame workplace evidence, maintaining continuity between learning and application.

However, workplace performance is shaped by organisational conditions as well as individual capability. Authority, resources, processes, technology, assignment, supervisory support and other institutional factors may enable or constrain application. Where such conditions are the primary constraint, appropriate organisational or non-training interventions may need to accompany or complement training.

Workplace evidence should subsequently feed into curriculum review, allowing the learning intervention to respond to what is actually occurring during implementation.

2.8 Tactical Quality and Continuous Improvement

The Tactical Curriculum should function as a **living reference curriculum**, responsive to changing implementation requirements, emerging capacity needs and evidence from workplace practice.

Its quality should be examined through the continuous cycle:

Figure 31. The curriculum as a living system; a continuous improvement cycle

Continuous improvement should draw on evidence from learners, Training Institutions, faculty and facilitators, mentors and peers, Ministries/Departments/Organisations and workplace or organisational feedback. This evidence should inform the refinement of implementation cases, simulations, learning resources, assessment methods, delivery approaches, learner support and workplace application opportunities.

Particular attention should be given to whether learners are being provided with sufficient opportunities to plan, coordinate, solve implementation problems, exercise contextual judgement, adapt action and demonstrate results.

Quality should therefore extend beyond the successful delivery of a training intervention. The central question is whether the curriculum provides relevant and appropriately challenging opportunities to develop the behavioural and functional competencies required for Tactical work, and whether learners are able to translate those competencies into more effective implementation and workplace performance.

3. Operational Curriculum

Operational work involves translating established policies, procedures and work requirements into consistent and effective day-to-day action. It requires public officials to carry out assigned responsibilities accurately and efficiently, respond to citizens and other stakeholders, manage routine and emerging work demands, use relevant systems and processes, identify and resolve issues within their authority, and escalate matters appropriately when they exceed their scope of responsibility.

The Operational Curriculum is therefore intended to develop the capacity to perform role-specific responsibilities effectively, apply knowledge and procedures accurately in context, manage routine and emerging work demands, respond appropriately to citizens and stakeholders, use resources and systems effectively, identify problems and take timely corrective action, and maintain quality and accountability in day-to-day work. Operational performance is demonstrated through reliable application of competencies in actual work situations, rather than through knowledge of procedures alone.

These intended capabilities provide the basis for identifying the behavioural and functional competencies that are most relevant to the learner's work and the level of performance expected from them.

3.1 Operational Competency Priorities

Operational competency priorities should be derived from the learner's actual responsibilities, work processes and identified capacity-building needs. The emphasis should be on competencies that enable officials to perform, respond, coordinate, solve and improve within their defined area of work.

3.1.1 Behavioural Competency Priorities

Operational work requirement	KCM competency	Indicative priority sub-competencies
Understand and accurately apply work requirements	Self-Awareness	Self-Learning; Self-Analysis
Manage workload and complete responsibilities reliably	Operational Excellence	Planning & Prioritization; Process Excellence
Maintain accuracy and quality in work	Solution Orientation	Attention to Detail; Analytical Thinking

Operational work requirement	KCM competency	Indicative priority sub-competencies
Deliver assigned responsibilities and remain accountable	Outcome Orientation	Accountability; Commitment to Quality; Initiative & Drive
Respond appropriately to citizens and service users	Service Orientation	Responsiveness; Empathy; Service Excellence (wrt Citizens)
Communicate clearly with colleagues, citizens and stakeholders	Communication	Active Listening; Verbal & Non-verbal Fluency / Communication; Reading & Comprehension
Work effectively with colleagues and contribute to shared tasks	Collaboration	Relationship Management; Knowledge Sharing; Diversity & Inclusion
Identify and respond to routine work problems	Decision Making	Logical Reasoning; Sound Judgement
Adapt to changing work requirements and manage work pressures	Personal Effectiveness	Resilience; Navigating Ambiguity
Improve recurring processes and ways of working	Creativity & Innovation	Lateral Thinking; Transformation Orientation

The competencies above are indicative and should not be treated as a uniform Operational competency profile. Other KCM competencies may be incorporated where the learner's role and identified needs require them.

3.1.2 Functional Competency Priorities

Functional learning should be closely connected to the actual tasks, processes, systems and responsibilities that constitute the learner's work. Depending on the role, indicative areas may include:

Functional competency	Operational relevance	Indicative sub-competencies
Office Management	Enables accurate and timely execution of core office processes	E-Office; File/DAK; Office Procedures; Noting & Drafting; Technical Proposal/Report Writing
Citizen Centricity	Supports responsive and accessible delivery of public services	Design Thinking; Citizen Partnering & Collaboration
Grievance Redressal	Enables appropriate handling and resolution of citizen grievances	CPGRAMS; Public Grievance Handling
Digital Fluency	Enables effective use of digital systems and tools required for work	Digital Tools & Platforms; Digital Service Design; AI/ML Tools; Emerging Technology
Establishment & HR	Supports accurate execution of relevant personnel and establishment functions	Establishment; Reservations; Fundamental Rules/Supplementary Rules; POSH; Performance Appraisal
Public Procurement	Supports compliant and effective execution of procurement responsibilities where applicable	Procurement Management through GeM; Procurement of Goods/Services/Works; Contract Management
Information & Communication Management	Supports accurate dissemination and management of official information	Dissemination; Social Media; Official Websites
Administration Matters	Supports effective handling of routine administrative responsibilities	Allowances/Reimbursement; Leave/Travel; Miscellaneous Matters; Official Language

Other functional competencies from the KCM should be incorporated where they are directly relevant to the learner's responsibilities. For example, officials whose roles require them to handle RTI, parliamentary, vigilance, litigation, financial, material management or other specific functions should receive the relevant functional learning required for effective performance.

The emphasis should remain on functional competence in context: learners should be able to use the relevant procedure, system or tool correctly in the situations they encounter at work, recognise when an issue requires judgement or escalation, and understand the implications of errors or omissions for service delivery and institutional functioning.

3.1.3 Contextual Selection and Prioritisation

Operational learning should begin with the actual work performed by the learner rather than with a generic list of competencies. Selection should therefore consider:

Selection question	Curriculum implication
What does the learner need to perform in their work?	Identifies relevant behavioural and functional competencies.
Where is capability currently insufficient or inconsistent?	Identifies the development need.
What level of performance is expected?	Establishes the depth and evidence required.

This ensures that the curriculum remains closely connected to the learner's actual responsibilities and avoids treating all Operational roles as having the same competency requirements.

3.2 Operational Competency Progression

Part B establishes Foundation, Proficiency, Advanced and Mastery as levels of competency development. Within the Operational Curriculum, progression should reflect increasing accuracy, consistency, independence, adaptability and ability to handle variation in the application of competencies.

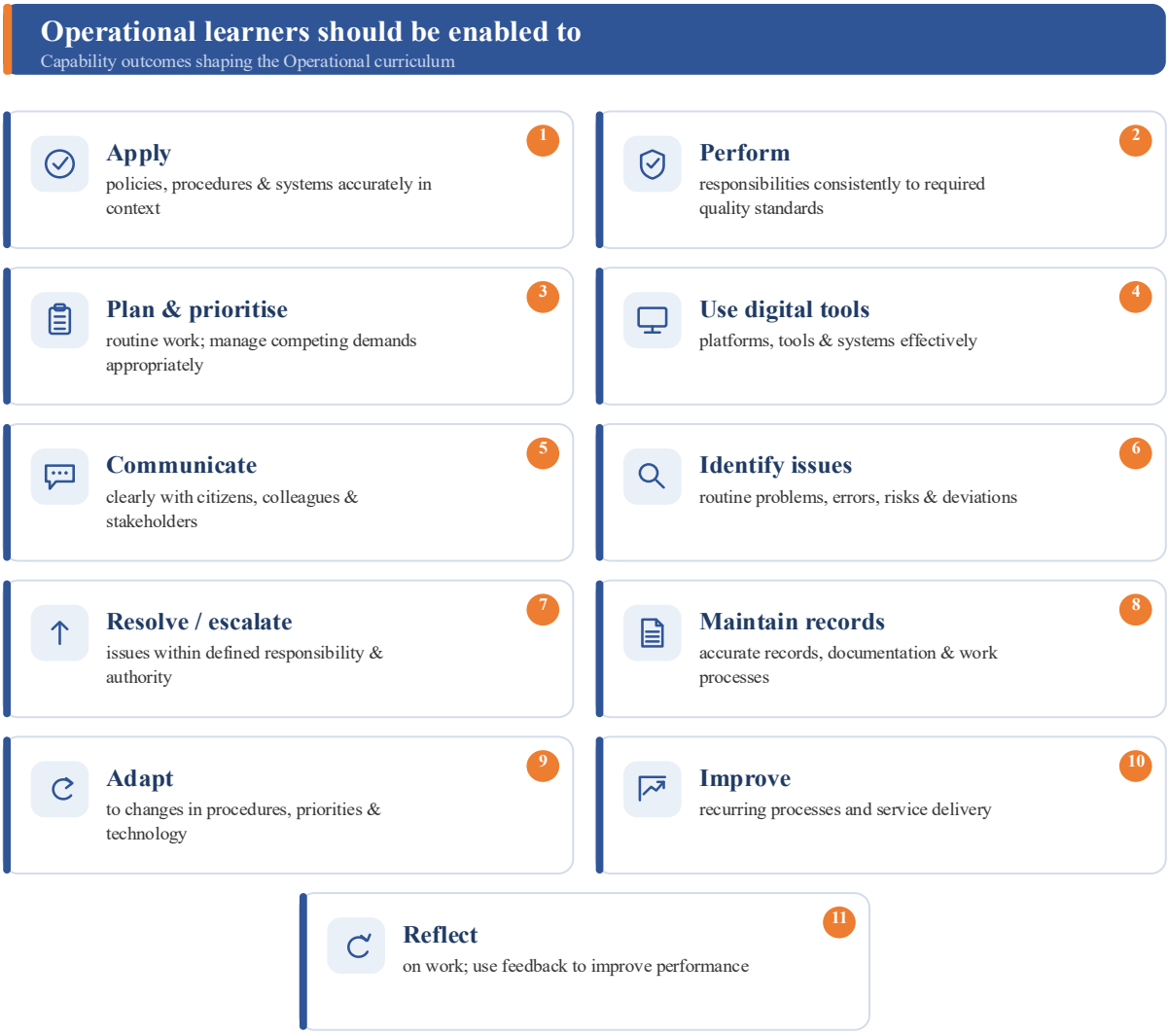
Dimension	Progression towards Operational performance
Context	From familiar and clearly defined work situations towards varied and less familiar situations within the learner's area of responsibility.

Dimension	Progression towards Operational performance
Task complexity	From individual and routine tasks towards multiple, interdependent or moderately complex work requirements.
Knowledge application	From recalling and following established requirements towards applying them appropriately in context.
Accuracy and quality	From completing tasks correctly with support towards consistent, reliable and quality-assured performance.
Problem-solving	From recognising common issues towards diagnosing and resolving routine variations and problems within one's authority.
Decision-making	From following established guidance towards exercising appropriate judgement within defined responsibilities.
Autonomy	From guided performance towards independent execution and appropriate escalation.
Communication and service	From basic communication towards responsive, clear and context-appropriate engagement with citizens, colleagues and stakeholders.
Adaptability	From responding to familiar changes towards adjusting effectively to changing requirements, priorities and work conditions.
Evidence of capability	From demonstrating correct task performance towards demonstrating consistent, independent and adaptable performance in authentic work situations.

Progression should therefore not be measured primarily by the amount of procedural content completed. It should be demonstrated through increasingly reliable and independent performance in the situations that the learner actually encounters at work.

3.3 Operational Learning Objectives and Outcomes

Based on the contextualised competency profile, Operational learners should be enabled to:



These outcomes should be adapted to the specific role and competency requirements of the learner. Their formulation as observable actions also provide the basis for designing practice activities and determining appropriate assessment evidence.

3.4 Operational Curriculum Components and Learning Experiences

Operational learning should prioritise practice, demonstration, feedback and immediate application. The choice of learning experiences should reflect the tasks learners are expected to perform and the situations in which they are expected to use their competencies.

- **Karmayogi Kartavya Karyakram (KKK)**, where mandated, should provide the relevant common foundation or pre-work. Where already completed, relevant elements need not be unnecessarily repeated. Operational learning should then focus on translating public-service expectations into effective performance within the learner's specific work context.
- **Capacity Building Plans (CBPs)** should inform the identification of individual and organisational capacity needs and help Training Institutions identify where learning interventions are required. The resulting needs should be translated into role-relevant competency requirements and practical learning objectives.
- The **Architecture of Differentiation** should be particularly important in Operational learning because differences in work process, role, language, location, institutional environment and prior experience can materially affect how a learner needs to practise and demonstrate a competency. These factors should inform examples, demonstrations, scenarios, language, learner support and assessment.
- **Demonstration and guided practice** should form a core part of learning where learners need to acquire or strengthen specific procedures, systems, tools or work behaviours. Learning should move from demonstration and explanation to supported practice and progressively more independent performance.
- **Case-, problem- and simulation-based learning** should use realistic workplace situations, including common errors, citizen interactions, process deviations, competing routine demands and situations requiring appropriate judgement or escalation. Rather than focusing primarily on abstract discussion, these activities should allow learners to practise what they are expected to do.
- **Peer learning and experience** sharing should provide opportunities for learners to exchange practical approaches to recurring work challenges, service situations and process improvements. Where relevant, exposure to good practices from other Training Institutions, departments or jurisdictions can help learners identify practical improvements, provided that these are considered in relation to their own institutional context.
- **Feedback and reflection** should be embedded throughout learning. Facilitator observation, peer feedback, self-reflection and repeated practice can help learners identify errors, strengthen confidence and improve consistency before applying the competency independently at work.

- **Continuous and self-directed learning** should support reinforcement through iGoT resources, job-relevant reference material, peer learning, practice and workplace reflection.
- **IKS and AI** should be incorporated selectively and purposefully where they add value to the competency or work context. AI, for example, may support drafting, information retrieval, translation, summarisation or other work tasks where appropriate, while learners should understand relevant limitations, verification requirements, confidentiality considerations and responsible use.

The emphasis across these components should remain on learning by doing, receiving feedback and doing better, rather than on increasing the volume of instructional content.

3.5 Operational Delivery and Learning Architecture

Operational learning should use the learning environment that most effectively supports the required performance.

Three environments may be combined where appropriate:

Training Institution-based learning

for demonstration, guided practice, simulation, role play, discussion and feedback

iGoT-supported digital learning

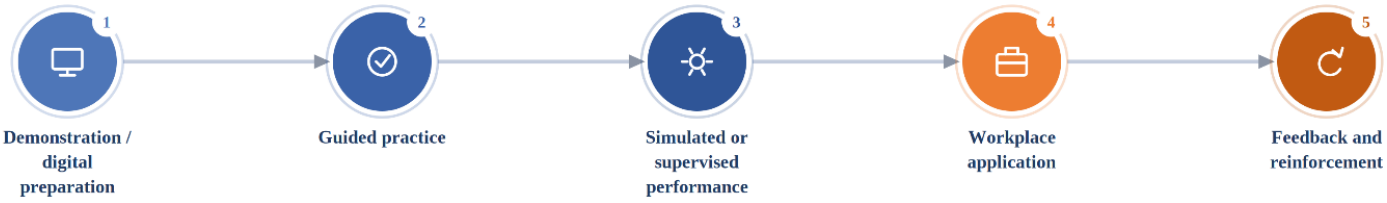
for preparation, procedural or conceptual learning, demonstrations, reinforcement and self-directed learning

Workplace learning

for supervised or supported application to actual responsibilities

There should be no prescribed online-to-offline ratio. The appropriate mode should depend on the competency, task, learner context and evidence required.

For many Operational competencies, an appropriate pathway may be:



Training Institutions should provide sufficient opportunities for learners to practise before they are expected to demonstrate independent performance. Where the competency is inherently workplace-based, the curriculum should make explicit provision for supported workplace application.

Digital learning should not be limited to theoretical preparation. Where appropriate, it can provide demonstrations, worked examples, simulations, practice activities and reinforcement. Similarly, institutional learning should be used where hands-on practice, interaction or immediate feedback adds value.

Delivery should remain aligned with KQF principles, adapted to the institutional and experiential context of Training Institutions.

3.6 Operational Assessment Architecture

Assessment should focus on whether learners can perform the required task or behaviour correctly and appropriately in context.

The assessment chain should remain:

Figure 32. The assessment lifecycle

Assessment stage	Purpose	Illustrative evidence
Baseline	Identify current capability and specific learning needs	Task demonstration; diagnostic exercise; self-assessment; prior work evidence
Developmental / Formative	Identify errors and provide opportunities for improvement	Guided practice; observation; role play; simulation; immediate feedback
Endline	Establish independent demonstrated performance	Practical demonstration; work simulation; case/task exercise; situational judgement exercise
Workplace application	Establish transfer into actual work	Work product; supervisor/mentor observation; service or process evidence; reflection

Assessment evidence should consider:

For Operational learning, however, application and behaviour should carry particular importance where the competency is fundamentally performance-based.

Appropriate assessment methods may include:

- practical demonstrations;
- workplace simulations;
- role plays involving citizen or stakeholder interactions;
- process or system-based tasks;
- case or scenario exercises;
- situational judgement exercises;
- document or file-based exercises;
- supervised workplace tasks; and
- structured observation and feedback.

Progression from Foundation towards Mastery should be reflected in increasing accuracy, consistency, independence, adaptability and ability to respond appropriately to variation.

A central assessment question should be:

> **Can the learner perform the required task or behaviour correctly, independently and appropriately in a situation that reflects their actual work?**

Assessment should therefore avoid relying predominantly on recall-based tests where the competency itself is demonstrated through performance.

3.7 Operational Workplace Application and Feedback

For Operational learners, workplace application should be particularly closely connected to the learning intervention because many competencies are demonstrated through the actual execution of work.

Depending on the role, workplace application may include:

Illustrative workplace application	Potential evidence
Applying a work procedure or process	Completed work product; process records; quality checks
Using an official digital system	Correct system use; transaction/output record
Handling a citizen interaction or grievance	Case record; response; service feedback
Preparing or processing official documentation	File/note/draft; accuracy and completeness
Managing routine workload	Work planning; timely completion; prioritisation evidence
Identifying and resolving a recurring work issue	Problem identification; corrective action; improved process
Applying a new procedure or work requirement	Demonstrated implementation; supervisor/mentor observation

Workplace evidence should be drawn, wherever feasible, from actual work products and observed performance, supported by structured feedback and reflection.

The same competency and expected-performance statements used in the curriculum should guide workplace observation and feedback. This creates continuity between what is taught, what is practised, what is assessed and what is expected at work.

Where a learner is unable to demonstrate a competency because of constraints in systems, resources, authority, workload or organisational processes, this should be distinguished from an individual capability gap. Such constraints may require an organisational response alongside learning.

Workplace feedback should subsequently inform both the learner's continued development and the improvement of the curriculum.

3.8 Operational Quality and Continuous Improvement

The Operational Curriculum should function as a living reference curriculum, responsive to changes in procedures, technology, service requirements, workplace processes and identified capacity needs.

Its quality should be examined through the cycle:

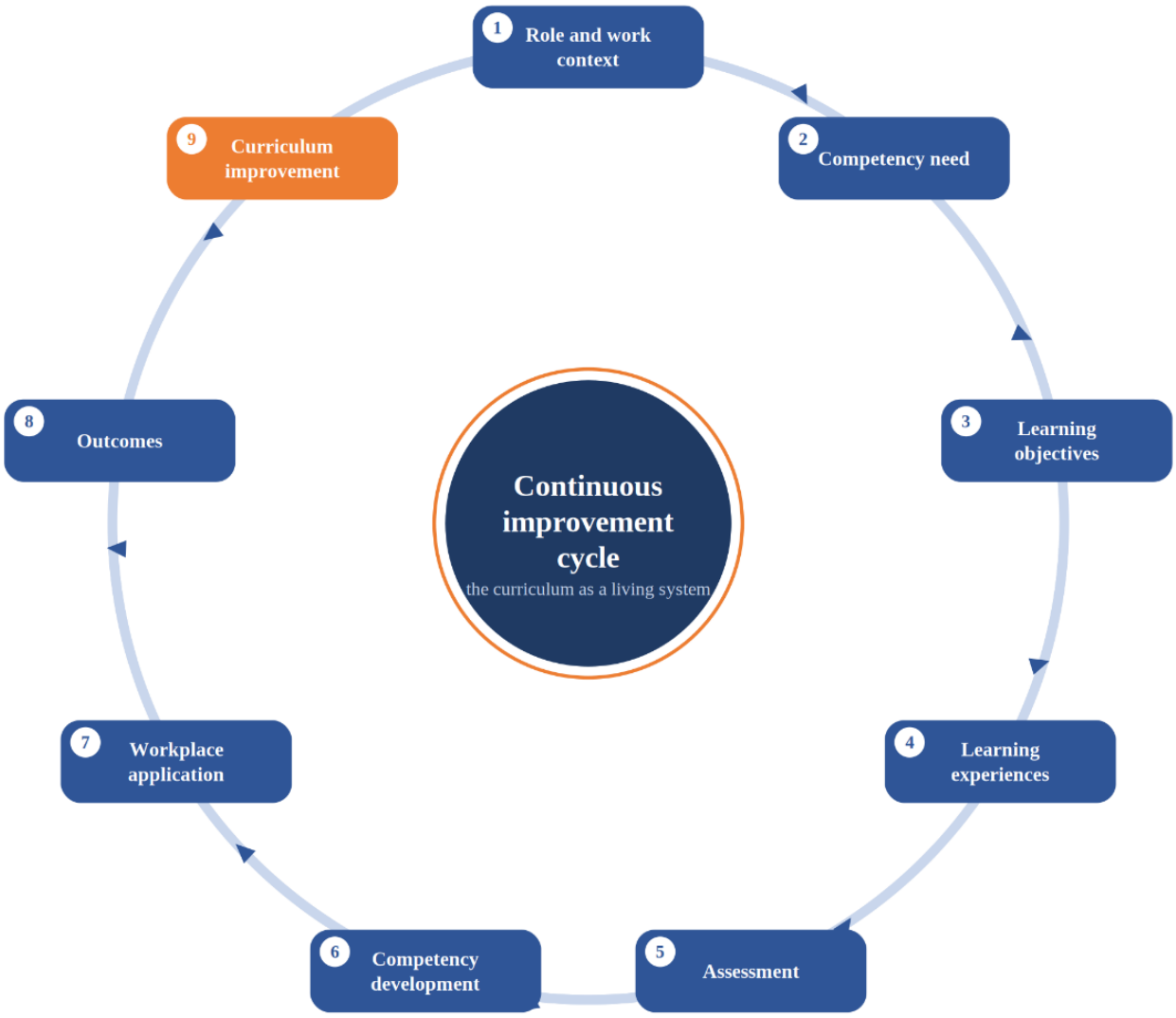


Figure 33. The curriculum as a living system; a continuous improvement cycle

Continuous improvement should draw on evidence from learners, facilitators, Training Institutions, mentors and supervisors, MDOs and workplace performance. Particular attention should be given to recurring errors, areas of weak application, learner feedback, changes in systems or procedures, service-delivery requirements and opportunities for process improvement.

The curriculum should be reviewed for whether it provides sufficiently relevant, practical and accessible opportunities to develop the competencies required for effective Operational performance, and whether learners are able to transfer those competencies into accurate, consistent, responsive and accountable workplace practice.

The quality of Operational learning should therefore ultimately be reflected not simply in course completion, but in the learner's ability to perform the work well, respond appropriately to variation, use feedback to improve, and contribute to better day-to-day functioning and service delivery.

Part D: Annexures

Supporting material and reference tables.

The theoretical foundations of the National Curriculum Design Framework

References in APA 7th edition style

Research and Evidence Base

The National Curriculum Design Framework (NCDF) is a contextualisation — for serving public officials under Mission Karmayogi — of an established body of educational, instructional, and psychological scholarship. This annexure sets out that evidence base. Each section states, in brief, how the framework draws on a strand of theory and then lists the primary sources in APA 7th edition style. Together these sources establish the research warrant for the framework's design choices: its competency orientation, its adult- and work-centred pedagogy, its outcome-aligned assessment architecture, and its emphasis on transfer to the workplace.

1.1 Learning-theory foundations: behaviourism, cognitivism and constructivism

> ***How the NCDF draws on it.*** *The framework's progression — from clear, observable performance standards, through the deliberate management of what learners attend to and remember, to the active construction of understanding in authentic contexts — reflects the complementary contributions of the three principal families of learning theory. Behaviourism underpins the specification of observable outcomes, practice and reinforcement; cognitivism informs how information is structured, sequenced and committed to memory; and constructivism grounds the framework's reliance on authentic tasks, prior experience and reflection.*

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Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.

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Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly, 26*(2), 43–71. https://doi.org/10.1002/piq.21143

1.2 Cognitive psychology and the science of memory

> ***How the NCDF draws on it.*** *The framework's chunking of content, its pacing, its sequencing from simple to complex, and its use of spaced practice and retrieval are grounded in the cognitive science of attention, working memory and long-term retention. Respecting the limits of working memory and the conditions under which durable learning forms is treated as a design constraint, not an optional refinement.*

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1.3 Adult learning and andragogy

> ***How the NCDF draws on it.*** *Because the framework serves experienced adult professionals, it adopts an andragogical stance: it treats learners as self-directing, draws on their accumulated work experience as a resource, orients learning to their roles and immediate problems, and emphasises intrinsic motivation. Its provision for self-directed and transformative learning follows directly from this literature.*

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (Rev. and updated ed.). Cambridge Books.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge. https://doi.org/10.4324/9781315816951

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Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.

1.4 Competency-based education and skill acquisition

> ***How the NCDF draws on it.*** *The framework's competency orientation — its competency models, its Competency Acquisition Ladder from foundation to mastery, and its calibration of learning to demonstrated capability rather than time served — rests on the competency-movement and expertise-development literatures, including the novice-to-expert progression.*

McClelland, D. C. (1973). Testing for competence rather than for "intelligence." *American Psychologist, 28*(1), 1–14. https://doi.org/10.1037/h0034092

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1.5 Instructional design models and multimedia learning

> ***How the NCDF draws on it.*** *The framework's design methodology — systematic analysis, sequencing of instructional events, problem-centred progression, and the disciplined use of media — draws on the major instructional-design models. Gagné's events and conditions of learning, Merrill's first principles, and Mayer's evidence-based principles for multimedia inform how learning experiences are structured and resourced; microteaching informs the preparation of facilitators.*

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1.6 Learning outcomes, taxonomies and constructive alignment

How the NCDF draws on it. *The framework's outcome statements, its use of the Revised Bloom's Taxonomy to pitch cognitive demand, its alignment of outcomes, learning experiences and assessment (constructive alignment), and its backward-design logic — defining the required demonstration first and designing back from it — are grounded in this literature.*

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1.7 Experiential, reflective and work-based learning

How the NCDF draws on it. *The framework's experiential pathway — learning through doing, structured reflection, and the deliberate use of the workplace as a site of learning (reflected in its relational–experiential–informational and 70:20:10 emphases) — draws on the experiential-learning cycle and the scholarship of reflective practice.*

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1.8 Case method, problem-based learning and simulation

> ***How the NCDF draws on it.*** *The framework's use of cases, scenarios, problem-based tasks and simulation — to develop judgement under realistic conditions — is grounded in the case-method tradition and the problem-based learning literature.*

Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based learning: An approach to medical education*. Springer.

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Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-Based Learning, 1*(1), 9–20. https://doi.org/10.7771/1541-5015.1002

1.9 Situated, social and collaborative learning

> ***How the NCDF draws on it.*** *The framework's emphasis on mentoring, peer learning, communities of practice and learning embedded in the work context reflects situated and social theories of learning, in which capability is developed through participation in authentic professional communities.*

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1.10 Motivation and engagement

> ***How the NCDF draws on it.*** *The framework's attention to learner autonomy, relevance, confidence and a developmental (growth) orientation to capability draws on motivational theory, which treats engagement as a designable condition of effective adult learning.*

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press. https://doi.org/10.1007/978-1-4899-2271-7

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1.11 Assessment, feedback and evaluation

> ***How the NCDF draws on it.*** *The framework's assessment architecture — assessing capability at the level of demonstrated performance, using assessment formatively to drive learning, treating feedback as a core instructional act, and evaluating programmes against results — is grounded in the assessment-for-learning, competence-assessment and training-evaluation literatures.*

Miller, G. E. (1990). The assessment of clinical skills/competence/performance. *Academic Medicine, 65*(9), S63–S67. https://doi.org/10.1097/00001888-199009000-00045

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American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.

1.12 Transfer of learning to the workplace

> ***How the NCDF draws on it.*** *Because the framework's ultimate test is improved performance in the official's role, it is built to maximise transfer — through authentic tasks, workplace application, supervisor and peer support, and opportunities to practise. This emphasis is grounded in the transfer-of-training literature.*

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology, 41*(1), 63–105. https://doi.org/10.1111/j.1744-6570.1988.tb00632.x

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1.13 Blended and digital learning

How the NCDF draws on it. *The framework's blended pathways and its use of the iGOT Karmayogi digital platform draw on the blended-learning and online-facilitation literatures, which inform how in-person and digital modes are combined and how online learning is designed and supported.*

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). Pfeiffer.

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Salmon, G. (2011). *E-moderating: The key to teaching and learning online* (3rd ed.). Routledge.

1.14 Inclusive, accessible and multilingual learning

How the NCDF draws on it. *The framework's commitment to inclusion, accessibility and multilingual delivery — so that learning reaches officials across diverse linguistic and functional contexts — draws on Universal Design for Learning and the scholarship on language and learning.*

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1.15 National policy, institutional frameworks and Indian Knowledge Systems

How the NCDF draws on it. *The framework is nested within Mission Karmayogi and operationalises the Commission's own foundational instruments — the Karmayogi Competency Model, which defines the competencies the curriculum develops; the Karmayogi Quality Framework, which sets the standards against which learning quality is judged; and the Karmayogi Mentorship Guideline, which governs its mentoring provision. It is further anchored in national education policy and in Indian Knowledge Systems, grounding the curriculum in India's own intellectual and civilisational traditions and in the Karmayogi ideal of service.*

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1.16 International Public-Service Curriculum and Institutional Quality Frameworks

> ***How the NCDF draws on it.*** *The NCDF has also been informed by international approaches to public-service education, training and institutional learning. These provide comparative reference points for understanding how public-sector learning institutions organise common learning priorities, contextualise curricula to government requirements, support professional capability development, and examine the quality and relevance of their learning provision.*

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