CAPACITY BUILDING COMMISSION

Guidebook on National Standards for Civil Service Training Institutions 2.0

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Pillar 1: Trainee Needs Assessment and Course Design

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

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

Metric 1. Does the institute/Training directorate (as applicable) have in-house capacity to identify Training Needs?

Maturity Levels

Stages	Description
Stage 1	No in-house capacity to conduct Training Needs Assessment
Stage 2	Has in-house capacity to conduct Training Needs Assessment. • No inputs sought from the parent Ministry/Department/Organisation.
Stage 3	Has in-house capacity to conduct Training Needs Assessment: • Inputs are sought from the parent Ministry/ Department/ Organisations/ Cadre controlling authority/ General Administration Dept/ Training Directorate **on a need basis**.
Stage 4	Has in-house capacity to conduct Training Needs Assessment: • Inputs are obtained from the parent Ministry/ Department/ Organisations/ Cadre controlling authority/General Administration Dept/Training Directorate for developing training courses **at predefined intervals**. • The institute **analyses the identified needs**, but no follow-up actions are undertaken.
Stage 5	Has in-house capacity to conduct Training Needs Assessment: • Stakeholder discussions are conducted at predefined intervals. • Conducts Training Needs Assessment in collaboration with officers from the parent Ministry/Department/Organisation and other stakeholders. • The institute **analyses identified needs and re-designs/updates training programmes**.

Definitions

❖ **In-house capacity** refers to the internal ability of the institute/Training Directorate to identify training needs without solely depending on external consultants or agencies.

- **Training Directorate**: The directorate's responsibility is to monitor, regulate and oversee the entire training process (including the curriculum), from identifying needs to evaluating outcomes, ensuring quality and relevance of training programs, and managing resources effectively.
- **Training Needs**: Identified gaps in knowledge, skills, or attitudes among trainee officers that must be addressed to enhance their effectiveness in public service roles. These needs are determined through systematic assessments aligned with organisational goals and stakeholder expectations.

Salient Features

1. **Availability of process documentation**
    - The institute/Training Directorate maintains documented guidelines for conducting TNA, including tools, techniques, and follow-up actions.
    - Standard operating procedures outline steps, timelines, and responsible personnel for the TNA exercise.
    - Qualified internal human resources (e.g., master trainers, analysts, subject matter experts) are available and assigned for undertaking TNA activities.
2. **Regularity and adherence to procedures**
    - Strategic or policy documents define the frequency and scope of TNA and guide the institute's approach.
    - The institute regularly incorporates inputs received from demand side agencies into its training curriculum.
    - Provisions exist for proactive engagement with various stakeholders, including demand side agencies and citizens—for continuous identification of training needs.
3. **Utilization of Training Needs Assessment**
    - Data gathered from various sources is analysed using both qualitative and quantitative methods.
    - There are standard templates or systems for reporting outcomes of the TNA.
    - TNA results are directly linked to course-level learning objectives and intended outcomes, ensuring alignment with identified needs.

Supporting Evidence

1. **Strategic Documentation on Undertaking TNA**
    - Standard Operating Procedures (SOPs), manuals, or institutional guidelines for conducting TNA.
    - List of permanent faculty along with TNA certification.
    - Strategic plans or internal policy documents outlining the institute's training needs assessment framework.
    - Proof for the integration of findings from ACBP. (same as SOP) Annual or periodic training calendars showing updates/ changes based on TNA inputs.

2. **Logs of Engagements and Information Collected**
    - Records of formal or informal interactions with demand side agencies (e.g., meeting minutes, emails, feedback forms).
    - Compiled logs of training needs shared by stakeholders (including ministries, departments, and civil servants).
    - Survey forms, feedback questionnaires, or focus group discussion summaries.
    - Evidence of citizen/stakeholder participation in the identification of training needs (if applicable).
3. **Data Analysis and Learning Outcome Reports**
    - TNA analysis reports using quantitative and qualitative methods.
    - Annual Capacity Building Plan (ACBP)/ Capacity Needs Analysis (CNA) report.
    - Documentation of how training needs were translated into specific learning objectives.
    - Reports showing linkage between identified needs and training modules/curriculum updates.
    - Dashboards or tracking tools (if any) used for monitoring TNA implementation and impact.

Metric 2. To what extent are the training needs identified through active collaboration with leading national/international institutes?

Maturity Levels

Stages	Description
Stage 1	The institute has no partnerships or collaborations with national/international institutes to undertake Training Needs Assessment in the institute.
Stage 2	Collaboration and partnerships are established with national/international institutes, but these are not engaged for Training Needs Assessment.
Stage 3	Collaboration and partnerships are established with national/international institutes, and these resources are leveraged for designing the Training Needs Assessment for the institute.
Stage 4	Collaboration and partnerships are established with national/international institutes, and these resources are leveraged for designing and implementing Training Needs Assessment for the institute.
Stage 5	Collaboration and partnerships are established with national/ international institutes and these resources are leveraged for designing and implementing Training Needs Assessment for the institute as well as developing/ re-designing/ revising training courses.

Definitions:

❖ **Collaboration:** Refers to formal or informal partnerships, joint initiatives, knowledge-sharing sessions, or consultative processes undertaken with external institutions to identify relevant training needs. This includes co-hosted workshops, expert consultations, joint research, or feedback-based engagements.

- **Training Needs:** Specific areas where trainee officers require development in knowledge, skills, or attitudes to meet current and future administrative challenges. These are identified based on inputs from collaborative engagements, stakeholder feedback, and alignment with governance priorities.
- **National/International Institutes:** Includes reputed government or non-government institutions—within India or abroad—that are recognized for their expertise in public administration, sectoral training, or capacity building. Examples include administrative training institutes, policy think tanks, universities, multilateral bodies, and global public sector training organizations.

Salient Features:

1. **Formalized Collaborations**
    - The institute has established formal partnerships (e.g., MoUs, work orders, contracts) with reputed national or international institutes for collaboration in training design and development.
    - The terms of collaboration include joint activities such as training needs assessment, curriculum development, or research on emerging training trends.
    - Engagements are aligned with the institute's mandate and are periodically reviewed for relevance and outcomes.
2. **Joint Identification Processes**
    - Training needs are identified through collaborative mechanisms such as co-hosted workshops, expert panels, knowledge-sharing sessions, or joint research initiatives.
    - The institute uses best practices or frameworks developed by national/international partners in the process of identifying training needs.
    - Collaboration supports the localisation of global knowledge to suit the contextual requirements of civil services training in India.
3. **Integration and Feedback Mechanisms**
    - Inputs from partner institutes are formally integrated into training calendars, course design, or strategic documents.
    - There is a feedback loop to assess how inputs from collaborators have influenced the design and delivery of training programs.
    - Regular reviews and consultations with partner institutes help in updating and refining the training needs and associated interventions.

Supporting Evidence

1. **Partnership Agreements with Academic and Training Institutions**
    - Copies of Memoranda of Understanding (MoUs) / SoIs/ letter of partnership/ formal agreements signed/ Continuous mail engagement for long term with national/international academic or training institutes.
2. **Documentation of Engagements and Utilisation of Partnerships**

- Records of communication with academic/training institutes regarding the identification of specific domain or functional training needs.
- Minutes of meetings or consultation notes with representatives from partner institutes, including details of inputs or knowledge shared.
- Reports, concept notes, or strategic documents developed by the institute based on collaborative inputs from academic/training stakeholders.
- Old and new training courses showcasing the redesigning of training courses with leading national/international institutes.

Metric 3. Are the training courses offered by the institute are mapped as per Karmayogi Competency Model (KCM) for functional and behavioural competencies and domain competencies?

Maturity Levels

Stages	Description
Stage 1	Required competencies (functional, behavioural and domain) are not defined by the institute.
Stage 2	Required competencies (functional, behavioural and domain) are defined and mapped as per Karmayogi Competency Model (KCM) • The institute has mapped for <50% of training courses to the full defined set of competencies.
Stage 3	Required competencies (functional, behavioural and domain) are defined and mapped as per Karmayogi Competency Model (KCM) • The institute has mapped 50-70% of training courses to the full defined set of competencies.
Stage 4	Required competencies (functional, behavioural and domain) are defined and mapped as per Karmayogi Competency Model (KCM) • The institute has mapped 70-90% of training courses to the full defined set of competencies.
Stage 5	Required competencies (functional, behavioural and domain) are defined and mapped as per Karmayogi Competency Model (KCM) • The institute has mapped >90% of training courses to the full defined set of competencies.

Definitions

- **Karmayogi Competency Model (KCM)** refers to the structured framework developed under Mission Karmayogi that outlines the functional, behavioural, and domain-specific competencies required by civil servants to perform effectively in their roles.
- **Functional Competencies** are job-specific skills and knowledge required to perform duties within a particular role (e.g., project management, budgeting, data analysis).
- **Behavioural Competencies** refer to core personal attributes, attitudes, and values that

enable effective interpersonal and organizational behaviour (e.g., communication, leadership, decision-making).

- **Domain Competencies** include specialized knowledge and skills relevant to a particular sector or area of governance (e.g., health, education, urban planning).
- **Mapping** involves the systematic alignment of each training course offered by the institute or training directorate to one or more relevant competencies outlined in the KCM, this is to be further mapped to the role of the trainees. This would ensure that training outcomes contribute directly to the desired capacity development, focusing on roles of the trainees.

Salient Features

1. **Competency-Based Course Mapping**
   - Each training course is systematically mapped to relevant competencies under the Karmayogi Competency Model (KCM), covering functional, behavioural, and domain-specific areas.
   - The institute maintains a centralized database or repository reflecting competency-wise course mappings.
2. **Structured Curriculum Design and Review**
   - Training content, modules, and learning outcomes are aligned with the mapped competencies, ensuring relevance to civil servants' roles.
   - Periodic reviews and updates are undertaken to ensure that course content reflects emerging competency needs and updates in the KCM.
   - Feedback from trainees, faculty, and demand-side agencies is used to validate the appropriateness of competency mapping.

Supporting Evidence

1. **Competency Mapping Records**
   - Documented list or matrix of all training courses mapped to specific functional and behavioural under KCM along with domain competencies.
   - Mapping of trainee’s role along with their competencies (Behavioural, Functional, Domain based)/ charter of duties.
2. **Curriculum Design and Review Documents**
   - Records of curriculum review committee meetings or expert consultations where mapping was reviewed or validated.
   - Evidence of periodic updates to course content based on revised competency requirements or stakeholder feedback.

Metric 4. Does the Institute/Training Directorate have standard operating procedures for designing core courses in the last 2 years?

Example: Tenure-based training programmes like probationary courses, mid-career training programmes, etc.

Maturity Levels

Stages	Description
Stage 1	Standard operating procedures are not available.
Stage 2	Standard operating procedures are in place and followed for designing **<50%** of core courses
Stage 3	Standard operating procedures are in place and followed for designing **50-70%** of core courses.
Stage 4	Standard operating procedures are in place and followed for designing **70-90%** of core courses.
Stage 5	Standard operating procedures are in place and followed for designing **>90%** of core courses.

Definitions

- ❖ **Core Courses** refer to the course that is the mandate of the institute. These include tenure-based programmes such as foundation courses, probationary training, mid-career training, etc.
- ❖ **Standard Operating Procedures (SOPs)** are formal, documented processes or guidelines followed by the institute to design, review, and update core courses. SOPs may include steps for curriculum planning, stakeholder consultations, competency mapping, pedagogy design, assessment methods, and course validation.
- ❖ **Designing** refers to the process of conceptualizing, structuring, and developing a course – including defining objectives, identifying target competencies, selecting content and pedagogy, and determining methods for assessment and feedback.
- ❖ **Last 2 Years** refers to the institute having created, revised, or implemented SOPs for course design within the preceding 2 financial or academic years, Indicating recent efforts towards standardization and quality assurance.

Salient Features

1. **Existence of SOPs for Course Design**
   - The institute has formally documented SOPs for designing core courses, approved by relevant authorities.
   - SOPs must outline step-by-step procedures for needs assessment, curriculum development, content curation, and learning outcome definition.
2. **Periodic Review and Update of SOPs**

- The institute follows a defined schedule/periodicity for reviewing/updating SOPs (e.g., every 2 years or based on feedback/competency model changes).
- Evidence of recent revisions made within the last 2 years in line with evolving governance priorities or updates from relevant authority/stakeholders.
- The review process includes consultation with internal and external stakeholders, including domain experts and user departments.

Supporting Evidence

1. **Standard Operating Procedures (SOPs) for Course Design**
   - Copy of the official SOP document(s) related to the design and development of core courses.
   - Approval/endorsement letters or meeting minutes showing ratification of the SOPs by competent authorities.
   - Version history or revision log Indicating that the SOPs have been developed or updated in the last 2 years (if applicable).
2. **Course Design Records Aligned with SOPs**
   - Course design templates used by the institute that follow the SOP framework.
   - Curriculum design reports or documentation for core training programmes (e.g., probation, MCTP) developed using the SOPs.
   - Training calendars or course outlines that reflect the application of SOP-defined procedures in course planning.
3. **Review and Feedback Mechanisms**
   - Documentation of review meetings or workshops held to update SOPs, including stakeholder involvement.

Note: Total list of courses shall be compared against the list of courses for which the SOP is followed. This will be utilised for the justification of percentage in this metric.

Metric 5. Does the institute/Training Directorate have standard operating procedures for designing in-service trainings, demand-based trainings, etc., in the last 2 years?

Maturity Levels

Stages	Description
Stage 1	Standard operating procedures are not available.
Stage 2	Standard operating procedures are in place, but are followed for designing **<50%** of training courses
Stage 3	Standard operating procedures are in place but are followed for designing **50-70%** of training courses.
Stage 4	Standard operating procedures are in place and followed for designing **70-90%** of training courses.
Stage 5	Standard operating procedures are in place and followed for designing **>90%** of

Stages	Description
	training courses.

Definitions

- **In-service trainings** refer to courses offered to civil servants currently in service, aimed at enhancing functional, behavioural, or domain-specific skills.
- **Demand-based trainings** are those designed in response to specific requests or needs identified by ministries, departments, field offices, or other demand-side agencies, often based on evolving priorities, reforms, or capacity gaps.
- **Last 2 Years** refers to the institute having created, revised, or implemented SOPs for designing in-service trainings, demand-based trainings, etc within the preceding 2 financial or academic years.

Salient Features

1. **Documented SOPs for In-Service and Demand-Based Trainings**
    - The institute has formally approved SOPs for designing in-service and demand-based training programmes.
    - SOPs define clear steps such as identification of training demand, stakeholder consultation, content development, faculty selection, and feedback mechanisms.
    - SOPs are accessible, updated, and actively referred to by course design teams.
2. **Responsiveness to Demand Side Inputs**
    - The SOPs include provisions for receiving and responding to training requests from ministries, departments, or field offices.
    - Mechanisms for prioritising and customising courses based on emerging needs and urgency are in place.
    - Processes are in place for engagement with demand-side agencies, including consultative meetings or surveys.

Supporting Evidence

1. **Standard Operating Procedures (SOPs)**
    - Approved and dated SOP document(s) outlining processes for designing in-service and demand-based training programmes.
    - Version history or revision log indicating updates made in the last 2 years.
    - Communication/email/office orders showing internal circulation or training of staff on the SOP.
2. **Records of Demand-Based Training Design**
    - Requests or letters from ministries/departments/field units seeking specific training programmes.
    - Records of stakeholder consultations, including minutes of meetings, emails, or feedback forms used in course conceptualisation.

- Examples of customised training programmes developed in response to demand-side inputs, with course design documents or calendars.

Note: A List of in-services, demand-based courses for which the SOP is followed, justifying the percentage selection is to be produced during the assessment.

Pillar 2: Faculty Development

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

The pillar focuses on maintaining high-quality teaching and learning methodologies, as well as leveraging market best practices to enable institutes in undertaking new-age training approaches that will contribute to improving the efficiency of the faculty at the institutes. The pillar also incorporates the design of systemic Faculty Development Programmes (FDPs) for the institutes and leverages cross-learning through shared resources.

Metric 6. How are full-time faculty* members selected and appointed to the institute?

Maturity Levels

Stage	Description
Stage 1	The institute has **no defined process** for faculty selection and appointment, as all **appointments are made by the Ministry/Department/Organisation/Cadre Controlling Authority**.
Stage 2	The institute **has a defined process** for faculty selection and appointment but does not follow the process.
Stage 3	The institute **has a defined process** for faculty selection and appointment. ● The selection process engages **an internal committee for the screening of the faculty**. The proposed list is shared with the **Ministry/ Department/ Organisation/Cadre Controlling Authority for approval.** ● The **final approval** for faculty selection rests with the **parent Ministry/Department/Organisation/Cadre Controlling Authority/ Competent Authority. (may not be based on the recommendation of the committee)**
Stage 4	The institute **has defined a process** for faculty selection and appointment. ● The selection process engages **a committee with members internal** to the institute as well as from the respective parent **Ministry/ Department/ Organisation/Cadre Controlling Authority** for screening of the faculty. ● The **final approval for faculty selection rests with competent authority** based on the recommendations provided by the committee.
Stage 5	The institute **has defined a process** for faculty selection and appointment. ● Selection of faculty includes a **committee with members internal** to the institute and from the **parent Ministry/Department/Organisation/Cadre Controlling Authority** for screening of the faculty.

	• The **final approval for faculty selection rests with competent authority** based on the recommendations provided by the committee. • The institute conducts an **annual evaluation** for all faculty members.

Definitions

- **Process** means a clear and structured way the institute follows to select and appoint full-time faculty, like announcing vacancies, shortlisting candidates, holding interviews, and getting final approval.
- **Faculty** refers to regular and full-time personnel formally appointed to the institute, who are engaged in curriculum development, delivery of training sessions, mentoring of trainees, and contributing to research, policy inputs, or institutional development. They hold academic ranks as identified by the institutes, such as professor, associate professor, assistant professor or instructor, senior instructor, vocational teacher, etc. They may be drawn from services, academia, or professional domains, and are expected to possess subject-matter expertise, training delivery skills, and understanding of public administration or governance.
- **Full-time Faculty** are individuals formally appointed to the training institute on a full-time basis, regardless of the mode of engagement (permanent, deputation, contractual, or other sanctioned terms), who are primarily responsible for training design, delivery, assessment, and institutional development.
- **Appointment** refers to the engagement of full-time faculty who have been awarded tenure by the institute according to the provisions of the institute's policy. To protect academic freedom, tenure appointments include the assurance of continued employment for the appointment year for an indefinite period, subject to expiration, relinquishment, or termination of tenure.
- **Committee** refers to any group of individuals or academic task force constituted for overseeing the selection and appointment of the faculty.

Salient Features

1. **Availability of Well-Defined Criteria for Appointments**
   - The institute has objectively defined criteria for selection, appointment, and onboarding of full-time faculty.
   - Criteria are based on multiple factors including domain and functional expertise, prior training experience, teaching certifications, instructional design proficiency, and relevant qualifications.
2. **Availability of Standardized Procedures/Policy**
   - The institute maintains a SOP or policy document that governs all aspects of faculty selection and appointment.

- This includes the announcement of vacancies, formation of screening committees, shortlisting and interviewing protocols, evaluation methodology, approval workflows, and onboarding.

3. **Defined Roles and Responsibilities in the Process**
   - Responsibilities for each step i.e screening, selection, recommendation, and final appointment is clearly assigned to internal stakeholders and documented in the SOP.
4. **Execution of Standard Processes for Appointment**
   - Faculty selection and appointment is conducted in accordance with the defined SOP across all years.
   - The institute maintains detailed records of each selection cycle**,** including formats, evaluation sheets, and internal approvals.
5. **Establishment of Faculty Evaluation Mechanism**
   - An annual performance evaluation system exists for all full-time faculty, covering parameters such as training effectiveness, learner feedback, content contribution, and institutional engagement.
   - Outcomes of evaluations are used for performance improvement and policy refinement**.**

Supporting Evidence

1. **Standard Operating Procedure (SOP)** or policy document for faculty selection and appointment
2. **Eligibility criteria documents** or job descriptions for various faculty roles
3. **Committee constitution orders**, including names, designations, and responsibilities of internal and external members.
4. **Minutes of screening/selection committee meetings**, including shortlisting and interview records
5. **Evaluation rubrics**, scoring templates, or interview assessment forms used during faculty selection.
6. **List of selected candidates** and **appointment letters** issued by the institute or the parent Ministry/Department.
7. **Correspondence with the parent Ministry/Department** regarding approvals or nominations
8. **Annual performance review reports**, which may include self-assessment forms, peer review, feedback from senior/head of the institute and trainee feedback summaries for full-time faculty.
9. **Records of changes or improvements** made to the selection or evaluation process based on reviews or feedback.

Metric 7. What are the criteria or parameters considered for selecting guest faculty in the institute?

Maturity Levels

Stage	Description
Stage 1	There are **no criteria or parameters** defined while selecting guest faculty.
Stage 2	The institute considers **only domain expertise** as a parameter for the selection and appointment of guest faculty.
Stage 3	The institute considers **domain expertise and practitioner experience** for the selection and appointment of guest faculty.
Stage 4	The institute considers **multiple criteria** (including domain expertise, practitioner experience, and previous training experience) for the selection and appointment of guest faculty.
Stage 5	The institute considers **multiple criteria** (including domain expertise, practitioner experience, and previous training experience) for the selection and appointment of guest faculty. • The institute also **maintains a diversity in faculty** involving trainers from Ministries, Departments, academic experts, and experts from the public & private sectors.

Definitions

- **Guest Faculty** refers to subject matter experts or professionals who are invited temporarily by a training or academic institute to deliver lectures, conduct sessions, or facilitate training on specific topics. They are not permanent or full-time employees of the institute and typically engage on a sessional or honorarium basis.

They are often drawn from industry, academia, government, or the development sector, based on expertise. They support capacity building and enrichment of training programs by bringing diverse perspectives.

Salient Features

1. **Domain expertise** refers to in-depth understanding of theories, concepts, practices, and trends within a specific field (e.g., public administration, environmental policy, security, budgeting, finance, etc.)
2. **Practitioner Experience** for Guest Faculty refers to hands-on, real-world experience gained through active work in a specific field or domain, rather than purely academic or theoretical knowledge. This kind of experience is highly valued in training institutions like CSTIs, especially when training civil servants, as it brings practical insights, ground realities, and applied learning into the classroom.
3. **Guest faculty diversity** matrix should reflect representation from:
   - Ministries/Departments (bureaucrats, policymakers)
   - Academia (professors, researchers)
   - Public and private sector experts (corporates, NGOs, consultants)

Supporting Evidence

1. **Faculty Selection Guidelines or Policy Documents**
    - Official guidelines or Standard Operating Procedures (SOPs) outlining the criteria for selection of guest faculty, including domain expertise, practitioner experience, prior training experience, etc.
    - Documents specifying the approval process and selection protocols for guest faculty engagement.
2. **Guest Faculty Empanelment Criteria**
    - Detailed criteria or rubrics used for shortlisting and empanelling guest faculty, including academic qualifications, years of experience, subject-matter relevance, and communication skills.
    - Documents used during screening, such as scoring sheets or evaluation forms.
3. **Guest Faculty Roster with Background Details**
    - Roster/list of empanelled guest faculty with background details, including designation, institutional affiliation (e.g., government, academia, private sector), and area of expertise.
    - Records showing representation from diverse sectors (, academic institutions, industry, etc.).
    - CV of the guest faculties highlighting the details on domain expertise, practitioner experience and previous training experience
4. **Invitations/Correspondence for Guest Faculty Engagement**
    - Email communications or formal invitations sent to selected guest faculty.
    - Letters of confirmation or contracts detailing the scope of training and honorarium terms.

Metric 8. Do full-time faculty* and visiting faculty* (if applicable) members undergo a structured, pre-designed onboarding process?

Maturity Levels

Stage	Description
Stage 1	No formal mechanism for onboarding faculty members is in place.
Stage 2	A formal mechanism for onboarding faculty members is in place. • **<30%** of the faculty onboarded undergo orientation training.
Stage 3	A formal mechanism for onboarding faculty members is in place**.** • **30 – 50%** of the faculty onboarded undergo orientation training.
Stage 4	A formal mechanism for onboarding faculty members is in place. • **50 – 70%** of the faculty onboarded undergo orientation training.
Stage 5	A formal mechanism for onboarding faculty members is in place. • **>70%** of the faculty onboarded undergo orientation training.

Definitions

- **Full-time Faculty** are individuals formally appointed to the training institute on a full-time basis, regardless of the mode of engagement (permanent, deputation, contractual, or other sanctioned terms), who are primarily responsible for training design, delivery, assessment, and institutional development.
- **Visiting Faculty:** A visiting faculty is an academic or subject-matter expert who is temporarily engaged by an institution to teach, train, or contribute to specific academic or training activities for a limited duration or specific modules.
  They are usually engaged for short duration for a semester, a course, or a few sessions (not a permanent position).
  - Visiting Faculty = Regular, course-level involvement, but temporary
  - Guest Faculty = Occasional, one-off contribution, often as a speaker or resource person

- **Onboarding process** includes familiarization and orientation on all processes related to administrative aspects and academic operations of the training institute.
- **Formal Mechanism** refers to a documented, approved, and actively followed process — supported by SOPs/Guidelines/ tools, and evidence of actual use.

Salient Features

1. **Existence of a Formal Onboarding Mechanism**
   - The institute has a clearly defined and **documented onboarding process** for both full-time and visiting faculty, which includes orientation sessions, institutional briefings, and access to academic resources.
2. **Structured Orientation Content**
   - The onboarding programme includes **standardised modules** such as introduction to institutional vision, academic policies, training methodologies, use of learning management systems, assessment practices, and administrative protocols.
3. **Coverage of Faculty Types**
   - The onboarding process is extended to all types of faculties i.e. full-time (permanent, deputed, contractual) as well as visiting or guest faculty, wherever applicable.
4. **Continuous Orientation Improvement**
   - Feedback from onboarded faculty is collected to refine the onboarding modules, making them more effective and relevant for new faculty cohorts (if applicable).

Supporting Evidence

1. **Onboarding Policy/SOP** outlining the structure, objectives, and components of the faculty orientation process.
2. **Orientation schedule or programme agenda**, detailing session topics, speakers, and duration.

3. **Attendance sheets or participation logs** showing the number and types of faculties who attended onboarding sessions over time.
4. **Orientation materials** provided to faculty (e.g., faculty handbook, institutional guidelines, teaching resources, LMS access guides).
5. **Feedback forms or post-orientation surveys** filled by faculty members to assess the usefulness and effectiveness of the onboarding process.
6. **Communication records** (emails or circulars) inviting or confirming faculty participation in onboarding activities.
7. List of all full-time and visiting faculty.
8. List of full-time and visiting faculty attended the orientation session in the last 2 years.

Metric 9. To what extent have the institute's faculty participated in the Faculty Development Programs in the past 2 years?

Maturity Levels

Stage	Description
Stage 1	All full-time faculty members in the institute have completed the Faculty Development Program on iGOT.
Stage 2	All full-time faculty members in the institute have completed the Faculty Development Program on iGOT. • **<10%** of full-time faculty have participated in the Faculty Development Programmes in the past 2 years.
Stage 3	All full-time faculty members in the institute have completed the Faculty Development Program on iGOT. • **10-30%** of full-time faculty have participated in the Faculty Development Programmes in the past 2 years.
Stage 4	All full-time faculty members in the institute have completed the Faculty Development Program on iGOT. • **30%- 50%** of full-time faculty have participated in the Faculty Development Programmes in the past 2 years.
Stage 5	All full-time faculty members in the institute have completed the Faculty Development Program on iGOT. • **>50%** of full-time faculty have participated in the Faculty Development Programmes in the past 2 years.

Definitions

- **Faculty Development Program (FDP)** is a structured initiative aimed at enhancing the knowledge, skills, and competencies of faculty members.
- **FDP on iGOT:** The course is designed to help learners/participants build the foundations

for designing effective courses with an advanced focus on case-based pedagogy as a method for effective learning. The course takes the learners through various learning frameworks, their value in course design and implementation, evolving pedagogical technologies, along with insights into learner profiles and introspection on instructor archetypes.
Link:
https://portal.igotkarmayogi.gov.in/app/toc/do_1140768117304033281523/overview

Salient Features

1. **Engagement in Additional FDPs**
   - Faculty members regularly participate in external and internal Faculty Development Programs, including those conducted by academic institutions, training bodies, or national and international platforms.
2. **Focus on Diverse Skill Development**
   - The FDPs attended cover a range of competencies, including instructional design, digital pedagogy, training evaluation, leadership, sector-specific knowledge, and blended learning techniques.
3. **Institutional Support and Encouragement**
   - The institute provides support mechanisms such as leave approvals, funding, and internal nominations to encourage faculty to attend FDPs.

Supporting Evidence

1. **Completion Certificates or reports** showing all full-time faculty have completed the iGOT Karmayogi Faculty Development Programme by ISB.
2. **List of FDPs attended** by faculty in the last 2 years, including programme names, organizing institutions, and duration.
3. **Participation certificates or letters** issued by host institutions (national/international training academies, universities, or knowledge partners).
4. N**omination records or approval memos** from the institute authorizing participation in external FDPs.

Metric 10. What percentage of full-time faculty have been professionally certified on Instructional/Learning Design Methodologies within the last 5 years?

Maturity Levels

Stage	Description
Stage 1	The institute does not have policies for encouraging professional certifications on Instructional/Learning Design Methodologies.

Stage	Description
Stage 2	**<10%** of faculty have undertaken professional certifications on Instructional/Learning Design Methodologies.
Stage 3	**10-30%** of faculty have undertaken professional certifications on Instructional/Learning Design Methodologies.
Stage 4	**30-50%** of faculty have undertaken professional certifications on Instructional/Learning Design Methodologies.
Stage 5	**>50%** of faculty have undertaken professional certifications on Instructional/Learning Design Methodologies.

Definitions

- **Instructional or Learning Design Methodologies** refer to structured approaches used to design, develop, deliver, and evaluate effective learning experiences. These methodologies ensure that training or educational programs are learner-centric, goal-oriented, and result in meaningful knowledge·

Salient Features

1. **Focus on Instructional Design Capacity**
   The institute encourages faculty to pursue professional certifications in Instructional Design or Learning Design Methodologies, ensuring alignment with modern pedagogical practices.
2. **Certification from Recognized Bodies**
   Certifications are obtained from recognized institutions, including government training bodies, academic institutions, global MOOCs, or professional learning design organizations.
3. **Evidence-Based Competency Development**
   Certified faculty are equipped to design training based on learner needs, adult learning principles, competency mapping, outcome-based design, and assessment frameworks.
4. **Institutional Encouragement Mechanism**
   The institute supports such certifications through official nomination processes, financial assistance, training leave provisions, and inclusion in performance assessments.

Supporting Evidence

1. **Professional certification records or certificates** of faculty who have completed Instructional/Learning Design Methodologies programmes. (Courses with learning design component, such as DoT, DTS,)
   Online courses such as: Instructional Design Foundations and Applications (Coursera, Univ. of Illinois), The Complete Instructional Designer Course by John Hinchliffeon Udemy, etc.
2. **List of certified faculty members**, along with dates of certification and name of certifying

institutions.

3. **Institutional policies or communications** encouraging faculty to undertake such certifications.
4. **Internal database or tracker** Indicating the percentage of full-time faculty certified over the last 5 years apart from DoT and DTS.

Pillar 3: Resource and Training Targets

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

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

Metric 11. Does the institute conduct annual faculty resource planning for training courses?

Maturity Levels

Stages	Description
Stage 1	The institute has no defined guidelines for resource planning to maintain adequate faculty.
Stage 2	The institute has defined guidelines on resource planning. • The mapping is done only for **full-time faculty only for core courses**.
Stage 3	The institute has defined guidelines on resource planning. • The mapping is done **for full-time and visiting /guest faculty only for core courses.**
Stage 4	The institute has defined guidelines on resource planning. • The mapping is done **for full-time and visiting /guest faculty only for core courses.** • The institute also takes **faculty feedback, followed by corrective measures**.
Stage 5	The institute has defined guidelines on resource planning. • The mapping is done **for full-time and visiting /guest faculty for all courses**. • The institute also takes **faculty feedback, followed by corrective measures**.

Definitions

- **Faculty Resource Planning** refers to the systematic process of identifying, allocating, and managing the faculty resources, both full-time and visiting/guest faculty, needed to effectively deliver training programs in alignment with the institute's mandate, training calendar, and institutional strategy.

The following are certain factors that may be considered while devising an annual resource plan document:

- Knowing **how many Training modules/Learning sessions** are planned.
- Deciding **how many faculty** are needed for each course.
- Identifying the **right faculty**, whether full-time or guest to deliver these sessions.
- Keeping track of **who is available**, and **who can be invited** to the institute if needed.
- Updating plans regularly and **adjusting based on feedback** from faculty.

Salient Features

1. **Defined Guidelines:**
   - The institute has formal, documented guidelines for faculty resource planning. These guidelines outline the process, roles and responsibilities for planning faculty deployment.
   - They ensure alignment with the institute's training goals and calendar for consistent and strategic planning.
2. **Mapping of Full-Time and Guest Faculty:**
   - Faculty members (both full-time and guest/visiting) are systematically mapped to training programs based on their expertise and availability.
   - The mapping clarifies faculty roles (e.g. course director, coordinator etc) for each program.
   - Adequate coverage is maintained by balancing full-time and guest faculty as needed.
3. **Core vs. All Courses:**
   - Initially, faculty resource planning may be limited to core courses mandated by the institute.
   - At a more advanced stage, the institute expands its planning to include all courses i.e. core, non-core, specialised programs, workshops, etc.
   - This ensures comprehensive faculty deployment across the institute's entire training programs.

Supporting Evidence

1. **Faculty Resource Planning Guidelines/SOPs**
   - Official documents or Standard Operating Procedures (SOPs) outlining the **process and criteria for annual faculty resource planning**, including timelines, responsible units, and approval workflows. The document is prepared before the commencement of the training year.
2. **Annual Faculty Mapping Documents**
   - Course-wise faculty mapping plans showing the allocation of full-time and visiting/guest faculty across training programmes (core and non-core).
   - Rosters or databases indicating faculty availability by subject area, mode of engagement, and course type. A resource pool document may be referred to in the case of guest faculty.

- Session planning sheets or training calendars reflecting faculty assigned per course/module.

3. **Feedback and Corrective Action Records**
    - Faculty feedback forms or survey or minutes of meeting which provides summaries related to workload, deployment, and resource adequacy.
    - **Action Taken Reports (ATRs)** or meeting notes highlighting corrective measures implemented in response to faculty feedback.
4. **Integration with LMS or MIS (if applicable)**
    - Screenshots or records from the Learning Management System (LMS) or internal MIS tools showing planned vs. actual faculty utilization.
    - Dashboards or planning tools used to automate or track faculty assignments.
5. **Collaboration Records for Guest Faculty**
    - Empanelment records or MoUs with external institutions/individuals who serve as guest or visiting faculty.
    - Communications or agreements confirming their availability and deployment in upcoming training cycles.
    - Letter of invitation and acknowledgement/confirmation letters.
    - Document that indicates tentative mapping of guest faculty at the beginning of the academic year.

Metric 12. Does the institute have adequate learning infrastructure (Physical & Virtual resources) to support teaching & learning?

Maturity Levels

Stage	Description
Stage 1	The institute lacks adequate physical infrastructure, such as classrooms, a library, and technological resources.
Stage 2	The institute **has basic infrastructure** such as classrooms, a library, sports facilities, etc.
Stage 3	The institute has facilities for **modern classrooms,** such as: ● Smartboards ● Sports facilities ● Wi-Fi-enabled learning spaces ● Learning Management System ● Library with a hybrid (physical + digital) collection
Stage 4	The institute has facilities for **modern classrooms,** such as: ● Smartboards ● Sports facilities ● Wi-Fi-enabled learning spaces ● Learning Management System

	● Library with a hybrid (physical + digital) collection (Digital catalogue) ● Virtual learning platforms are available and actively used.
Stage 5	The institute has facilities for **modern classrooms,** such as: ● Smartboards ● Sports facilities ● Wi-Fi-enabled learning spaces ● Learning Management System ● Library with a hybrid (physical + digital) collection (Digital catalogue) ● Augmented/Virtual Reality Platforms ● Access to renowned national and international digital libraries (access the latest books, research papers, journals, etc)

Definition

- **Adequate learning infrastructure** (Physical & Virtual resources) refers to the availability, accessibility, and quality of all the facilities, tools, and environments, both physical and digital, that are essential for effective teaching and learning.
- **Physical resources** include classrooms, libraries, laboratories, furniture, electricity, internet connectivity, and equipment like projectors, whiteboards, and computers.
- **Virtual resources** include online learning platforms, digital libraries, e-books, video conferencing tools, learning management systems (LMS), and other technology-driven tools that support remote and blended learning.
- **Augmented Reality (AR)** is a technology that overlays digital information, such as images, text, or 3D models, onto the real world in real time. It enhances your physical environment by adding virtual elements using devices like smartphones, tablets, or AR glasses.
- **Virtual Reality (VR)** is a technology that creates a fully immersive digital environment, replacing the real world entirely. Users typically wear a VR headset that blocks out their surroundings and simulates a 3D virtual world they can explore and interact with.

Salient Features

1. Basic Infrastructure

- The institute has standard classrooms with basic seating and writing facilities.
- A library with a limited collection of physical books (no digital access).
- Basic sports facilities like a playground or small indoor games area.
- Traditional teaching aids such as blackboards or whiteboards; occasional use of basic projectors.
- Limited access to computers for trainees or faculty.
- Minimal or no internet connectivity in classrooms.
- There is no support for remote or online learning.

2. **Modern Classrooms**
   - Smartboards or digital projectors are installed in classrooms to enhance interactive learning.
   - Wi-Fi-enabled learning spaces that allow students to access online resources anytime.
   - An active Learning Management System (LMS) for course content delivery, assignments, and assessments.
   - Digital catalogue available for the library, making it easier for students to search and access materials.
   - AI-assisted research support tools are provided to help students find relevant academic content efficiently.
   - Virtual learning platforms (such as Zoom, MS Teams, Google Classroom) are available and actively integrated into regular teaching.
   - Augmented Reality (AR) and Virtual Reality (VR) platforms are used for immersive, experiential learning, especially in technical and scientific subjects.
   - Access to renowned national and international digital libraries, providing up-to-date research papers, journals, and latest books. Examples: National Digital Library of India (NDLI), Shodhganga, e-), World Digital Library, JSTOR, ProQuest etc.
   - Campus-wide high-speed internet supporting seamless online learning and collaboration.

Supporting evidence:

1. **Infrastructure inventory reports** listing available facilities (classrooms, labs, sports amenities, digital tools).
2. **Photographs or videos** of physical infrastructure such as smart classrooms, library, computer labs, and Wi-Fi zones.
3. **Specifications or purchase records** for smartboards, AR/VR tools, or digital teaching devices.
4. **Library catalogues** (physical and digital), including records of research support systems.
5. **Access records or MoUs** with national/international digital libraries or academic databases.
6. **Learning Management System usage reports** (number of users, active courses, training materials uploaded).
7. **Demonstrations/screenshots** of virtual learning platforms or AR/VR-based content used in classrooms.
8. **IT infrastructure policy or user manuals** detailing how digital and virtual tools are managed and accessed.

Metric 13. How does the institute monitor and evaluate the performance of its employees (teaching and non-teaching staff)?

Maturity Levels

Stage	Description
Stage 1	The institute administration only follows the traditional **Annual Performance Assessment Report (APAR)** system.
Stage 2	Key Performance Indicators (KPIs) are defined but followed for less than **25%** of the employees.
Stage 3	Key Performance Indicators (KPIs) are defined and followed for **25- 50%** of the employees.
Stage 4	Key Performance Indicators (KPIs) are defined and followed for **50-70%** of employees.
Stage 5	Key Performance Indicators (KPIs) are defined and followed for **more than 70%** of employees.

Definition

- **Key Performance Indicator (KPI)** refers to a clear, quantifiable metric that measures the performance of employees in alignment with institutional goals. In this scenario, KPIs are used to assess how effectively both teaching and non-teaching staff are fulfilling their roles, contributing to the institute's objectives, and meeting pre-established targets. KPIs are used to track progress, evaluate success, and help make informed decisions and KPIs should be specific, measurable, achievable, relevant, and time bound.

Salient Features

1. **Focus on Measurable Outcomes:**
    - The metric emphasizes the use of KPIs, which are specific, quantifiable measures aligned with institutional goals.
    - These KPIs help track employee performance against clearly defined targets. The SMART criteria could be used for this: Specific, Measurable, Achievable, Relevant, Time-bound.
2. **Covers Both Teaching and Non-Teaching Staff:**
   Evaluation mechanisms apply to all categories of employees, ensuring comprehensive performance management across the institute.
3. **Alignment with Institutional Goals:**
   KPIs are not arbitrary, they must be linked to the institute’s strategic objectives, ensuring that staff contributions support institutional outcomes.
4. **Supports Data-Driven Decision Making:**
   Institutes using KPIs can make more informed decisions about capacity building, training needs, and performance improvement.

Supporting Evidence:

1. **Annual Performance Reports (APARs):** Evidence of the traditional performance evaluation process for teaching and non-teaching staff.
2. **KPI Definition and Guidelines:**
   - Document detailing the KPIs that are defined for employees, including both teaching and non-teaching staff.
   - Clear descriptions of the metrics used to evaluate performance.
3. **Job Descriptions and Role Expectations:**
   - Clear outlines of role specific KPIs for both teaching and non-teaching staff.
   - Helps verify if KPIs are linked to job expectations and responsibilities.
4. **Calculate the percentage of employees who follow KPIs:** Percentage of employees following KPIs = (Number of employees following KPIs/Total number of employees)×100

Metric 14. To what extent does the institute undertake green initiatives inside and outside the campus?

Maturity Levels

Stage	Description
Stage 1	**No/minimal** green initiatives undertaken by the institute
Stage 2	The institute undertakes some green initiatives such as: 1. Water conservation methods 2. Solar panels
Stage 3	The institute undertakes green initiatives through multiple modes such as: 1. Water conservation methods 2. Solar panels, 3. Waste management practices (biodegradable and non-biodegradable segregation), etc.
Stage 4	The institute undertakes green efforts through multiple modes such as: 1. Water conservation methods 2. Solar panels, 3. Energy-efficient buildings, 4. Sustainable practices in administration (paperless governance, no plastic use) etc. 5. The institute also actively **engages with NGOs** and the **community** to implement green initiatives
Stage 5	The institute undertakes green efforts through multiple modes such as: 1. Water conservation methods 2. Solar panels, 3. Energy-efficient buildings, 4. Sustainable practices in administration (paperless governance, no plastic use) etc.

	5. The institute also actively **engages with NGOs/community** to implement green initiatives 6. The institute also is certified in GRIHA/ISO:14001/ISO 50001/BEE Star Rating/IGBC Certification

Definition

❖ **Green initiatives** are the steps and activities an organization takes to protect the environment. These efforts aim to reduce pollution, save resources like water and energy, reduce waste, and encourage sustainable practices both on campus and in the local community.

Salient Features

1. **Scope and Scale of Green Initiatives**
   - Green initiatives range from small-scale practices (e.g., water-saving taps, solar lamps) to large-scale interventions such as solar energy systems, energy-efficient buildings, and integrated waste management.
2. **Institutionalization of Sustainability in Operations**
   - Green practices are embedded in the institute's administrative and training operations, such as paperless governance, digital documentation, minimal plastic usage, and green procurement.
3. **NGO/Community Engagement**
   - The institute collaborates with NGOs, civic bodies, local communities, etc., to promote and implement environmentally sustainable practices, both within and beyond the campus.
4. **Certification**
   - The institute has obtained or is working towards recognized sustainability certifications, such as:
     - **GRIHA** (Green Rating for Integrated Habitat Assessment)
     - **ISO 14001** (Environmental Management System)
     - **ISO 50001** (Energy Management System)
     - **BEE Star Rating**
     - **IGBC Certification** (Indian Green Building Council)

Supporting evidence

1. Green initiative policy documents or institutional sustainability strategy documents.
2. Project reports or documentation for interventions like solar panel installations, rainwater harvesting, biogas units, or composting pits.
3. Procurement records or technical specifications for green infrastructure (e.g., solar systems, LED lighting, water-saving appliances).

4. Photographs, videos, or GIS maps of green projects implemented on campus.
5. Records of awareness campaigns, plantation drives, or Swachh Bharat Abhiyan participation records.
6. MoUs or collaboration letters with NGOs or municipal authorities for environmental programmes. Utility consumption data or energy/water saving reports comparing pre- and post-intervention metrics.
7. Paperless governance tools examples utilised in the institute (e-office platforms, digital training materials, etc.).
8. Certificates of green ratings such as GRIHA, ISO 14001, ISO 50001, IGBC, or BEE Star.
9. Faculty/student/community participation records in sustainability workshops or green initiatives.

Metric 15. To what extent does your institution integrate the Indian Knowledge Systems (IKS) into the training modules and pedagogy to align with the governance, administration, and ethics frameworks?

Maturity Levels

Stage	Description
Stage 1	The institution acknowledges the importance of Indian Knowledge Systems but has not yet taken active steps toward its inclusion in courses.
Stage 2	The institution has **introduced Indian Knowledge Systems' elements**, such as ● Case studies or guest lectures, in some courses (short-term or long-term) on an ad-hoc basis.
Stage 3	A **structured approach** to Indian Knowledge Systems integration is adopted, ● With at least **one mandatory Indian Knowledge Systems module** in core courses. ● Optional Indian Knowledge Systems elements in non-core training courses.
Stage 4	The institution **mandates an Indian Knowledge Systems module** in core courses: ● Also incorporates Indian Knowledge Systems elements in non-core courses where feasible and relevant. ● Promotes Indian Knowledge Systems-based research through collaborations with experts, scholars, and CSTIs. ● Stakeholder feedback is actively collected.
Stage 5	Indian Knowledge Systems is **fully institutionalised**, with: ● Mandates Indian Knowledge Systems module in core and non-core courses (if applicable) ● Promotes Indian Knowledge Systems-based research through collaboration with experts, scholars, and CSTIs, ● A dedicated Indian Knowledge Systems cell. ● The institution collaborates with experts, scholars, and CSTIs.

	• Actively contributes to regional, national, or international conferences on Indian Knowledge Systems-based governance and administration, bringing together policymakers, scholars, and practitioners. • Stakeholder feedback is analysed and corrective measures are undertaken.

Definition

❖ **Indian Knowledge Systems** (IKS) refers to the body of indigenous Indian knowledge rooted in the civilizational heritage, philosophical thought, cultural practices, and traditional wisdom of India.

  In the context of governance, administration, and ethics, IKS includes ancient Indian principles of statecraft, public administration, justice, ethical conduct, and leadership as found in texts like the Arthashastra, Bhagavad Gita, etc and teachings of historical figures such as Chanakya, Buddha, Ashoka, Mahatma Gandhi, etc.

Salient features

1. **IKS elements:** Key features include structured inclusion of IKS in core and non-core courses, dedicated modules, expert collaborations, research promotion, stakeholder feedback, and participation in knowledge forums. The focus is on aligning IKS with governance, administration, and ethics frameworks in a systematic and scalable manner.
2. **IKS experts** are individuals or institutions with deep knowledge and research experience in India's traditional knowledge domains, especially as they relate to governance, ethics, philosophy, and public administration. These experts may come from interdisciplinary backgrounds. Examples: Academicians and Scholars, Policy and Governance Experts with IKS perspective, etc.
3. **An IKS Cell** is a dedicated institutional unit responsible for integrating Indian Knowledge Systems into training programs. It facilitates curriculum development, expert collaboration, research, and feedback mechanisms aligned with governance and ethics.

Supporting Evidence

1. **Curriculum and Training Material**: Course outlines, session plans, and module descriptions explicitly mentioning Indian Knowledge Systems content in core and non-core (if applicable) training programmes.
    - Copies of training material, reading lists, or lecture slides referencing texts like Arthashastra, Bhagavad Gita, teachings of Buddha, Ashoka, Mahatma Gandhi, etc.
    - Documentation of case studies, simulation exercises, or assignments rooted in Indian principles of governance and ethics.
2. **Faculty and Expert Engagement**: List of IKS experts or guest faculty invited for sessions, including brief profiles and session topics.
    - MoUs or letters of collaboration with institutions such as the Bharatiya Shikshan

Mandal, IGNCA, or other CSTIs with IKS expertise.

- Invitation letters, feedback forms, and recordings of guest lectures or seminars conducted on IKS themes.

3. **Institutional Structures and Strategy**: Notification or order establishing an Indian Knowledge Systems Cell, along with its mandate, composition, and responsibilities.
    - Strategic plans or policy documents outlining the roadmap for IKS integration across training modules.
    - Organogram showing the cell/unit within the institutional structure.
4. **Research and Knowledge Contributions:** Published papers, articles, or reports authored or co-authored by the institute's faculty or trainees on IKS-related themes.
    - MOUs/ agreements signed with IKS experts, CSTIs and scholars.
    - Documentation of conferences, seminars, or workshops hosted or attended by the institute related to IKS in governance and administration.
    - Participation records in national or international forums (e.g., IKS Division under MoE, CBC events, etc.).
5. **Feedback and Evaluation:** Stakeholder feedback forms or survey reports on the relevance and impact of IKS content in training programmes.
    - Action Taken Reports (ATRs) based on feedback, showing curriculum modifications or session improvements.
    - Meeting minutes from internal academic or curriculum review committees where IKS integration was discussed.
6. **Digital and Multimedia Content:** Recordings or screenshots of virtual sessions or LMS modules containing IKS themes.
    - Digital learning materials (videos, e-books, podcasts) hosted on institute portals, YouTube, or learning platforms.

Metric 16. To what extent does your institution incorporate Indian Knowledge System (IKS) elements into its culture and daily practices, beyond formal training programs?

For reference: Traditional Attire & Cuisine/yoga meditation, use of regional language in course content, experiential learning, etc.

Maturity Levels

Stage	Description
Stage 1	**No formal policy or institutional guidelines** are in place to promote Indian Knowledge Systems-based institutional culture.
Stage 2	**Formal policy or guidelines are not in place** for Indian Knowledge Systems-based institutional culture, but Indian Knowledge Systems-based activities are sporadic and not regularised yet.
Stage 3	**Formal policy is in place,** and Indian Knowledge Systems-based activities are **scheduled regularly**. • Feedback is taken on Indian Knowledge Systems activities, but no corrective measures are implemented.

Stage 4	**Formal policy is in place,** and **structured Indian Knowledge Systems-based activities are undertaken regularly.** ● Feedback is taken on Indian Knowledge Systems activities, and **corrective measures** are implemented. ● Indian Knowledge Systems cultural themes are introduced in **induction programs/curriculum design/faculty training but are not mandatory.**
Stage 5	**Mandatory Indian Knowledge Systems-based cultural components are incorporated** in training programs (e.g., structured field visits, multilingual learning materials) etc. ● Feedback is taken on Indian Knowledge Systems activities, and **corrective measures** are implemented. ● Institute **engages in active partnerships with other institutes** to advance Indian Knowledge Systems-based institutional culture.

Definition

❖ **Indian Knowledge Systems (IKS)** in this context refer to the integration of India's civilizational values, cultural practices, and traditional wisdom into the institution's everyday environment and functioning, beyond formal training.

Salient Features

Use of regional languages, incorporation of traditional attire and cuisine, promotion of yoga and meditation, celebration of cultural festivals, and adoption of experiential and community-based learning, reflecting India's indigenous ethos in institutional culture and daily practices.

1. **Traditional Attire Days:** Encouraging staff and trainees to wear Indian traditional clothing (e.g., sarees, kurta-pajamas, etc.) during special events or weekly cultural days.
2. **Celebration of Indian Festivals:** Institutional celebrations of Diwali, Makar Sankranti, Holi, Pongal, Onam, Vasant Panchami, etc., with cultural performances and storytelling.
3. **Yoga and Meditation Practices:** Regular morning yoga sessions or guided meditation to promote holistic well-being and mental clarity.
4. **Cultural Cuisine Days:** Inclusion of regional or traditional Indian food in the institutional mess/cafeteria or special IKS-themed food events.
5. **Use of Regional Languages:** Bilingual or multilingual signage and communication, promoting regional languages in informal interactions or during announcements.
6. **Art and Aesthetics:** Display of traditional Indian art forms (e.g., Madhubani, Warli, Kalamkari) in classrooms, offices, or campus spaces.
7. **Indian Music and Performances:** Use of Indian classical or folk music in events, morning assemblies, or institutional gatherings.
8. **Ethics Corners or Reflection Spaces:** Display boards or dedicated spaces showcasing inspirational quotes from Indian spiritual, philosophical, and ethical thinkers.

Supporting Evidence

1. **Institutional Policy and Guidelines**: Documents outlining the promotion of Indian Knowledge Systems-based cultural practices (e.g., yoga sessions, use of traditional attire on designated days, Indian food in canteen, use of regional languages).
    - Guidelines or strategic notes issued by leadership on institutionalizing IKS in everyday practices, festivals, or public events.
2. **Records of IKS-based Cultural Activities:** Event calendars, schedules, and photos/videos of activities such as:
    - Regular yoga and meditation sessions
    - Celebration of traditional festivals with cultural elements (e.g., Makar Sankranti, Ayurveda Day, etc.)
    - Indian food days or showcasing of regional/traditional cuisine in the mess or canteen.
    - Traditional dress code days during induction or closing ceremonies.
    - Attendance records or participation logs for IKS-based activities.
3. **Curriculum and Induction Integration:** Induction programme schedules or orientation handbooks showing IKS elements included in onboarding of faculty and trainees.
    - Curriculum planning documents Indicating experiential learning components, like structured field visits to culturally relevant sites or institutions (e.g., ashrams, local governance panchayats, traditional craft centres, etc).
4. **Communication and Language Inclusion:** Examples of course content or communication materials available in regional languages (handbooks, brochures, modules, posters).
    - Screenshots or printed materials where multilingual communication has been used in learner interactions.
5. **Feedback and Action Taken Reports:** Feedback forms or survey reports capturing trainee or faculty input on IKS-based cultural activities and practices.
    - Action Taken Reports (ATRs) Indicating changes implemented based on feedback from participants (e.g., improved session frequency, added regional elements, introduction of new cultural events, etc).

Pillar 4: Trainee Support

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

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

Metric 17. To what extent can trainees interact with faculty during the training programme?

Maturity Levels

Stages	Description
Stage 1	**No defined/formal procedure** available for trainees to interact with faculty.
Stage 2	The institute has **guidelines** for faculty-trainee interaction, which are **not followed**.
Stage 3	The institute has guidelines which are followed for faculty-trainee interaction **only during the training programme**.
Stage 4	The institute has guidelines which are followed for faculty-trainee interaction **pre and during the training programme**. The institute **evaluates and analyzes the support** extended by faculty.
Stage 5	The institute has guidelines which are followed for faculty-trainee interaction **pre, during and post the training programme.** The institute **evaluates and analyses the support** extended by faculty. The institute **undertakes corrective measures** to enhance the support to trainees.

Definitions

- **Trainee Interaction**: Opportunities and channels through which trainees engage with faculty, including formal sessions, mentoring, discussions, feedback, and one-on-one meetings during the training period.
- **Training Programme**: A structured set of learning activities (such as lectures, workshops, field visits, projects) conducted over a specific duration to build functional, behavioural, and domain competencies in civil service officers.

Salient Features

1. Availability and Adherence to Interaction Guidelines

- The institute has formal guidelines or SOPs defining the modes and frequency of faculty-trainee interaction.
- These guidelines are consistently followed during the training programme.

2. **Multi-Stage Interaction Opportunities**
   - Interaction opportunities are available at different stages:
     - Pre-training: Orientation sessions, preparatory meetings, introductory modules, etc.
     - During training: Class discussions, mentoring sessions, workshops, feedback forums, etc.
     - Post-training: Discussions post training, email/message exchanges about the training/programme, feedback forums, etc.
3. **Faculty Engagement Mechanisms**
   - Mechanisms for interaction include scheduled one-on-one mentoring, open office hours, peer-group mentoring, online platforms, and feedback sessions.
   - Faculty are accessible through structured and unstructured formats in the institute.
4. **Evaluation of Faculty Support**
   - The institute monitors and evaluates faculty support provided to trainees through feedback forms, surveys, or review meetings.
   - Analysis includes responsiveness, relevance of guidance, and perceived support.
5. **Continuous Improvement Measures**
   - Based on evaluations, the institute takes corrective or enhancement measures to improve interaction quality.
   - Initiatives may include additional mentoring hours, improved feedback loops, or customized support interventions.

Supporting Evidence

1. **Guidelines for Interaction**
   - Standard Operating Procedures (SOPs) or official guidelines defining the scope, modes, and frequency of faculty-trainee interaction.
   - Institute circulars or manuals mentioning structured interaction frameworks.
   - Orientation or pre-training session plans involving faculty.
2. **Communication Records**
   - Email records, meeting invites, or schedules documenting planned faculty-trainee sessions (pre, during, or post-training).
   - Calendar or timetables indicating dedicated interaction slots or remedial classes.
3. **Feedback and Evaluation Reports**
   - Trainee feedback forms or post-session evaluations on faculty accessibility and responsiveness.
   - Internal reports summarising the analysis of faculty support extended to trainees.
   - Review documents indicating areas of improvement and recommended actions.
4. **Records of Post-Training Engagement**
   - Documentation of post-training consultations (e.g., follow-up meetings, project reviews)
5. **Corrective or Enhancement Measures**

- Action Taken Reports (ATRs) based on feedback.
- Policy revisions or updates made to improve faculty-trainee interaction.

Metric 18. To what extent does the institute undertake formal mapping of mentors for trainees from the alumni/faculty/officials (for core courses/long term)?

Maturity Levels

Stages	Description
Stage 1	**No formal process** in place for mapping mentors to trainees
Stage 2	Formal process in place, **mapping of mentors is not done for all trainees**. • No formal onboarding/communication of role expectations from either mentor/mentee is conducted.
Stage 3	Formal processes in place, **mapping of mentors is done through defined criteria and is done for all trainees.** • No formal onboarding/communication of role expectations from either mentor/mentee is conducted.
Stage 4	Formal processes in place, mapping of mentors is done through defined criteria and is done for all trainees. • The institute also **conducts formal onboarding to clearly communicate the roles and responsibilities of the mentor/mentee.**
Stage 5	Formal processes in place and mapping of mentors are done through defined criteria, for all trainees. • The institute conducts formal onboarding to clearly communicate the roles and responsibilities of the mentor/mentee. • The institute formally **tracks the effectiveness of the mentor-mentee programme and undertakes corrective measures.**

Definitions

- **Formal Mapping**: A structured and criteria-based process for assigning mentors to trainees.
- **Mentor**: A faculty member, alumnus, or official who provides guidance and support to a trainee.
- **Mentee**: A trainee assigned to a mentor for learning support and professional development.
- **Core Courses**: Foundational and mandatory training programmes like probationary or mid-career courses for civil servants.

Salient Features

1. **Defined Process for Mapping Mentors**
   - The institute has a formal, documented process for assigning mentors to all trainees based on specific criteria such as expertise, experience, or compatibility.

- A transparent and consistent procedure is followed to ensure every trainee is paired with a mentor.

2. **Onboarding and Role Clarity**
   - Clear guidelines for mentors and mentees are communicated through a formal onboarding process.
   - The roles and responsibilities of both parties are explicitly outlined to set expectations for the mentoring relationship.
3. **Formal Tracking and Monitoring**
   - The institute tracks mentor-mentee pairings, ensuring that all trainees have an assigned mentor.
   - Monitoring processes are in place to assess the effectiveness of the mentorship and to ensure mentors are fulfilling their roles.
4. **Evaluation and Corrective Measures**
   - Periodic evaluations of the mentor-mentee relationship are conducted, focusing on mentor effectiveness, mentee satisfaction, and learning outcomes.
   - Based on feedback and evaluations, corrective actions or improvements are implemented to enhance the mentor-mentee experience.

Supporting Evidence

1. **Documentation of Mentor Mapping Process**
   - Standard Operating Procedures (SOPs) or formal guidelines detailing the mentor mapping process.
   - Criteria document outlining the factors used for mentor selection (expertise, experience, compatibility, etc.).
   - Records of mentor-mentee pairings (e.g., lists or databases showing assigned mentors for each trainee).
2. **Onboarding Materials**
   - Training manuals, orientation documents, or welcome packages provided to mentors and mentees.
   - Copies of orientation sessions or webinars held for mentors and mentees, including agenda or attendance sheets.
   - Communication documents (emails, letters, memos) clearly outlining roles and responsibilities of mentors and mentees.
3. **Tracking and Monitoring Records**
   - Tracking systems or databases used to monitor mentor-mentee relationships and progress.
   - Regular meeting or interaction logs between mentors and mentees (e.g., session notes, feedback forms).
   - Reports or dashboards Indicating the status of mentor-mentee pairings, including mentor feedback and mentee satisfaction.
4. **Evaluation Reports and Feedback**
   - Feedback forms or surveys filled out by mentees and mentors,

- Summary reports or analysis of mentor-mentee performance and outcomes, highlighting improvements or corrective actions taken.
- Action Taken Reports (ATRs) or documentation on any corrective measures implemented to enhance mentor-mentee support.

Metric 19. What is the number of probationary trainee officers assigned to each mentor during the probation in the past year?

Maturity Levels

Stages	Description
Stage 1	**No mapping** conducted.
Stage 2	**1 mentor** is assigned to a group of **20 to 40 mentees**
Stage 3	**1 mentor** is assigned to a group of **10 to 20 mentees**
Stage 4	**1 mentor** is assigned to a group of **10 to 5 mentees**
Stage 5	**1 mentor** is assigned to a group of **5 or less mentees**

Definitions

- ❖ **Probationary Trainee Officers**: Civil service trainees undergoing probationary training as part of their induction into government roles.
- ❖ **Ratio of Mentor to Mentee for Probation**: The number of probationary trainee officers assigned to a single mentor during the probation period.

Salient Features

1. **Defined Mentor-Mentee Ratio**
    - The institute defines clear guidelines for the number of probationary trainee officers assigned to each mentor during their probation period.
    - A structured ratio ensures an appropriate balance between providing mentorship and managing a reasonable number of trainees.
2. **Gradation of Mentor-Mentee Ratios**
    - The metric evaluates the mentor-mentee ratio across different stages,
    - The mentor-mentee ratio directly impacts the quality of mentorship and personalized support for each probationary officer.
3. **Support and Guidance**
    - A smaller ratio (fewer mentees per mentor) allows for more focused and individualized support for probationary officers, enhancing their learning and performance during probation.
4. **Impact on Learning Outcomes**
    - The metric is closely tied to the effectiveness of probationary training programmes. A lower ratio is often linked to better outcomes in terms of trainee readiness, performance, and integration into their roles post-probation.

Supporting Evidence

1. **Mentor-Mentee Assignment Records**
    - Official records or databases listing the mentor-mentee mapping for probationary officers during the past 2 years.
    - Documents showing the number of trainees assigned to each mentor.
2. **Mentor-Mentee Ratio Guidelines**
    - Internal guidelines or standard operating procedures (SOPs) outlining the mentor-mentee ratio and criteria for mentor assignments.
    - Documents specifying the number of mentees per mentor across different stages of probation.
3. **Mentorship Programme Reports**
    - Annual or quarterly reports detailing the mentorship process, including the number of mentors and mentees, training progress, and evaluations.
    - Documentation of any adjustments made to the mentor-mentee ratio to improve the effectiveness of the mentoring process.
    - Any significant highlights or noting from the mentor/mentee included as reflections.
4. **Mentoring Feedback and Evaluation**
    - Feedback forms or surveys completed by probationary officers and mentors to assess the quality and effectiveness of the mentorship.
    - Evaluation reports analysing the success of the mentorship programme, particularly regarding the mentor-mentee ratio and its impact on trainees' development.
5. **Communication Records**: Emails, memos, or meeting minutes related to the assignment of mentors to probationary officers.
    - Communication between the head of the institute and mentors regarding their roles and the number of mentees assigned.
    - Any communication between the mentor and the mentee in the institute, which may include emails, informal communication, intranet, etc.

Pillar 5: Digitalisation and Training Delivery

Digitalization has been the focus of several organizations and institutions worldwide. This pillar promotes diversification of learning methodologies in training institutes. Further, this pillar aims at encouraging institutes to utilize multiple methods for engaging with trainees including formulating mechanisms for instructor led, learner led and peer-based lesson plans.
Identifying multiple learning channels, methods, availability of processes for digitalizing content and tracking utilization of digital learnings are at the core of this pillar.

Metric 20. What learning channels are utilized by the training institute for training delivery?

Maturity Levels

Stages	Description
Stage 1	**Only In-person** or classroom trainings are available for training delivery.
Stage 2	The institute utilises facilities such as: ● In-person training/field training ● Live **video conference**
Stage 3	The institute utilises facilities such as: ● In-person training/field training ● Live video conference ● **e-learning videos/modules**
Stage 4	The institute utilises facilities such as: ● In-person training/field training ● Live video conference ● e-learning videos/modules ● **Modules hosted on iGOT**
Stage 5	The institute utilises facilities such as: ● In-person training/field training ● Live video conference ● e-learning videos/modules ● Modules hosted on iGOT ● **Virtual immersive learning lab**

Definitions

- ❖ **Channels** refer to the medium of imparting teaching and learning in the institute. It includes in-person lectures, field training, live video conferencing, e-learning videos, modules from iGOT and the use of a virtual immersive learning lab.
- ❖ **Virtual Immersive Learning Labs** refer to set ups designed to simulate real-

world scenarios using immersive technologies like Virtual Reality (VR), Augmented Reality (AR) or 360-degree video for skill-based or scenario-based training.

Salient Features

1. **Availability of multiple channels:** The institute has various channels for training delivery which include a mixture of physical (in-person, classroom) sessions and digital modes of delivery.
   - The institute has the capacity to deliver virtual learning sessions and immersive learning experiences for some training courses offered.
2. **Utilization of multiple channels for training delivery:** The institute can not only deliver in-person learning experiences like lectures or field training but can also organise sessions through video conferencing.
   - The institute has facilities for the delivery of e-Learning modules to trainees through online websites / other digital learning platforms.
   - The institute has identified iGOT modules leveraged for delivering digital learning to trainees.
   - The institute can facilitate immersive learning to trainees through Virtual Immersive Labs to simulate hands-on learning.

Supporting Evidence

1. **Detailed Lesson Plans:** Details of instructional methodologies and modes of delivery of all training courses.
   - Details including course content material, instructional channels, faculty, etc.
   - Record of activities conducted for courses.
   - Trainee Handbook on Learning resources.
2. **Accessible facilities** for trainees in the institute.
3. **iGOT:** List of modules hosted on iGOT platform, with the screenshot of the modules on the platform.
4. **Academic calendar / training schedule**
5. Photographs of infrastructural facilities utilised in different modes of training delivery.

Metric 21. What range of learning methods are used by the institute for training delivery?

Maturity Levels

Stages	Description
Stage 1	**Only instructor-led presentation**
Stage 2	Range of learning methods used by institute:

Stages	Description
	• Instructor-led presentations • **Assigned readings** • **Case studies**
Stage 3	Range of learning methods used by institute: • Instructor-led sessions • Assigned readings • Case studies • **Peer-based activities** • **Co-curricular and extra-curricular activities**
Stage 4	Range of learning methods used by institute: • Instructor-led sessions • Assigned readings • Case studies • Peer-based activities • Co-curricular and extra-curricular activities • **Experiential learning opportunities through partnerships with governmental/non-governmental/private sector/academia**
Stage 5	Range of learning methods used by the institute: • Instructor-led sessions • Assigned readings • Case studies • Peer-based activities • Co-curricular and extra-curricular activities • **Experiential and global learning opportunities through partnerships with governmental/non-governmental/private sector/academia and international organizations**

Definitions

- **Methods** include the approach towards imparting teaching and learning. It includes instructor-led presentations, assigned readings, case studies, peer-based activities, co-curricular and extra-curricular programmes and activities organised through partnerships with governmental, international, academic, non-governmental or private sector organisations.
- **Instructor-led presentations** are sessions where the instructor plays the dominant role in the teaching & learning process, usually delivering training in the lecture form.
- **Peer-based activities** have learners playing the primary role in the process of teaching & learning through collaboration and interaction like peer-to-peer teaching, flip classes, or group-based activities.
- **Co-curricular activities** refer to activities that complement training sessions like quizzes. role-play, projects etc. while **Extra-curricular activities** refer to activities beyond the scope of the formal curriculum and structured learning like sports, community

engagement etc.

- ❖ **Partnerships with Governmental/ Non-Governmental/ Private Sector/ Academia/ International Organisation** refer to any collaboration with these bodies, augmenting training like on-site learning, immersive field simulation, workshops, video conferences etc.

Salient Features

1. **Utilization of multiple methods for training delivery:** The instructors use a range of methods for imparting teaching and learning including presentations, case studies, supporting books / journals, etc.
2. **The institute employs multiple methods** which are a mixture of instructor-led presentations and peer-based activities throughout the training courses.
3. The training programmes also incorporate a mixture of **co-curricular and extra-curricular activities** as part of the overall schedule.
4. The institute has established **partnerships** with governmental and non-governmental entities in private sector and academia for enabling on-the-job learning for officers.
5. All on-the-job engagements of officers is actively supervised by the training institute and is integrated with the overall training plan.

Supporting Evidence

1. **Detailed Lesson Plans:** Details including Course content material, instructional channels, faculty, etc.
2. **Details of instructional methodologies and modes of delivery** of all training courses.
3. Indication of any documents associated with governmental and non-governmental entities.
   - Agreements of strategic partnerships with entities for enabling on-job-trainings
   - MoUs with public and private entities
   - List of online/physical learning materials shared or leveraged.
   - Record of activities conducted for courses/schedule of training courses

Metric 22. What are the channels available for interaction among trainees & faculty?

Select all applicable: Emails, Informal communication channels, Dedicated websites / Chatrooms for trainings, Formal Virtual / in person Interaction.

Maturity Levels

Stages	Description
Stage 1	Not Available.
Stage 2	Only **one** of the options.
Stage 3	Only **two** of the options.
Stage 4	Only **three** of the options.

Stage 5	**All** of them.

Definitions

- **Channels** refer to the medium of correspondence between trainees and faculty regarding teaching and learning the institute. It includes e-Office or email communication, informal communication platforms like WhatsApp, Microsoft Teams, Slack, etc. dedicated websites, or chatrooms and virtual or in-person verbal interaction.

Salient Features

1. Availability of features for enabling interaction between trainee and faculty

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

Supporting Evidence

1. Details of Communication Channels made available for trainees/alumni. This may include screenshots of email exchanges, chatrooms, physical interaction, LMS/portal (if applicable), etc.
2. Records of discussion between the trainee and the faculty.
3. Trainee Charter: The institute provides relevant information to the trainees such as contact details of the faculty, dos and don’ts for the trainees, facilities available in the institute for training and interaction, etc.

Metric 23. What capacity does the Institute have in place for converting offline (physical) content to online (digital) content?

Maturity Levels

Stages	Description
Stage 1	The Institute **does not host online (digital) content**.
Stage 2	The institute currently **outsources** the conversion of offline content or creation of digital content to third-party providers.
Stage 3	The institute currently **designs the conversion of offline content** or creation of digital content in-house but **delegates the digitalisation** of such content to third-party providers.

Stages	Description
Stage 4	The institute has the **in-house capability to convert existing offline content into a hybrid format (online+offline)** and **design and develop new content** based on the hybrid mode of teaching and learning. • All digital content conversion, design and development follow the **Course Evaluation Matrix** developed by Capacity Building Commission and implemented by iGOT.
Stage 5	The institute has the **in-house capability to convert existing offline content into a hybrid format (online+offline) and design and develop new content based on the hybrid mode of teaching and learning.** • All digital content conversion, design and development follow the **Course Evaluation Matrix** developed by the Capacity Building Commission and implemented by iGOT. • The institute helps in **creating courses for other institutes**.

Definitions

- **Offline (physical) content** refers to in-person live lectures delivered by faculty for a training course.
- **Online (digital) content** refers to digitalized classroom lectures, made available to trainees for self-paced learning. These do not refer to live virtual lectures.
- **Capacity** refers to the availability of skilled personnel for the design and digitalization of training content taught in the classroom.

Salient Features

1. Digitalization of content and quality assurance

- The institute has appropriate skills (in-house / outsourced) for digitalizing learning content, including storyboarding, content curation, development of learning modules and hosting on digital learning platforms.
- The institute reviews the list of all training courses which can be digitalized and made available for trainees.
- All content conversion, design, and development consider the Course Evaluation Matrix developed by Capacity Building Commission and implemented by iGOT for quality assurance.
- Select courses are supported by e-Learning modules and are hosted on digital learning platforms like iGOT, LMS, etc.
- The institute aids other institutes in the design and digitalization of their training courses.

Supporting Evidence

1. List of training courses

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

2. **List of in-house team** dedicated for converting, designing and development of offline content into digital course content.
3. **Guidelines for design and development** of new digital content, which may include the Course Evaluation Matrix of CBC.
4. **List of training courses uploaded on iGOT** and a screenshot of the courses available on iGOT platform.
5. **List of training courses of other institutes which has been digitalized.**

Metric 24. How many hours of Institute's courses are digitalized and hosted on iGOT?

Maturity Levels

Stages	Description
Stage 1	The institute has not uploaded any content on iGOT.
Stage 2	**5-15 hours** of training content are digitalized and uploaded on iGOT.
Stage 3	**15-25 hours** of training content are digitalized and uploaded on iGOT and have a 4-star rating or above.
Stage 4	**25-50 hours** of training content are digitalized and uploaded on iGOT and have a 4-star rating or above.
Stage 5	**≥50 hours** of training content are digitalized and uploaded on iGOT and have a 4-star rating or above.

Definitions

- **iGOT:** It is an all-in-one online platform ensuring anytime, anywhere, any-device learning for civil service officials to enhance their competency. It guides learning, hosts discussions, manages careers, and conducts reliable assessments to showcase officials' competency effectively.

Salient Features

1. **Digitalisation of content**
   - The institute prepares a list of all training courses which can be digitised and made available for trainees.
   - The institute has the requisite skills to convert offline content to digital content.
   - The institute maintains the documents detailing the courses available digitally (duration, course topics, enrolments, assessment mechanisms etc.).
   - The institute hosts their digital content on iGOT, and regularly updates digital content on iGOT.

Supporting Evidence

1. **List of training courses**
   - Document detailing all the courses conducted by the Institute (duration, course topics, enrolments, assessment mechanisms, etc).
   - Number of training courses which are digitalized ((duration, course topics, enrolments, assessment mechanisms, etc.)
   - Number of training courses hosted on iGOT, along with their star rating.
   - Duration of training courses hosted on iGOT expressed in terms of hours of training content.

Metric 25. What percentage of the institute's courses are hybrid? (iGOT/ Learning Management System - online + offline)

Maturity Levels

Stages	Description
Stage 1	The institute does not have any hybrid courses.
Stage 2	<**50%** of the training courses are hybrid.
Stage 3	**50-70%** of the training courses are hybrid.
Stage 4	**70-90%** of the training courses are hybrid.
Stage 5	>**90%** of the training courses are hybrid.

Definitions

- **Hybrid** refers to a mode of learning where physical modes of teaching and learning are complemented by digital modes of teaching and learning, where digitalized courses hosted on iGOT or LMS are included in the curriculum.
- **Learning Management System (LMS)** refers to a software application that facilitates the planning, delivery, and tracking of training and educational programs. This refers to a dedicated platform for learning and training.

Salient Features

1. **Incorporation of digital modes of learning in the curriculum**
   - The institute actively encourages trainees to maintain a high degree of utilization of courses on iGOT by including them in the lesson plan or training agenda.

Supporting Evidence

1. **List of Training Courses**
   - List of training courses offered by the institute.

- Number of digitalized courses hosted on iGOT by the institute.

2. **Lesson Plans and Training curriculum**
    - Lesson Syllabus with list of courses on iGOT and/or LMS leveraged for hybrid training modules.
3. **Trainee Assessment and course utilization:** Completion certificates of trainees for courses on iGOT.

Pillar 6: Collaboration

This pillar encourages institutes to leverage all available resources in the ecosystem to enhance the overall efficiency of capacity-building interventions for civil service officers. The pillar has been developed to promote faculty interactions, simultaneously enabling the faculty to take training courses offered by other institutes. Additionally, this pillar promotes sharing of existing training content, organizing periodic collaborative events by training institutes, thereby encouraging discussions on best practices, as well as sharing teaching and learning insights for enhancing capacity-building processes in the ecosystem.

Metric 26. What percentage of faculty members' total training hours are spent at other institutes to deliver courses/ course modules?

Maturity Levels

Stages	Description
Stage 1	**<5%** of the total training hours of the faculty
Stage 2	**5-10%** of the total training hours of the faculty
Stage 3	**10-15%** of the total training hours of the faculty
Stage 4	**15-20%** of the total training hours of the faculty
Stage 5	**>20%** of the total training hours of the faculty

Definitions

❖ **Total Training Hours** refer to the total number of training courses taught by a faculty member expressed as a sum of hours of training conducted at the institute.

Salient Features

1. **Established partnerships with other training institutes:**
   - The institute has identified faculty of other training institutes of related domain expertise.
   - The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes.
2. **Implementation of procedures to enable faculty of the institute to provide training in other institutes.**
   - The institute has procedures to facilitate training at other institutes.

Supporting Evidence

1. **List of courses conducted for other training institutes:**
   - Details of all training courses offered by the training institute.

- Detailed Lesson plans of training programmes delivered at other institutes.
- Details of courses undertaken by faculty - course material, trainee enrolments, schedule etc.

2. **List of faculty and professional staff:**
    - Tabular details of faculty members along with details of manhours spent in training (in own campus vs other campuses)

Metric 27. To what extent has the institute leveraged faculty/subject matter experts/practitioners from other organisations/institutes/universities to deliver trainings in the past 2 years?

Maturity Levels

Stages	Description
Stage 1	**<5%** of the total training courses.
Stage 2	**5-10%** of the total training courses.
Stage 3	**10-15%** of the total training courses.
Stage 4	**15-20%** of the total training courses.
Stage 5	**>20%** of the total training courses.

Definitions

❖ **Faculty/subject matter experts/practitioners** refer to are individuals who teach, possess specialized knowledge, or apply expertise in real-world settings, respectively. They are leveraged for specific training sessions or workshops. This does not refer to the guest faculty contracted in the institute.

Salient Features

1. **Established partnerships with other training institutes:**
    - The institute has identified faculty of other training institutes with related domain expertise.
    - The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes.
2. **Implementation of procedures for leveraging faculty of other training institutes**
    - The institute utilizes faculty of other training institutes for training courses which are related to domain area of courses offered by the institute.
    - Lesson plans or training schedules of the institute indicate faculty of other institutes delivering training programmes.

Supporting Evidence

1. **List of courses offered** by the training institute:

- Details of all training courses offered by the training institute.

2. **List of faculties of other training institutes** of related domain expertise who are identified for delivering trainings in the institute.
3. **Detailed lesson plans of training programmes** Indicating faculty of other institutes delivering training programmes.
4. Details of courses undertaken by the identified faculties from other institute i.e. course material, trainee enrolments, schedule etc.
5. **List of faculty and professional staff:** Tabular details of percentage of training courses leveraged from other institute compared the sum of total courses that is planned in the training programme.

Metric 28. To what extent has the institute contributed courses/course material to other training institutions/Universities/Amrit Gyaan Kosh in the last 2 years?

Maturity Levels

Stages	Description
Stage 1	The institute has contributed courses/course material to **</= 5** training institutes/universities/Amrit Gyaan Kosh.
Stage 2	The institute has contributed courses/course material to **6-10** training institutes/universities/Amrit Gyaan Kosh.
Stage 3	The institute has contributed courses/course material to **11-15** training institutes/universities/Amrit Gyaan Kosh.
Stage 4	The institute has contributed courses/course material to **16-20** training institutes/universities/Amrit Gyaan Kosh.
Stage 5	The institute has contributed courses/course material to **>20** training institutes/universities/Amrit Gyaan Kosh.

Definitions

- **Courses/Course** Material refer *to* e-learnings, presentations, case studies, lesson plans, supporting resources prepared by faculty of the institute and shared with other training institutions, academic institutes, or case studies for Amrit Gyaan Kosh.

Salient Features

1. **Established partnerships with other training institutes or academic institutes:**
   - The institute has a published list of all training courses offered by the institute.
   - The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training institutes.
   - The institute has agreements / partnerships with other institutes for providing collaborative teaching & learning in related domain areas.

2. **Implementation of procedures for contributing resources for other institutes/Amrit Gyaan Kosh**
    - The training institutes actively contributes training materials – e-learnings, presentations, case studies, lesson plans, supporting resources for enabling other training institutes to leverage existing resources.

Supporting Evidence

1. List of courses contributed to other institutes/universities/Amrit Gyaan Kosh in the last 2 years:
    - Details of all the training courses or cases shared with other training institutes, academic institutes or Amrit Gyan Kosh.
    - List of institutes/ universities to which the courses has been contributed.

Metric 29. To what extent does the institute leverage course/course material from other training institutions/Universities/Amrit Gyaan Kosh in the last 2 years?

Maturity Levels

Stages	Description
Stage 1	The institute has leveraged courses/course material from **</= 5** training institutes/ universities/Amrit Gyaan Kosh
Stage 2	The institute has leveraged courses/course material from **6-10** training institutes/ universities/Amrit Gyaan Kosh
Stage 3	The institute has leveraged courses/course material from **11-15** training institutes/ universities/Amrit Gyaan Kosh
Stage 4	The institute has leveraged courses/course material from **16-20** training institutes/ universities/Amrit Gyaan Kosh
Stage 5	The institute has leveraged courses/course material from **>20** training institutes/ universities/Amrit Gyaan Kosh

Definitions

❖ **Courses/Course Material** refer *to* e-learnings, presentations, case studies, lesson plans, supporting resources prepared by the faculty of other institutes, leveraged by the institute.

Salient Features

1. **Established partnerships with other training institutes:**
    - The institute has identified a list of training courses (mixture of technical and behavioural trainings) which are also part of the curriculum of other training or academic institutes.
    - The institute has agreements / partnerships with other institutes for providing collaborative teaching & learning in related domain areas.

2. **Implementation of procedures for leveraging resources from other institutes/Amrit Gyaan Kosh**
    - The institute leverages training course materials of other training institutes, academic institutes or from Amrit Gyan Kosh for courses offered by the institute.
    - Lesson plans of the institute Indicating training resources leveraged from other training institutes.

Supporting Evidence

1. **List of courses leveraged from other training institute/university/Amrit Gyaan Kosh**
    - Details of all training courses by the training institute.
2. **Detailed Lesson Plans**
    - Details of training plans and schedule of training courses, which would indicate utilisation of courses/course material from other institute/university/Amrit Gyaan Kosh
    - Details of supporting resources utilized for training courses from other institutes or Amrit Gyaan Kosh. This may include the following:
        - Enrolment and completion rate of Amrit Gyaan Kosh cases.
        - Inclusion of Amrit Gyaan Kosh in training schedule/agenda.
        - Sample screenshots of completion of cases of the trainees.

Metric 30. To what extent has the institute conducted and participated in networking events in the past 2 years?

Maturity Levels

Stages	Description
Stage 1	The institute has not conducted or participated in any networking events in the last 2 years.
Stage 2	The institute has not conducted or organized any events but has **participated in networking events** organized by other institutes which are official in nature.
Stage 3	The institute has **organized occasional networking events and participated in similar** events organized by other training institutes in the last 2 years
Stage 4	The institute **regularly organizes and participates in workshops and networking events** in the last 2 years, which also have participation from **prominent academic institutions** or engages **industry experts**/non-governmental entities.
Stage 5	The institute regularly organizes and participates in workshops, networking events in the last 2 years, which also have participation from prominent academic institutions and engage industry experts/non-governmental entities. **The institute participates and/or hosts international networking events.**

Definitions

- ❖ **Networking events** refer to workshops, conferences, seminars or any collective event with participation of stakeholders from other training institutions, MDOs, academic institutions, or relevant field or industry.

Salient Features

1. **Organizing and participating in collaborative events**
    - The institute has organized collaborative events with other training institutes, MDOs, academic institutions or experts from relevant field or industry.
    - Events organized by the institute have mixture of multiple agenda items including academic and cultural aspects for maximizing participation and stakeholder engagement.
    - The events organized by the training institute also has healthy participation from subject matter experts from governmental / non-governmental entities.
    - The institute actively encourages other training institutes in the ecosystem in organizing events of similar nature for enhancing collaboration.

Supporting Evidence

1. **Details of events**
    - List of networking events conducted and participated.
    - Details of events conducted - Agenda, Schedule, Objectives, Feedback forms (if any) etc.
    - Photographs
2. **Records of the event**
    - Presentations, supporting documents utilized for the events.
    - Attendance Records of the events conducted.
    - Academic inputs and suggestions from networking events.
    - Copy of the Invitation received from participating institutes/organisations.

Pillar 7: Training Evaluation and Quality Assurance

The pillar focuses on assessing the effectiveness, relevance, and impact of training through structured evaluation mechanisms. It emphasizes periodic course updates, clearly defined learning outcomes, and tracking learner progression through pre-, during-, and post-training interventions.

The pillar encourages engagement with stakeholders for feedback, use of external experts for trainee evaluation, and data-driven improvements to ensure continuous enhancement of teaching and learning quality.

Metric 31. To what extent does the institute have well-defined procedures for updating training courses?

Maturity Levels

Stages	Description
Stage 1	The institute has **no standard operating processes** for updating training courses.
Stage 2	The institute has **well-defined procedures for updating training courses, but these are not followed.**
Stage 3	The institute has well-defined procedures for updating **core training courses on an as-needed basis.**
Stage 4	The institute has well-defined procedures for updating and revising **core training courses followed periodically.**
Stage 5	The institute has well-defined procedures for updating and revising **all training courses followed periodically.**

Definitions

- **Training Courses**: Structured learning programmes offered by the institute for capacity building of civil servants, including core, in-service, domain-specific, behavioural training, etc.
- **Procedures for Updating**: Formal, documented processes outlining how and when training courses are reviewed, revised, and improved, based on feedback, policy changes, or competency updates.
- **Periodically Followed**: Indicates that the update process is carried out on a regular basis (e.g., annually, biennially) rather than on an ad hoc or need-basis.

Salient Features

1. Availability of Documented Procedures

- The institute has approved Standard Operating Procedures (SOPs) or guidelines for updating training courses.
- The procedures clearly outline triggers/routine for revision (e.g., feedback, reforms, updates to competency models) and timelines for review.

2. **Coverage of Course Types**
   - The procedures apply to all types of courses offered such as forcore, in-service, demand-based, and specialized modules.
3. **Regular Implementation**
   - Course updates are conducted periodically, not just on an as-needed basis.
   - There is evidence that the procedures are actively followed, including assigned responsibilities and timelines.
4. **Feedback and Data-Driven Revisions**
   - Course updates are informed by feedback from trainees, faculty, and demand-side agencies.
5. **Monitoring and Documentation**
   - The institute maintains records of past course updates, review meetings, and version control.
   - There is a mechanism to monitor the effectiveness of revised content and incorporate further changes if needed.

Supporting Evidence

1. **Standard Operating Procedures (SOPs)**
   - Approved SOPs/guidelines outlining the review and update process of training courses.
   - Flowcharts or manuals describing roles, responsibilities, and revision timelines.
2. **Course Review Meeting Records**
   - Minutes of internal curriculum review committee meetings.
   - Agendas and attendance sheets from periodic review sessions.
3. **Revision Logs and Updated Curriculum**
   - Version history of course content showing updates made over time.
   - Revised course modules, session plans, and updated learning materials.
4. **Feedback and Evaluation Reports**
   - Post-training feedback reports from participants and faculty.
   - Needs assessment or gap analysis reports informing course revisions.

Metric 32. How does the institute measure training & learning effectiveness through engagement with concerned stakeholders (trainees, demand side agencies, etc.)?

Maturity Levels

Stages	Description
Stage 1	**No defined guidelines** to engage multiple stakeholders for evaluating the training & learning effectiveness of training courses.

Stage 2	There **are defined guidelines** to engage multiple stakeholders for evaluating the training & learning effectiveness of core training courses, but it is **not followed**.
Stage 3	The institute has defined guidelines to engage multiple stakeholders for evaluating the training & learning effectiveness of core training courses and **periodically follows it**.
Stage 4	The institute has defined guidelines to engage **multiple stakeholders (Officer trainees and demand-side agencies/parent Ministry/Department/Organisation)** for evaluating the training & learning effectiveness of core training courses and periodically follows it. • The institute employs several modes of **collecting feedback** (verbal / non-verbal, survey-based) **at various stages of training courses**.
Stage 5	The institute has defined guidelines to engage **multiple stakeholders (Officer trainees and demand-side agencies/parent Ministry/Department/Organisation)** for evaluating the training & learning effectiveness of **core training courses and periodically follows it**. • The **institute analyses the evidence/ data collected and clearly defines** action items to address the areas of concern.

Definitions

- **Training & Learning Effectiveness**: The degree to which a training programme achieves its intended learning outcomes, leads to behavioural or performance improvements, and addresses identified competency gaps.
- **Stakeholders**: Individuals or entities engaged with the training process, including trainees, demand-side agencies, parent ministries, departments**,** or organizations that utilize the trained officers.
- **Demand-Side Agencies**: Ministries, departments, or field offices where trained officers are posted, and which can provide input on the post-training performance and relevance of training content.

Salient Features

1. **Availability of Guidelines for Stakeholder Engagement**
   - The institute has formally defined and documented guidelines to engage trainees and external stakeholders in assessing training outcomes.
   - These guidelines cover what to measure, who to engage, when to engage, and how to gather insights**.**
2. **Engagement with Multiple Stakeholder Groups**
   - The institute seeks feedback not only from trainees but also from parent ministries, departments, and demand-side agencies**.**

- Engagement covers all core training programmes and may extend to in-service or specialized trainings as well.

3. **Use of Diverse Feedback Mechanisms**
   - Feedback is collected through multiple formats including structured surveys, verbal inputs, non-verbal observations, interviews, and group discussions.
   - Mechanisms are applied at different stages i.e. pre-training, mid-course, and post-training.
4. **Periodic Review and Analysis of Feedback**
   - Feedback is gathered and reviewed regularly, not on an ad hoc basis.
   - Data collected is analysed systematically to derive insights into training effectiveness.
5. **Evidence-Based Action Planning**
   - The institute translates feedback into defined action items and improvements in training content, delivery, or pedagogy.
   - Corrective actions are documented and monitored for effectiveness.

Supporting Evidence

1. **Stakeholder Engagement Guidelines**
   - SOPs or policy documents detailing the process for engaging stakeholders in evaluating training outcomes.
   - Guidelines/SOPs specifying stakeholder categories, timelines, and feedback tools.
2. **Feedback Collection Tools and Records**
   - Feedback forms, survey instruments, and interview protocols used during training.
   - Records of verbal/non-verbal feedback sessions (e.g., focus group discussions, reflective exercises)
3. **Stakeholder Interaction Logs**
   - Meeting minutes or communications with demand-side agencies and parent departments regarding training evaluation
   - Correspondence inviting feedback or requesting post-training performance assessments.
4. **Feedback Analysis Reports**
   - Analytical reports summarizing stakeholder feedback and learning effectiveness findings.
   - Dashboards or metrics tracking feedback scores and patterns over time.
5. **Action Taken Reports and Course Revisions**
   - Action plans based on feedback, showing course modifications or delivery improvements.
   - Evidence of how stakeholder feedback has influenced future course designs or trainer assignments.

Metric 33. To what extent does the institute have defined learning outcomes for its training courses?

Maturity Levels

Stages	Description
Stage 1	The institute has **not defined learning outcomes** for any of its courses.
Stage 2	The institute has defined the learning outcomes for **<50%** of all the training courses offered.
Stage 3	The institute has defined the learning outcomes for **50-70%** of all training courses offered.
Stage 4	The institute has defined the learning outcomes for **70-90%** of all training courses offered.
Stage 5	The institute has defined the learning outcomes for **>90%** of all training courses offered.

Definitions

- ❖ **Learning Outcomes**: Clear, measurable statements that describe what a learner is expected to know, do, or demonstrate at the end of a training course. These are aligned with course objectives and competency frameworks.

- ❖ **Defined Learning Outcomes**: Learning outcomes that are formally documented, communicated**,** and linked to course content and assessments.

Salient Features

1. **Availability of Documented Learning Outcomes**
    - Learning outcomes are formally written and documented for each training course.
    - Outcomes are specific, measurable, achievable, relevant, and time-bound (SMART)**.**
2. **Proportion of Courses with Defined Outcomes**
    - The institute maintains a record of the total number of courses offered and the number of courses for which learning outcomes have been defined.
3. **Alignment with Course Design and Delivery**
    - Learning outcomes are integrated into course design, including session plans, teaching methods, and learning activities.
    - Outcomes guide the selection of pedagogy, assessments, and evaluation methods.
4. **Communication and Visibility**
    - Learning outcomes are clearly communicated to trainees at the beginning of the course.
    - They are included in course brochures, programme outlines, and digital learning platforms (e.g., LMS, iGOT).
5. **Periodic Review and Updating**

- The institute reviews and revises learning outcomes periodically to reflect evolving competency requirements and stakeholder feedback.

Supporting Evidence

1. **Course Documents with Learning Outcomes**
   - Course syllabi, session plans, or training programme documents that list learning outcomes.
   - Learning outcome matrices or mapping tables linking outcomes with content and assessments.
2. **Course Database or Tracker**
   - Master list of all training courses offered, with a status column indicating whether learning outcomes are defined.
   - Version history or update logs showing progress in learning outcome definition.
3. **Communication and Orientation Material**
   - Course brochures, orientation decks, or trainee handbooks displaying the intended learning outcomes.
   - Screenshots from LMS/iGOT portals showing learning outcomes linked to course modules.
4. **Review and Approval Records**
   - Records of academic or curriculum review committee meetings where learning outcomes were discussed or approved.
   - Documents showing periodic revision of learning outcomes based on stakeholder or faculty input.
5. **Alignment with Competency Frameworks**
   - Documentation showing how outcomes are aligned with job roles or training needs.

Metric 34. To what extent does the institute track learner progression throughout training programmes through interventions?

Maturity Levels

Stages	Description
Stage 1	**No interventions** are undertaken to track learner progression for training programmes in the institute.
Stage 2	Institute tracks learner progression through specific Interventions **only during the training programs for all core courses.**
Stage 3	Institute tracks learner progression through specific interventions **before and during training programs** for all core courses. • No corrective measures are undertaken
Stage 4	Institute tracks learner progression through specific interventions **before and during training programs** for all core courses.

Stages	Description
	• The institute **undertakes corrective measures** to enhance teaching and learning.
Stage 5	Institute tracks learner progression through specific interventions **before, during and after training programs** and follows for all core courses. • The institute **undertakes corrective measures** to enhance teaching and learning

Definitions

- ❖ **Learner Progression**: The measurable improvement in a trainee's knowledge, skills, and competencies during the training programme.
- ❖ **Interventions**: Structured tools, methods, or activities (e.g., pre-tests, mid-course assessments, assignments, peer feedback, simulations) used to monitor and support learner development throughout the training lifecycle.

Corrective Measures: Adjustments or enhancements made to teaching strategies, content delivery, or learner support based on tracking data to improve learning outcomes.

Salient Features

1. **Structured Tracking Mechanisms**
   - The institute uses defined tools and methodologies to track learner progress at multiple stages i.e. before, during, and after training.
   - Tracking is conducted for all core courses, ensuring consistency in monitoring learning trajectories.
2. **Stage-wise Interventions**
   - **Pre-training interventions** may include baseline assessments, needs analysis, or diagnostic tests.
   - **During training**, methods such as quizzes, reflective journals, simulations, or peer reviews are used.
   - **Post-training interventions** may include final assessments, capstone projects, or exit evaluations.
3. **Use of Data for Decision-Making**
   - Data collected from tracking mechanisms is systematically analysed to identify learning gaps.
   - Interventions are not just for documentation but actively inform instructional decisions.
4. **Implementation of Corrective Measures**
   - Based on learner progression data, the institute modifies teaching approaches, adjusts content, or offers additional support to underperforming trainees.
   - Corrective actions are documented and monitored for effectiveness.
5. **Integration with Overall Learning Design**

- Tracking and intervention mechanisms are embedded into the course structure**,** not treated as isolated activities.
- The design ensures that progression tracking supports competency development and course learning outcomes**.**

Supporting Evidence

1. **Tracking and Intervention Framework**
    - SOPs or internal documents describing tools, methods, and timelines for tracking learner progression.
    - Assessment calendars or progression monitoring plans embedded in course designs.
2. **Assessment and Feedback Records**
    - Pre-tests, diagnostic assessments, formative assessments, and final evaluation tools.
    - Learner performance data and progression charts maintained throughout training duration.
    - Feedback is collected from multiple stakeholders (trainees, demand side agencies, etc.) for core courses at different stages of courses.
3. **Evidence of Corrective Measures**
    - Documentation of mid-course corrections: revised session plans, content changes, additional mentoring sessions
    - Action Taken Reports (ATRs) showing response to learner performance gaps.
4. **Post-Training Evaluation Reports**
    - Reports tracking learner performance post-course, including improvement analyses or capstone evaluations.
    - Comparative data showing change between baseline and final assessments.
5. **Meeting Minutes and Review Notes**
    - Records from curriculum review or discussing learner progression.
    - Internal review presentations on course effectiveness and learner performance trends.

Metric 35. To what extent does the institute leverage external faculty/experts for evaluating trainees?

Maturity Levels

Stages	Description
Stage 1	Evaluation tests are **not conducted** for trainees in the institute
Stage 2	Trainees are evaluated **only by the institute faculty**.
Stage 3	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators which include **internal examiners from the institute and external examiners from other institutes.**
Stage 4	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators which **include internal examiners from the institute,**

	external examiners from other institutes and experts from relevant industry/non-government organizations/multilateral agencies.
Stage 5	Trainees are evaluated across multiple stages of the training (where applicable) by multiple evaluators who are selected **based on their subject matter expertise (where applicable).** • Evaluators include internal examiners from the institute external examiners from other institutes industry experts from multilateral agencies. • The assessments are complemented by feedback from the supervisors and subordinates of the trainees and self-evaluation by the trainee.

Definitions

- **Evaluation of Trainees**: A structured process of assessing a trainee's learning, performance, and competency acquisition during and after the training programme.
- **External Faculty/Experts**: Individuals from outside the training institute, including faculty from other institutes, domain experts, industry professionals, multilateral agencies, or non-government organisations, engaged in assessing trainee performance.
- **Multi-source Feedback**: Supplementary input from supervisors, peers, subordinates, or through self-evaluation to provide a holistic assessment of the trainee's performance.

Salient Features

1. **Evaluation as an Integral Process**
    - Trainee evaluation is a core component of training programmes and is conducted across multiple stages.
    - Evaluations go beyond written tests to include presentations, projects, group work, behavioural assessments, etc.
2. **Involvement of Diverse Evaluators**
    - The institute engages a mix of internal faculty and external experts to ensure objectivity and depth in evaluations.
    - External evaluators include those from academic institutions, government bodies, private sector, and multilateral agencies, based on training relevance.
3. **Subject-Matter Based Selection**
    - Evaluators are selected based on their subject matter expertise, ensuring alignment between evaluator qualifications and course content.
4. **Multi-dimensional Assessment Framework**
    - Evaluations include multiple perspectives i.e. internal, external, self, and supervisory feedback.
    - This provides a more comprehensive and 360-degree view of trainee performance.
5. **Structured and Documented Evaluation Process**

- The evaluation process is formally structured, documented, and integrated into the course design.
- Clear rubrics, criteria, and feedback mechanisms are used to ensure transparency and consistency.

Supporting Evidence

1. **Evaluation Framework Documents**
   - SOPs or guidelines detailing the evaluation process, including roles of internal and external evaluators.
2. **Records of External Evaluators**
   - Lists of external faculty/experts engaged for evaluations along with their credentials.
   - Letters of engagement, MoUs, or contracts with external evaluators or organizations
3. **Trainee Evaluation Reports**
   - Evaluation reports or scorecards showing involvement of multiple evaluators.
   - Consolidated trainee performance reports incorporating input from internal and external assessors.
   - Self-evaluation forms by trainees to be analysed.
4. **Review Meeting Records**
   - Meeting minutes from academic committees or evaluation boards discussing evaluator selection and assessment outcomes.
   - Records of training review sessions that include analysis of evaluation effectiveness and quality assurance.

Pillar 8: Operations and Governance

This pillar focuses on strengthening institutional autonomy, efficient resource management, and transparent governance in training institutes. It assesses the ability to allocate and utilize funds independently, maintain adequate staffing, generate, and retain external revenue, and define internal operational policies.

The pillar also promotes digital data management, structured information sharing with stakeholders, and inclusive hiring practices that engage the local community.

Metric 36. The institute has the autonomy to make decisions regarding the allocation of funds.

Maturity Levels

Stages	Description
Stage 1	The institute can identify needs but must get approval for all fund allocation.
Stage 2	The institute can allocate funds to a few areas **(less than 50%)** but needs approval for the rest.
Stage 3	The institute can allocate funds to some areas **(50-70%)** but needs approval for the rest.
Stage 4	The institute can allocate funds to most areas **(70-90%)** but needs approval for the rest.
Stage 5	The institute has the autonomy to allocate funds as it deems fit. The institute can disburse funds to most areas **(>90%).**

Definitions

- **Financial Autonomy**: The ability of the institute to independently decide on the allocation and use of funds across different functional, administrative, and programmatic areas, without requiring prior approval from a parent body or controlling authority.
- **Fund Allocation**: The process of distributing financial resources to various categories such as infrastructure, faculty development, research, training delivery, digital tools, administration, and external collaborations.
- **Approval Dependence**: The extent to which the institute must seek formal approval from a higher authority (e.g., Ministry, Department, or Cadre Controlling Authority) before utilizing funds.

Salient Features

1. **Scope of Financial Decision-Making**

- The institute's ability to allocate funds spans across various functions, academic, operational, infrastructural, and administrative.

2. **Efficiency of Fund Utilization**
   - Increased autonomy leads to faster decision-making and disbursement, enabling timely implementation of programmes or responses to emerging needs.
3. **Internal Financial Governance**
   - The institute has internal mechanisms (e.g., finance committees, budget units) that manage fund planning, prioritization, and monitoring, in alignment with goals and compliance norms.

Supporting Evidence

1. **Financial Policy Documents/ Allocation of Financial Powers**
   - Government orders, administrative guidelines, or institutional policies outlining delegation of financial powers.
2. **Budget Approval and Allocation Records**
   - Annual budgets or financial plans showing categories of autonomous fund allocation.
   - Comparative data on fund allocations made independently vs. those requiring higher-level approvals.
3. **Minutes of Financial Decision-Making Committees**
   - Records of finance/budget committee meetings where independent fund allocation decisions were made.
   - Internal approval notes for autonomous allocations across departments or activities.
4. **Fund Disbursement Records**
   - Invoices, utilization certificates, or expenditure reports showing autonomous disbursal of funds across various heads.
5. **Correspondence with Parent Ministry/Department/Organisation**
   - Communication records indicating cases where approval was required vs. instances where the institute acted independently.
   - Clarifications or notifications received regarding financial delegation or limits.

Metric 37. To what extent does the institute conduct budget planning and utilization of training programmes in the last 2 years?

Maturity Levels

Stages	Description
Stage 1	The institute utilizes **<50%** of the budget allocated to the training programs.
Stage 2	The institute utilizes **50-70%** of the budget allocated to the training programs.
Stage 3	The institute utilizes **70-90%** of the budget allocated to the training programs.
Stage 4	The institute utilizes **>90%** of the budget allocated to the training programs.

Stage 5	The institute utilizes **>90%** of the budget allocated to the training programs. • The institute **conducts analysis and undertakes corrective measures**.

Definitions

- **Budget Planning**: The process of estimating and allocating financial resources for training programmes in alignment with institutional goals and training demands.
- **Budget Utilization**: The proportion of the allocated budget that has been effectively used or disbursed for training-related activities (e.g., course delivery, faculty honoraria, materials, logistics) over a defined period.

- **Corrective Measures**: Strategic actions taken to address underutilization or misallocation of funds, such as re-prioritizing expenditures, revising budgets, or enhancing absorption capacity.

Salient Features

1. **Efficient Utilization of Allocated Budget**
    - The institute utilizes a high percentage of its allocated training budget.
    - Budget utilization indicates institutional efficiency, and alignment between budget and training execution.
2. **Evidence-Based Budget Planning**
    - Budget estimates are based on training calendars, previous utilization trends, and cost assessments.
    - The institute plans for both recurring and non-recurring training-related expenses systematically.
3. **Year-on-Year Financial Performance**
    - The metric evaluates budget utilization across the last 2 years, encouraging consistency in planning and execution.
    - Fluctuations in utilization are documented and explained.
4. **Monitoring and Analysis of Expenditure**
    - The institute tracks budget vs. actual expenditure on training activities.
    - Monitoring tools and MIS systems are used to identify bottlenecks in fund utilization.
5. **Implementation of Corrective Measures**
    - The institute undertakes corrective actions such as reallocation, additional planning capacity, or revised forecasting models to improve utilization.
    - These measures are documented and reviewed periodically.

Supporting Evidence

1. **Annual Budget and Training Expenditure Reports**
    - Annual financial plans showing allocated budget vs. actual expenditure for training programmes.

- Year-wise budget utilization summaries for the past 2 years.

2. **Budget Planning and Forecasting Documents**
   - Internal budgeting worksheets or tools used to estimate training costs.
3. **Financial Monitoring and Audit Reports**
   - Internal audit or finance committee reports reviewing training-related expenditures.
   - Expenditure tracking systems or dashboards comparing planned vs. actual spending.
4. **Corrective Action Plans**
   - Action Taken Reports (ATRs) or internal memos addressing underutilization or overspending.
   - Meeting minutes of budget review committees where corrective measures were discussed and approved.
5. **Training Programme Cost Records**
   - Course-wise cost statements, expenditure breakdowns, or invoices.
   - Documentation of procurement or payments for training materials, faculty honoraria, logistics, etc.

Metric 38. How is staff strength determined and managed at your institute?

Maturity Levels

Stages	Description
Stage 1	Sanctioned strength is **determined without any guidelines**.
Stage 2	Sanctioned strength is determined as per guidelines **without any defined periodicity**.
Stage 3	Sanctioned strength is determined as per guidelines with **defined periodicity but the required number of posts are not sanctioned.**
Stage 4	Sanctioned strength is determined as per guidelines, **required posts are sanctioned but not regularly filled**
Stage 5	Sanctioned strength is determined as per guidelines, **required posts are sanctioned and full strength is maintained.**

Definitions

- ❖ **Sanctioned Strength**: The total number of approved posts (both academic and non-academic) that the institute is authorized to maintain, as per government or departmental guidelines.
- ❖ **Guidelines**: Official norms or criteria issued by the parent Ministry/Department or cadre-controlling authority for determining the number and type of posts required for effective functioning of the institute.
- ❖ **Periodicity**: The regularity (e.g., annual, biennial) with which the institute reviews its staffing requirements and aligns them with sanctioned posts.

- **Staff Management**: The end-to-end process of planning of courses, sanctioning, filling, and maintaining the necessary workforce to support training, administration, and institutional operations.

Salient Features

1. **Alignment with Staffing Norms**
   - The institute determines its staffing needs in accordance with official guidelines or staffing norms issued by the parent department or ministry or the institute itself.
2. **Periodic Assessment of Staffing Requirements**
   - There is a defined periodicity (e.g., annually or biennially) for assessing and updating staffing needs based on workload, number of training programmes, and administrative demands.
3. **Timely Recruitment and Filling of Posts**
   - Beyond sanctioning, the institute ensures that vacant positions are filled in a timely manner to maintain operational efficiency.
4. **Maintenance of Full Strength**
   - The institute maintains full staff strength, ensuring minimal vacancies and continuity of training and administrative functions.

Supporting Evidence

1. **Staffing Guidelines and Norms**
   - Documents or circulars from the parent Ministry/Department/Institute specifying staffing norms or approval processes.
   - Organizational structure charts defining sanctioned posts across roles and levels.
2. **Assessment and Planning Records**
   - Internal manpower assessment reports prepared periodically.
   - Files or proposals submitted to competent authorities requesting sanction of posts.
3. **Sanction Orders**
   - Official sanction letters or government orders approving posts for the institute.
   - Updated lists of sanctioned positions categorized by designation.
4. **Staff Deployment and Vacancy Records**
   - Roster of currently filled vs. vacant positions.
   - Monthly/quarterly HR reports showing recruitment status, attrition, and appointments.
5. **Recruitment and HR Management Files**
   - Records of job advertisements, selection committee meetings, and appointment letters.
   - Documents on contract renewals, deputations, or temporary staffing where applicable.

Metric 39. The institute has the autonomy to generate revenue from sources other than the parent Ministry/Department/Organisation and retain/use the surplus at its discretion.

Maturity Levels

Stages	Description
Stage 1	The institute **does not have the autonomy** to generate revenue at its discretion.
Stage 2	The institute can take up activities for generating revenue from sources other than the parent Ministry/Department/Organisation but **cannot retain/use the surplus at its own discretion.**
Stage 3	The institute has the autonomy to take up activities for generating revenue from sources other than the parent Ministry/Department/Organisation with approval from the parent Ministry/Department/Organisation but **can retain/use some portion of the surplus at its own discretion.**
Stage 4	The institute has the autonomy to take up activities for generating **10%- 25%** revenue from sources other than the parent Ministry/Department/Organisation and **can retain/use the entire surplus with approval from the parent Ministry/Department/Organisation.**
Stage 5	The institute has the autonomy to take up activities generating **>25%** revenue from sources other than the parent Ministry/Department/Organisation and **can retain/use the surplus at its own discretion**

Definitions

- **Revenue Generation**: The institute's ability to earn income through activities beyond regular government grants, such as consultancy services, training for external organizations, sponsored research, publications, or industry partnerships.
- **Parent Ministry/Department/Organisation**: The government entity administratively responsible for the institute, typically providing its primary funding.
- **Autonomy to Retain/Use Surplus**: The legal and financial ability of the institute to retain excess funds generated and utilize them independently or with minimal external approval.

Salient Features

1. **Revenue Diversification**

- The institute actively seeks alternative sources of revenue, such as fee-based training, collaborative research, corporate tie-ups, and third-party capacity-building projects.

2. **Financial Autonomy**
   - The institute has formal approval or institutional frameworks that allow it to retain and utilize the revenue it generates independently or with limited oversight.
3. **Utilization of Surplus**
   - The institute uses the surplus for core activities such as faculty development, innovation, infrastructure, research, or quality improvement**.**
   - Expenditure decisions are strategic and institutionally driven**.**
4. **Institutional Framework for Financial Innovation**
   - Policies, delegated powers, and financial mechanisms exist for independent revenue generation, retention, and reinvestment, enabling long-term sustainability.

Supporting Evidence

1. **Revenue Generation Policy Documents**
   - Institutional policies, delegation of financial powers, guidelines/rules, or administrative orders allowing revenue generation from external sources.
   - Circulars or MoUs outlining allowed activities (consulting, fee-based training, CSR tie-ups, etc.)
2. **Financial Autonomy and Delegation Records**
   - Government orders, board resolutions, or official approvals showing permission to retain and use surplus.
   - Guidelines on how much surplus can be used and under what circumstances.
3. **Revenue and Utilization Reports**
   - Annual financial statements Indicating the percentage of total revenue generated from non-parent sources.
   - Surplus utilization plans or expenditure statements linked to institutional priorities.
4. **Income from Projects or External Activities**
   - Contracts, invoices, or reports from completed training programmes, consultancies, or partnerships.
   - Documentation of revenue earned through events, knowledge products, or external services last year.

Metric 40. The institute has the autonomy to set and amend its own internal procedures for operations as well as training.

Maturity Levels

Stages	Description
Stage 1	The institute has pre-established rules for internal training operations that it **cannot amend.**

Stage 2	The institute **can amend some of the pre-established rules** for internal training operations with permission but **cannot create its own rules.**
Stage 3	The institute **can amend some of the pre-established rules** and **create its own policies** for internal training operations with permission.
Stage 4	The institute can amend pre-established rules on internal training **operations, but it does need permission to create its own rules**
Stage 5	The institute has full autonomy to amend any pre-established rules **on internal training operations, and can also create its own policies for this**

Definitions

- ❖ **Internal Procedures**: Institutional rules, guidelines, and protocols governing the functioning of the institute, including administrative operations, academic planning, training design and delivery, faculty roles, evaluation systems, and scheduling.
- ❖ **Autonomy**: The institute's authority to create, revise, and implement internal procedures without requiring prior or case-by-case approval from its parent Ministry/Department/Organisation.
- ❖ **Pre-Established Rules**: Institutional or departmental regulations that were initially set by the parent authority or external entity but may be amended based on evolving institutional needs.

Salient Features

1. **Ability to Amend Pre-Established Rules**
   - The institute can revise rules initially set by external authorities regarding operations and training without needing approvals at every step.
2. **Governance and Oversight Mechanisms**
   - Internal committees (e.g., academic council, training governance board) are empowered to draft, approve, and update rules.
   - Documentation and transparency mechanisms are in place for rulemaking and amendments.

Supporting Evidence

1. **Policy and Procedure Documents**
   - Delegation of Administrative powers, Institutional manuals, guidelines, and SOPs created or revised by the institute for its internal operations and training processes.
   - Policy amendment logs or version histories showing periodic updates made by the institute.

- Communications from parent department Indicating approval or devolution of authority

2. **Minutes of Decision-Making Committees**
   - Records from internal governing bodies (e.g., academic council, training board) approving policy changes or new rules.
   - Agendas, presentations, or proposals justifying amendments or creation of procedures.
3. **Examples of Rule Amendments or New Rules**
   - Samples of training-related procedures that were created or amended by the institute (e.g., evaluation process, course approval, feedback systems).
   - Process flows or comparative documentation showing differences before and after changes.

Metric 41. To what extent does the institute maintain and utilize data on the training programmes conducted?

Maturity Levels

Stages	Description
Stage 1	The institute maintains all records and information **offline/physically.**
Stage 2	The institute maintains some records on digital databases but **uses ad hoc systems** (such as Microsoft Excel, Google Sheets, etc.).
Stage 3	The institute maintains some records on digital databases **using a single data-sharing platform.**
Stage 4	The institute maintains all records on digital databases **using a single data-sharing platform but data updation and maintenance are lagged and not done in real-time**.
Stage 5	The institute maintains all internal records on digital databases **using a single data-sharing platform, and data updation and maintenance are done regularly and in real-time.**

Definitions

- **Training Programme Data**: Information related to all aspects of training conducted by the institute, including course details, participant lists, faculty engagement, schedules, feedback, outcomes, budgets, and evaluation results.

- **Digital Database**: A structured, electronic system used to store, retrieve, update, and share data**,** which may include Excel/Sheets (ad hoc), centralized platforms, or institutional MIS/LMS tools.

❖ **Single Data-Sharing Platform**: A centralized, standardized, and authorized platform (e.g., LMS, ERP, MIS) that consolidates training-related data, accessible to relevant stakeholders across the institute.

❖ **Real-Time Maintenance**: The practice of updating and managing data continuously and promptly, ensuring current and accurate records are always available.

Salient Features

1. **Degree of Digitization**
   - The institute transitions from ad hoc tools (e.g., Excel) to institution-wide platforms for storing and analysing training data.
2. **Real-Time Data Updation**
   - Real-time updation of data indicates the institute's ability to respond to planning, reporting, and evaluation needs instantly and accurately.
3. **Data Utilization for Decision-Making**
   - Mature institutes not only maintain data digitally but also use it for strategic planning, monitoring training quality, and reporting outcomes.
4. **System Integration and Accessibility**
   - A single platform promotes data consistency, secure access, and system-wide interoperability across departments within the institute.

Supporting Evidence

1. **Data Management Policy or SOPs**
   - Internal policies outlining data entry, access, review, and archival procedures.
   - Guidelines for periodic data validation, reporting frequency, and roles assigned for data maintenance.
2. **Screenshots or Access to Digital Platforms**
   - Screenshots or demonstration of the centralized digital platform used (e.g., MIS, ERP, LMS).
   - User manuals or system flowcharts showing real-time functionality and multi-user access.
3. **Data Records and Reports**
   - Course-wise data reports including participation, evaluation scores, faculty records, training schedules.
   - Historical and current data snapshots showing structured digital maintenance.
4. **Usage and Decision-Making Examples**
   - Evidence of data being used for decision-making (e.g., course planning, performance review, resource allocation).
   - Dashboards, visualizations, or analytical reports generated from the database.
5. **Audit and Compliance Reports (Possibly)**
   - IT audit reports or data quality checks confirming regular maintenance and accuracy.

- Compliance documentation indicating adherence to data security and management standards.

Metric 42. Does the institute have robust mechanisms for timely and regular sharing of information between stakeholders (Ministry/Department/Organisation)?

Maturity Levels

Stages	Description
Stage 1	The institute **does not share information** with its stakeholders.
Stage 2	The institute shares internal information with stakeholders, but **no formal guidelines** are in place to regulate the process.
Stage 3	The institute **has formal guidelines in place** for regular exchange of information between stakeholders, but these are **not routinely followed**.
Stage 4	The institute has formal guidelines in place for the regular exchange of information between stakeholders, and these are **routinely followed.**
Stage 5	The institute has formal guidelines in place for the regular exchange of information between stakeholders, which are routinely followed. • This **information is actively used to make changes or improvements** to the Institute as needed.

Definitions

- **Stakeholders**: Entities such as the parent Ministry, Department, Cadre Controlling Authority, partner organizations, and demand-side agencies that are involved in or impacted by the institute's operations and training programmes.
- **Information Sharing**: The process of communicating relevant, accurate, and timely information about the institute's activities, performance, training delivery, finances, and governance with stakeholders.
- **Formal Guidelines**: Documented policies, protocols, or SOPs that define what information is shared, how often, through which channels, and by whom**,** ensuring consistency and transparency.
- **Regular Exchange**: Periodic and structured communication (e.g., monthly, quarterly, annually, etc.) maintained between the institute and stakeholders.

Salient Features

1. **Defined Communication Protocols**
   - The institute has clearly defined processes and SOPs/guidelines for the type, frequency, and mode of communication with external stakeholders.
2. **Routine Implementation of Guidelines**

- Information sharing is not sporadic or ad hoc; it follows a regular schedule and is embedded in institutional workflows.

3. **Use of Multiple Channels and Formats**
   - The institute employs various mechanisms such as emails, periodic reports, review meetings, digital dashboards, and portals to share data.
4. **Stakeholder Feedback Loops**
   - Stakeholders can respond to shared information**,** and their feedback is acknowledged, reviewed, and acted upon.
5. **Institutional Improvements Based on Shared Information**
   - Stakeholder communication leads to visible changes, such as revised training programmes, new initiatives, or administrative reforms based on shared insights.

Supporting Evidence

1. **Information Sharing Guidelines or SOPs**
   - Official documents detailing what information is shared, with whom, when, and how (email, reports, platforms).
   - Communication flowcharts or roles and responsibilities matrix.
2. **Communication Logs or Correspondence Records**
   - Email trails, meeting minutes, letters, or official memos shared with Ministries, Departments, or other authorities.
   - Dashboards or portals that reflect periodic updates made accessible to stakeholders.
3. **Periodic Reports and Updates**
   - Quarterly/annual reports shared with parent Ministries or departments.
   - Data reports on training conducted, feedback summaries, performance indicators, or fund utilization.
4. **Records of Stakeholder Review Meetings**
   - Agendas, presentations, and minutes of meetings with external stakeholders reviewing institute performance or training plans.
   - Action points or follow-ups derived from stakeholder discussions.
5. **Evidence of Action Taken**
   - Examples of changes made in course content, policies, or operational procedures in response to stakeholder inputs.
   - Internal meeting notes or ATRs (Action Taken Reports) reflecting how stakeholder feedback influenced decisions.

Metric 43. To what extent does the institute engage with the local/regional community in hiring non-teaching staff for non-specialized positions?

Maturity Levels

Stages	Description
Stage 1	**No formal engagement** with the local community for hiring non-teaching staff/non-specialisation posts.
Stage 2	Some non-teaching staff are hired from the local community, **but no defined policy exists**.
Stage 3	A **policy exists for employing** non-teaching staff from the local community. • The institute employs **<50%** of its non-teaching training staff from the local community.
Stage 4	**A structured mechanism ensures** the employment of non-teaching staff from the local community. • The institute employs **50% - 70%** of its non-teaching training staff from the local community.
Stage 5	The **institute actively prioritizes hiring local non-teaching staff** and collaborates with local employment agencies. • The institute employs **>70%** of its non-teaching training staff from the local community.

Definitions

- **Non-Teaching Staff**: Personnel responsible for supporting administrative, logistical, maintenance, housekeeping, and other institutional functions that do not involve teaching or training delivery.
- **Non-Specialized Positions**: Roles that do not require high technical expertise or specialized qualifications and may include clerks, attendants, gardeners, drivers, housekeeping staff, etc.
- **Local/Regional Community**: Individuals residing in the geographical vicinity of the institute (village, town, etc.) who may be eligible for employment based on institutional needs.
- **Engagement with the Community**: The process of actively involving and encouraging individuals from the local area to apply for available non-specialized roles through awareness, partnerships, or reservation mechanisms.

Salient Features

1. **Existence of a Local Hiring Policy**
   - The institute has a formal policy or guideline encouraging or mandating the recruitment of local candidates for non-teaching roles.
2. **Structured Recruitment Mechanism**

- The institute follows a transparent and standardized hiring process for local candidates, ensuring fair opportunity and role-based selection.

3. **Community Collaboration**
   - The institute collaborates with local employment agencies, Panchayats, NGOs, or labour bureaus to advertise and fill non-teaching vacancies.

Supporting Evidence

1. **Hiring Policy Documents**
   - HR policy manuals or administrative orders that prioritize or define processes for hiring local non-teaching staff.
   - Circulars or resolutions from governing bodies reflecting intent to promote regional employment.
2. **Recruitment Records and Rosters**
   - Lists of current non-teaching staff with name, role, and place of residence.
   - Percentage analysis of local vs. non-local hires for the past 1–3 years.
3. **Job Advertisements and Outreach Records**
   - Copies of job postings or advertisements in local newspapers, community boards, or digital platforms.
   - Invitations or notices shared with local employment exchanges, municipal bodies, or labour offices.

For further queries, kindly contact us at:

Capacity Building Commission,
22nd Floor, Jawahar Vyapar Bhawan, Tolstoy Rd,
HC Mathur Lane, New Delhi,
Delhi-110001

Phone: +91-11-2370 4084
Email: cbc-dopt@gov.in
Website: https://nscsti.org