Union Public Service Commission

Annual Capacity Building Plan

Contents

1. Executive Summary

1.1 Context

The Union Government launched Mission Karmayogi, also referred to as the National Programme for Civil Services Capacity Building (NPCSCB), in September 2020. The programme aims to create a professional, competent, well-trained, and future-ready civil service through guided capacity building and is based on the philosophy of creating an ecosystem thriving on "competency-driven training and human resource management" by transitioning from a 'rule-based' system to a 'role-based' system." Under this program, the Capacity Building Commission (CBC) has been set up for functional supervision of civil services training institutions and is currently conceptualizing and developing Annual Capacity Building Plans (ACBPs) for different Ministries, Departments, and Organisations of Government of India (GoI) – with Union Public Service Commission being one of them.

1.2 Annual Capacity Building Plan

The Annual Capacity Building Plan (ACBP) is a strategic document that outlines key strategic areas that require intervention within the Ministry, Department, Organization (MDO) and provides a macro picture of year-wise capacity building initiatives that would cater to those areas. The ACBP is incremental in nature, identifying a few focus areas (in which the competency of the MDO – its officials, resources, etc. needs to be built) that demand immediate attention and will gradually evolve into a full-fledged annual training calendar plan. The plan will follow a structured process of preparation as it involves working in tandem with all divisions within the MDO.

1.3 ACBP for the Union Public Service Commission

The in-house Capacity Building Unit (CBU), constituted in the Union Public Service Commission began the preparation for drafting ACBP by analyzing the ways and means to fulfill the requirements associated with the ACBP vis-à-vis the work mandate of UPSC. The UPSC is a constitutional body as an Autonomous entity. Under Article 320 of the Constitution of India, the Commission is, inter-alia, required to be consulted on all matters relating to recruitment to civil services and posts. The functions of the Commission under Article 320 of the Constitution are conducting examinations for appointment to the services of the Union, direct recruitment by selection through interviews, appointment of officers on promotion / deputation / absorption, framing and amendment of Recruitment Rules for various services and posts under the Government, disciplinary cases relating to different Civil Services and advising the Government on any matter referred to the Commission by the President of India.

As part of the process to prepare the ACBP, data collection and collation exercises were initially rolled out to conduct an 'As-Is' Assessment of the Commission. The exercise was aimed to capture data points that would enable in building up a baseline for training and capacity building interventions at an institutional level. Based on the inputs collated from at-least 20 % of the officials of each branch of UPSC and taking into accounts the roles and responsibilities of various designations in various branches of the Commission along with the existing capacity building interventions at the Organizational Level were studied. As a part of the next steps, for every unique role under the Union Public Service Commission (UPSC), the competency needs have been grouped into two modules as discussed below:

- **Functional**: Various functional aspects such as administration, financial planning, communication, legal, stakeholder management, up-gradation of technological knowledge & skills and other such broad areas of expertise.
- **Behavioral**: Pertaining to the learning and implementation of soft skills and imbibing certain attitudes.

In so far as competencies relating to 'Domain' module are concerned, the Branch-Heads may conduct specific training relating to their branches for the new appointees.

Based on the understanding of the nature of roles and activities at each level, specific areas of competencies were mapped to each role. These competencies were evaluated through primary interaction with the individuals and consultation with higher officials to identify competency gaps. Based on these competency gaps, basic and advanced levels of training interventions were identified. At an organizational level, the dimensions for capacity building are for non-training interventions like enhancements to technical systems, processes mapping and improvements, technology and data handling, resources and assets optimization, personnel management, use and enhancement of digital tools especially for future, etc.

1.4 Macro picture of Capacity Need Analysis (CNA) exercise

The Capacity Needs Analysis exercise has been undertaken to identify and assess the knowledge and skills required by all officers under UPSC which would enable them in executing their duties effectively. It involved evaluating the required competencies within the department and identifying gaps that need to be addressed to enhance performance and achieve desired outcomes. In this context, two key dimensions of knowledge are being considered: functional skills, and behavioral skills and the analysis is being conducted at organization level, hierarchical role level, and at an individual and branch level.

Like any other MDO, all officers of UPSC would require functional training on Establishment Rules, Knowledge of statutory regulations, Litigation Management, Public Relation skills and skills associated with functions of all types of work as per the methodology prescribed in the manual of office procedure. Besides, they would also be oriented with the specific works being carried out in the UPSC for meeting the work mandate requirements

of the Commission. In terms of behavioral competencies, common skills required across the department include **Gender Sensitization, Stress Management, Communication, Team Management & Development, Decision Making, Time Management and Visionary.**

At higher management levels, the requirement is to have competence with different policies under the Union Public Service Commission (UPSC) as well as Government of India. Competency needs at the middle and junior management level are largely **administrative and skill - oriented in nature,** involving considerable monitoring and desk work. It thus requires them to be proficient with the MS-Office suite, handling different processes and portals, and report-writing skills. Also, based on a specific role and job-description, the intensity of training would vary from basic to advanced, depending on the criticality of a particular competency area in effectively discharging duties under a role / designation.

1.5   Conclusion

Based on the capacity-building requirements identified across the functional and behavioral competency areas, the ACBP report inter-alia presents an annual training plan which has been develop taking into account all the competency requirements identified above, offering a macro picture of year-wise capacity building initiatives that would cater to identified gap areas. The implementation of ACBP is envisaged through a Capacity Building Unit (CBU) already constituted in the Commission. The CBC shall guide the CBU on exercising a monitoring oversight over the implementation exercise.

2. Introduction to Mission Karmayogi

The Indian economy is anticipated to be one of the fastest-growing economies in the world. Major reforms are being introduced to achieve this target and to meet the aspirations of its growing youth. India is on the cusp of a major transformation. The implementation of the planned transformations is being led by the civil services. The civil services are engaged in rendering a range of public services, welfare programmes and core governance related functions that enable the government to serve its citizens efficiently and effectively. Hence, capacity building of civil service has been identified as one of the key pillars to meet the changing needs of the country, with a focus on moulding a future ready civil service that can deliver to larger social and economic mandates.

However, the prevailing civil services capacity building landscape was marred by various challenges. The capacity programmes were largely cadre, service and department driven leading thereby limiting a collaborative learning environment. There is a non-availability of life-long and continuous training programmes for civil servants with the current ones having an inordinate high time lapse between them. The capacity building landscape also lacked data-driven, robust monitoring and evaluation framework to achieve outcomes, milestones, key performance indicators of civil servants.

The National Programme for Civil Services Capacity Building (NPCSCB)-Mission Karmayogi was launched in 2020, keeping in mind the above challenges. Mission Karmayogi aims at a comprehensive reform of civil services capacity building mechanism at individual, organizational and institutional level for efficient public service delivery, capacity building and continuous learning for India's most vital civil servants. The program believes in the philosophy that a suitable government workforce requires a dynamic, competency-driven capacity building approach, aligned to the demands of the rapidly changing world. NPCSCB proposes to leverage technology to offer world class learning to all the civil service officials across different hierarchies and geographies. For larger impact, the

intervention aims to cover and address the capacity building requirements of all the employees of government ministries/ departments/organizations. Mission Karmayogi aims to embark on a learning transformation programme that will address the capacity building requirements of civil service through a comprehensive online platform – i-GOT Karmayogi. i-GOT Karmayogi aims to offer online, face-to-face and blending learning options, while managing and maintaining an extensive record of civil servants. i-GOT is an online learning platform that has been developed under Mission Karmayogi to specifically cater to the capacity building needs of the nation's administrators. The content can be created by different ministries, departments, in-house or through knowledge partners. Carefully crafted and vetted content from leading government institutions, private content providers and individual resources have already been made available on the i-GOT platform. Along with the i-GOT platform, Mission Karmayogi aspires to enable all the officials to pursue anytime-anyplace-any-device learning at their own convenience. The officials will have access to round-the clock guidance by being able to refer to job-specific learning resources and collaborating with officials who have completed the training previously. This feature aims at enabling the officials to take charge of their own professional learning journey, using self-directed or guided learning paths, enabling continuous learning for all.

The institutional arrangement for implementation and monitoring of programme comprises of the apex bodies viz. **Prime Minister's Public Human Resource Council** (PMHRC), Cabinet Secretariat Coordination Unit, **Capacity Building Commission** (CBC) and a **Special Purpose Vehicle** (SPV) to operate the digital assets created for NPCSCB. While the Cabinet Secretariat Coordination Unit will monitor the implementation of NPCSCB, align stakeholders and oversee the capacity building plans, the Capacity Building Commission (CBC) will be playing a critical role with respect to facilitating the preparation of annual capacity building plans.

Under this highly aspirational initiative, CBC aims to facilitate creation of Annual Capacity Building Plans (ACBPs) for all ministries, departments,

and organizations of Government of India to enhance competency and efficacy at all the levels- individual, organizational, and institutional. Constituted in 2021, CBC is the custodian of the civil services capacity building initiative and hence oversees the planning and implementation of the Mission Karmayogi programme. Under the programme it is envisaged to prepare Annual Capacity Building Plans which would enable:

- A 21st century civil service machinery that is focused on delivering Ease of Living, Ease of Doing Business, Citizen Centricity, and governance reform at its core.
- A civil service which is aligned with national priorities, and is well apprised and equipped to respond to emerging technologies.
- Aligning work allocation of civil servants by matching their competencies to the requirements of the post, enabling transition from 'Rule-based' to 'Role-based' management framework.
- Calibration of civil service positions to a Framework of Roles, Activities, and Competencies (FRAC) approach, to suggest learning content relevant to the identified FRAC for different positions.
- An opportunity for civil servants to continuously build and strengthen their Behavioural, Functional and Domain competencies in their self-driven and guided learning path.

  As highlighted above, 'national priorities', 'emerging technologies' and 'citizen centricity' remain the three key lenses of all the interventions planned by CBC, including the Annual Capacity Building Plans. As per the exercise of ACBP preparation under Mission Karmayogi, each MDO is expected to arrive at its capacity building goals, keeping in focus the mentioned three lenses. The same have been elaborated below.

- **National Priorities**: This lens examines how the MDO contributes to the national priorities now and in future. The national priority includes goals such as USD 5 Trillion economy for India, Ease of Living, etc. The vision, mission, goals, and objectives of the Department (UPSC in this case) are studied to assess how these contribute to national priorities in coming times. Gaps, if found any,

would then be identified by ACBP. Addressing these gaps through training and organisation interventions would then become the key goal of ACBP.

- **Emerging Technologies**: The ACBP and the initiative overall should enhance the capacity of civil servants on emerging technologies. To prepare future-ready civil service, this focus area looks to understand the potential impact and challenges being posed by new technology trends in the sector in which the MDO is operating. The ACBP will also gauge the capacity the MDO currently has and the need to have other emerging technology trends. Such gaps would be targeted by ACBP to propose relevant capacity building interventions for the MDO.

- **Citizen Centricity**: The initiative should raise a set of civil service officers who promotes citizen centricity and customer serviceability as key focus areas. The ACBP exercise will involve examining MDO's key citizen centric initiatives (if applicable) such as – transparent and effective public delivery, customer focus, inclusion of citizen inputs during policy/scheme formulation, maintenance of effective grievance redressal system, participatory governance etc. Gaps in citizen centric initiatives, if identified for an MDO, will be targeted by ACBP and addressed using capacity building interventions at individual and organisational level.

3.   Overview of Union Public Service Commission

3.1 HISTORICAL PERSPECTIVE

Civil Servants for the East India Company used to be nominated by the Directors of the Company and thereafter trained at Haileybury College in London and then sent to India. Following Lord Macaulay's Report of the Select Committee of British Parliament, the concept of a merit based modern Civil Service in India was introduced in 1854. The Report recommended that patronage based system of East India Company should be replaced by a permanent Civil Service based on a merit based system with entry through competitive examinations. For this purpose, a Civil Service Commission was setup in 1854 in London and competitive examinations were started in 1855. Initially, the examinations for Indian Civil Service were conducted only in London. Maximum age was 23 years and minimum age was 18 years. The syllabus was designed such that European Classics had a predominant share of marks. All this made it difficult for Indian candidates. Nevertheless, in 1864, the first Indian, Shri Satyendranath Tagore brother of Shri Rabindaranath Tagore succeeded. Three years later 4 other Indians succeeded. Throughout the next 50 years, Indians petitioned for simultaneous examinations to be held in India without success because the British Government did not want many Indians to succeed and enter the ICS. It was only after the First World War and the Montagu Chelmsford reforms that this was agreed to. From 1922 onwards the Indian Civil Service Examination began to be held in India also, first in Allahabad and later in Delhi with the setting up of the Federal Public Service Commission. The Examination in London continued to be conducted by the Civil Service Commission.

Similarly, prior to independence superior police officers belonged to the Indian (Imperial) Police appointed by the Secretary of State by competitive examination. The first open competition for the service was held in England in June, 1893, and 10 top candidates were appointed as Probationary Assistant Superintendents of Police. Entry into Imperial Police was thrown

open to Indians only after 1920 and the following year examinations for the service were conducted both in England and India. Indianisation of the police service continued to be very slow despite pronouncement and recommendations of the Islington Commission and the Lee Commission. Till 1931, Indians were appointed against 20% of the total posts of Superintendents of Police. However, because of non availability of the suitable European candidates, more Indians were appointed to the Indian Police from the year 1939 onwards.

Regarding Forest Service, British India Government started the Imperial Forest Department in 1864 and to organize the affairs of the Imperial Forest Department, Imperial Forest Service was constituted in 1867. From 1867 to 1885, the officers appointed to Imperial Forest Service were trained in France and Germany. Till 1905, they were trained at Coopers Hill, London. In 1920, it was decided that further recruitment to the Imperial Forest Service would be made by direct recruitment in England and India and by promotion from the provincial service in India. After independence, the Indian Forest Service was created in 1966 under All India Service Act 1951.

Regarding Central Civil Services, the Civil Services in British India were classified as covenanted and uncovenanted services on the basis of the nature of work, pay-scales and appointing authority. In 1887, the Aitchinson Commission recommended the re-organization of the services on a new pattern and divided the services into three groups-Imperial, Provincial and Subordinate. The recruiting and controlling authority of Imperial services was the 'Secretary of State'. Initially, mostly British candidates were recruited for these services. The appointing and controlling authority for Provincial services was the respective provincial government, which framed rules for these services with the approval of the Government of India. With the passing of the Indian Act 1919, the Imperial Services headed by the Secretary of State for India, were split into two-All India Services and Central Services. The central services were concerned with matters under the direct control of the Central Government. Apart from the

Central Secretariat, the more important of these services were the Railway Services, the Indian Posts and Telegraph Service, and the Imperial Customs Service. To some of these, the Secretary of State used to make appointments, but in the great majority of cases their members were appointed and controlled by the Government of India.

The origin of the Public Service Commission in India is found in the First Dispatch of the Government of India on the Indian Constitutional Reforms on the 5th March, 1919 which referred to the need for setting up some permanent office charged with the regulation of service matters. This concept of a body intended to be charged primarily with the regulation of service matters, found a somewhat more practical shape in the Government of India Act, 1919. Section 96(C) of the Act provided for the establishment in India of a Public Service Commission which should "discharge, in regard to recruitment and control of the Public Services in India, such functions as may be assigned thereto by rules made by the Secretary of State in Council".

After passing of the Government of India Act, 1919, in spite of a prolonged correspondence among various levels on the functions and machinery of the body to be set up, no decision was taken on setting up of the body. The subject was then referred to the Royal Commission on the Superior Civil Services in India (also known as Lee Commission). The Lee Commission, in their report in the year 1924, recommended that the statutory Public Service Commission contemplated by the Government of India Act, 1919 should be established without delay.

Subsequent to the provisions of Section 96(C) of the Government of India Act, 1919 and the strong recommendations made by the Lee Commission in 1924 for the early establishment of a Public Service Commission, it was on October 1, 1926 that the Public Service Commission was set up in India for the first time. It consisted of four Members in addition to the Chairman. Sir Ross Barker, a member of the Home Civil Service of the United Kingdom was the first Chairman of the Commission. The functions of the Public

Service Commission were not laid down in the Government of India Act, 1919, but were regulated by the Public Service Commission (Functions) Rules, 1926 framed under sub-section (2) of Section 96(C) of the Government of India Act, 1919. Further, the Government of India Act, 1935 envisaged a Public Service Commission for the Federation and a Provincial Public Service Commission for each Province or group of Provinces. Therefore, in terms of the provisions of the Government of India Act, 1935 and with its coming into effect on 1st April, 1937, the Public Service Commission became the Federal Public Service Commission. With the inauguration of the Constitution of India in January 26, 1950, the Federal Public Service Commission came to be known as the Union Public Service Commission, and the Chairman and Members of the Federal Public Service Commission became Chairman and Members of the Union Public Service Commission by virtue of Clause (1) of Article 378 of the Constitution.

3.2 Constitutional Provisions

Article-315: Public Service Commissions for the Union and for the States.

Article-316: Appointment and term of office of members.

Article-317: Removal and suspension of a member of a Public Service Commission.

Article-318: Power to make regulations as to conditions of service of members and staff of the Commission.

Article-319: Prohibition as to the holding of offices by members of Commission on ceasing to be such members.

Article-320: Functions of Public Service Commissions.

Article-321: Power to extend functions of Public Service Commissions.

Article-322: Expenses of Public Service Commissions.

Article-323: Reports of Public Service Commissions.

3.3 Functions

Under Article 320 of the Constitution of India, the Commission is, inter-alia, required to be consulted on all matters relating to recruitment to civil services and posts. The functions of the Commission under Article 320 of the Constitution are:

1. Conduct examinations for appointment to the services of the Union.
2. Direct recruitment by selection through interviews.
3. Appointment of officers on promotion / deputation / absorption.
4. Framing and amendment of Recruitment Rules for various services and posts under the Government.
5. Disciplinary cases relating to different Civil Services.
6. Advising the Government on any matter referred to the Commission by the President of India.

3.4 Divisions
1. Administration
2. All India Services
3. Promotion and Deputation Branch
4. Examination
5. General
6. Recruitment
7. Recruitment Rules
8. Disciplinary and Appeal Cases Branch
9. Policy and Coordination Branch

4. Approach and Methodology

This section describes the approach taken by the study to understand steps taken for the preparation of the Capacity Needs Analysis (CNA) report for Union Public Service Commission (UPSC). A time-spliced approach to evaluating capacity building and organizational development practices of the Commission, wherein a preliminary understanding of the Organizational mandate and functions, operating environment and availability of and gap in requisite competencies and existing capacity building environment, based on which broad suggestions for decision-makers on the strategic direction that could be suitable for developing a robust and focused capacity building framework for the Commission. The process adopted in the formulation of the Vision document is presented in brief below:

Table 1:   Process for developing Capacity Development Vision Document

Step 1 – Introductory engagements	➢ Meeting with Secretary, AS and all JS. Introduce the CBC mandate, objective of developing CBC using standardized frameworks that will be institutionalize CB and democratize learning and bring transparencies to career path. ➢ Introduce the larger framework of CBC –learning going beyond trainings– institutional, systemic and individual CB development ➢ Take inputs on their expectations from the program

Step 2 – Desk review and research	➢ Desk review on the following:
	  o Commission's mandate, policies, roles, functions, recent developments and trend lines from Ministry website, portals and documents, web search and study reports
	  o Commission's key programs, priorities, strategic objectives and goals, Emerging trends/focus areas
	  o National priorities and how Commission fulfils/contributes to same
	➢ Research on each division/unit headed by a JS/AS before the meeting covering following items:
	  o Identify the areas of responsibility of the division/unit
	  o Understand/identify emerging trends, government priorities and Ministry objectives that fall within purview of division/unit
	  o Understand specific schemes/programmes managed by division/unit
	  o Identify possible skills and competencies that might be required

Step 3– JS Meeting	➢ Discuss and understand the following:
	○ Entire spectrum of roles and responsibilities, functions and activities undertaken by each unit and the priority and frequency of respective activities
	○ Inter coordination with other units within the Commission and coordination/ cooperation with government agencies outside the Ministry and the larger set of stakeholders the units engaged with for each functional responsibility
	○ Current and emerging trends and future possibilities and how it could impact the role and functioning of the unit
	○ Understand the broad staffing structure and operational practices adopted by the unit to deliver outputs and outcome
	➢ Competencies for each task and priority area,
	○ Define the level of competency required at each staff level
	○ Identify & shortlist the most critical 3 competency gaps that require immediate addressing at each staff level
	○ Discuss current organizational practices and institutional mechanisms to address competency deficits, and ongoing capacity building and training initiatives
Step 4 – Situational analysis and key findings	➢ Preliminary findings from the engagements with the senior management
	➢ Competency and functional mapping requirements across different functional roles/levels within the Ministry
	➢ Identify available resources, systems and mechanisms including finances for training and capacity building
	➢ Systemic requirements for developing CB framework
	➢ Identify tactical direction for CBP

5.   Annual Training Plan (Timeline: Q1 to Q4 of 2025)

5.1   Target Group - ASO/SO

Sl. No.	Competency Category	Competency Addressed	Name of Course / Training / Module/Intervention	Duration (Hours/Days)	Training Institute/ Partner Organization
1.	Behavioral	Self-awareness	Increasing your Emotional Quotient	1h 7mins	Art of Living
2.	Functional	Basic knowledge on Emerging Technologies for futuristic work	Introduction to Emerging Technologies	2h 20mins	i-GoT and Wadhwani Institute of Technology and Policy
3.	Functional	Environment awareness	Orientation Module on Mission LiFE	23 mins	i-GoT and Ministry of Environment, Forest, and Climate Change
4.	Behavioral	Communication skills	Effective Communication	5h 34mins	IIM Bangalore
5.	Behavioral	Self-management	Complete Journey to Stress Management	6h 8mins	Art of Living
6.	Behavioral	Conduct	Prevention of Sexual Harassment of Women at Workplace	52 mins	i-GoT and ISTM
7.	Functional	Procurement Processes in GeM	Payment process for Buyers (Government e-marketplace)	2h 7min	i-GoT and GEM

8.	Functional	Vigilance related	Preventive Vigilance	1h 33min	Steel Ministry Of Steel
9.	Functional	Vigilance administration	Vigilance Clearance	12 min	Defence Headquarters Training Institute (DHTI)
10.	Behavioral	Gender awareness	Gender Equality and Development – Overview	1h 58min	World Bank
11.	Functional	Right to Information (RTI)	Handling RTI Matters	2h 15 min	Department of Personnel and Training DoPT
12.	Functional	Grievance Redressal	Public Grievance Handling and CPGRAM 7.0	2h	Institute of Secretariat Training and Management
13.	Functional	Office Management	Training Programme on eoffice	52m	Haryana Institute of Public Administration
14.	Functional	Procurement activities	Public Procurement Framework of GOI	1h 55m	Department of Expenditure
15.	Functional	Conduct of Enquiry in Disciplinary Matters	Vigilance Administration	42 min	Institute of Secretariat Training and Management
16.	Behavioral	Relationship management	Managing Personal Relationships	41min	Art of Living
17.	Functional	Administrative functioning	HRMS and SPARROW Application	5h 8min	National Academy of Direct Taxes NADT

18.	Functional	Workplace health and safety	Computer Related Health Problems	1h 11min	Sashastra Seema Bal (SSB)
19.	Functional	Public Health Systems	Millets: The Nutritional Power House	51min	Sashastra Seema Bal (SSB)
20.	Functional	MS Office - Excel, Word, PPT	Microsoft Word Advance	2h 49min	Microsoft
21.	Functional	Knowledge of cyber security	Cyber Security Basics	2h 22min	Microsoft
22.	Behavioral	Planning and prioritization	Time Management	1h 15min	Department of Personnel and Training DoPT
23.	Functional	Office management	Office Procedure	2h 17min	Institute of Secretariat Training and Management
24.	Functional*	Administrative functioning	DAKSHTA for Section Officers and Assistant Section Officers	16h 54min	Institute of Secretariat Training and Management (ISTM)

At least two courses in one quarter are mandatory to be completed by the concerned Officer.

* The DAKSHTA programme is mandatory to be completed during the four quarters by Section Officers and Assistant Section Officers

5.2 Target Group – US/DS/Director

Sl. No.	Competency Category	Competency Addressed	Name of Course / Training / Module/Intervention	Duration (Hours/Days)	Training Institute/ Partner Organization
1.	Functional	Basic knowledge on Emerging Technologies for futuristic work	Introduction to Emerging Technologies	2h 20mins	i-GoT and Wadhwani Institute of Technology and Policy
2.	Functional	Environment awareness	Orientation Module on Mission LiFE	23 mins	i-GoT and Ministry of Environment, Forest, and Climate Change
3.	Functional	Knowledge of supply chain management	PM Gatishakti	2h 9mins	i-GoT and Department for Promotion of Industry and Internal Trade
4.	Functional	Data-driven decision making	Data Driven Decision Making For Government	2h 30mins	i-GoT and Wadhwani Institute of Technology and Policy
5.	Functional	Project management	Fundamentals of Program and Project Management	17h 15m	Quality Council of India
6.	Functional	Procurement Processes in GeM	Payment process for Buyers (Government e-marketplace)	2h 7min	i-GoT and GEM
7.	Functional	GeM Usage	Government E Marketplace	1h 9min	i-GoT and GEM

8.	Functional	Vigilance related	Preventive Vigilance	1h 33min	Steel Ministry Of Steel
9.	Functional	Knowledge of emerging technologies	Introduction to Leveraging AI and ChatGPT	34 min	InvestIndia
10.	Functional	Financial handling	Understanding Financial Position of an organization	43 mins	LBSNAA
11.	Functional	Procurement activities	Procurement Services (Consultancy / Non-Consultancy)	2h 8m	Department of Expenditure
12.	Functional	Right to Information (RTI)	Handling RTI Matters	2h 15 min	Department of Personnel and Training DoPT
13.	Behavioral	Self-awareness	Increasing your Emotional Quotient	1h 7mins	Art ofLiving
14.	Behavioral	Relationship management	Managing Personal Relationships	41min	Art ofLiving
15.	Domain	Workplace health and safety	Computer Related Health Problems	1h 11min	Sashastra Seema Bal (SSB)
16.	Domain	Public Health Systems	Millets: The Nutritional Power House	51min	Sashastra Seema Bal (SSB)
17.	Functional	POSH related	Prevention of Sexual Harassment of Women at Workplace	1h 51min	Institute of Secretariat Training and Management

18.	Functional	MS Office - Excel, Word, PPT	Excel Advanced	3h 49min	Microsoft
19.	Functional	Policy formulation, implementation and analysis	Evidence in Public Policy	4h 56 mins	Indian School of Business
20.	Functional	Change management and politics	People politics and Change	1h 30mins	World Bank
21.	Functional	MS Office - Excel, Word, PPT	Microsoft Word Advance	2h 49min	Microsoft
22.	Functional	Knowledge of cyber security	Digital safety essentials	1h 15min	Microsoft
23.	Behavioral	Health related	Stress Management	1h 54min	By Indian Institute of Public Administration
24.	Behavioral	Team leadership	Team Building and Team Management	1h 25min	Institute of Secretariat Training and Management

 # At least two courses in one quarter are mandatory to be completed by the concerned Officer.

5.3 Target Group – Steno Grade 'D'/PA/PS/PPS/Sr.PPS/PSO

Sl. No.	Competency Category	Competency Addressed	Name of Course / Training / Module/Intervention	Duration (Hours/Days)	Training Institute/ Partner Organization
1.	Functional	Environment awareness	Orientation Module on Mission LiFE	23 mins	i-GoT and Ministry of Environment, Forest, and Climate Change
2.	Functional	Knowledge of supply chain management	PM Gatishakti	2h 9mins	i-GoT and Department for Promotion of Industry and Internal Trade
3.	Functional	Vigilance related	Preventive Vigilance	1h 33min	Steel Ministry Of Steel
4.	Functional	Vigilance administration	Vigilance Clearance	12 min	Defence Headquarters Training Institute (DHTI)
5.	Functional	Knowledge of emerging technologies	Introduction to Leveraging AI and ChatGPT	34 min	Invest India
6.	Functional	Financial handling	Understanding Financial Position of an organization	43 mins	LBSNAA
7.	Functional	Grievance Redressal	Public Grievance Handling and CPGRAM 7.0	2h	Institute of Secretariat Training and Management
8.	Functional	Office Management	Training Programme on eoffice	52m	Haryana Institute of Public Administration
9.	Functional	Financial handling	Financial Effects of Penalties	22 min	ISTM

10.	Functional	Right to Information (RTI)	Handling RTI Matters	2h 15 min	Department of Personnel and Training DoPT
11.	Behavioral	Self-awareness	Increasing your Emotional Quotient	1h 7mins	Art ofLiving
12.	Functional	Administrativefunctioning	HRMS and SPARROW Application	5h 8min	National Academy of Direct Taxes NADT
13.	Domain	Workplace health and safety	Computer Related Health Problems	1h 11min	Sashastra Seema Bal (SSB)
14.	Domain	Public Health Systems	Millets: The Nutritional Power House	51min	Sashastra Seema Bal (SSB)
15.	Functional	POSH related	Prevention of Sexual Harassment of Women at Workplace	1h 51min	Institute of Secretariat Training and Management
16.	Behavioral	Communication skills	Effective Communication	5h 34mins	IIMBangalore
17.	Functional	Parliamentary procedures	Parliament at Work	5h 41mins	Institute of Secretariat Training and Management
18.	Functional	MS Office - Excel, Word, PPT	Microsoft Word Advance	2h 49min	Microsoft
19.	Functional	MS Office - Excel, Word, PPT	Excel Advanced	3h 49min	Microsoft
20.	Functional	Knowledge of cyber security	Cyber Security Basics	2h 22min	Microsoft

21.	Behavioral	Team leadership	Team Building and Team Management	1h 25min	Institute of Secretariat Training and Management
22.	Behavioral	Planning and prioritization	Time Management	1h 15min	Department of Personnel and Training DoPT
23.	Functional	Office management	Office Procedure	2h 17min	Institute of Secretariat Training and Management
24.	Functional	Knowledge of cyber security	Digital safety essentials	1h 15min	Microsoft

 # At least two courses in one quarter are mandatory to be completed by the concerned Officer.

6.   Conclusion

The report presents the Annual Capacity Building Plan (ACBP) for the officials of UPSC. It takes into account the findings of Capacity Needs Assessment (CNA) carried out at the Branch level. The important competencies required by the officials from the perspective of capacity building have been categorized into two buckets – Functional and Behavioral. Due to Branch specific confidentialities maintained in the work mandate of UPSC, the Branch specific domain analysis has not been undertaken.

Functional competencies required by the Branch officials are primarily around – procurement process in GoI – GeM portal, data management and analysis, project management, financial management, digital and social marketing, parliamentary and office procedures, noting / drafting skills etc. Policy formulation skills are also required. While skills related to project management, formulation of public policies, are mostly required at senior levels (e.g. Joint Secretaries, Deputy Director General, Deputy Secretaries, Directors etc.), those related to noting / drafting, office procedures and data management are mainly needed at middle management /junior management levels (e.g. Section Officers and Assistant Section Officers). At junior / middle management levels, there is also a need to maintain proficiency related to Government e-portals such as - RTI portal, e-Samiksha, NIC portal, CPGRAMS, etc. Thus, it can be inferred that at these levels the requirement of functional skills is mostly administrative in nature while in the senior positions, the requirement is more strategic (i.e. which can support officials to efficiently formulate and implement policies).

In terms of behavioral skills, the top attributes required by the officials are – team development, leadership, problem solving & decision-making, communication skills, inter personal skills etc. Apart from these, the focus group discussions also report skills related to stress management and time management to be crucial for the officials.

While the above competencies mainly constitute the individual (role / division-wise) requirements of the Commission, there are few capacity building interventions which are identified to be critical at the organizational level. Adoption of iGOT Karmayogi platform as the Learning Management System of the Commission is important. Technology integration as part of transition to e-office model can be taken up by the Commission. This is expected to make the Commission's operations more efficient – reducing redundancy, turnaround times, and optimising manpower utilization. In terms of Systems and Processes, UPSC can take more steps in the direction of – knowledge dissemination, arranging frequent knowledge transfer sessions between employees. DAKSHTA courses – a collection of functional competency courses, are available on iGOT. UPSC has already encouraged its officials to take up the DAKSHTA training as an important quick win.

The above mentioned interventions can be implemented and evaluated for potential annualization. To start with, for all the identified competency needs, the report also presents an annual training plan. For the competencies required, training interventions outlining the training provider (s) / institute (s), mode of delivery, training duration, target group, quarter of training etc. are suggested. The ACBP presented herein is a key step towards achieving this goal for UPSC. The plan can be considered as a guiding document providing an overview of how the Commission can implement the identified capacity building interventions specific to its needs. The Commission can further evolve this document time to time in consideration to its latest requirements. Going ahead, the Commission can envisage implementation of the ACBP through the Capacity Building Unit (CBU). CBC shall guide the CBU on exercising a monitoring oversight over the implementation exercise.