

MAY 2023



LIFE SKILLS,
EDUCATION



COUNSELLING AND
CAREER GUIDANCE



COMMUNITY
ENGAGEMENT



YOUTH
LEADERSHIP



PATRIOTISM AND
SERVICE



COMMUNITY
ENGAGEMENT



SOCIAL VALUES

Annual Capacity Building Plan



युवा कार्यक्रम और खेल मंत्रालय
MINISTRY OF
YOUTH AFFAIRS AND SPORTS
DEPARTMENT OF YOUTH AFFAIRS



CAPACITY BUILDING
COMMISSION

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ACRONYMS

ACBP	Annual Capacity Building Plan
AIS	All India Services
AJNIFM	Arun Jaitley National Institute of Financial Management
APMS	Audit Para Monitoring System
AS	Additional Secretary
ASCI	Administrative Staff College of India
ASO	Assistant Section Officer
ATI	Administrative Training Institute
CAG	Comptroller and Auditor General
CAT	Central Administrative Tribunal
CBC	Capacity Building Commission
CBU	Capacity Building Unit
CCS	Central Civil Services
CIC	Central Information Commission
CNA	Capacity Need Assessment
CNA	Central Nodal Agency
COVID	Corona Virus Disease
CPGRAMS	Centralized Public Grievance Redress and Monitoring System
CR	Central Registry
CSSS	Central Secretariat Stenographers Service
CTI	Central Training Institute
CVC	Central Vigilance Commission
CYP	Commonwealth Youth Programme
DBT	Direct Benefit Transfer
DC	Domain Competency
DFPR	Delegation of Financial Power Rules
DGQI	Data Governance Quality Index
DHTI	Defence Head Quarter Training Institute
Dir.	Director
DoE	Department of Expenditure
DoPT	Department of Personnel & Training
DoYA	Department of Youth Affairs
DS	Deputy Secretary
eHRMS	E-Tool for Human Resource Management System
ETI	Empanelled Training Institute
FRAC	Framework of Roles, Activities, and Competencies
FRSR	Fundamental Rules and Supplementary Rules
GeM	Government e Market Place
GFR	General Financial Rules
GST	Goods and Services Tax
HR	Human Resources

HRD	Human Resources Development
IC	International Cooperation
IEC	Information Education and Communication
IFD	Integrated Finance Division
iGOT	Integrated Government Online Training
IIM	Indian Institute of Management
IIMB	Indian Institute of Management Bangalore
IIPA	Indian Institute of Public Administration
IIT	Indian Institute of Technology
ISB	Indian School Business
ISTM	Institute of Secretariat Training and Management
IT	Information Technology
JS	Joint Secretary
L&D	Learning and Development
LBSNA	Lal Bahadur Shastri National Academy Of Administration
LIMBS	Legal Information Management & Briefing System
LTC	Leave Travel Concession
M&E	Monitoring and Evaluation
MCRHRDI	Dr. MCR HRD Institute of Telangana
MDO	Ministry, Department and Organization
MDP	Management Development Programme
MHA	Ministry of Home Affairs
MIS	Management Information System
MoE	Ministry of Education
MoHFW	Ministry of Health and Family Welfare
MoIB	Ministry of Information and Broadcasting
MoRD	Ministry of Rural Development
MoSPI	Ministry of Statistics and Programme Implementation
MoYAS	Ministry of Youth Affairs and Sports
MSDE	Ministry of Skill Development and Entrepreneurship
NACIN	National Academy of Customs, Indirect Taxes & Narcotics
NDS	National Discipline Scheme
NGO	Non-Governmental Organization
NISA	National Industrial Security Academy
NITI	National Institute for Transforming India
NPC	National Productivity Council
NPCSCB	National Programme for Civil Services Capacity Building
NPYAD	National Programme for Youth and Adolescent Development
NSS	National Service Scheme
NTP	National Training Policy
NYC	National Youth Corps
NYKS	Nehru Yuva Kendra Sangathan

NYLP	National Young Leaders Programme
NYP	National Youth Policy
OOMF	Output Outcome Monitoring Framework
PFMS	Public Financial Management Service
PG	Public Grievance
RCUES	Regional Centre for Urban and Environmental Studies
RGNIYD	Rajiv Gandhi National Institute for Youth Development
RTI	Right to Information
RYSK	Rashtriya Yuva Sashaktikaran Karyakram
SC	Supreme Courts
SCTP	State Category Training Programme
SDG	Sustainable Development Goals
SNA	Single Nodal Agency
SO	Section Officer
SPSS	Statistical Package for Social Science
SSA	Senior Secretariat Assistant
TAT	Turnaround Time
TDS	Tax Deducted at Source
TNA	Training Need Analysis
UNDP	United Nations Development Programme
UNICEF	United Nations Children Education Fund
UNITAR	United Nations Institute for Training and Research
UNV	United Nations Volunteers
US	Under Secretary
VUCA	Volatility, uncertainty, complexity, and ambiguity
VVGNI	V.V. Giri National Labour Institute
YASHADA	Yashwantrao Chavan Academy of Development Administration
YH	Youth Hostels

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1 Executive Summary

Government of India with a vision of achieving \$ 5 trillion economy and delivering citizen centric services effectively, It has envisaged a new initiative of Mission Karmayogi-National Programme for Civil Services Capacity Building (NPCSCB) in September 2021. The Mission aims to create ‘citizen centric, future ready civil services with right attitudes, skills and knowledge aligned to the vision of new India. To fulfil the vision of the Mission Karmayogi, under the aegis of Cabinet Secretariat Coordination Unit, a PM’s HR Council was constituted. To operationalize the plans, GoI has also constituted the Capacity Building Commission (CBC). As part of fulfilling the mandate and operationalize NPCSCB, the CBC is facilitating preparation of Annual Capacity Building Plans (ACBP) of ministries/departments/organizations.

The Capacity Building Commission (CBC) was established as an autonomous entity under the institutional framework of the Mission Karmayogi through the gazette of India. CBC's main mandate is to improve the capacity of civil servants through the Competency Framework, transitioning from a focus on rules to a focus on roles. CBC assists Ministries/Departments/Organizations (MDOs) in preparing their Annual Capacity Building Plan (ACBP) to facilitate this transformation. The CBC aims to institutionalize capacity building in MDOs and the developed ACBPs are used to mobilize resources and monitor progress of the capacity building programs at MDO-level. Accordingly, the Department of Youth Affairs has been extended all the support and facilitation in preparing the ACBP. As per the advice of CBC, the department has constituted a Capacity Building Unit (CBU) to facilitate ACBP preparation process under the chairmanship of Joint Secretary.

The Ministry of Youth Affairs & Sports (MoYAS) was initially set up as the Department of Sports in 1982 at the time of organization of the IX Asian Games in New Delhi. Its name was changed to the Department of Youth Affairs & Sports during the celebration of the international youth year, in 1985. Further it became a ministry on 27th May, 2000. Subsequently, the ministry has been bifurcated into the Department of Youth Affairs and Department of Sports under two separate Secretaries w.e.f. 30th April, 2008. The Ministry of Youth Affairs and Sports, Government of India is responsible for the formulation and implementation of policies and programs for the development and promotion of sports and youth activities in the country. The ministry has two departments, the Department of Youth Affairs, and the Department of Sports, each headed by a separate Secretary. This Annual Capacity Building Plan is specific to the Department of Youth Affairs.

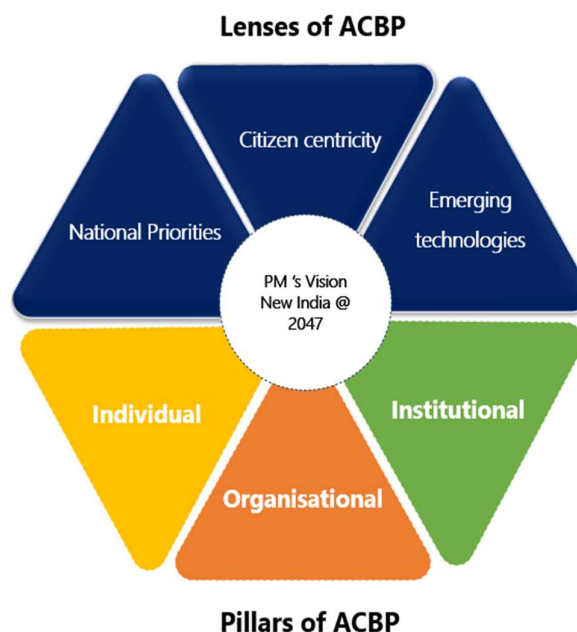
The Department of Youth Affairs is responsible for formulating policies and programs for the development and promotion of youth in the country. To leverage on the power of the youth, the department focuses on imparting discipline, values, leadership qualities, self-reliance, and the quality education and involve them in the process of nation building through service-oriented activities and promoting spirit of volunteerism amongst the youth. The Department of Youth Affairs coordinates with various ministries to fulfil its mandate. Some of the key ministries that it collaborates with include the Ministry of Education, Ministry of Skill Development and Entrepreneurship, Ministry of Culture, Ministry of Sports, Ministry of Tribal Affairs, and Ministry of Social Justice and Empowerment. These collaborations enable the

Department of Youth Affairs to develop and implement policies and programs that cater to the needs of young people in India, promote their overall development, and empower them to contribute to the country's progress. In preparing the critical segment of the citizenry – the youth, preparing the capacity building plan for the employees of the department will empower and strengthen the capacities of the civil servants in meeting the aspirations of the citizens is critical and timely.

The Department of Youth Affairs has 21 sections: 8 programme sections and 13 administrative sections with a total 61 employees. These sections are grouped in two major divisions headed by Joint Secretaries. The group of sections are headed by Deputy Secretary/Director level officer, the sections are headed by Under Secretaries supported by Section and Assistant Section Officers. The department has one attached institution named Rajiv Gandhi National Institute for Youth Development (RGNIYD) located at Sriperumbudur, Tamilnadu.

CBC's Approach for Preparation of ACBP

The CBC's approach to capacity building is based on three-lenses and three-pillars. The three lenses cover National Priorities, Citizen Centricity, and Emerging Technologies, while the three pillars cover the Individual, Organizational, and Institutional aspects with specific objectives. The CBC had closely collaborated with the Department of Youth Affairs to create the Annual Capacity Building Plan by considering the department's Vision, Mission, objectives, and plans. The three pillars of the CBC's approach broadly cover the different competencies required at the individual level, including domain, functional, and behavioral competencies. For the organizational aspect, the CBC identified non-training interventions related to Technology and Data, Processes and Systems, Resources and Assets, Partnerships and Relationships, and Personnel Management. In the case of institutional aspects, Capacity Building Unit, De-siloisation, Rules, and Norms were considered while preparing the ACBP.



Annual Capacity Building Plan Process:

Preparing a future ready capacity building plan for the department required meticulous planning and extensive consultation process both at the level of individual as well as elaborate competency validation discussions at the executive officers level. While the details of the approach and methods assumed in preparation of the plan is included in the Plan, broadly following steps were adopted which are shown in the below figure.



The initiation meeting with the Secretary of the Department under the chairmanship of Member (HR), CBC played a significant and critical step in setting the background and laying out the broad contours under which the ACBP would be prepared. This meeting helped in identifying convergence aspects that complement and foster the vision and mission of the department with that of the CBC's pillars and lenses. The constitution of a specific Capacity Building Unit (CBU) by the department was a result of this visioning exercise led by the Member (HR), CBC. The constituted Capacity Building Unit (CBU) of the department played a significant and crucial role in preparing the ACBP and will be critical for the roll out and implementation of ACBP.

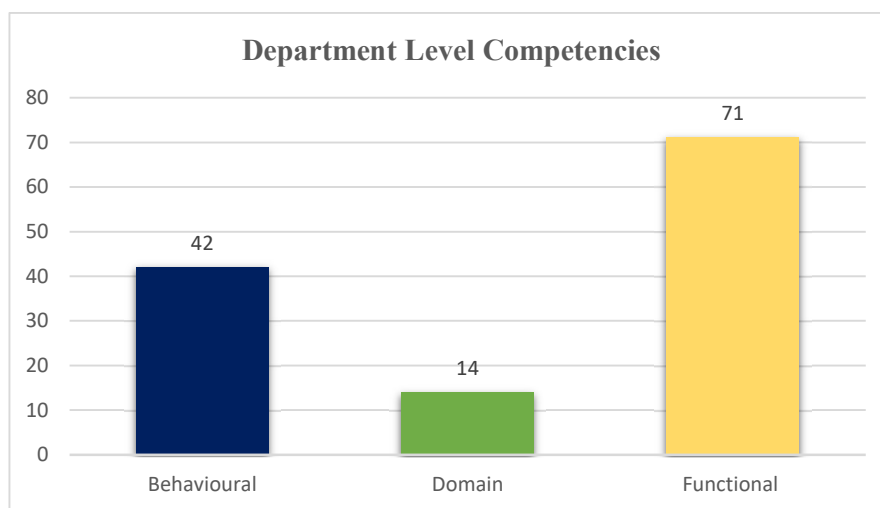
In the ensuing eight weeks, the CBC team had one-on-one interaction with all the functionaries of the department from Assistant Section Officer to the Deputy Secretary. During this phase, the CBC team collected function-specific roles from 12 ASOs, 9 SOs through 25+ interactions. The exhaustive list of competencies that are required in fulfilling their tasks were further validated with their corresponding Under Secretaries, Deputy Secretaries/Directors in two lead workshops. This step ensured that the competencies identified during the one-on-one interaction is accurate, robust, and as per the business rules prescribed for the department. To validate these competencies, the CBC team conducted 2 lead workshops in August-November timeframe. Section-wise collation of the competencies collected through the section level interactions were analysed to identify the capacity needs assessment as well as the most required competencies.

Once the competencies were validated by Deputy Secretaries, Directors, and Joint Secretaries, for identifying individual priority requirement and Capacity Need Assessment (CNA) for employees at the level of Under Secretaries and below it was carried out by their immediate supervisor i.e., Deputy Secretary or Director. For employees in the category of Deputy Secretary or Director and above, CNA was undertaken through the process of self-assessment.

ACBP Preparation

To assess the capacity needs of employees in the Department of Youth Affairs, based on validated competencies, competency assessment was carried out for the positions from ASO to US by the reporting officers i.e Deputy Secretary/Director level officers, whereas for the positions from Deputy Secretary/Director to Joint Secretary level officer a self-assessment was carried out. These competencies were categorized as urgently required training, training required, and training requiring after few years in the near future. Weights were assigned to each category to prioritize the competencies at the department level. The Plan includes a specific case study illustrating this method. Based on the final list of functional and behavioral competencies, competencies were mapped with the available specific training programs in various institutes. For domain competencies, it is proposed that the CBU may coordinate with the attached institution Rajiv Gandhi National Institute for Youth Development (RGNIYD) for identifying domain experts to conduct internal orientation on identified domain subjects. The plan presents the analysis of the competencies at the department level and a summarized version of designation-wise top five competencies identified are aggregated and presented below. The aim of this process is to ensure that individuals have the necessary competencies to fulfil their roles effectively and efficiently.

For this department, a total of 127 competencies were identified across three categories of competencies, i.e., domain, functional and behavioural and the breakup of the same is presented in the below figure:



The Department Level top domain, functional and behavioural competencies are presented below:



Designation wise top competencies.

Designation	Competencies		
	Domain	Functional	Behavioural
Assistant Section Officer (ASO)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Budget Process & Procedures Manual of Office Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. File Management Procedures 	<ul style="list-style-type: none"> Attention to Detail Teamwork Planning & Coordination Communication Skills Analytical Skills
Section Officer (SO)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Manual of Office Procedures Budget Process & Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Public Finance Management Systems (PFMS) 	<ul style="list-style-type: none"> Attention to Detail Teamwork Planning & Coordination Communication Skills Analytical Skills
Under Secretary (US)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Manual of Office Procedures Budget Process & Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Evaluation of Proposals, Reports etc 	<ul style="list-style-type: none"> Teamwork Analytical Skills Feedback Attention to Detail Communication Skills

Designation	Competencies		
	Domain	Functional	Behavioural
Deputy Secretary (DS) / Director (Dir)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines Draft National Youth Policy 2021 RGNIYD Act, Statutes, & Ordinances 	<ul style="list-style-type: none"> Manual of Office Procedures Budget Process & Procedures Official Languages Act, Amendments, Notifications, Circulars e - Office DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. 	<ul style="list-style-type: none"> Analytical Skills Teamwork Team Building Attention to Detail Critical Thinking
Joint Secretary (JS)/Additional Secretary(AS)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines Draft National Youth Policy 2021 RGNIYD Act, Statutes, & Ordinances 	<ul style="list-style-type: none"> Manual of Office Procedures Budget Process & Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Official Languages Act, Amendments, Notifications, Circulars CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications 	<ul style="list-style-type: none"> Decision Making Strategic Thinking Analytical Skills Leading Others Attention to Detail

A list of competencies with corresponding training modules and training institutes is detailed in the report. Since, development of modules and conduct of trainings is a continuous process by various reputed training institutions, CBU may identify relevant training institutes, at the time of conduct of the training to the officials.

Non-Training Interventions:

To prepare a comprehensive capacity building plan and strengthen the organizational capacities along with the employees of the department, few non training interventions were identified during the interactions with the section level staff and the senior leadership. While identifying the non-training interventions, emphasis was laid on the initiatives that positively contribute to reducing the bottlenecks in the systems and processes of the department and facilitate smooth functioning and implementation of the programmes/schemes. Following are the summarized Non-Training interventions included in the Plan.

Technology & Data:

- National Level Portal for youth database.
- Digitization of documents with standard naming conventions for quick access.
- Scheme based dashboards for real time data on implementation for monitoring of Schemes/programmes.
- Development of a mobile app for free flow of information from field to the department of the programmes/Schemes implemented by the department.

Systems and Processes:

- Preparation of Induction Manual for the department to be used as reference for new entrants for their acquaintance about the department and it's schemes and programmes.
- Linking of e-Office with e-mail for sending the attachments to mails from e-Office.
- Constitution of forum of senior officers for using their experience in training the new employees during the induction training especially on domain related aspects.

Resources & Assets:

- Providing the workplace infrastructure such as desktops/laptops to the employees, especially to those who are in contract mode for seamless working.
- Preparation of success stories, case studies and best practices in implementation of project activities for replication across the states and stakeholders.

Partnerships & Relationships:

- Starting of the experiential learning initiative for the students (youth) by placing them in the business organizations/ Govt.departments, colleges in alignment with the National Education Policy 2020.
- Strengthening of RGNIYD for policy research and capacity building of officers.
- Collaboration with the Ministry of Information and Broadcasting (MoIB) for reaching youth with intended messages.

Personnel Management:









- Periodical virtual connect with the stakeholders for understanding and addressing grassroot level issues in implementation of the activities.
- Identifying internal champions/domain experts for conducting training programme for employees on domain subject/competencies.

The above-mentioned non-training observations were identified during preparation of Annual Capacity Building Plan (ACBP). Meanwhile, the department has initiated few interventions, that are listed below.

1. National level portal for youth database is developed for having wider reach to the youth and plan customized programmes based on the demography of the youth.
2. Mobile app is developed for free flow of information from the field to the department for the schemes/programmes being implemented by stakeholders of the department.
3. Draft induction manual of the department is prepared which is under active consideration for finalization after vetting by the professional agency.
4. The department is conducting multilateral immersions / work immersion programmes for students (youth) by placing them in the business organizations, government departments, colleges in alignment with National Education Policy 2020 (NEP 2020).

Quick Win Interventions:

To operationalize some of the capacity needs of the employees, the quick win interventions were identified concurrently while having interactions with the section level staff and senior leadership. The identified quick wins and proposed training institutes are presented below.

	MS Office – MS Excel data analysis techniques to ASOs, SOs	
	Training on Monitoring & Evaluation of Schemes	
	General Financial Rules	
	Preparation of Bilateral/Multilateral agreements (Immersion Programme with Ministry of External Affairs Officials)	

Implementation, Sustenance Plan for ACBP and Way forward:

The Department of youth Affairs have constituted the Capacity Building Unit led by the Joint Secretary (Youth Affairs) for implementing and sustaining the initiative of competency-based trainings in the department. To ensure the continuity of the process, the ACBP have identified the designation wise competencies and proposed training programme and institutes against the competencies for planning capacity building programmes. CBU is tasked with preparation of capacity building programmes budget annually, implementing of ACBP, evaluation of programme and analysis and preparing future action plans w.r.t capacity building initiatives.

To take cue from the organized capacity building programmes CBU shall also undertake evaluation of the programmes for inferences.

For sustenance of the competency-based training function management, it is proposed that few officials of the Ministry would be trained through a workshop on the process of carrying out competency analysis as well as competency assessment of the individual officials. The report elaborately details the process undertaken along with the competencies identified for each of the designation, division wise and at the department level.

CBU is also required to monitor implementation of ACBP and training function to ensure good return on investment by the department on training. Evaluation of training is suggested at different levels such as Program level, learning level and job behaviour level. Details of these are elaborated in the report. Further, CBU is provided with an indicative Key Performance Indicators to monitor training function.

The ACBP report outlines the competency framework, strategies for sustenance, and measures to update the process annually. The successful implementation of ACBP is expected to benefit both the department in achieving its goals and objectives and employees of the department.

Going forward, the department will need to ensure that the plan is effectively implemented, and the identified competencies are imparted through online as well as offline courses offered by reputed institutions. Additionally, regular monitoring and evaluation will be essential to ensure the success of the capacity building efforts. Overall, the ACBP will serve as a useful tool for the department to enhance its human resource capabilities and achieve its goals effectively.

2 Introduction

2.1 Mission Karmayogi

In the process of meeting aspirations of the citizens and country, Civil services are at the centre of all government activities i.e., they are agents of policymaking and implementation on ground. The skill sets and capacity of the civil servants play a vital role in service delivery, program implementation and performing core governance functions. This is due to changes in citizens' aspirations, government priorities, schemes/programs, etc. owing to changes in the political, economic, social, and technological aspects.

The experience gained during the COVID-19 pandemic also brought forth the need for the civil service to be agile, capable of partnering with diverse stakeholders, and to be up to date with new competencies. Enhancing the capacities of the employees is an important intervention in achieving the desired objective.

Recognizing the importance of capacity building and need for reforms in training, GoI has launched National Programme for Civil Services Capacity Building (NPCSCB) – Mission Karmayogi in September 2020. Mission Karmayogi aims to create a competent civil service rooted in Indian ethos, with a shared understanding of India's priorities, working in harmonisation for effective and efficient public service delivery.

Mission Karmayogi comprises the six pillars of

- Policy framework
- Institutional framework
- Competency framework
- Digital learning framework (iGOT-Karmayogi)
- Electronic Human Resource Management System (e-HRMS), and
- Monitoring and evaluation (M&E) framework

Mission Karmayogi will aim to transform approximately 1.5 crore government officials across the Centre, the States, and the local bodies. The institutional framework of the Mission includes:

Figure 1: Mission Karmayogi Institutional Framework



2.2 Capacity Building Commission (CBC)

Capacity Building Commission (CBC) was constituted as an independent body through the Gazette of India on 1st April 2021 with full executive powers. It is a three-member Commission, supported by an internal Secretariat for carrying out the objectives assigned for the purpose of creating Annual Capacity Building Plan (ACBP). Members have been appointed from diverse backgrounds such as private sector, academia, public sector, and civil society. The Commission's focus is to drive standardization and harmonization across the Indian civil services landscape.

CBC as the custodian of civil services capacity-building ecosystem, is central to the government's ambitious capacity-building program. The Vision, Mission and functions of CBC are detailed below:

Table 1: CBC Vision, Mission and Functions

Vision	Enable lifelong learning for all
Mission	Create optimal learning opportunities for each civil servant with the objective to build an agile and future-ready public service
Functions	<ul style="list-style-type: none"> • Facilitate preparation of ACBP of ministries / departments / organisations (MDOs). • Make Policy recommendations to DoPT on personnel/ HR and Capacity Building. • Evolve a harmonious de-siloed approach to improve civil service capacity. • Analyse learning/competency related data from iGOT-Karmayogi an online training platform. • Drive standardization, harmonization-and shared understanding of Capacity Building activities. • Create shared learning resources, including internal and external faculty and resource centres. • Exercise functional supervision over all Central Training Institutions. • Undertake an audit of HR in Government and outcomes of the Capacity Building efforts. • Approve Knowledge Partners and Content Validation mechanisms for training of civil servants. • Organize a global HR Summit to bring best practices of HRM to the governance in India.

2.3 Annual Capacity Building Plan

Realizing the importance of the capacity building of employees, efforts required to make it a prominent and regular activity the GoI has constituted CBC with a clear mandate i.e., facilitate the preparation of the Annual Capacity Building Plan (ACBP) of ministries / departments / Organisations, among others.

To prepare Annual Capacity Building Plans, the CBC has been actively collaborating with and supporting ministries/department. The first step towards developing an ACBP exercise that aligns with the Mission's objectives is to create a plan that is tailored to the specific needs and goals of the relevant ministry/department outlining the following:

- The goals and objectives of the department.
- Identify the competencies required and preliminary gap analysis to understand competencies requirement.
- Strategic direction and broad parameters of the CBP for three years, and
- Identify broad systemic requirements for instituting an effective, efficient, and sustainable capacity building framework for the Ministry/Department.

2.3.1 Levels of Capacity-Building

Capacity Building is defined as the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world.

Citizens' aspirations, government priorities, schemes/programs etc changes due to strategic shifts of the government in respect of political, economic, social, technological, and international relations. The skillsets and capacity of the civil servants play a vital role in service delivery, program implementation and performing core governance functions. To strengthen and build the capacities of the civil servants Mission Karmayogi aims to create a professional, well-trained, and future-looking civil service, that is imbued with a shared understanding of India's developmental aspirations, national programs, and priorities.

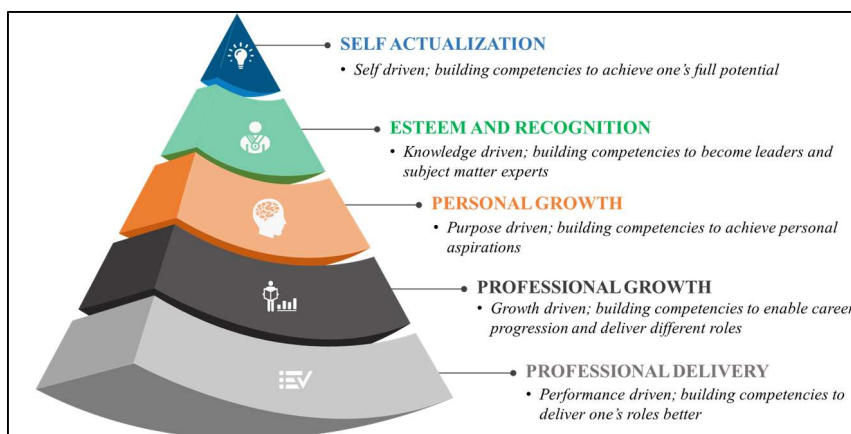
The above points stress the need for capacity building of civil services to have the requisite knowledge and skill set on best practices and latest and evolving developments in the country.

The capacity building process can be visualized at three¹ levels and as capacity building matures in an organization, it moves from one level to the next level:

- **Individual Level:** Capacity building is a process of equipping/improving knowledge, skills and attitude in an individual i.e., competencies required to perform the task effectively.

¹ Policy Framework of Mission Karmayogi

Figure 2: Mission Karmayogi - Policy Framework - Individual

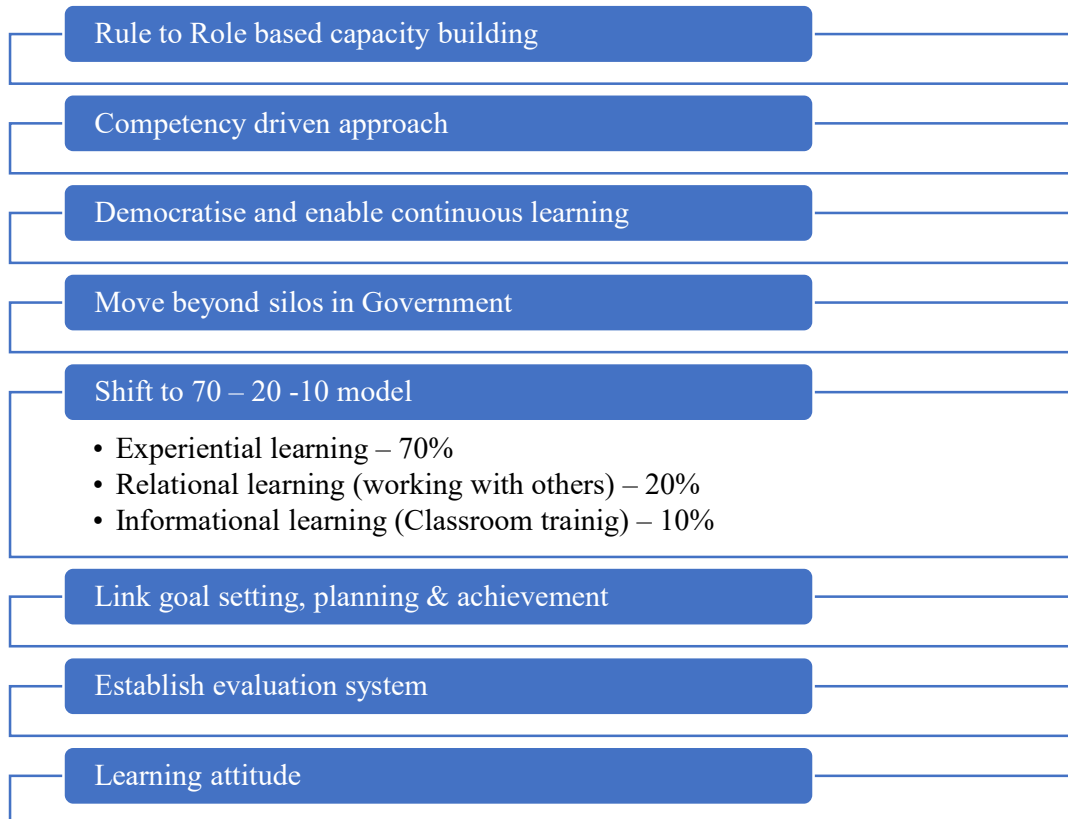


- **Organization Level:** capacity building encompasses a broad range of organizational aspects, including structure, processes, infrastructure, partnerships, and technological capabilities. Improving these collective and shared aspects of an organization can help to strengthen its overall functioning and performance, and better equip it to meet its objectives.
- **Institutional Level:** Capacity building impacts the policy guidelines and frameworks and the external environment it operates in. It includes aspects such as capacity building units, de-siloisation, rules, norms and traditions.

2.3.2 Guiding Principles of Mission Karmayogi:

Mission Karmayogi is guided by certain core principles that are applicable to all capacity-building interventions. The same is depicted below.

Figure 3: Guiding principles of Mission Karmayogi



To achieve the vision, make civil services future ready and address the current challenges, it is important to have a clearly defined capacity-building plan for individuals and the organization.

2.4 Department, Capacity Building Unit and Functions:

2.4.1 Ministry/Department

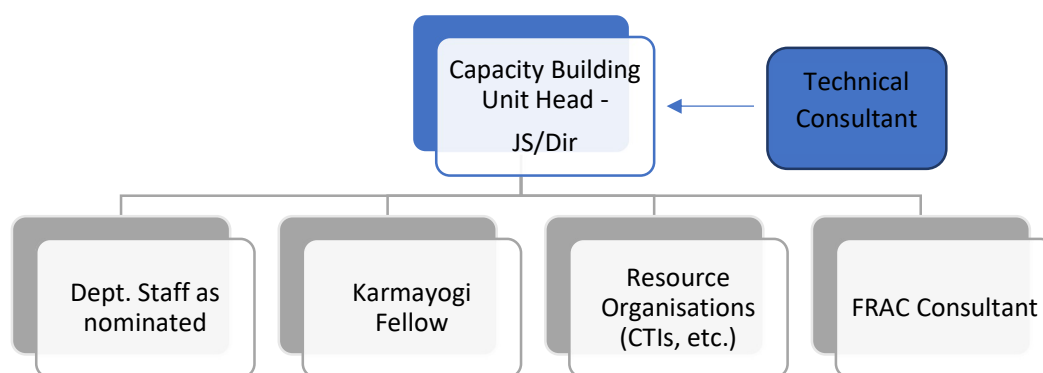
The Ministry of Youth Affairs & Sports (MoYAS) was initially set up as the Department of Sports in 1982 at the time of organization of the IX Asian Games in New Delhi. Its name was changed to the Department of Youth affairs & sports during the celebration of the International Youth Year, in 1985. Further it became a Ministry on 27th May, 2000. Subsequently, the Ministry has been bifurcated into the Department of Youth Affairs and Department of Sports under two separate Secretaries w.e.f. 30th April, 2008.

2.4.2 Capacity Building Unit and Functions

Capacity Building Commission (CBC) to institutionalise the process of capacity-building in the Ministry/Department have come up with an idea of setting up of a Capacity Building Unit (CBU) in respective Ministries/Departments. This initiative of the CBC has been started for making capacity-building a sustainable activity. The CBU will lead the efforts in operationalizing competency framework, developing content, curating assessments etc. and will work closely with CBC in developing and implementation of the Annual Capacity Building Plan.

The CBU structure consist of human resources from the department, supported by specialist manpower from CBC, following is the proposed structure of the Ministry/Department CBU is:

Figure 4: Proposed CBU Structure



A separate team of individuals, having the required knowledge and skills would be deployed in this CBU so that they can carry out the capacity building (training/ organisational) related activities in a continuous manner and standardize and institutionalize the training management processes in the Ministry / Department.

As can be seen above, the CBU may be constituted with the following roles:

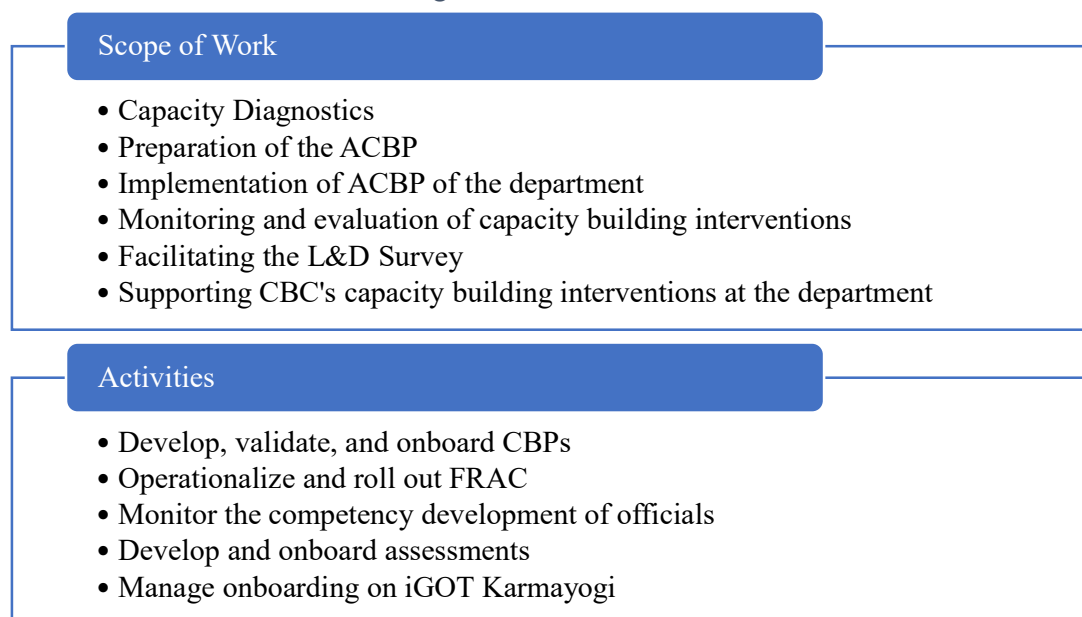
- **CBU Head:** An officer of the seniority of Additional Secretary, Joint Secretary, or Director level will head the CBU.
- **Department Staff as nominated:** The CBU head will nominate personnel they deem suitable, based on the size and requirements of the MDO, to become CBU members. The CBU can include the Director (Training) or equivalent of the MDO's nodal training institutes and must include at least one Under Secretary and one Section Officer of the department, with preference given to those in the Training, HR, or Admin sections.

Further support will be provided to the CBU by the following roles:

- **Karmayogi Fellow:** Appointed by the CBC/MDO for a span of 2 years who act. as a Capacity Building Coordinator to support the CBU head in the establishment, implementation & monitoring of all the functions of the CBU.
- **Resource Organizations:** A representative of the departments own/empaneled training institutes will facilitate the design, course facilitation, logistics, etc. for the training.
- **Technical Consultant:** The Technical consultant will be appointed by the CBC for the development of CBP with the MDO

It is expected that the CBU in every Ministry/Department will undertake the following works:

Figure 5: Functions of CBU

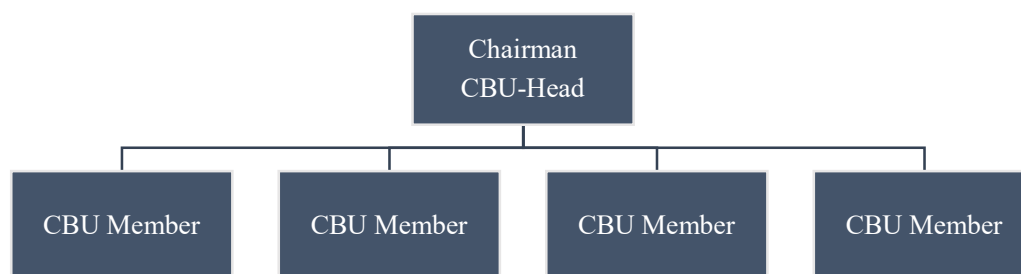


The detailed list of activities proposed by CBC is given as Annexure -I.

CBU of the Department of Youth Affairs.

In accordance with the framework of CBU, the Department of Youth Affairs have constituted CBU vide office Memorandum dated 20th June 2022. The CBU of the department had closely coordinated with the CBC in carrying out activities for ACBP preparation. The CBU was formed with the Joint Secretary as Chairman, CBU-Head and four members at the level of Deputy Secretary/Directors. The Capacity Building Unit Structure of Department of Youth Affairs is depicted below, and the details presented in the table.

Figure 6: Structure of the Capacity Building Unit



Composition of the Capacity Building Unit is as follows:

Table 2: Composition of Capacity Building Unit

Sl. No	Name of the Officer	Designation	Role
1	Shri.Nitesh Kumar Mishra	Joint Secretary	Chairman
2	Shri.Pankaj Kumar Singh	Director	Member
3	Smt. G.S. Chitra	Director	Member
4	Shri.Sunder Singh	Deputy Secretary	Member
5	Shri. Devashish Bharadwaj	Deputy Secretary	Member

* The Office Memorandum of Constitution of Capacity Building Unit is Annexed as Annexure -II

3 About the Approach of Annual Capacity Building Plan

Preparing an Annual Capacity Building Plan (ACBP) is an important process for identifying and strengthening the competencies of employees in a department. A well-designed ACBP can help to ensure that employees have the competencies needed to perform their job responsibilities effectively. To prepare the annual capacity building plan a holistic process was followed by analyzing the roles vis-à-vis the functions and sub functions for each position in the department. The detailed approach for Annual Capacity Building plan is detailed in the following sections.

3.1 Three Lenses and Pillars of ACBP

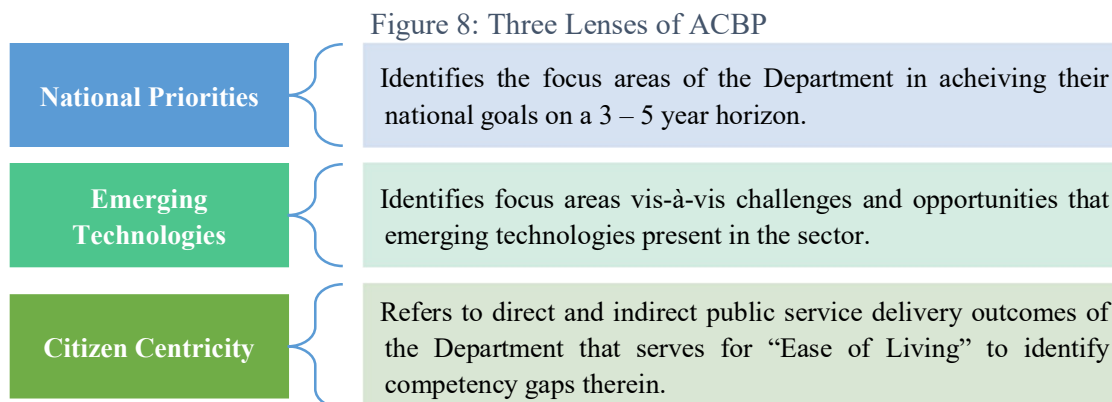
The approach of Annual Capacity Building Plans (ACBP) are based on three lenses and three pillars which are depicted and detailed below.

Figure 7: Three Lenses & Pillars of ACBP



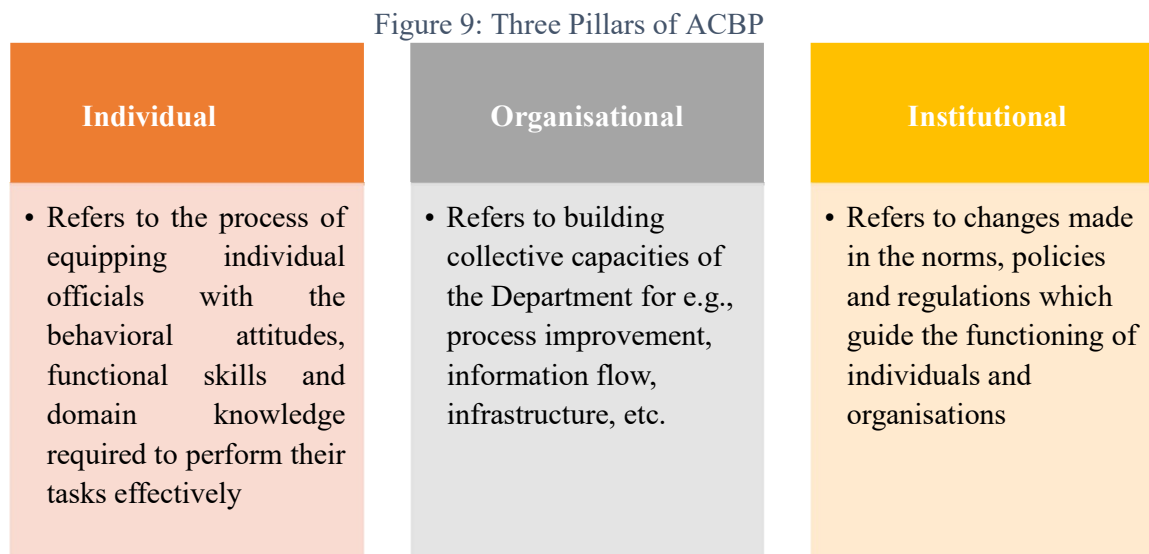
The ACBP preparation process considers the objectives, activities, and functions of the department through the lenses of National Priorities, Citizen Centricity and Emerging Technologies. The objectives and activities may overlap with different lenses, the core objective being Capacity Building as a strategy to facilitate and act as a catalyst to achieve the objectives of the M/D/O.

A detailed analysis of the lenses is depicted below.



Three pillars of the Capacity Building Plans considered for preparation of ACBP are Individual, Organizational, and Institutional. At each level in the organisation efficiency is essential and as part of ACBP at the individual level, competency enhancement is proposed for improving efficiency, likewise, for organizational effectiveness, non-training interventions are identified, that would be used as a cue to strategize building of collective capacities of the Department.

Three pillars of ACBP are depicted in the below figure.



For individual level, detailed competency analysis is carried out to identify relevant competency enhancement measures to improve the efficiency of the individual officers for effective results of the organisation. Similarly, to identify aspects that can strengthen Organizational effectiveness, non-training interventions are identified as indicative areas which can be worked upon for organizational effectiveness.

3.2 ACBP Framework

Every designation in an organisation is designed with a purpose, similarly the role of the employee exists to fulfil the objectives of the organisation. It is essential that the individual positioned in that designation possess relevant competencies for effective and efficient delivery of responsibilities.

Competency analysis is a systematic process of identifying the specific knowledge, skills, abilities, and behaviours that are required to perform a job or role effectively. It involves analyzing the job or role requirements, defining the required competencies, and assessing the extent to which an individual possesses those competencies. Based on the competency requirement of the position and the individual occupying the position, relevant capacity-building program are necessary to enhance the competencies of the incumbent to perform better.

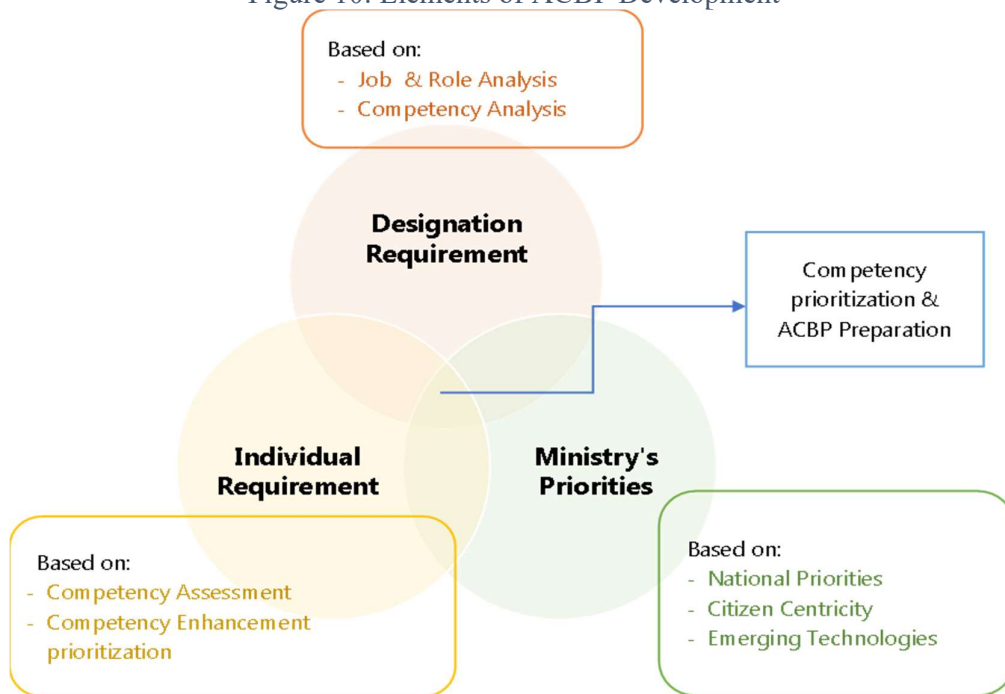
Preparing Annual Capacity Building Plan (ACBP) is a methodical and scientific process to identify and strengthen the competencies of the employees by optimizing available resources. ministries and departments are required to select suitable capacity-building programs that can yield optimal benefits. Further, the ministries/departments are required to identify and conduct relevant capacity-building programs for most employees so that the competencies are strengthened. Thus, implementation of ACBP results in better delivery of the citizen services.

It is also imperative to understand and align individual, organizational, and institutional capacities in designing and developing the annual capacity building plan. At an individual level, the competencies form the basis of individual capacity building through the process of equipping individual government officials with the competencies required to effectively perform their assigned roles. These competencies, which are distinct and essential, however, may be related to behavioural, functional, and domain competencies required in fulfilling their roles within the department. The elements of ACBP preparation are depicted below.

3.2.1 Elements of ACBP Development

ACBP development is the collation and analysis of three dimensions namely the Department's priorities based on its National Priorities, Citizen centricity & Emerging Technologies; Designation-wise competency requirements and Individual competency requirements.

Figure 10: Elements of ACBP Development

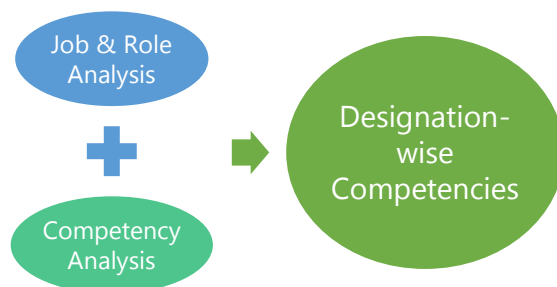


ACBP lists the capacity-building programs that would encompass the requirements of all the three dimensions, which form the critical capacity-building requirements.

- **Designation-wise Competency Requirement**

Job analysis and competency analysis is carried out for all section-wise designations based on the mandate of the department & section to arrive at Designation-wise & section-wise competency requirements. All the section-level competency requirements are collated to arrive at Department level competency requirements.

Figure 11: Job & Competency Analysis



- **Individual Competency Requirement:**

Individual assessment of the competencies vis-à-vis the identified competencies for the designation was carried out to arrive at competency enhancement requirements of employees working in the department.

Figure 12: Individual Employee Assessment



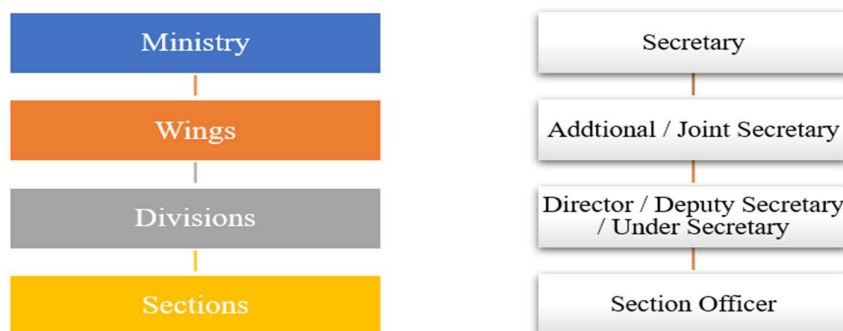
- **Department-level Priorities:**

The priority of department-level competencies is culmination of the competency enhancement requirements identified at the individual-level which were collated at the section-level.

3.2.2 About Bureaus – Divisions – Sections

The functional and functionary hierarchy of the M/D/O considered for the ACBP is:

Figure 13: Functional and Functionary hierarchy



The Ministry/Department is usually headed by Secretary at the executive level. Additional Secretary and Joint Secretaries head a wing in which there are multiple divisions, and each division is headed by a Director, Deputy Secretary, Under Secretary which has multiple sections. Sections are headed by Section Officers. Each of these designations play a different role in fulfilment of the objectives set for the sections.

To build capacities at the individual level, it was essential to consider the competencies required for each position. For instance, a Deputy Secretary/Director heading a Division within the Department would require competencies such as budget administration, public procurement, etc. based on the roles undertaken by the position currently. However, to meet the future/emerging needs of the Department, this role may require additional competencies like knowledge of emerging technologies and other IT tools. Identifying these gaps was critical, hence analyzing the competencies required both in the present and future is an important step in the process.

3.2.3 Role definition

As stated above, each designation plays a different role in the fulfilment of the functions assigned to that designation. Competency analysis has considered the following roles and their respective role definitions are detailed below:

Table 3: Roles and their Description

Role	Definition
Decision Maker	The role of taking decisions pertaining to the sub-function.
Strategiser	The role that is responsible for formulating a plan considering various dependencies, variables, potential risks, mitigations and devises a strategy for implementation of the plan for achievement of a specific objective.
Manager / Supervisor	A role played for ensuring implementation of the plan by optimizing the resources to achieve the specific objective through resource allocation, continuous monitoring, and mid-course corrections, if any.
Verifier / Reviewer	A role played for adding value to already completed activity or the activity in progress, including making any corrections, ensuring adherence to prescribed practices, rules, regulations etc.
Initiator / Implementor	A role where a file or an activity is initiated i.e., where 1 st level of compliance to the rules, regulations, and prescribed standards are followed. This role involves the collection of all relevant data and converts the same into information to enable the right decision making.

Depending on the role played by various designations relevant domain, functional and behavioural competencies were identified.

3.2.4 Designations and Role

The designations considered for the ACBP preparation are Assistant Section Officer (ASO), Section Officer (SO), Under Secretary (US)/Deputy Director (DD), Deputy Secretary (DS)/Director (Dir.), Joint Secretary (JS) /Additional Secretary (AS). Where employees from other cadre are positioned with a different designation, equivalent of the pre-defined designations such as ASO, SO, US/DD, DS/Dir., JS, AS were used.

At the Ministry level, the core objectives are further divided and assigned to specific sections. Each section is staffed with employees of different levels, ranging from ASO to AS. While other cadre officers may be positioned in common designations, the designation within the section may be adjusted accordingly, but only while they are on deputation. For example, if an Economic Cadre officer is assigned to a Section Officer position, the designation would be called as Research Officer, but the role and required competencies would remain the same.

Based on discussions with the employees of the department, observations, and understanding, the roles of different designations are mapped as major role and minor role and these are common across the department for the mapped designation, which are defined below:

Table 4: Designation-wise Role Mapping

Designation	Major Role	Minor Role
Assistant Section Officer (ASO)	<ul style="list-style-type: none"> • Initiator • Implementor 	<ul style="list-style-type: none"> • Reviewer • Verifier
Section Officer (SO)	<ul style="list-style-type: none"> • Verifier • Reviewer 	<ul style="list-style-type: none"> • Initiator • Implementor • Strategiser
Under Secretary (US)	<ul style="list-style-type: none"> • Verifier • Reviewer 	<ul style="list-style-type: none"> • Initiator • Decision Maker
Deputy Secretary (DS) / Director (D)	<ul style="list-style-type: none"> • Strategiser • Decision Maker 	<ul style="list-style-type: none"> • Verifier
Joint Secretary (JS) / Additional Secretary (AS)	<ul style="list-style-type: none"> • Decision Maker 	<ul style="list-style-type: none"> • Strategiser

Competencies are identified based on the role played by each of these designations in the respective sections.

3.2.5 Competencies

Competency is defined as the combination of attitudes, knowledge and skills that enable an individual to perform a job or task effectively. Capacity building at the individual level refers to the process of equipping individual government officials with the competencies required to effectively perform their assigned roles. The competencies considered for capacity building plan are domain, functional and behavioral and their definitions are detailed below:

- **Domain:**

These competencies enable individuals to effectively perform roles within a specialised discipline or field. Domain competencies are generally applicable to the core work of a MDO or set of related ministries / departments. For example, National Youth Policy 2014, Youth Hostel Scheme Guidelines

- **Functional:**

These competencies help cater to the operational requirements of an MDO such as administration, procurement, financial management, and so on. Functional competencies are applicable across a wide range of ministries/ departments of the government. For example, budgeting, project management and data analysis.

- **Behavioural:**

These are a set of benchmarked behaviours displayed (or observed / felt) by individuals across a range of roles within the MDO. For example, empathy and leadership.

3.2.6 Frequency of Competencies

During the interactions with sections, the details of functions and sub-functions were collected and mapped to different designations based on the role played in fulfilling the responsibilities of the specific sub-function. Based on the role being played, competency analysis was carried out and relevant domain, functional and behavioral competencies that are required to complete the activity were identified.

Frequency of each competency was computed based on number of times that competency was repeated at each level, viz., individual, division / section, and Ministry level.

3.2.7 Levels of Competencies:

While identifying the competencies based on the role played by each designation, the level i.e., Basic, Intermediary and Advanced, at which it required was also defined based on function and sub-function. Definitions considered for the study is discussed below.

Table 5: Level of Competencies and their Definitions

Level of Competency	Definition
Basic	The required competency level is Basic, when the individual needs to have a basic information regarding the subject, who can be guided, if need be, by others.
Intermediary	Working Knowledge of the competency level is defined as Intermediary, when the individual has a good understanding of the competency and may not need support in utilizing the same.
Advanced	The competency which is required at the expertise level is when the individual has a deep understanding of the competency and can guide

3.2.8 Training & Non-Training Interventions

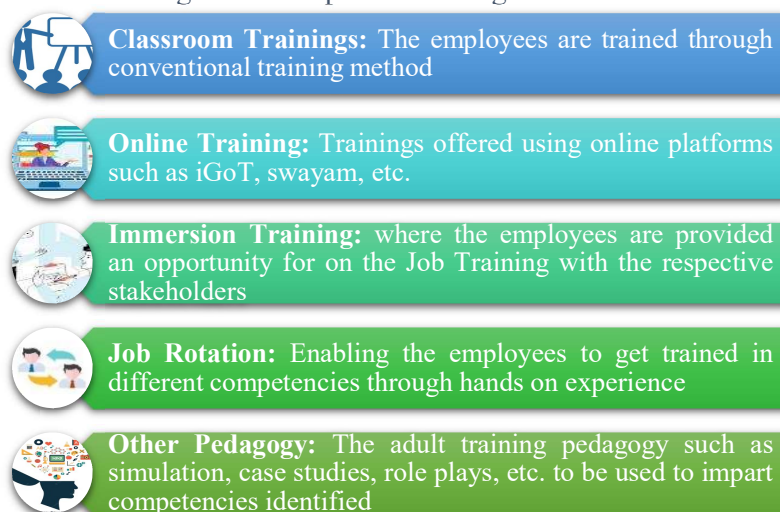
The purpose of the ACBP is to identify the competency requirements and capacity-building programmes for enhancing the competencies of the employees of the department. As part of this, interactions were carried out with the officials for the identification of competencies required against different roles played by different designations and the analysis of the same was undertaken. Different aspects of interventions that can have a significant impact on the functioning of the department were also identified. While training interventions included

different pedagogy of trainings, the non-training interventions were also identified and grouped into different categories.

- **Training Interventions**

The training interventions were captured in a scientific manner with the flow data and analysis of the data collected at each stage of the process and final validation by the leadership. Training interventions are majorly in the form of identification and recommendation of the training programs offered by institutes of national and international repute. Some of the training interventions are as follows:

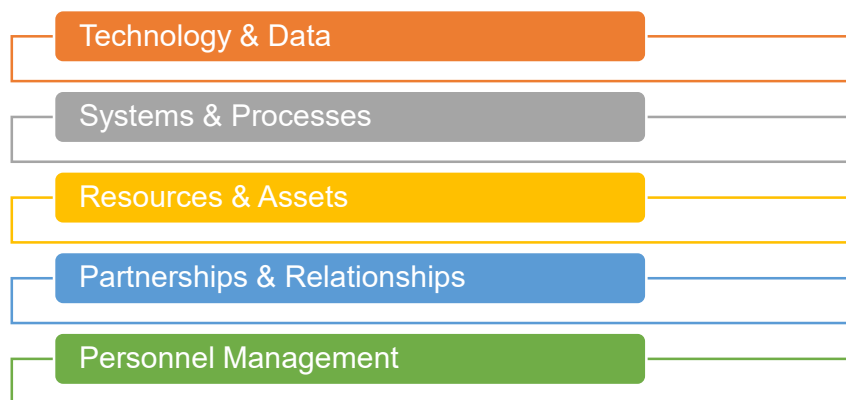
Figure 14: Proposed Training Interventions



- **Non-Training Interventions**

Some of the interventions that can improve the performance of the employees in the ministry/department were also captured through free-wheel discussions and personal interactions. The non-training interventions were grouped into the following five segments and the department specific observations and recommendations are detailed in a separate chapter:

Figure 15: Areas of Non-Training Interventions



3.2.9 Training Division for Facilitating Trainings

The Department has established a CBU at the strategic-level for visioning, implementation, and monitoring of the competency-based training functions in the department. To operationalize the training section, its Vision, Mission & Objectives of Training Function are discussed below:

- **Vision:**
Continuous Development of competencies of the personnel to enable the department to place the right person in the right job with the right competencies for optimum utilization of resources in the achievement of the mandate of Ministry.
- **Mission:**
Continuous assessment of competency requirements of the department for each designation and assessment of the individual employees for competency gap analysis and plan relevant interventions to enable each employee to acquire identified competencies to perform better.
- **Objectives:**
 - Ensure competency culture in the ministry/department and enable competency-based training function management to ensure that employees have the knowledge, skills, and abilities needed to perform their jobs successfully.
 - Identification of relevant competencies for each designation.
 - Competency Analysis on a periodic basis i.e may be carried out once in 3 years.
 - Preparation of ACBP.
 - Analysis of self and reporting officer assessment of the employees every year to identify competency enhancement requirements.
 - Monitoring implementation of Capacity Building Plans and mid-course corrections.
 - Training evaluation on a periodic basis.

3.3 Approach and Methodology

The approach adopted for development of the Annual Capacity Building Plans (ACBP) of the department was aligned with the principles of Strategic Human Resource Management (SHRM). The design and development of the ACBP involved collaborative consultations with the department officials, understanding of the current challenges and future requirements as well as validation of the competencies by the senior leadership. The steps followed for designing and developing the ACBP are given in the figure below:

Figure 16: Steps in ACBP Preparation



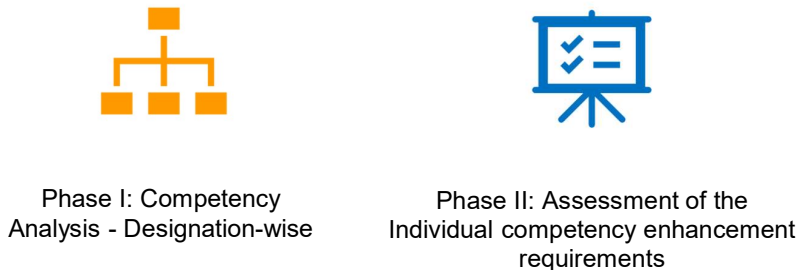
As an initial step, detailed secondary research about the department was carried out and this was followed by consultations / interactions with the senior executives to understand current challenges and future requirements considering the vision and objectives of the department. Based on the initial discussions, section-level interactions were held to identify and analyse the competencies required for each designation and role. Later, these competencies were validated by the leadership. After the validation of competencies at JS level, the observations, findings, and progress were collated. All these steps converged in preparing department level competencies. Individual wise competency enhancement requirements were arrived through individual assessment of the employees. Based on the competency enhancement requirements, a three-year capacity building plan for the department was developed.

3.3.1 Approach

The approach adopted for the development of Capacity Building Plan of the Department was in two phases:

- Phase-I: Competency Analysis for each designation in the department
- Phase-II: Assessment of the Individual competency enhancement requirements

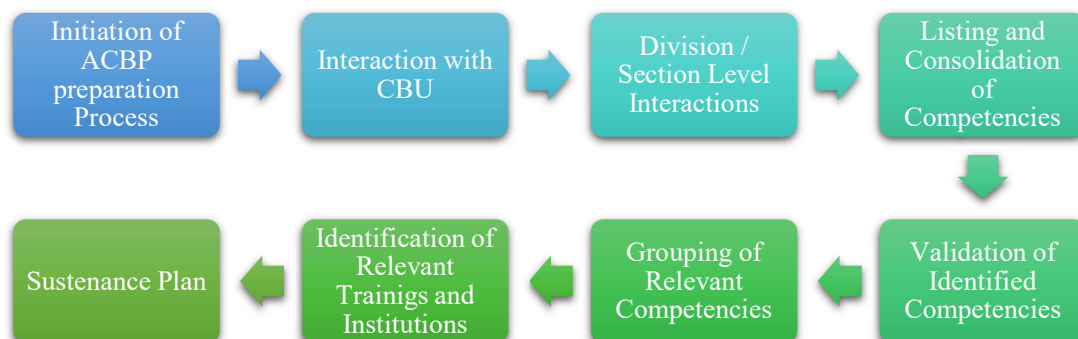
Figure 17: Approach adopted for ACBP preparation.



- **Phase I: Competency Analysis – Designation-wise**

Competency Analysis is the process of identifying the domain, functional and behavioural competencies required for an Organisation to fulfil their mandate effectively and efficiently. To achieve the objective of listing the competencies required for the Organization, it is essential that the competencies are identified for each role played by different designations in the Organisation to fulfil assigned responsibilities. To identify competencies for each designation the following process was adopted.

Figure 18: Process followed for Identifying Designation-wise Competencies.



- **Initiation of ACBP Preparation Process:**

The process of ACBP preparation is initiated with the orientation of top leadership of the MDO by the Member – CBC. The department was suggested to establish a CBU (CBU), that can act as a strategic unit for all the capacity-building functions of the department. The leadership of the department are also briefed regarding the core objectives of the activity including the information required pertaining to the vision, training and non-training interventions envisaged.

○ **Interactions with CBU:**

After the establishment of a CBU, further interactions were held with the CBU for the purpose of development of Capacity Building Plans. During these interactions, the current challenges, short-term and long-term plans of the department were identified and grouped into national priorities & programs, citizen centric activities, and emerging technologies.

○ **Division / Section level Interactions:**

To enable hassle-free information collection from respective divisions or sections, an orientation on the purpose and process of Capacity Building Plan was conducted for the Director, Deputy Secretary and Under Secretary level officers. Specific tools were developed to gather information on the functions and sub-functions undertaken by the section and the roles played for completion of the sub-function by each of the designations in the hierarchy starting from Assistant Section Officer to that of Additional Secretary. The roles played by different designations were classified as Initiator, Implementor, Verifier, Reviewer, Manager, Strategiser and Decision maker. For each of these sub-functions identified, the roles were mapped to the respective designations. An illustration of the function, sub-function and its mapping to that of designations and the roles is depicted below.

Table 6: Function, Sub-function, Designation and Role Mapping

#	Function	Sub-Function	Designation	Role
1.	Function 1	Sub-Function - 1	AS	Decision Maker
			JS	Strategiser
			DSD	Manager
			US	Verifier
			SO	Implementor
			ASO	Initiator
		Sub-Function – 2	AS	
			JS	
			DSD	
			US	Decision Maker
			SO	Reviewer
			ASO	Implementor

In the above table, F1 is the function while, SF – 1 & SF – 2 are the sub-functions. While in SF – 1, the roles played by different designations are depicted. Since in SF – 2 the process terminates at the US level, there is no role identified for Deputy Secretary / Director, JS or AS. Based on the role played by the designation, competencies pertaining to domain, functional and behavioural are identified along with the levels namely, basic, intermediary, and advanced.

Table 7: Designation-wise Role and Competencies Mapping

Designation	Role	Domain Competency (DC)	Domain Level	Functional Competency (FC)	Functional Level	Behavioural Competency (BC)	Behavioural Level
AS	Strategiser	Draft National Youth Policy 2021	A	Strategic planning	A	Strategic Thinking	I
JS	Strategiser	Draft National Youth Policy 2021	A	Strategic planning	A	Strategic Thinking	B
DS/D	Manager	Draft National Youth Policy 2021	A	Reviewing	I	Critical Thinking	B
US	Verifier	Draft National Youth Policy 2021	A	Reviewing	I	Attention to details	B
SO	Implementor	Draft National Youth Policy 2021	A	Drafting skills	B	Attention to details	A
ASO	Initiator	Draft National Youth Policy 2021	I	Noting & Drafting	B	Attention to details	A

*B-Basic, I-Intermediary, A-Advanced (*the competencies above presented are solely mentioned for the purpose of explanation)

Based on the roles identified for SF – 1 in the previous table, competencies required are identified for each role along with levels of competencies. Definitions of the roles and levels of competencies are detailed in subsequent chapters.

o Consolidation of Competencies:

The competencies identified for each designation are consolidated at the section level, resulting in the compilation of the competencies for different designations pertaining to that section. At the section level, competencies identified for different designations are mapped along with the levels, as detailed below.

Table 8: Section-level Competencies

Name of the Division			Youth Affairs			
Name of the Section			International Cooperation			
	ASO	SO	US	DSD	JS	AS
Behavioural Competency						
Teamwork	A	A	A	I	I	I
Stakeholder Management	I	A	A	A	A	A
Planning and Coordination	B	B	I	A	A	A
Time Management	A	A	A	I	B	B

B-Basic, A-Advanced, I-Intermediary (Competencies are mentioned for illustration)

The competencies identified for the specific designation are listed based on the importance of the competency for completion of assigned responsibilities to the designation. For each of the designations section-wise, competencies and their frequency are identified, to derive the competencies that have repeated a higher number of times for the completion of responsibilities of the subjected section. The competencies that are repeated a higher number of times can be considered important competencies pertaining to that designation in that section. Designation wise the report of the competencies is depicted below.

Table 9: Count of Competencies Designation (ASO) & Levels Identified

Designation	ASO			
Level of Competency	Advanced	Intermediary	Basic	Grand
Behavioural				
Teamwork	3	1	1	5
Stakeholder Management	2	1	1	4
Planning and coordination	3	1	1	5
Time Management	3	1	1	5

The department level competency list is generated by consolidating competencies identified for each section and the important competencies are identified based on the frequency of the competencies.

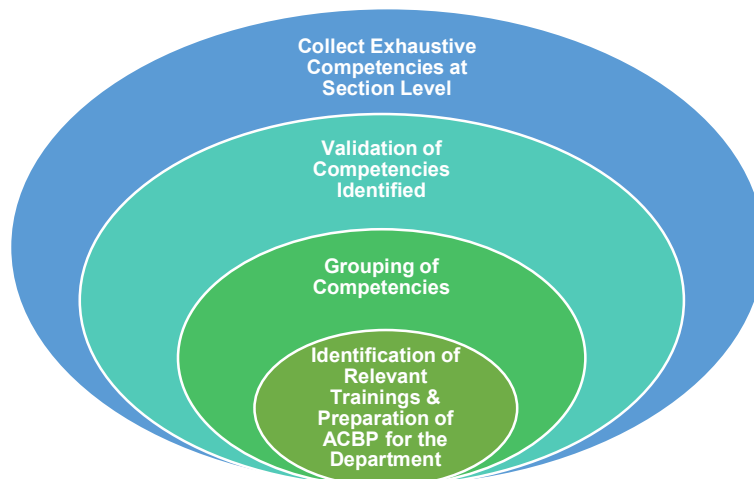
○ **Validation & Prioritization:**

The identified competencies of the sections are presented to the respective Director, Deputy Secretary, or Under Secretary to add or delete or make changes to the required level of competencies based on the current and envisaged requirements of the Department. The identified competencies are validated with the leadership of respective ministries. Post validation and required corrections, the department level, section level, and designation level competencies lists are finalized.

○ **Grouping of Competencies:**

The competencies identified based on the role played for fulfilment of the functions and sub-function are usually elaborate. At this stage, the identified homogeneous competencies are grouped into relevant competencies with generic titles.

Figure 19: Grouping of Competencies



- **Identification of the Relevant Trainings:**

After identification of the competencies, relevant training programmes were mapped through a secondary research of available training programmes and the institutes that offer them. Where training modules were specific to the department, recommendations were made for development of the customized modules using internal or external expertise.

- **Sustenance Plan:**

The process of developing of capacity building plans should be ongoing as changes to the existing scheme/process or introduction of a new scheme/process may require the competencies list to be updated. To ensure the continuity, a few identified personnel of the department would be trained on conduct of the ACBP process and identification the relevant training programmes. A detailed roll-out plan and strategy for continuity is detailed in subsequent chapter.

- **Phase – II: Assessment of Individual Competency Requirements**

Once the designation-wise competencies have been identified, the competency requirement of the individuals in the designation was identified based on the assessment by the reporting officer.

The competencies identified in Phase I of the process were used as a reference for identifying individual training requirements. For employees at the level of Under Secretaries and below, the capacity need assessment (I) was carried out by their immediate supervisor i.e., Deputy Secretary or Director. For employees in the category of Deputy Secretary or Director and above, It was undertaken through the process of self-assessment.

To prioritize the competencies based on the requirement of employees, the assessors were requested to carryout forced distribution method. In this method, the identified competencies were segregated into three categories based on the criterion defined below:

Table 10: Grouping of Competencies for Individual Training Assessment

Category	Criterion
A	Training Urgently Required
B	Training is Required
C	Training not required in near future

The competencies that a reporting officer believes an employee needs to improve upon are categorized as ‘Training Urgently Required’ (category A). Those who only need a refresher course are categorized as ‘Training Required’ (category B) and employees who already possess expert level competencies are grouped as ‘Training Not Required in the Near Future’ (category C). The competency grouping was carried out for every individual in the department, and it was consolidated at the department level.

The competency enhancement requirement was prioritized based on the urgency and number of individuals requiring it and this was done through the weighted score method.

Wherein, the code A- i.e., Training urgently required was assigned weightage of ‘3’, Code B, i.e., Training is required was assigned weightage of ‘2’ and Code C, i.e., Training not required in near future was assigned weightage of ‘1’. By this method, a priority list of competencies was arrived, and this was further mapped to Year I, Year II, and Year III programs. The entire process is explained through a sample case study below.

Case Study:

For prioritization of the competencies at department level three parameters are considered

1. Frequency of the competencies
2. Priority of the competency marked by the reporting officer.
3. Assigned weightages (A-3, B-2, C-1) to the type of competencies i.e urgently training required, training require, training not required in near future.

The details of these 3 parameters are mentioned in the below tables 9,10 & 11.

For instance, if there are three ASOs named X, Y and Z are working in Section A1 and six domain competencies identified for the section in the order of their importance along with their frequency are listed below:

Table 11: Domain Competencies and Frequency

Competencies	Frequency
Draft National Youth Policy 2021	6
National Youth Policy 2014	5
MIS of Department's schemes & programmes	4

Competencies	Frequency
Diaspora Spread	3
State Level Correspondence Hierarchy	2
Sectoral Indicators	1

(*The competencies mentioned above are only for an illustration purpose)

The following table Priority List marked by the reporting officer for the Employees X, Y, Z

Table 12: Individual Training Priority List

Competencies	Frequency	Name of the Employee		
		X	Y	Z
Draft National Youth Policy 2021	6	A	A	B
National Youth Policy 2014	5	C	C	C
MIS of Department's schemes & programmes	4	B	A	C
Diaspora Spread	3	A	A	A
State Level Correspondence Hierarchy	2	C	A	C
Sectoral Indicators	1	B	B	A

Compilation of Competencies based on categorization (count of A, B, C)

Table 13: Compilation of Competencies based on Categorization.

Competency	A	B	C
Draft National Youth Policy 2021	2	1	0
National Youth Policy 2014	0	0	3
MIS of Department's schemes & programmes	1	1	1
Diaspora Spread	3	0	0
State Level Correspondence Hierarchy	1	0	2
Sectoral Indicators	1	2	0

With the above available data, the weighted score is calculated considering the number of persons requiring competency for fulfilling the assigned work and assigned weightage of the priority of the competency by the reporting officer. Further the calculation is made using the following formula.

Weighted Score = No of Persons requiring the competency (from Table 13) * Assigned weightage of the A, B, C (A=3, B=2, C=1)

Table 14: Weighted Score Calculation

Competencies	A	B	C	Weighted Score
Draft National Youth Policy 2021	2 x 3 = 6	1 x 2 = 2	0 x 1 = 0	8
National Youth Policy 2014	0 x 3 = 0	0 x 2 = 0	3 x 1 = 3	3

Competencies	A	B	C	Weighted Score
MIS of Department's schemes & programmes	1 x 3 = 3	1 x 2 = 2	1 x 1 = 1	6
Diaspora Spread	3 x 3 = 9	0 x 2 = 0	0 x 1 = 0	9
State Level Correspondence Hierarchy	1 x 3 = 3	0 x 2 = 0	2 x 1 = 2	5
Sectoral Indicators	1 x 3 = 3	2 x 2 = 4	0 x 1 = 0	7

Based on the above calculation of weighted score the competencies are prioritized at department level for deciding to distribute them for the period of three years.

Prioritized list of Competencies for conduct of trainings programmes after the weighted average method is as below:

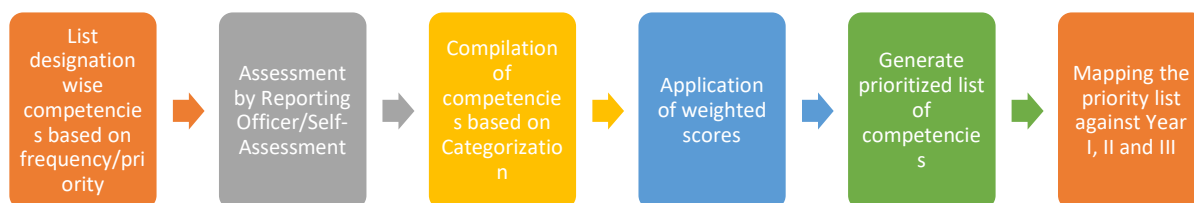
Table 15: Prioritized list of Competencies

Competencies	Weighted Score	Training Year
Diaspora Spread	9	I
Draft National Youth Policy 2021	8	I
Sectoral Indicators	7	II
MIS of Department's schemes & programmes	6	II
State Level Correspondence Hierarchy	5	II
National Youth Policy 2014	3	III

Inferences:

It may be observed that in Table 11- domain competencies and frequency, the competency “Sectoral Indicator” is at the bottom of the list, in a normal scenario the capacity building programme for the competency would be planned in the 3rd year, whereas after applying the weighted score the competency is falling in the 2nd year as priority competency for planning capacity-building programme for ASOs in the 2nd year.

The steps followed for assessment and prioritization of competency enhancement requirements may be summed as follows:



3.3.2 Methodology

Methodology adopted for carrying out the above-specified approach is majorly collaborative in nature. However, different techniques were adopted to collect information/data at various stages of the ACBP preparation process and from different levels of hierarchy in the department.

Figure 20: Techniques used for the preparation of ACBP.



- **Secondary Research**

To initiate the activities of preparation of ACBPs, it is essential to understand the mandate of the organisation, the nomenclature of the department or department's schemes & programs, etc. A detailed study is initiated to collate information about the department such as Business Rules, Organogram, work allocations, information about various schemes, achievements, citizen charters etc. The information is collected using a structured format.

- **Collaborative Consultations & Personal Interviews**

Collaborative consultations were carried out with various levels of employees in the department for understanding current challenges and the discussions were held with the senior leadership regarding future vision of the department. The initial discussions with the senior leadership set the tone for collection of information on functions, sub-functions and competencies from different divisions, and sections with broad understanding of challenges and future vision of the department. For the conduct of the consultation meetings, a structured format was used.

- **Structured interview with Divisions / Sections**

For the collection of the information pertaining to functions, sub-functions, designation-wise roles, competencies, and respective levels of competencies needed for delivering of the assigned responsibilities a following format was used.

Table 16: Data collection format

Function	Sub-Function	Designation	Role	Domain	L	Functional	L	Behavioural	L
Release of Grants	Receipt of Proposals & Verification of the data	Addl Secy.	Decision Maker						
		Joint Secy	Strategiser						
		Deputy Secy/ Director	Manager						
		Under Secy	Reviewer						
		SO	Verifier						
		ASO	Initiator						

L-Level, B-Basic, I-Intermediary, A-Advanced

- **Freewheel Discussions**

Freewheel discussions were carried out with various levels of the employees to understand priorities, vision, current challenges & workable solutions, department-level requirements with respect to competencies, future plans of the department were collected, which has provided required inputs majorly in terms of non-training interventions for improvement of the functioning of the department.

- **Validation of the Competency Requirements**

Validation exercise was carried out for all the sections with the respective Director or Deputy Secretary and Joint Secretary. The validation of the competency requirements was majorly for concurrence on the identified functions, sub-functions and corresponding competencies and levels identified. Depending on the requirements of the department, the officials have suggested a few competencies and the inputs regarding levels of competencies required for different designations.

4 An Overview of the Ministry/Department

4.1 About Ministry

The Ministry of Youth Affairs & Sports was initially set up as the Department of Sports in 1982 at the time of organization of the IX Asian Games in New Delhi. Its name was changed to the Department of Youth affairs & sports during the celebration of the International Youth Year, in 1985. It became a Ministry on 27th May, 2000. Subsequently, the Ministry has been bifurcated into the Department of Youth Affairs and Department of Sports under two separate Secretaries w.e.f. 30th April-2008. The specific subjects being dealt with by these two Departments are contained in the Order of the Govt. of India (Allocation of Business) Rules, 1961.

The Youth, those falling within the age group of 15-29 years constitutes more than 34% of the total population of India. This group which is the most vibrant and dynamic segment of the country's population constitutes potentially its most valuable human resource. To optimally tap their constructive and creative energies, the Department pursues the twin objectives of personality building and nation building, i.e., developing the personality of youth and involving them in various nation-building activities. As some of the focus areas relating to the youth are functions of other Ministries/Departments, the Department of Youth Affairs works in convergence with the other ministries such as the Ministry of Education, Ministry of Skill Development & Training, Health and Family Welfare, etc. the role of the Department of Youth Affairs & Sports is to act as a facilitator and catalytic agent in promoting the various aspects outlined in the policy document other than that are handled by the department.

4.1.1 About the Department

The Department of Youth Affairs is functioning under the Ministry of Youth Affairs & Sports to fulfil the mandated objectives of Government of India allocation of business rules. The programme/Schemes' objectives are centred on the development of youth and involve them in nation building. The programmes by the government are planned to involve the youth at local, block level and participate in the exchange programmes at district, state, and national level. The exchange programmes serve the objective of promotion of national integration through melas, national youth festivals.

To engage the youth in nation-building actively as part of the implementation of schemes to bring in the element of motivation awards were instituted to recognise the youth contributors and facilitate in international delegations for aligning the youth to international perspectives. The department also mainly involved in enhancing the spirit of volunteerism amongst the youth so that they may start contributing their part for nation building. The COVID -19 pandemic has revealed the importance of voluntarism and how it can leverage the youth energies in helping the citizens. The NYKS and NSS Volunteers have put in extraordinary efforts during the COVID period for serving citizens across the country.

4.2 Business Rules and Mandate of the Department

Government of India in the exercise of the powers conferred by clause (3) of article 77 of the Constitution and in supersession of all previous rules and orders on the subject the President made the following rules for the allocation of the business of the Government of India for the Department of Youth Affairs which is functioning under Ministry of Youth Affairs and Sports.

Table 17: Business Rules of the Department of Youth Affairs

1	Youth Affairs/ Youth Policy
2	Nehru Yuva Kendra Sangathan
3	Rajiv Gandhi National Institute of Youth Development
4	National Service Scheme
5	Voluntary Youth Organization including financial assistance to them (Financial Assistance to Youth Organisation for Youth and Adolescents' Development)
6	National Youth Corps
7	Commonwealth Youth Programme and United Nations Volunteers
8	Youth welfare activities, Youth festivals, etc. (National Youth Festival)
9	Boy-scouts and girl-guides
10	Youth Hostels
11	National Youth Awards (National Youth Awards and Tenzing Norgay National Adventure Awards).
12	Residual work of the erstwhile National Discipline Scheme
13	Exchange of Youth Delegation with foreign countries

4.3 Vision, Mission, and Objectives

Vision:

“To empower the youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”. The draft “National Youth Policy, 2021” has been prepared, comments and suggestions were sought from the stakeholders by hosting the draft policy document in the public domain (www.mygov.in). In response to the invite of the department around 1180 comments and suggestions were received from the stakeholders and the department had analysed them for incorporating suitably in the policy document. The department is in the process of finalisation and move forward for following due parliamentary procedures for operationalisation.

The NYP 2021 seeks to catalyse widespread action on youth development across five priority areas, including education; employment and entrepreneurship; youth leadership and development; health, fitness and sports; and social justice. Each priority area is underpinned by the principle of social inclusion — enabling equitable progress by including the most marginalised sections in the design, planning and implementation of all schemes and programmes.

Objectives:

The National youth policy 2014 currently under implementation envisaged for various objective, priority areas and future imperatives. The details are mentioned in the below table.

Table 18: Objectives, Priority Areas in the Policy

Objective	Priority	Future Imperatives
1. Create a productive workforce that can make a sustainable contribution to India's economic development	Education	<ul style="list-style-type: none"> • Build system capacity and quality. • Promote skill development and lifelong learning
	Employment and Skill Development	<ul style="list-style-type: none"> ▪ Targeted youth outreach and awareness ▪ Build linkages across systems and stakeholders. • Define the role of government vis-a-vis other stakeholders
	Entrepreneurship Development	<ul style="list-style-type: none"> • Targeted youth outreach programmes • Scale-up effective programmes to build capacity. • Create customized programmes for youth entrepreneurs. • Implement widespread monitoring & evaluation systems
2. Develop a strong and healthy generation equipped to take on future challenges	Health and Healthy Lifestyle	<ul style="list-style-type: none"> • Improve service delivery. • Awareness about health, nutrition, and preventive care • Targeted disease control programmes for youth
	Sports	<ul style="list-style-type: none"> • Increase access to sports facilities and training. • Promotion of sports culture among youth • Support and development for talented sports persons
3. Instill social values and promote community service to build national ownership	Promotion of Social Values	<ul style="list-style-type: none"> • Formalize value Education System • Strengthen engagement programmes for youth.

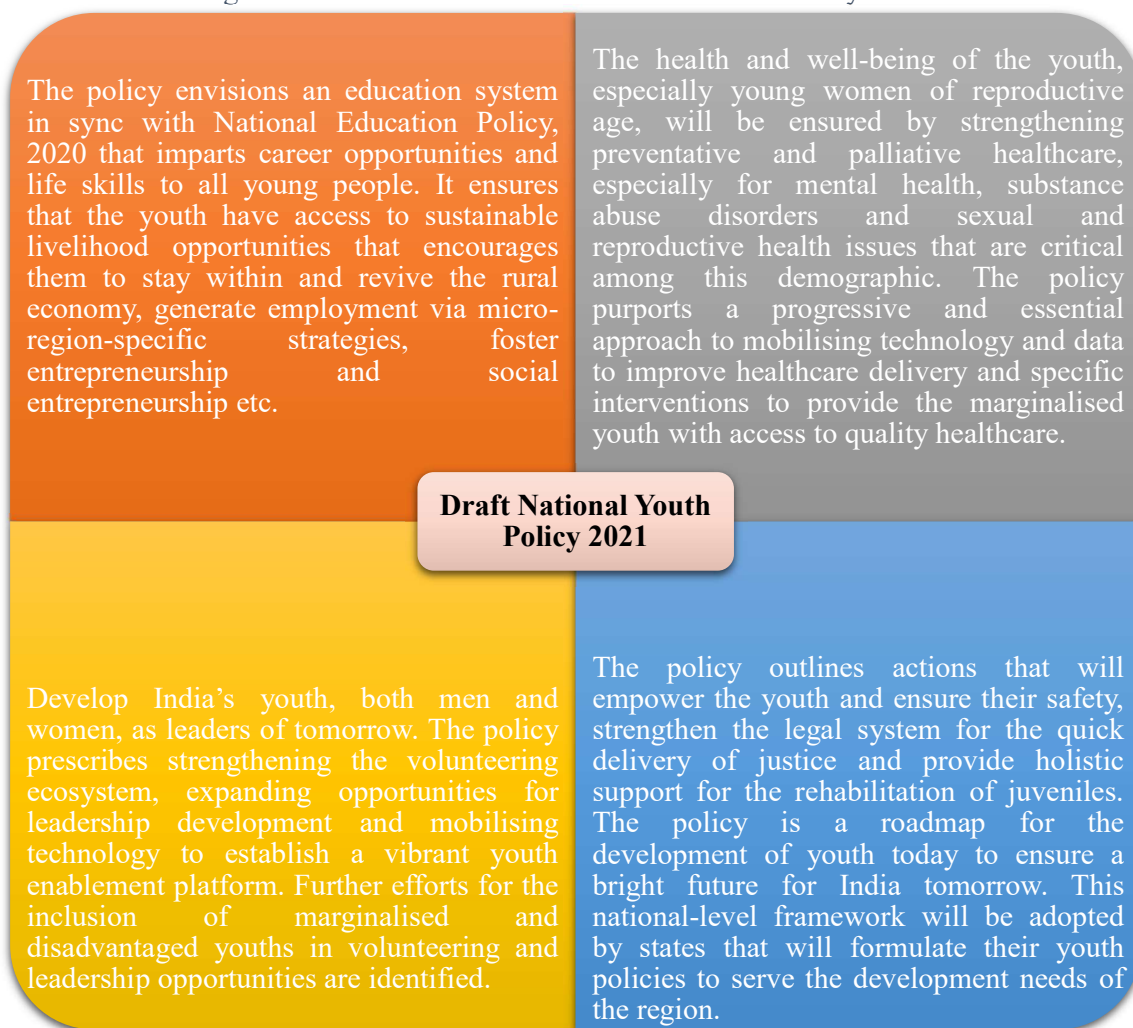
Objective	Priority	Future Imperatives
		<ul style="list-style-type: none"> Support NGOs and for-profit organizations working towards spreading values and harmony
	Community Engagement	<ul style="list-style-type: none"> Leverage existing community development organizations. Promote social entrepreneurship
4. Facilitate Participation and civic engagement at all levels of governance	Participation in politics and governance	<ul style="list-style-type: none"> Engage youth outside of the political systems. Create governance mechanisms that youth can leverage. Promote youth engagement in urban governance
	Youth engagement	<ul style="list-style-type: none"> Measure and monitor the effectiveness of youth development schemes. Create a platform for engagement with youth
5. Support youth at risk and create equitable opportunity for all disadvantaged & marginalized youth	Inclusion	<ul style="list-style-type: none"> Enablement and capacity building programmes for disadvantaged youth Ensuring economic opportunities for the youth in conflict-affected regions. Develop a multi-pronged approach to support youth with disabilities. Create awareness and opportunities to prevent youth being put at risk
	Social Justice	<ul style="list-style-type: none"> Leveraging youth to eliminate unjust social practices. Strengthen access to justice at all levels.

4.4 Goals of the Department Vis-à-vis National Priorities

The Department of Youth Affairs is a department with a focus on a critical segment of society – Youth. To realize the adage of ‘today’s youth is tomorrow’s leaders’ it is critical that the programmes and schemes of the Department of Youth Affairs (DoYA) are aligned with the national priorities. The new draft of National Youth Policy (NYP) 2021, prepared after extensive consultations addresses the goals of fulfilling the national agenda.

The draft NYP envisages a ten-year vision for youth development that India seeks to achieve by 2030. It is aligned with Sustainable Development Goals (SDGs) and serves to ‘unlock the potential of youth to advance India’. The NYP seeks to catalyze widespread action on youth development in five priority areas viz. education; employment & entrepreneurship; youth leadership & development; health, fitness & sports; and social justice. Each priority area is underpinned by the principle of social inclusion, keeping in view the marginalized sections. Some of the policy focus areas include:

Figure 21: Focus Areas of Draft National Youth Policy 2021



The Department of Youth Affairs is currently implementing the programmes of national importance to promote youth development and envisaged national priorities of the department in multi-focus areas as mentioned in the below table. The schemes/ programmes department's prime objective is to increase the spirit of volunteerism amongst the youth and develop the youth in the focus areas envisaged in the policy document, for achieving these objectives many aspects related to the youth needs to be focussed and addressed concurrently. The volunteerism alone cannot help the department leverage on the strength of the youth, hence a strong convergence with the allied ministries and department is required to effectively promoting volunteerism by concurrent development of the youth in their careers. The development of youth on the personal front in the areas such as Education, Skilling and Employment are to be focussed by the department in convergence with other ministries of relevant subjects so that the youth may pursue volunteerism in a sustainable manner. The envisaged programmes/schemes and related national priorities are mentioned in the below table.

Table 19: Current Activities/Schemes Vis-a-Vis National Priorities

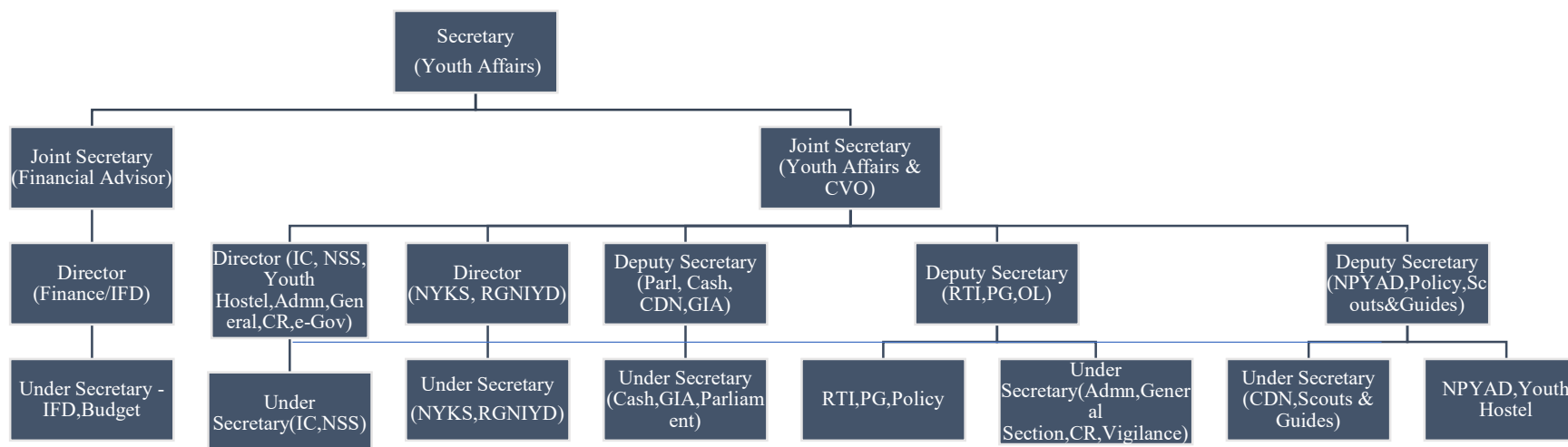
S. No	Name of the Scheme /Programme	National Priorities/ Objectives
1	Nehru Yuva Kendra Sangathan.	<ul style="list-style-type: none"> Enhance the capacities and empower the youth. To increase the Participation in community development voluntarily
2	National Service Scheme	<ul style="list-style-type: none"> Personality and character building of the students through community service
3	National Youth Corps	<ul style="list-style-type: none"> Building of the disciplined and dedicated youth to participate in nation building and act as <ol style="list-style-type: none"> Group Educators Role Models Enhancement of public ethics
5	Commonwealth Youth Programme and United Nations Volunteers	<ul style="list-style-type: none"> Engaging the youth in the development process and involving them in decision-making process
6	Scouting & Guiding	<ul style="list-style-type: none"> Promoting Patriotism & Service Building of character and confidence Promote balanced physical and mental development.
7	Youth Hostels	<ul style="list-style-type: none"> Promotion of tourism and culture of the country Awareness of the youth on the country's rich cultural heritage
8	National Youth Awards (National Youth Awards and	<ul style="list-style-type: none"> Motivating the youth through recognition of the contribution to the society.

S. No	Name of the Scheme /Programme	National Priorities/ Objectives
	Tenzing Norgay National Adventure Awards)	
9	International Youth Exchange Programme	<ul style="list-style-type: none"> • The programme helps the youth in the promotion of Leadership and international perspective.
10	Youth welfare activities, Youth festivals	<ul style="list-style-type: none"> • Promotion of culture through the festivals
11	National Programme for Youth and Adolescent Development	<ul style="list-style-type: none"> • Through the envisaged programmes the Government is aiming at the promotion of • Youth Leadership and Personality Development • National Integration through - National Integration Camps, Inter-State Youth Exchange Programmes, Youth Festivals, multi-cultural activities, • Promotion of Adventure • Development and empowerment of adolescent on the aspects such as Life Skills, Education, Counselling and Career Guidance

4.5 Organogram of the Department:

The department is headed by the secretary and supported by two Joint Secretaries i.e Joint Secretary (Youth Affairs) and Joint Secretary (Financial Advisor). The Directors/Deputy Secretaries heading the group of divisions/sections reporting to the Joint secretaries for smooth functioning and fulfilling the mandate of the department assigned through business allocation rules 1961 of the GoI. The department's current organization structure is depicted below.

Figure 22: Organogram of the Department of Youth Affairs



4.6 Sections of the department

The Department of Youth Affairs to achieve the objectives and mandate assigned by the GoI effectively, it is structured into 21 sections. These sections are organized into eight programme sections and thirteen Administrative Sections. The core activities are implemented by the programme sections with the aid of Administrative Sections in carrying out core activities.

Table 20: List of Sections of the department

Programme Sections	Administrative Sections
Nehru Yuva Kendra Sangathan (NYKS)	Youth Coordination
National Service Scheme (NSS)	Central Registry
Rajiv Gandhi National Institute for Youth Development (RGNIYD)	General Administration
International Cooperation	Personnel Administration
National Programme for Youth and Adolescent Development (NPYAD)	e-Governance
Policy Section	Integrated Finance Division
Youth Hostel	Cash
Scouts and Guides	Grant-in-Aid
	Hindi
	Vigilance Section
	Right to Information Act
	Public Grievance
	Parliament Section

The sections carry out various activities which aid in fulfilling the objectives of the department in alignment with the business rules of GoI, section wise key functions are briefly mentioned in the below table.

Table 21: Section wise key functions

Section	Principal/Key Functions
Nehru Yuva Kendra Sangathan (NYKS)	<ul style="list-style-type: none"> Principal objective is to mobilize, motivate, organize rural youth. Strengthen capacities to develop democratic institutional mechanism in the form of village-based Youth Clubs Empower rural youth to become productive and responsible citizens, assume local leadership to act as active partners in

Section	Principal/Key Functions
	the process of community development and nation building.
National Service Scheme (NSS)	<ul style="list-style-type: none"> Principal purpose is to ‘Education through Service’ inspired by the ideals of Mahatma Gandhi Introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. This section looks after the implementation of the schemes by way of receiving proposal, scrutinizing, and sanctioning of the proposals.
Rajiv Gandhi National Institute for Youth Development (RGNIYD)	<ul style="list-style-type: none"> RGNIYD was established as an ‘Institute of National Importance’ by an Act of Parliament in 2012 The RGNIYD section deals with the administration, budget, auditing etc. w.r.t to the release of Grant in Aid Promotes and strengthens the core function of acting as a think-tank of the Ministry and premier organization of youth-related activities in the country. The Institute itself functions as an apex institute at the national level, working in close cooperation with the NSS, NYKS and other youth organizations in the implementation of training programmes. The Institute also functions as a nodal agency for training youth as a facilitator of youth development activities in rural, urban as also tribal areas.
International Cooperation	<ul style="list-style-type: none"> This section deals with promoting international cooperation among youth in collaboration with other countries and international agencies like UNV/UNDP/UNICEF/Commonwealth Youth Programme etc. Works in close coordination with the stakeholders, partnering countries for forging Memorandum of Understanding (MoU), bilateral and multilateral agreements in the areas of interest.
National Programme for Youth and Adolescent Development (NPYAD)	<ul style="list-style-type: none"> This section focuses majorly on five areas of promoting. <ul style="list-style-type: none"> Adventures; Integration; Technical & Resource Development; Development & Empowerment of Adolescent and Youth Development & Personality Development

Section	Principal/Key Functions
	<ul style="list-style-type: none"> It also supports in organizing the National Youth Festival, National Youth Awards, Tenzing Norgay National Adventure Award
Policy Section	<ul style="list-style-type: none"> Primarily responsible in administrative functions of policy formulation, collaborating with stakeholder meetings etc. Organize formulating draft policies related to the departments, initiate research and document best practices. Provides support in the review of existing policy and gets the feedback from the stakeholders for analysis and suitably incorporates in the policy.
Youth Hostel	<ul style="list-style-type: none"> Youth Hostels are built to promote youth travel and to enable the young people experience the rich cultural heritage of the country. This section deals with collaborating with States in identifying suitable land and other infrastructure to build youth hostels which are usually located in the areas of historical and cultural significance. This section also deals with appointment of Youth Hostel Managers and Wardens
Scouts and Guides	<ul style="list-style-type: none"> This section administers the Scheme of Scouting and Guiding, a central sector scheme introduced in the 1980s in response to the international movement aimed at building character, confidence, idealism, and spirit of patriotism. The section administers financial assistance for various programmes such as organization of training camps, skill development programmes, holding of jamborees, etc. These activities, inter alia, include programmes related to adult literacy, environment conservation, community service, health awareness and promotion of hygiene and sanitation.
Youth Coordination	<ul style="list-style-type: none"> This section plays an important role in coordinating with all sections in collecting information required within the department as well as for the associated ministries and institutions. It also coordinates the Department's cabinet-related matters, Parliament-related matters such as queries and assurances, Parliament standing committee meetings, Maintenance of web portals of Young India and DBT scheme
Central Registry	<ul style="list-style-type: none"> Handles receipt and dispatch of the documents, correspondences from the state level departments, other stakeholders', and associated institutions vice versa.

Section	Principal/Key Functions
	<ul style="list-style-type: none"> The database maintained by the section helps in tracking the document and acts as a point of contact for sending and receiving the correspondences from/to the stakeholders
General Administration	<ul style="list-style-type: none"> Handles purchase and maintenance of IT systems, stationary items, meeting arrangements and staff vehicle maintenance and fuel purchase, hospitality associated bills reimbursement and other associated miscellaneous works
Personnel Administration	<ul style="list-style-type: none"> Administration section looks after all personnel administration matters such as posting of employees within the department, positioning of joiners, training of the employees including foreign trainings, leave record maintenance, disciplinary proceedings, and retirement process
e-Governance	<ul style="list-style-type: none"> e-Governance section is responsible for IT agency hiring for services required for the department, It acts as backbone for all the IT related activities of the department in terms of providing trainings on IT portals and facilitates bid process management
Integrated Finance Division	<ul style="list-style-type: none"> IFD coordinates with other sections of department in collecting information on Annual Budgets Provides financial concurrence for the proposals received from other sections. Coordinates in preparing supplementary budget; with the Ministry of Finance, Department Expenditure and for Comptroller and Auditor General (CAG) audit. The section is responsible to circulate important circulars received from the Department Expenditure to all the sections for compliance
Cash	<ul style="list-style-type: none"> Responsible for processing of the salary bill, vendor bills, cabinet bills and processing of reimbursements such as Medical, Travel, LTC, Tuition fee and processing of General Provident fund, reconciliation of the bank statements and looking into tax related matters
Grant-in-Aid	<ul style="list-style-type: none"> Grant in Aid section works closely with the cash section and pay and accounts office in analysis of the sanction orders, generating bills in PFMS portal and submission of the bills with the supportive documents for processing
Hindi	<ul style="list-style-type: none"> The section is responsible in implementation of Official Languages Act 1963 (As amended 1967)
Vigilance Section	<ul style="list-style-type: none"> The vigilance section is headed by a Chief Vigilance Officer of Joint Secretary level, who is assisted by Under Secretary level officer and other group of officers for

Section	Principal/Key Functions
	conduct of investigations, disciplinary proceedings, and other follow-up actions
Right to Information	<ul style="list-style-type: none"> This section administers and coordinates RTI related functions including the receipt of RTI applications; scrutiny and identifying appropriate sections within Department to forward and submits replies to the applicant as per the turnaround times of the act.
Public Grievance	The Public Grievance section coordinates with the respective sections for prompt response to meet the guidelines of the CPGRAMS and turnaround time (TAT)
Parliamentary Affairs Section	<ul style="list-style-type: none"> Deals with the matters pertaining to the questions raised in the parliament during the parliament sessions. Tracks the parliament questions online if the questions were asked pertaining to the department, forwarding the questions to the coordination section. Works in close collaboration with coordination section in filing replies within stipulated timelines and with the approval of competent authority circulates the replies in required quantity. Section functions on stipulated timelines as it deals with Parliament

4.7 Current Activities of the Department under Citizen Centricity

4.7.1 Citizen Centricity

Citizen centricity for Department of Youth Affairs can be viewed from the standpoint of department and its implementing agencies. All the programmes/schemes of the department are being implemented through the stakeholders such as NGOs, state government, universities, and youth volunteers etc. For the department to be more citizen-centric it shall have to contribute to the area of policy-making in accordance with the needs of the youth and priorities of the government, designing suitable programs in accordance with the key result areas of the department, overseeing the implementation of the schemes and evaluating the schemes on continuous basis for making any changes that are necessary for more effective implementation of the schemes. From department's viewpoint for it to be more citizen-centric, it needs to coordinate well with the stakeholders such as state governments, NGOs, universities, bilateral/multilateral organizations, central ministries, and youth volunteers at the grass root level. They need to be given apt support for actively getting involved in the activities of the national interest.

The following activities become prominent to be more citizen-centric at the Department Level:

- Conducting the periodic review of the youth policy and focus areas.
- Preparing new schemes meeting the objectives/mandates of the department
- Inviting proposals from implementing agencies for undertaking the activities
- Selecting the suitable agencies/NGOs
- Meticulously following the turnaround times for implementation of activities
- Aiding the Implementing agencies/stakeholders in following the processes
- Stakeholder consultations for continuous feedback and identifying new ways of reaching the youth.

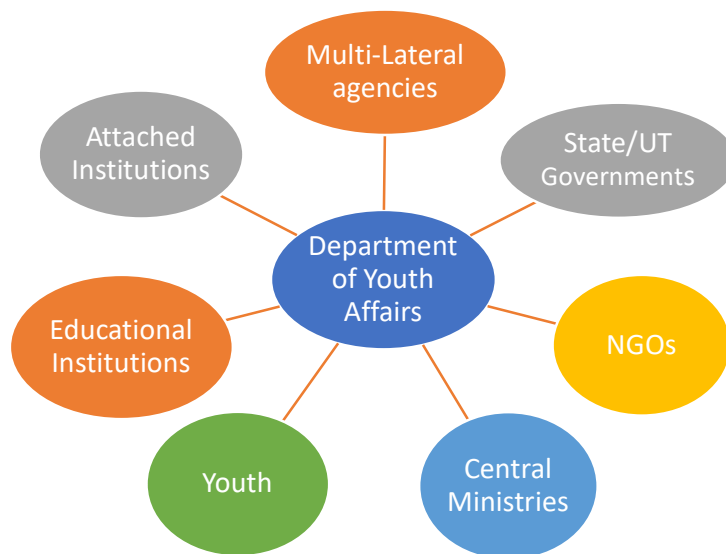
It is important to recognize the value of youth volunteers in rural and urban areas and provide them with the necessary guidance and platform to conduct activities related to the schemes and programs of the department. During times of calamity, drought, pandemic, and other national events, the services of volunteers are crucial for helping citizens in need.

However, it is also important to prioritize the individual development of youth volunteers and ensure that their involvement in implementing programs is not only beneficial to the community but also to their personal growth. This can be achieved by promoting volunteerism in convergence with other ministries for skill development, entrepreneurship development, wage and self-employment promotion, and support for their career progression. By providing youth volunteers with opportunities for skill development and entrepreneurship, they can become more employable and contribute to the economic growth of their communities. Additionally, by supporting their career progression, youth volunteers can become role models for future generations, inspiring them to become involved in volunteerism and community service.

From the viewpoint of the implementing agencies at the grass root level the ultimate citizens are at the focal point. The areas of focus for meeting the citizens' needs cannot be the same for

all the citizens across the states due to the variations in demography and associated needs. The citizens' needs and focus areas across the different regions of the country are dynamic so the youth volunteers' approach to catering to the needs of the citizens will vary from place to place though the broad focus areas remain the same.

Figure 23: Stakeholders of the Department of Youth Affairs



To improve the effectiveness of the schemes more effectively the Parliamentary Standing Committee on HRD, Ministry of Finance, Government of India had emphasized the need for merger/ consolidation of the Schemes of the Department into a few Schemes. Considering the above recommendation of Parliament Standing committee and Ministry of Finance the schemes restructured into a few compact schemes for better synergy and more effective utilisation of resources. Accordingly, after due consideration, the Department of Youth Affairs re-structured/ consolidated all the citizen-centric schemes implemented by the Department, into 3 Schemes, with effect from 01.04.2016, as follows:

Table 22: Re-Organized Schemes List

Sl. No	Names of Schemes (Before Restructuring)	Names of Schemes (After restructuring)
1	Nehru Yuva Kendra Sangathan (NYKS)	Merged into umbrella scheme “Rashtriya Yuva Sashaktikaran Karyakram RYSK”).
2	National Youth Corps (NYC)	
3	National Programme for Youth & Adolescent Development	
4	International Cooperation	
5	Youth Hostels (YH)	

Sl. No	Names of Schemes (Before Restructuring)	Names of Schemes (After restructuring)
6	Assistance to Scouting & Guiding Organisations	
7	National Discipline Scheme (NDS)	
8	National Young Leaders Programme (NYLP)	
9	National Service Scheme (NSS)	National Service Scheme (NSS)
10	Rajiv Gandhi National Institute of Youth Development (RGNIYD)	Rajiv Gandhi National Institute of Youth Development (RGNIYD)

4.7.2 Technology

To ensure transparency, efficiency and accountability, the department has taken various steps to design, develop and host various e-Governance tools. Some of them have been developed to automate the processes related to scheme implementation, while some have been developed to monitor the progress of various schemes, budget allocation, expenditure, etc. The following table summarizes the list of initiatives undertaken in the Department. Along with the department specific website, the common portals of GoI that are used by all the ministries/departments to carry out the common functions that are similar across all the ministries/departments are also mentioned in the below table:

Table 23: List of Websites, Portals

#	Schemes	Description
1	Department web site	<ul style="list-style-type: none"> Presently the department has a common website for the Department of Youth Affairs and sports on which the data related to the ministry, department, Schemes & Programmes of the department; scheme specific information is being maintained along with the other General Information of the department. https://yas.nic.in/youth-affairs
2	MIS Systems	<ul style="list-style-type: none"> Department has various MIS systems of its associated programme units NYKS, NSS and Attached institution RGNIYD. https://nyks.nic.in/ https://nss.gov.in/ https://www.rgnyid.gov.in/
3	Portals	<p>The department uses various portals that are used by all Ministries/Departments/Organizations for fulfilling the functions of the various sections and associated activities.</p> <p>RTI Portal - https://rtionline.gov.in/ CPGRAMS Portal- https://pgportal.gov.in/</p>

#	Schemes	Description
		<p>NITI Aayog's Output-Outcome Monitoring Framework (OOMF) - https://dmeo.gov.in/content/oomf-dashboard</p> <p>Audit Para Monitoring System (APMS)- https://apms.nic.in/</p> <p>GeM Portal - https://gem.gov.in/</p> <p>DBT Portal- https://dbtbharat.gov.in/scheme/scheme-list</p> <p>e-Samiksha Portal- https://esamiksha.gov.in/</p> <p>e-HRMS Portal-https://ddaehrms.org.in/EhrmsWebApp/home</p> <p>LIMBS Portal- https://limbs.gov.in/</p> <p>Probity Portal - https://dopt.gov.in/user</p> <p>Solve Portal - https://doptapp.nic.in/SOLVE/</p>

Government of India with an aim of reforming the government delivery system, it has brought the Direct Benefit Transfer (DBT) mechanism for transferring of the scheme eligible amount to the target beneficiary. The Department of Youth Affairs have envisaged a few programs/schemes for Direct Benefit Transfer that are mentioned below. The Direct Benefit Transfer for the following schemes are routed through the GoI portal: www.dbharat.gov.in

- National Youth Corps
- Youth Hostels
- IC-International Youth Exchange Programmes
- Assistance to Scouting and Guiding Organizations
- RGNIYD-Academic, Training and Capacity Building Programmes
- RGNIYD-Scholarships to Students

4.8 Future Road Map of the Department

4.8.1 Citizen Centricity

It is paramount for the department to have citizen centricity while implementing the schemes. To improve the citizen centricity at grass root level it is proposed that the district or state level functionary should have a mechanism to engage youth in the most organized manner. The local administration needs to be provided with an app and for making any provision for requisition of volunteers for undertaking any voluntary activity.

It is important to establish a mechanism for raising requisitions for volunteers when there is a requirement, with clear details of the activity, location, and the number of volunteers required. This will help ensure that available NSS and NYKS volunteers can participate in organized service-oriented activities and be available for undertaking the activity. By utilizing the energies of youth volunteers effectively, we can optimize their contributions to society and encourage more volunteers to participate in national service.

To further support the readiness of volunteers for national service, it is important to provide them with the necessary training and grooming. This includes equipping them with the skills and knowledge required to effectively carry out their duties as volunteers and promoting a

sense of civic responsibility and social consciousness. By investing in the development of volunteers, we can help ensure that they are prepared to undertake national service when needed and make a meaningful contribution to society.

Major focus of the department is to reach out to the youth for making them self-sustainable and participate in the nation-building and build their future concurrently.

Currently the department has the following focus areas and looking forward to possible interventions and associations with the relevant agencies.

- Focusing on conducting sensitization camps on the programmes of the government and social issues.
- Converging with other ministries and multi-lateral agencies such as UNITAR for a skill enhancement of the youth volunteers and to have a wider reach to the youth.
- Working on youth development-especially Skill Development/Entrepreneurship Development as envisaged by GoI.
- Operationalization of new draft youth policy,2021
- The department is working to integrate programmes and facilitate skill development for employment of youth in convergence with MSDE for training youth on life skills.
- Utilizing the community Radio-working with the Ministry of Information and Broadcasting (MoIB) for organizing awareness programmes useful to the youth in different local languages.
- Exploring new ways of using social media for encouraging the youth to be part of social services by bringing in elements of motivation through various initiatives.

4.8.2 Technology

The technology applications not only minimize the efforts required in reaching out the needy citizens physically but also help in the implementation of the schemes/programmes virtually. It also acts as an effective governance tool. As in most the cases population connected to the mainstream society have access to communication through mobile phones, the youth volunteers may also reorient their approach in extending the services to the citizen using technology-based tools wherever possible.

- Use of Community Radio: Awareness Generation to the youth on activities of national importance and their participation
- Connecting through social media: Spreading the messages on National Services and youth-related activities planned by the Government. (Mails, Facebook, WhatsApp other print electronic media)
- Use of Apps: for seamless data sharing, uploading, and networking
- Reaching out Virtually: extending support through virtual mode for citizens who need emotional help.
- Artificial Intelligence – Use of Artificial Intelligence based tools for customized citizen-centric initiatives for youth volunteers to adopt new ways to reach out to the citizens.

National Youth Database:

The department aims to increase the registrations of youth volunteers for NSS, NYKS and other schemes. The starting point for this activity is to create a platform for the registration of youth and linking other stakeholder ministries' database would help the department in leveraging the database and for conducting awareness generation through the short message to the youth. The department is working hand in hand with the ministries such as the Ministry of Skill Development and Entrepreneurship (MSDE), Ministry of Education (MoE), Ministry of Rural Development (MoRD) and Ministry of Health and Family Welfare (MoHFW)etc.

The data generated using the National Youth database can be used for the analysis of the youth demography details and other aspects for possible interventions by the department, associated ministries and departments for changes to the schemes at the policy level.

Scheme-Specific Dashboards:

Through the section level interactions, it is understood that the scheme-specific dashboards development is a requirement for the department, and it would help in monitoring the schemes effectively. The dashboards would facilitate providing real-time information about the ongoing schemes of the department. The extracted data analysis of the schemes helps in any mid-course corrections identified. The monitoring of the schemes and subsequent document submission from the stakeholders would be followed based on the time-to-time instructions from the department and the department will effectively follow the life cycle of the schemes.

Development of Apps:

Department's programme sections are facing challenges in receiving data and information from the field related to service-oriented scheme activities. To address this issue, it was suggested that an app could be developed for the offline uploading of information, such as photos, briefs about activities, and other relevant data, directly from the place where the activities are being carried out at the grassroots level. An offline app can allow field workers to collect data and information, even in areas where there is no internet connectivity, and then upload the data once they are in an area with internet connectivity.

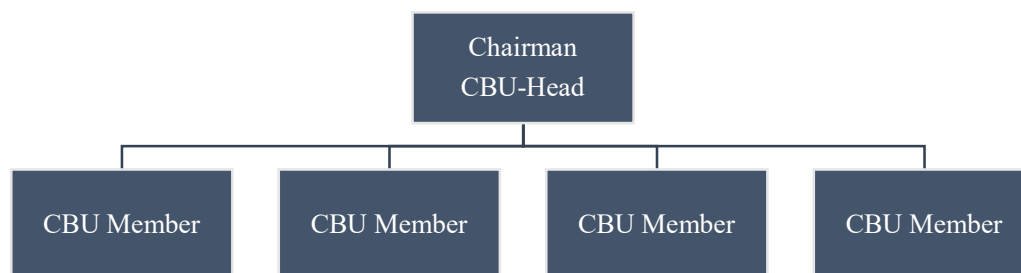
4.9 Current Training Management System of the Department

Training Management function is very important aspect of organization development, planning and organizing trainings required for the employees is a critical aspect to be focussed by the department so that the relevant functions of the department may be effectively handled by the employees. To understand the existing training management system, discussions were held with officials of the personnel administration section which is looking after the training function of the department. The discussion covered the aspects such as training policy, frequency of training and Management Information System (MIS) of the trainings for inferences on present scenario. During the discussions, following few points were noted:

4.9.1 Training policy & Induction Manual:

Currently the Department does not have any department specific training policy, capacity building plans and Induction manual in place. whereas the department meticulously following all the circulars, notifications that are received from the Department of Personnel and Training (DoPT) in taking necessary steps in relation to trainings. Based on the circulars department deputs the identified employees for the proposed trainings and employees transferred from other ministry/department on promotion or deputation would undergo suggested trainings which essential after transfer/promotion based on the circulars issued by Department of Personnel and Training (DoPT). The employees in most cases were sent to the trainings offered by the Institute of Secretariat Training and Management (ISTM). While the ISTM is handling trainings related to functional and behavioural competencies for domain competencies the employees are getting themselves acquainted of the department's work through the Annual Report, and Programme/Scheme guidelines and learns the nuances of work only on the job. However, now with the initiative of the Capacity Building Commission (CBC) the Capacity Building Unit (CBU) is constituted in the Department with Joint Secretary as CBU Head and Director & Deputy Secretaries as members for co-creation and facilitating the activities of capacity-building plans in coordination with Capacity Building Commission. The Capacity Building Unit structure of the Department of Youth Affairs is depicted below.

Figure 24: Structure of the Capacity Building Unit



Composition of the Capacity Building Unit is as follows:

Figure 25: Composition of the Capacity Building Unit

Sl. No	Name of the Officer	Designation	Role
1	Shri.Nitesh Kumar Mishra	Joint Secretary	Chairman
2	Shri.Pankaj Kumar Singh	Director	Member
3	Smt.G.S. Chitra	Director	Member
4	Shri.Sunder Singh	Deputy Secretary	Member
5	Shri.Devashish Bharadwaj	Deputy Secretary	Member

4.9.2 Trainings conducted by Cadre Controlling Authority:

The Staff of the department those who belong to specific cadre attends the training programs conducted by the respective cadre controlling authority (like MoSPI etc.) either to comply with the condition of attending mandatory trainings to be eligible for promotion or as a capacity enhancement requirement.

Pro-active participation:

Certain training institutions publish their training calendar and disseminate information through e-mail, website, etc. Few employees of the department pro-actively apply for these training programs and submit a request to the department for sanction of permission to attend the program. However, this serves the purposed well with those employees with active interest to participate in the trainings for capacity building, others need a structured and identified competency-based trainings in place for holistic competency enhancement of the employees.

The department nominates the employees for the following levels of trainings organized by ISTM based on the circulars issued by Department of Personnel & Training (DoPT) from time to time. Following are the details of training attended by employees of DoYA.

Table 24: Type of Training Programmes attended by Employees.

Name of the training/Level	Description
Level A training	For promotion from SSA to ASO
Foundation Training programme	For ASO probationers
Level B training	For promotion from ASO to SO
Level C training	For section officers with 5 years' experience
Level D training	For promotion from SO to US
Level E training	For promotion from US to DS
Level F training	For promotion from DS to Director

During the period of 2018-2022 total 30 employees have undergone mandatory training programmes which includes above mentioned A, B, C, D, E, F levels of trainings, Foundation training programme and Preventive Vigilance etc. organized by productivity council. 7 employees are currently undergoing 108 weeks foundation programme since Sept 2021. The details of the training programmes attended by the employees are presented in Annexure-III

4.9.3 Mapping of Designation-wise Roles

At the department level, the core objectives are further devolved to section level and each section is staffed with different levels of the employees, designation-wise. Where other cadre officers are positioned in the common designations listed below, the designation in the section may be changed accordingly, however, it is only till that cadre officer's deputation in the designation. For example, if an Economic Cadre officer is posted in a Section Officer position, the designation is termed as Economic Advisor. However, the role performed is as assigned to the defined designation and required competencies remain same.

Based on the discussions, observations, and understanding, the roles of different designations are mapped which are common across the department. Every designation plays one major role and a few minor roles. The common roles played by different designations across the department are depicted below.

Table 25: Designation-wise Role Mapping

Designation	Major Role	Minor Role
Assistant Section Officer	Initiator, Implementor	Reviewer, Verifier
Section Officer	Verifier / Reviewer	Initiator, Implementor, Strategiser, Manager
Under Secretary/Deputy Director	Verifier / Reviewer, Manager	Initiator, Implementor, Strategiser, Decision Maker
Deputy Secretary / Director	Strategiser, Decision Maker	Reviewer
Joint Secretary/ Additional Secretary	Decision Maker, Strategiser	Reviewer

Competencies are identified based on the role played by each of these designations in the respective sections. The description of roles is provided in a subsequent chapter.

4.9.4 Associated Training Institute:

Department of Youth Affairs has an attached think tank institution named Rajiv Gandhi National Institute for Youth Development (RGNIYD). The institute came into existence by the Act of Parliament No. 35/2012 under the Ministry of Youth Affairs & Sports, Government of India. The RGNIYD was set up in 1993 under the Societies Registration Act, XXVII of 1975.

The RGNIYD functions as a vital resource centre with its multi-faceted functions of offering academic programmes at Post Graduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and coordinating Training Programmes for state agencies and the officials of youth organisation, besides the Extension and Outreach initiatives across the country.

The Institute functions as a think-tank of the Ministry and the premier organization of youth-related activities in the country. As the apex institute at the national level, it works in close cooperation with the NSS, NYKS and other youth organizations in the implementation of

training programmes. The Institute is a nodal agency for training youth as a facilitator of youth development activities in rural, urban as also tribal areas.

Vision:

As the apex national agency for youth development, the Institute strives to develop into a globally recognised and acclaimed centre of excellence in the field of youth development, fully responsive to the national agenda for inclusive growth, and the needs and aspirations of young people of the country to realise their potentials to create a just society.

Mission:

The Institute seeks to realise its Vision by:

- Providing substantive inputs in the formulation of youth-related policies and in developing innovative programme initiatives that respond effectively to the needs and concerns of the young people of the country.
- Developing the professional capacity of all youth development agencies in the country - state-sponsored or voluntary organisations - through training and specialised services, such as: consultancies, and providing expertise and training materials for in-house training programmes.
- Setting up a world-class and modern Resource Centre that will provide a library and other related services and facilities to those involved in youth-related activities - youth organisations, educational and training institutions, researchers, scholars, and young people.
- Generating authentic and comprehensive primary and secondary data on all issues and matters that impact the life of the young people in the country through a systematic and extensive programme of action research and study.

The mandate of RGNIYD

1. To function as a resource agency and think-tank for youth programs, policies, and implementation strategies.
2. To develop multi-faceted programmes for youth keeping in view social harmony and national unity as the ultimate objective
3. To grow and develop as a facilitator and nodal agency for youth training, youth work, and youth development in the country for rural, urban as well as tribal youth.
4. To function as an Institute of advanced study in the field of youth and to develop such professional excellence as may be required for the purpose.
5. To develop its programmes aimed at inculcating a sense of national pride, awareness of national goals and internalization of national values among the youth workers.
6. To develop new ideas and innovative programmes for motivating and creating a committed cadre of youth workers and functionaries.
7. To promote and conduct action and user-based applied research and evaluation studies in youth development and through this provide necessary thrust to youth programmes on systematic and scientific lines.

8. To function as Centre for Information Publication and Documentation pertaining to youth Development
9. To provide Institutional training for the personnel working in the field of youth
10. To provide appropriate youth extension projects and services which can function as a laboratory on youth work.
11. To link its programmes and functions to the promotion of National Youth Policy.

The department has initiated the study of RGNIYD for aligning it to its core objectives as think tank institution for the department.

4.10 Conclusion

To fulfil the mandate of the department, it undertakes various programmes/schemes for the development of the youth and involves them in the nation building. The department's fulfilment of its objective lies in motivating and promoting youth voluntarism which is a crucial part in the implementation of the schemes. The success of the programmes depends on the active involvement of the stakeholders aligning to programme-specific objectives envisaged by the department.

The department has two major extended arms namely Nehru Yuva Kendra Sangathan (NYKS) which provides avenues to the rural youth in taking part of nation building activities and National Service Scheme(NSS) encourages youth to actively participate in various activities such as eradication of illiteracy, watershed management and wasteland development, agricultural operations, health, nutrition, hygiene, sanitation, mother and child care, family life education, gender justice, development of rural cooperatives, savings drives, construction of rural roads, campaign against social evils. Other activities cover areas such as urban projects, natural calamities, national emergencies, national days and celebrations and national programmes.

For carrying out/implementing the programmes/schemes the department has 21 sections consisting of programmes implementing sections and supporting sections for administration and operations support. To drive the national agenda the department frames the policy for a defined period, reviews it and incorporates the changes in the new policies framed from time to time.

The competencies required for each designation is an important element in successfully carrying the associated activities, hence analysis of competency needs plays an important role in the implementation of the schemes in citizen centric manner. Citizens for the department can be viewed as youth volunteers as well as the ultimate citizen who would be served by the youth volunteers. The department while framing policy shall have a two-fold perspective for adequately addressing the focus areas of both.

The department strives to maintain the database of the programmes in the form of information for the annual reports as and when the information is required for the purpose of decision-making.

The department to continue fulfilling its mandates effectively shall need to keep up the competency culture and equip the employees with the required competencies to contribute to achieving the goals of the department. The ACBP of the department identified the section wise designation wise competencies for strategic capacity-building of the employees of the for effectively contributing to the achieving of the goals of the department.

5 Competency Framework and Capacity Need Analysis

5.1 Current Competency Structure of the Department

In the As-Is Scenario, Department of Youth Affairs does not have any department specific competency framework for planning a competency-based training programmes for employees. The department is following the directions received from Department of Personnel & Training, GoI time to time. The Department has an associated training institute Rajiv Gandhi National Institute for Youth Development (RGNIYD) located at Sriperumbudur which focuses on training the youth volunteers along with the following programmes/activities.

1. Providing action-oriented research inputs for policy formulation.
2. Implementation of policy through extension and other programmes.
3. Promoting assessment and impact study and conducting teaching, training, and other academic programmes.

It has also been observed that staff posted at the Department on account of transfer/promotion/first appointment do not undergo any department-specific induction/domain-specific training particularly at ASO, SO and US levels, they learn the nuances of work only through on-the-job training. Currently training of employees at the department is majorly supply based wherein officers attend the training to comply with the condition of attending mandatory training to be eligible for promotion.

It is envisaged that the recently constituted CBU will take up the activities related to capacity building functions at Department-level including competency mapping, preparation/updation of ACBP, budgeting, organizing training programs, monitoring and evaluation of training programs, etc.

5.2 Department Level Capacity Need Analysis

The Department Level Competencies gives the macro picture of the required competencies for the human resources of the department to effectively fulfil its mandate allocated to the department through the business allocation rules of Govt.of India 1961. The competencies as part of preparation of the Annual Capacity Building Plan were identified following a systematic process outlined in the methodology. The approach followed for interactions includes freewheel discussions, semi-structured interviews using the data collection tools for capturing the functions, sub-functions, designation wise roles and associated domain, functional and behavioural competencies. the definitions which are followed for domain, functional and behavioral competencies are as follows:

- **Domain:** These competencies enable individuals to effectively perform roles within a specialized discipline or field. Domain competencies are generally applicable to the core work of a MDO or set of related ministries / departments. For example, National Youth Policy 2014, Youth Hostel Guidelines, NSS Scheme guidelines.

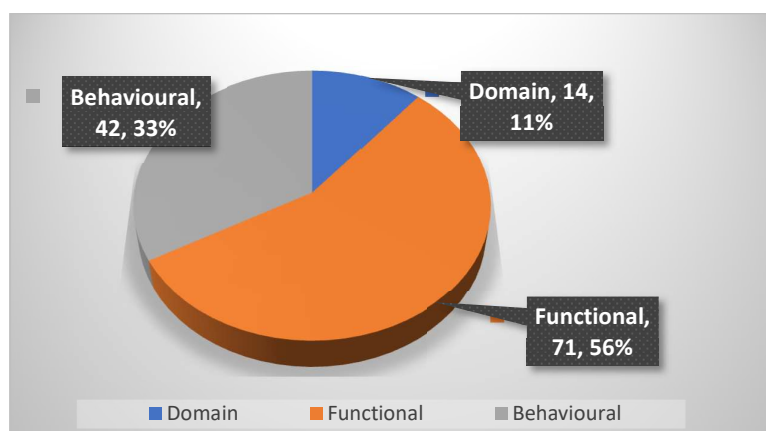
- **Functional:** These competencies help cater to the operational requirements of an MDO such as administration, procurement, financial management, and so on. Functional competencies are applicable across a wide range of ministries/ departments of the government. For example, budgeting, project management and data analysis

Behavioral: These are a set of benchmarked behaviours displayed (or observed / felt) by individuals across a range of roles within the MDO. For example, empathy and leadership.

As part of ACBP preparation, a Department-level competencies list is prepared by consolidating competencies identified for each designation under each section. The important competencies are identified based on the frequency (number of times the competency used by an official for carrying out functions and sub-functions). The exhaustive list of competencies identified for each role played for fulfilment of the sub-function and for preparing department-level competencies, the homogeneous competencies are grouped into relevant competencies with generic titles.

For Department of Youth Affairs, a total of 127 competencies are identified across three categories, i.e., domain, functional and behavioural and the breakup of the same is presented in the below figure:

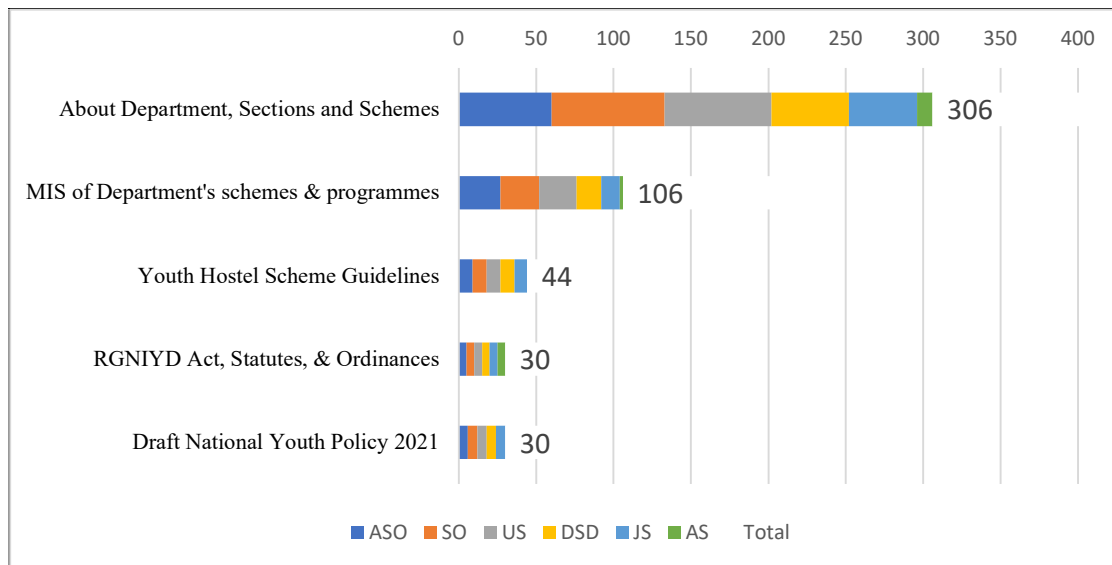
Figure 26: Competencies Analysis of the Department



In the following sections, the Department-level competencies under three categories (Domain-Functional-Behavioral) are analyzed and discussed. The consolidated domain, functional and behavioural competencies of the department are presented in the graphical and table form below.

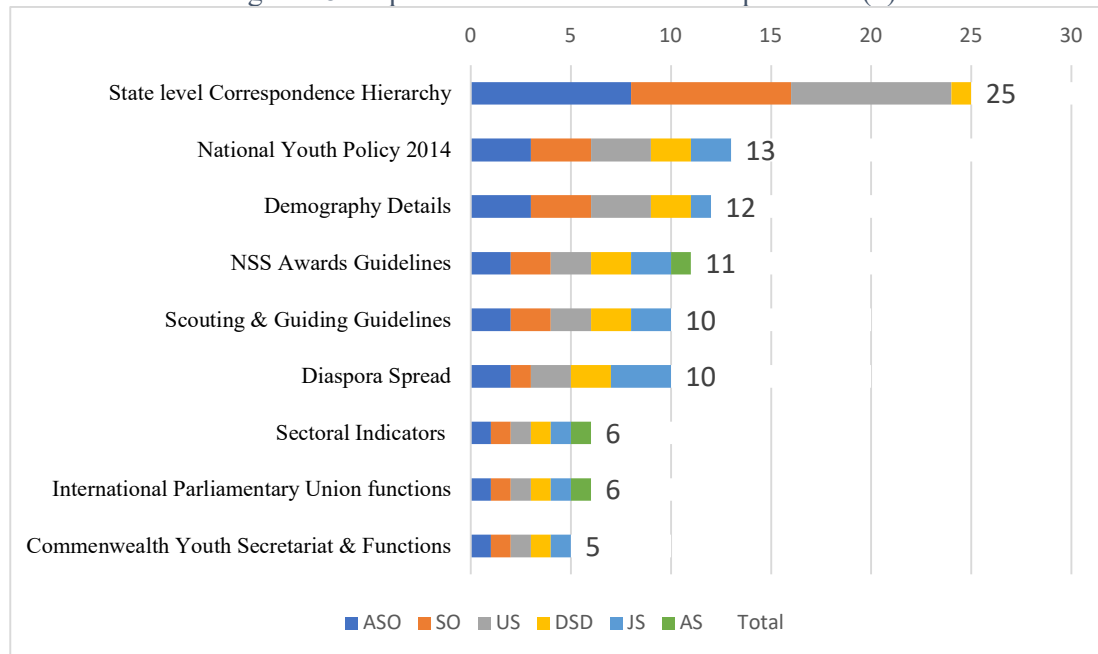
Department Level Domain Competency Analysis:

Figure 27: Department Level Domain Competencies (1)



(Source: Primary Data Collection)

Figure 28: Department Level Domain Competencies (2)



(Source: Primary Data Collection)

The domain competency analysis of the department reveals that the top competencies identified are related to the core programmes being implemented by the sections. It can be inferred from the above graphs that the competencies such as - About Department, Sections and Schemes,

MIS of Department's schemes/programs, Youth Hostel Scheme Guidelines, RGNIYD Act, Statutes, & Ordinances, Draft National Youth Policy 2021 constitute the top five domain competencies.

These competencies manifest the employee's domain competencies required to carry out the functions of the sections effectively. The list of the domain competencies of the department are presented in the table below. The total 14 domain competencies were identified through the interactions.

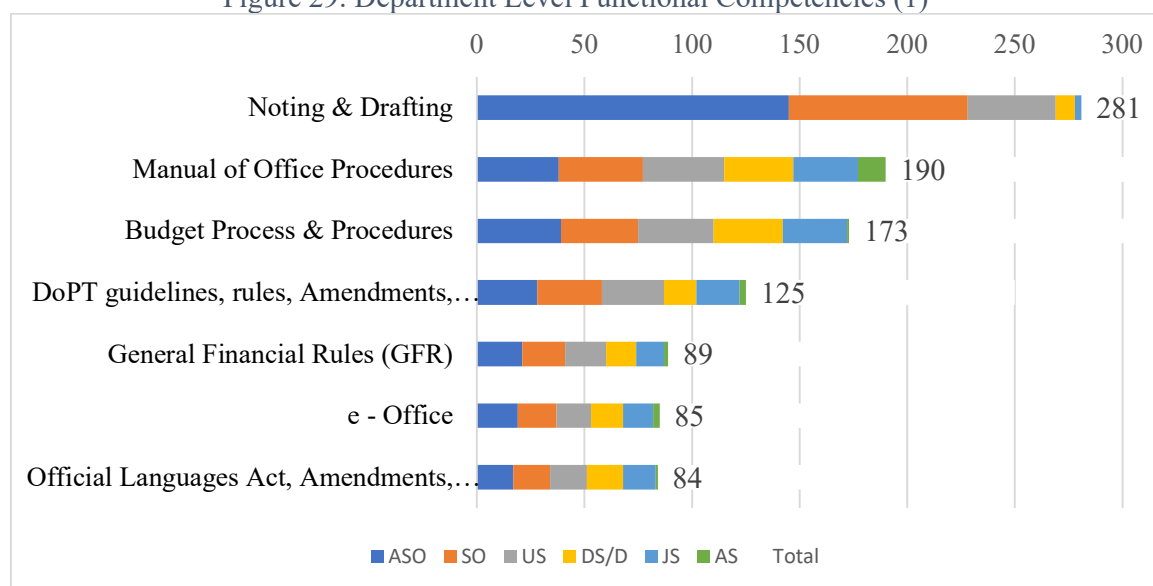
Table 26: List of Department Level Domain Competencies

Domain Competency	ASO	SO	US	DS/D	JS	AS	Total
About Department, Sections and Schemes	60	73	69	50	44	10	306
MIS of Department's schemes & programmes	27	25	24	16	12	2	106
Youth Hostel Scheme Guidelines	9	9	9	9	8		44
RGNIYD Act, Statutes, & Ordinances	5	5	5	5	5	5	30
Draft National Youth Policy 2021	6	6	6	6	6		30
State level Correspondence Hierarchy	8	8	8	1			25
National Youth Policy 2014	3	3	3	2	2		13
Demography Details	3	3	3	2	1		12
NSS Awards Guidelines	2	2	2	2	2	1	11
Scouting & Guiding Guidelines	2	2	2	2	2		10
Diaspora Spread	2	1	2	2	3		10
Sectoral Indicators	1	1	1	1	1	1	6
International Parliamentary Union functions	1	1	1	1	1	1	6
Commonwealth Youth Secretariat & Functions	1	1	1	1	1		5

(Source: Primary Data Collection)

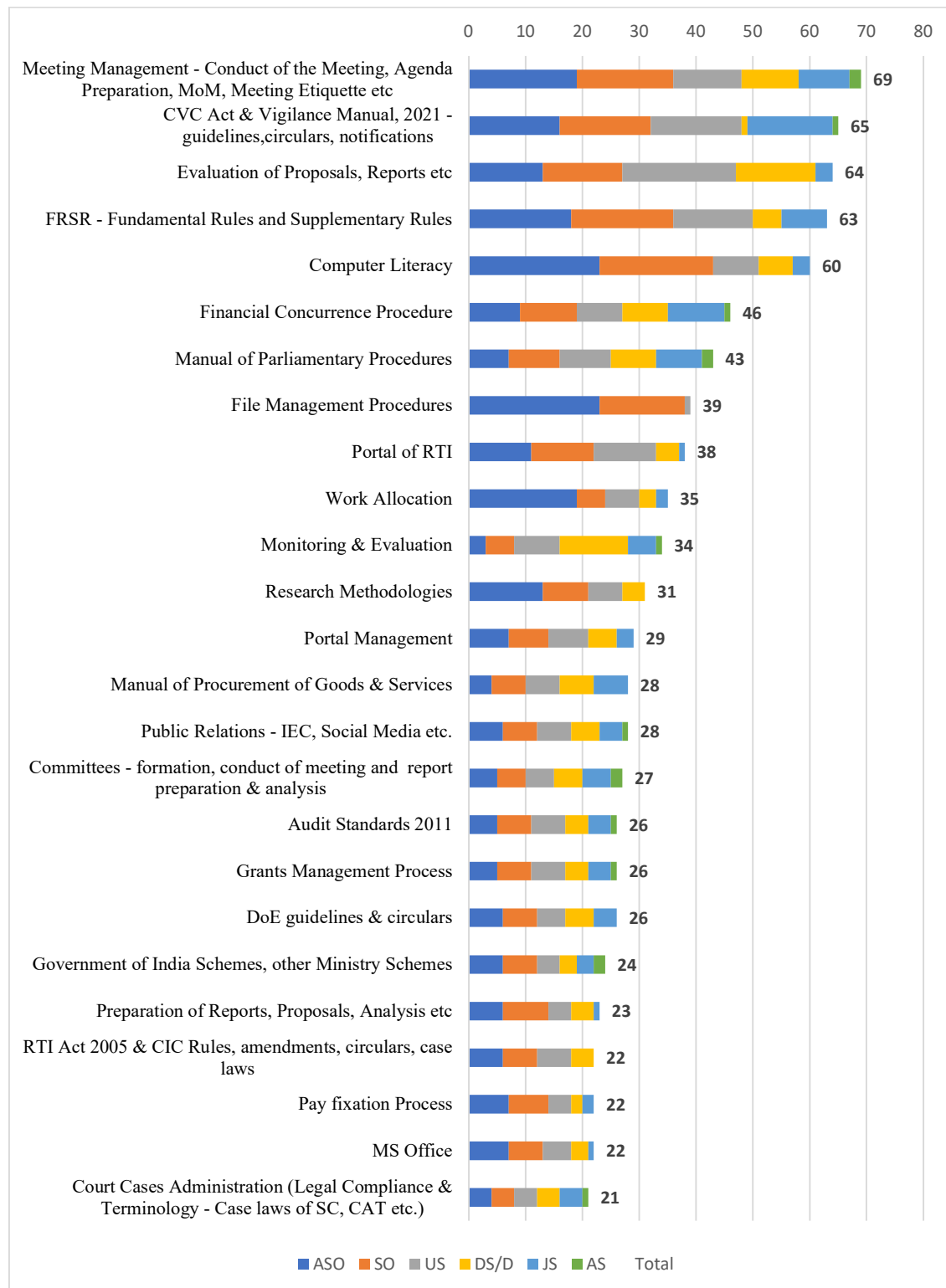
Department Level Functional Competencies:

Figure 29: Department Level Functional Competencies (1)



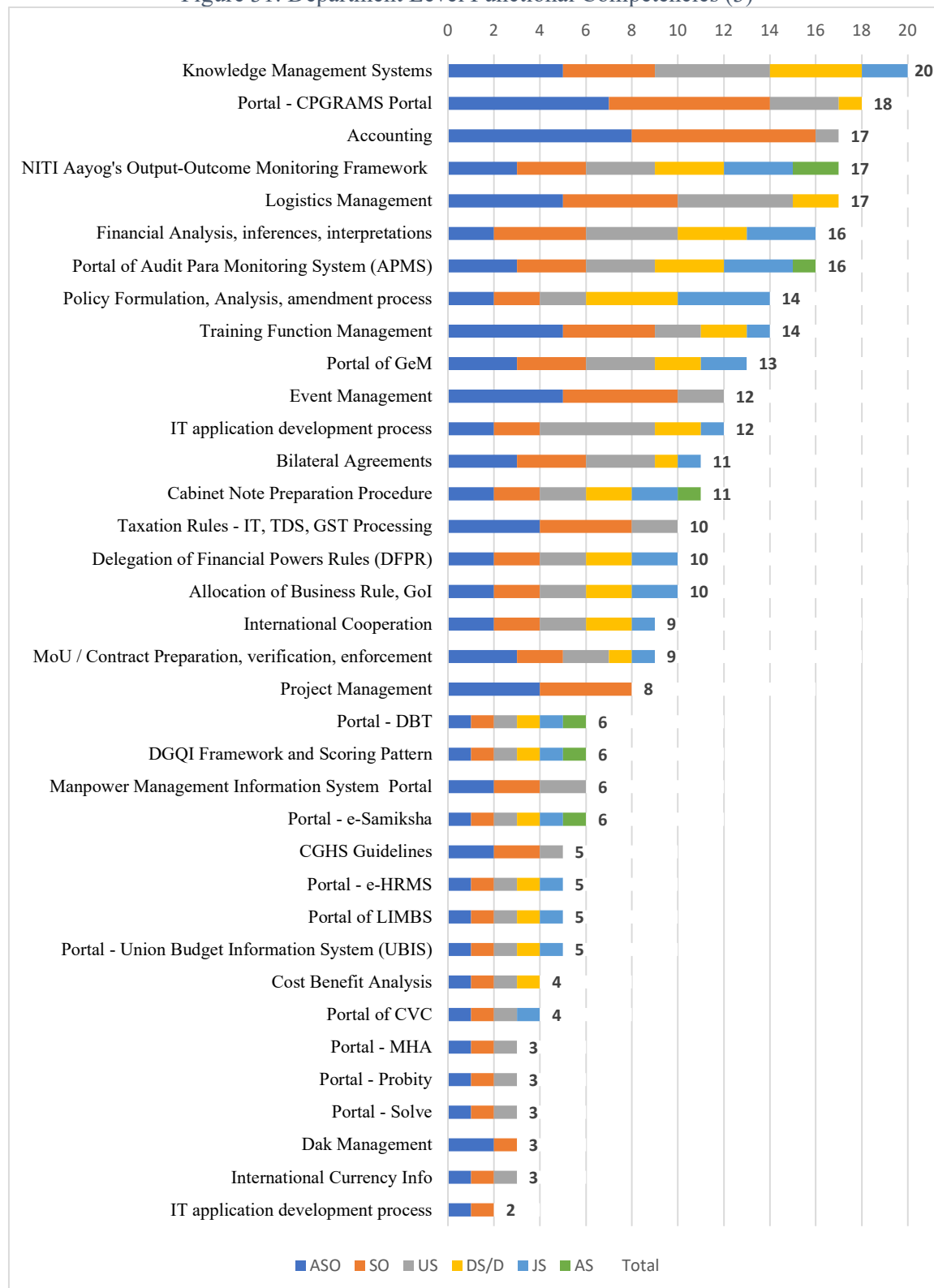
(Source: Primary Data Collection)

Figure 30: Department Level Functional Competencies (2)



(Source: Primary Data Collection)

Figure 31: Department Level Functional Competencies (3)



(Source: Primary Data Collection)

It can be observed from the above pictorial representations that the Noting & Drafting, Manual of office procedures, Budget Process & Procedures, DoPT Guidelines and General Financial Rules functional competencies emerged as top five functional competencies of the department.

In the execution of government schemes/programmes initiation of files with the right background and setting the perspective is important while preparing the files, generally files are initiated by ASO and forwarded to the competent authority for approval following the channel of submission. To prepare files suitably with a clear information and background it is imperative that ASO to SO should have the competency of Noting & Drafting. Some files which go to the Minister, Parliament & committees would be vetted by the DS/D, JS/AS level officers for opt presentation of the information.

Table 27: List of Consolidated Department Level Functional Competencies

Functional	ASO	SO	US	DS/D	JS	AS	Total
Noting & Drafting	145	83	41	9	3		281
Manual of Office Procedures	38	39	38	32	30	13	190
Budget Process & Procedures	39	36	35	32	30	1	173
DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	28	30	29	15	20	3	125
General Financial Rules (GFR)	21	20	19	14	13	2	89
e - Office	19	18	16	15	14	3	85
Official Languages Act, Amendments, Notifications, Circulars	17	17	17	17	15	1	84
Public Finance Management Systems (PFMS)	18	22	17	9	5		71
Meeting Management - Conduct of the Meeting, Agenda Preparation, MoM, Meeting Etiquette etc	19	17	12	10	9	2	69
CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	16	16	16	1	15	1	65
Evaluation of Proposals, Reports etc	13	14	20	14	3		64
FRSR - Fundamental Rules and Supplementary Rules	18	18	14	5	8		63
Computer Literacy	23	20	8	6	3		60
Financial Concurrence Procedure	9	10	8	8	10	1	46
Manual of Parliamentary Procedures	7	9	9	8	8	2	43
File Management Procedures	23	15	1				39
Portal of RTI	11	11	11	4	1		38
Work Allocation	19	5	6	3	2		35
Monitoring & Evaluation	3	5	8	12	5	1	34
Research Methodologies	13	8	6	4			31
Portal Management	7	7	7	5	3		29
Manual of Procurement of Goods & Services	4	6	6	6	6		28

Functional	ASO	SO	US	DS/D	JS	AS	Total
Public Relations - IEC, Social Media etc.	6	6	6	5	4	1	28
Committees - formation, conduct of meeting and report preparation & analysis	5	5	5	5	5	2	27
Audit Standards 2011	5	6	6	4	4	1	26
Grants Management Process	5	6	6	4	4	1	26
DoE guidelines & circulars	6	6	5	5	4		26
Government of India Schemes, other Ministry Schemes	6	6	4	3	3	2	24
Preparation of Reports, Proposals, Analysis etc	6	8	4	4	1		23
RTI Act 2005 & CIC Rules, amendments, circulars, case laws	6	6	6	4			22
Pay fixation Process	7	7	4	2	2		22
MS Office	7	6	5	3	1		22
Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.)	4	4	4	4	4	1	21
Knowledge Management Systems	5	4	5	4	2		20
Portal - CPGRAMS Portal	7	7	3	1			18
Accounting	8	8	1				17
NITI Aayog's Output-Outcome Monitoring Framework (OOMF)	3	3	3	3	3	2	17
Logistics Management	5	5	5	2			17
Financial Analysis, inferences, interpretations	2	4	4	3	3		16
Portal of Audit Para Monitoring System (APMS)	3	3	3	3	3	1	16
Policy Formulation, Analysis, amendment process	2	2	2	4	4		14
Training Function Management	5	4	2	2	1		14
Portal of GeM	3	3	3	2	2		13
Event Management	5	5	2				12
IT application development process - Software Development Life cycle - changes to software etc.	2	2	5	2	1		12
Bilateral Agreements	3	3	3	1	1		11
Cabinet Note Preparation Procedure	2	2	2	2	2	1	11
Taxation Rules - IT, TDS, GST Processing	4	4	2				10
Delegation of Financial Powers Rules (DFPR)	2	2	2	2	2		10
Allocation of Business Rule, GoI	2	2	2	2	2		10
International Cooperation	2	2	2	2	1		9

Functional	ASO	SO	US	DS/D	JS	AS	Total
MoU / Contract Preparation, verification, enforcement	3	2	2	1	1		9
Project Management	4	4					8
Portal - DBT	1	1	1	1	1	1	6
DGQI Framework and Scoring Pattern	1	1	1	1	1	1	6
Manpower Management Information System (MMIS) Portal	2	2	2				6
Portal - e-Samiksha	1	1	1	1	1	1	6
CGHS Guidelines	2	2	1				5
Portal - e-HRMS	1	1	1	1	1		5
Portal of LIMBS	1	1	1	1	1		5
Portal - Union Budget Information System (UBIS)	1	1	1	1	1		5
Cost Benefit Analysis	1	1	1	1			4
Portal of CVC	1	1	1		1		4
Portal - MHA	1	1	1				3
Portal - Probity	1	1	1				3
Portal - Solve	1	1	1				3
Dak Management	2	1					3
International Currency Info	1	1	1				3
IT application development process	1	1					2

(Source: Primary Data Collection)

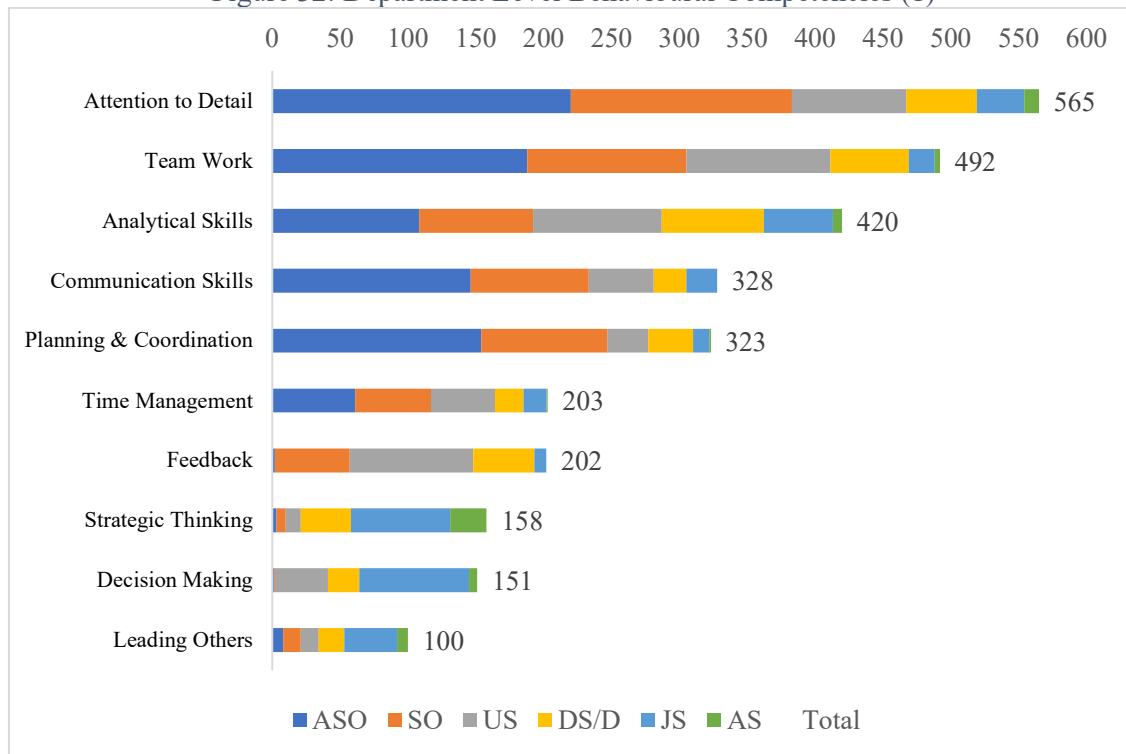
Department Level Behavioural Competencies:

For the Department, a total of 42 behavioural competencies were identified which are required for carrying out the assigned activities effectively. The identified competencies are arranged based on the number of times they were identified during interactions for various activities carried out by all levels of employees, hence competency repeated assumes more importance for the functionary to possess for handling the works effectively.

Department of Youth Affairs is implementing the schemes/programmes in accordance with the business allocation of GoI with the core function of promoting the spirit of volunteerism by supporting through various schemes and monitoring the Grant in Aid programmes. Department also supports its extended arms, subordinate offices NYKS, NSS and associated institution RGNIYD. The competency “Attention to details” have been identified 565 times which means that the scheme related files that are processed in the sections need attention at every level of employee for various functions and sub-functions thus repeating so many times. The number of behavioural competencies identified during the interactions with the various levels of officials is manifested in their requirements for these competencies. The other top competencies identified are Team Working, Analytical Skills, Communication Skills, Planning and Coordination and Time Management. The detailed list of behavioural competencies is presented in the form of a graph and table below.

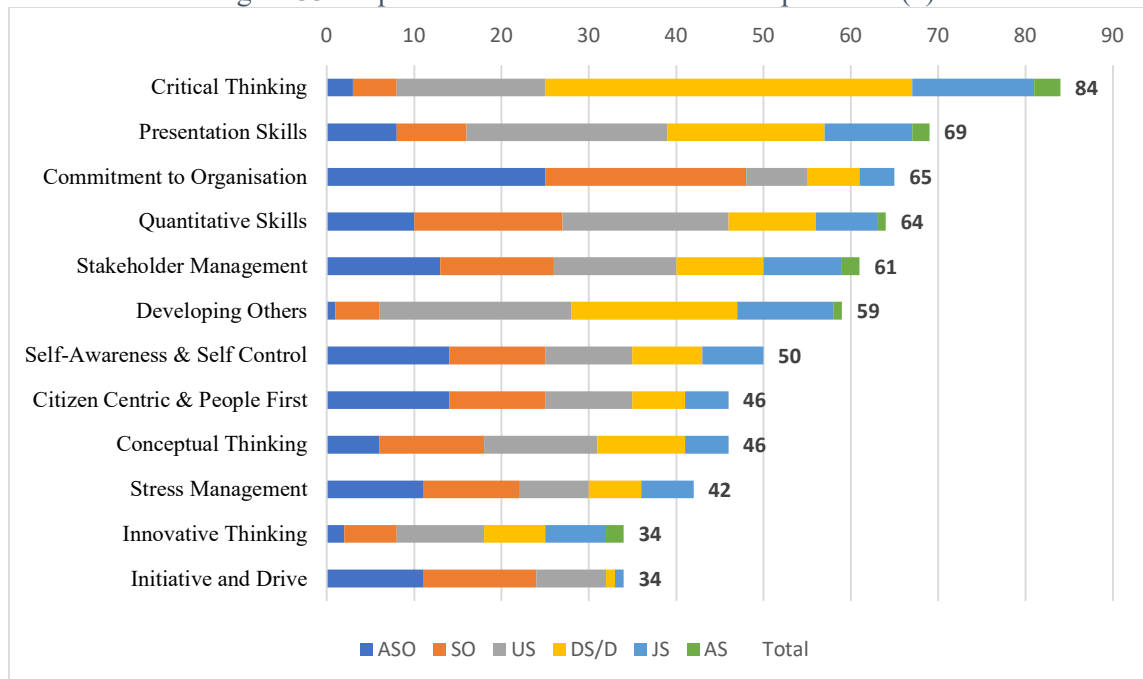
The identified designation wise behavioural competencies with frequency are presented below (for a better presentation of the competencies were shown in 3 graphs):

Figure 32: Department Level Behavioural Competencies (1)



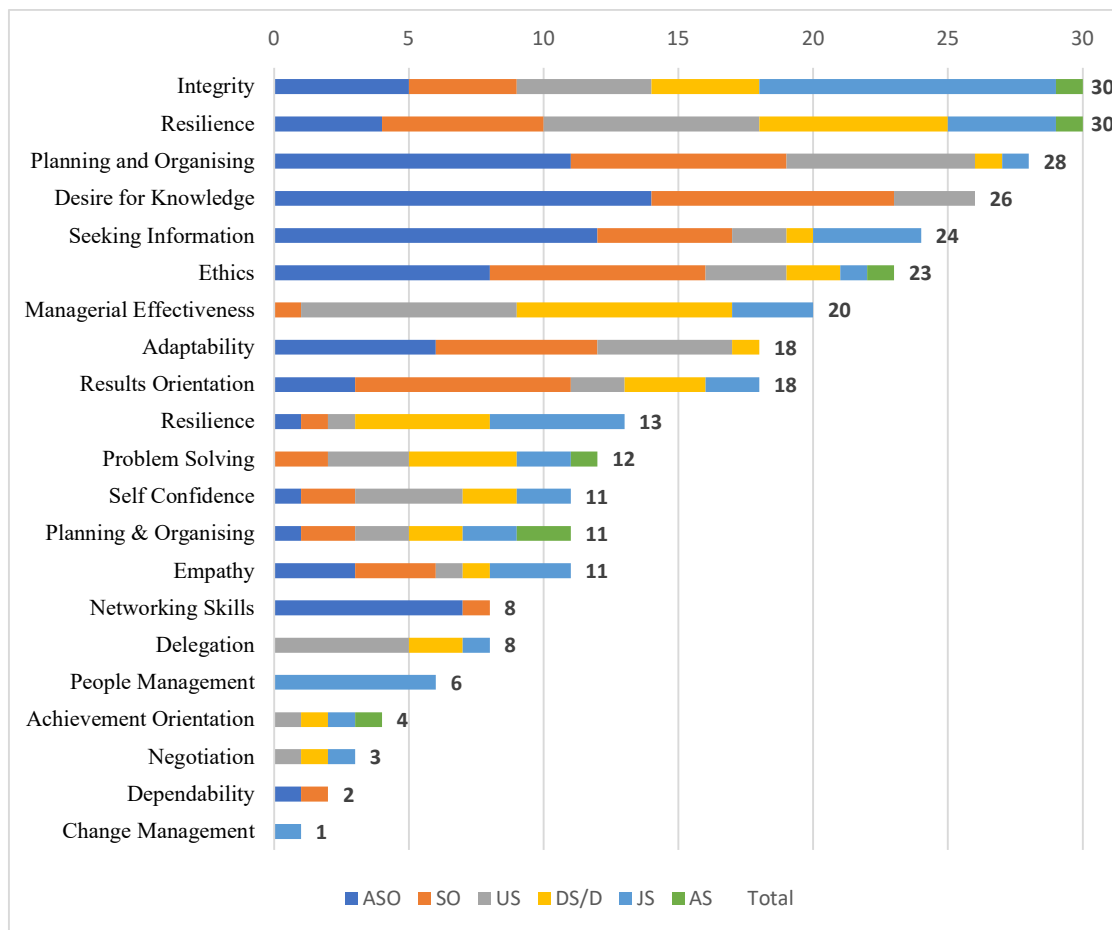
(Source: Primary Data Collection)

Figure 33: Department Level Behavioural Competencies (2)



(Source: Primary Data Collection)

Figure 34: Department Level Behavioural Competencies (3)



(Source: Primary Data Collection)

The consolidated department level behavioural competencies identified are presented in the below table.

Table 28: Department Level Behavioural Competencies

Behavioural Competency	ASO	SO	US	DS/D	JS	AS	Total
Attention to Detail	220	163	84	52	35	11	565
Team Working	188	117	106	58	19	4	492
Analytical Skills	108	84	95	75	51	7	420
Communication Skills	146	87	48	24	23		328
Planning & Coordination	154	93	30	33	12	1	323
Time Management	61	56	47	21	17	1	203
Feedback	2	55	91	45	9		202
Strategic Thinking	3	7	11	37	73	27	158
Decision Making	1	1	39	23	81	6	151
Leading Others	8	13	13	19	39	8	100
Critical Thinking	3	5	17	42	14	3	84

Behavioural Competency	ASO	SO	US	DS/D	JS	AS	Total
Presentation Skills	8	8	23	18	10	2	69
Commitment to Organisation	25	23	7	6	4		65
Quantitative Skills	10	17	19	10	7	1	64
Stakeholder Management	13	13	14	10	9	2	61
Developing Others	1	5	22	19	11	1	59
Self-Awareness & Self Control	14	11	10	8	7		50
Citizen Centric & People First	14	11	10	6	5		46
Conceptual Thinking	6	12	13	10	5		46
Stress Management	11	11	8	6	6		42
Innovative Thinking	2	6	10	7	7	2	34
Initiative and Drive	11	13	8	1	1		34
Integrity	5	4	5	4	11	1	30
Resilience	4	6	8	7	4	1	30
Planning and Organising	11	8	7	1	1		28
Desire for Knowledge	14	9	3				26
Seeking Information	12	5	2	1	4		24
Ethics	8	8	3	2	1	1	23
Managerial Effectiveness		1	8	8	3		20
Adaptability	6	6	5	1			18
Results Orientation	3	8	2	3	2		18
Resilience	1	1	1	5	5		13
Problem Solving		2	3	4	2	1	12
Self Confidence	1	2	4	2	2		11
Planning & Organising	1	2	2	2	2	2	11
Empathy	3	3	1	1	3		11
Networking Skills	7	1					8
Delegation			5	2	1		8
People Management					6		6
Achievement Orientation			1	1	1	1	4
Negotiation			1	1	1		3
Dependability	1	1					2
Change Management					1		1

(Source: Primary Data Collection)

Behavioral competencies are important because they describe the knowledge, skills, abilities, and other qualities that individuals need to effectively perform their job functions and contribute to the organization's success. These competencies are focused on the behaviors and actions that individuals exhibit in the workplace, rather than just their technical skills or knowledge. behavioral competencies are important because they provide a framework for understanding and assessing the qualities and behaviors that are necessary for individuals to succeed in their roles and contribute to the success of their organization. Considering the importance, the behavioural competencies were identified to be part of ACBP for strategically building the capacities of employees w.r.t the behavioural competencies.

5.3 Section Level Capacity Need Analysis

In keeping with the structure of the Department, in each Section, different functionaries from the level of Assistant Section Officer to Joint Secretary play different roles. These roles vary from Initiator to Decision Maker. However, for every role, competencies in specific domains at the Section or Department-wide vary. Similarly, for specific responsibilities, functional and behavioral competencies are required. Through extensive section-wise consultations at all levels of functionaries, the relevant competencies are identified. In the process, major roles and minor roles played by different designations in the completion of a function are also identified.

Department of Youth Affairs (DoYA) has 21 Sections for implementing its schemes. In the following sections, the identified domain, functional and behavioral competencies were briefly discussed in their importance. Since some sections deal with Department specific core functions supported by ancillary/support sections, the domain competencies are mapped to such sections. For the ancillary and support sections, generic domain competencies are identified. As discussed above, the exhaustive list of competencies (de-grouped) identified for all sections is included in Annexure IV for ready reference, should the Department desire to refer and consult further.

The Department is organized into the following sections, programme sections and Administrative Sections for fulfilling the mandate of the department.

Table 29: List of Programme & Administrative Sections

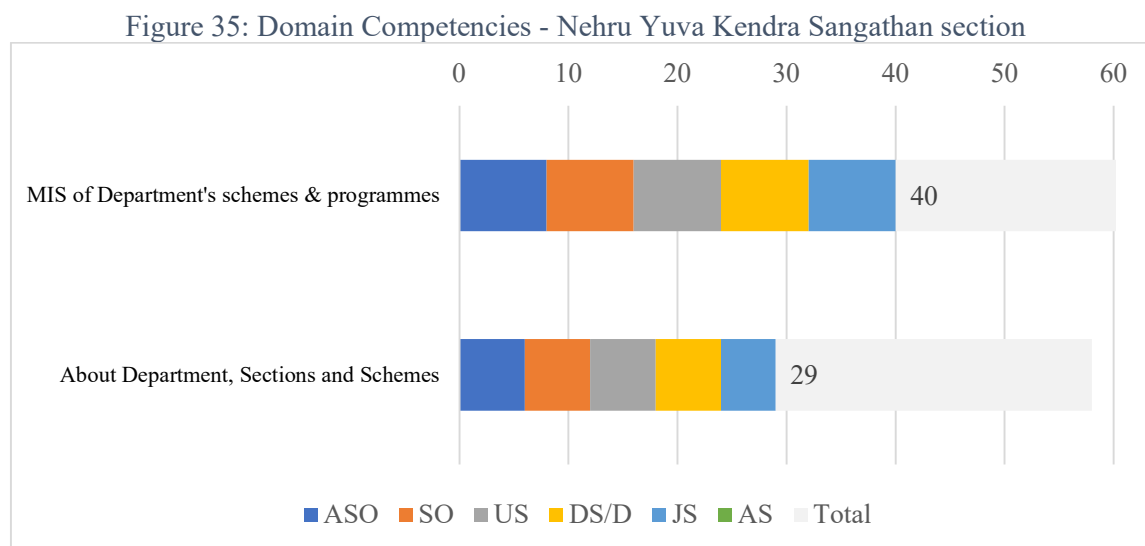
Programme Sections	Administrative Sections
Nehru Yuva Kendra Sangathan (NYKS)	Central Registry
National Service Scheme (NSS)	General Administration
Rajiv Gandhi National Institute for Youth Development (RGNIYD)	Personnel Administration
International Cooperation	e-Governance
National Programme for Youth and Adolescent Development (NPYAD)	Integrated Finance Division
Policy Section	Cash
Youth Hostel	Grant-in-Aid
Scouts and Guides	Hindi
Youth Coordination	Vigilance Section
	Right to Information Act
	Public Grievance
	Parliament Section

5.3.1 Nehru Yuva Kendra Sangathan (NYKS):

Nehru Yuva Kendra Sangathan is started with an objective to organize rural youth and motivate them to involve in the activities such as education, health and sanitation, environment, awareness on social issues, women empowerment, civic education, disaster relief and rehabilitation, etc. The section handles administrative matters such as Approval of New Proposals, Budget Administration, and laying of accounts of NYKS in the parliament.

Based on the analysis of the section two domain competencies were identified i.e MIS of the Department's schemes & Programmes, About Department, Sections, and schemes. The employees positioned in the section need to have a thorough understanding of the program guidelines and the Department's focus areas for carrying out the activities and assigned functions effectively. The competency MIS of the Department's Schemes & Programmes is identified 40 times and About Department, Sections and Schemes 29 times. From these two domain competencies it can be inferred that a clear understanding of the implementation guidelines of the schemes and an overall understanding of the department and sections are imperative to the employees of the section.

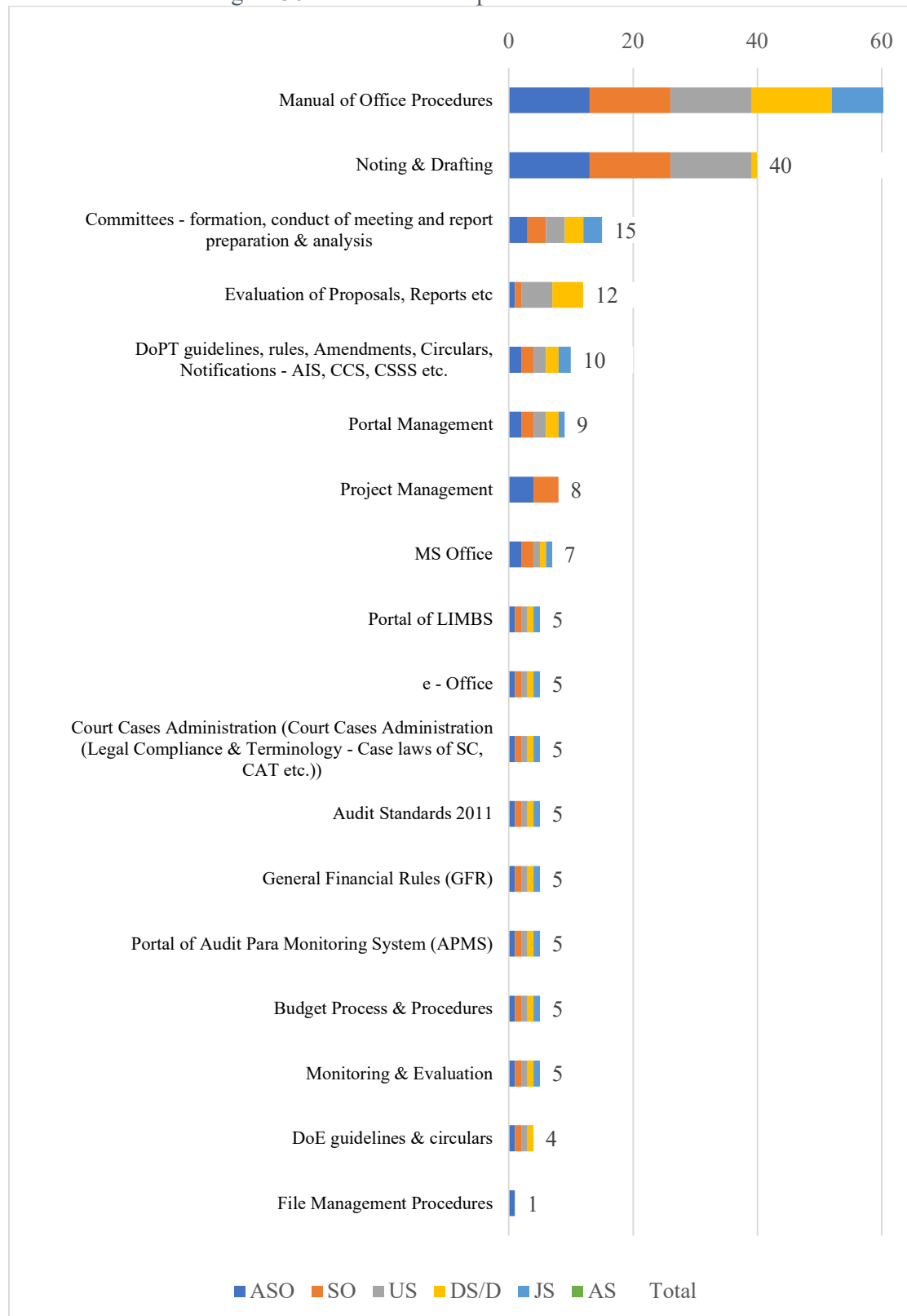
The domain competencies required for the Nehru Yuva Kendra Sangathan Section are depicted in the below graph:



(Source: Primary Data Collection)

The analysis of the functional competencies shows that the competency “Manual of Office procedure” along with the “Noting and drafting” is important for the functionaries in this section. These competencies are important because the section deals with the administrative matters of the Nehru Yuva Kendra Sangathan, the formation of Committees, the conduct of meetings, and analysis of proposals these competencies would help the officers in playing key roles effectively in finalising the proposals.

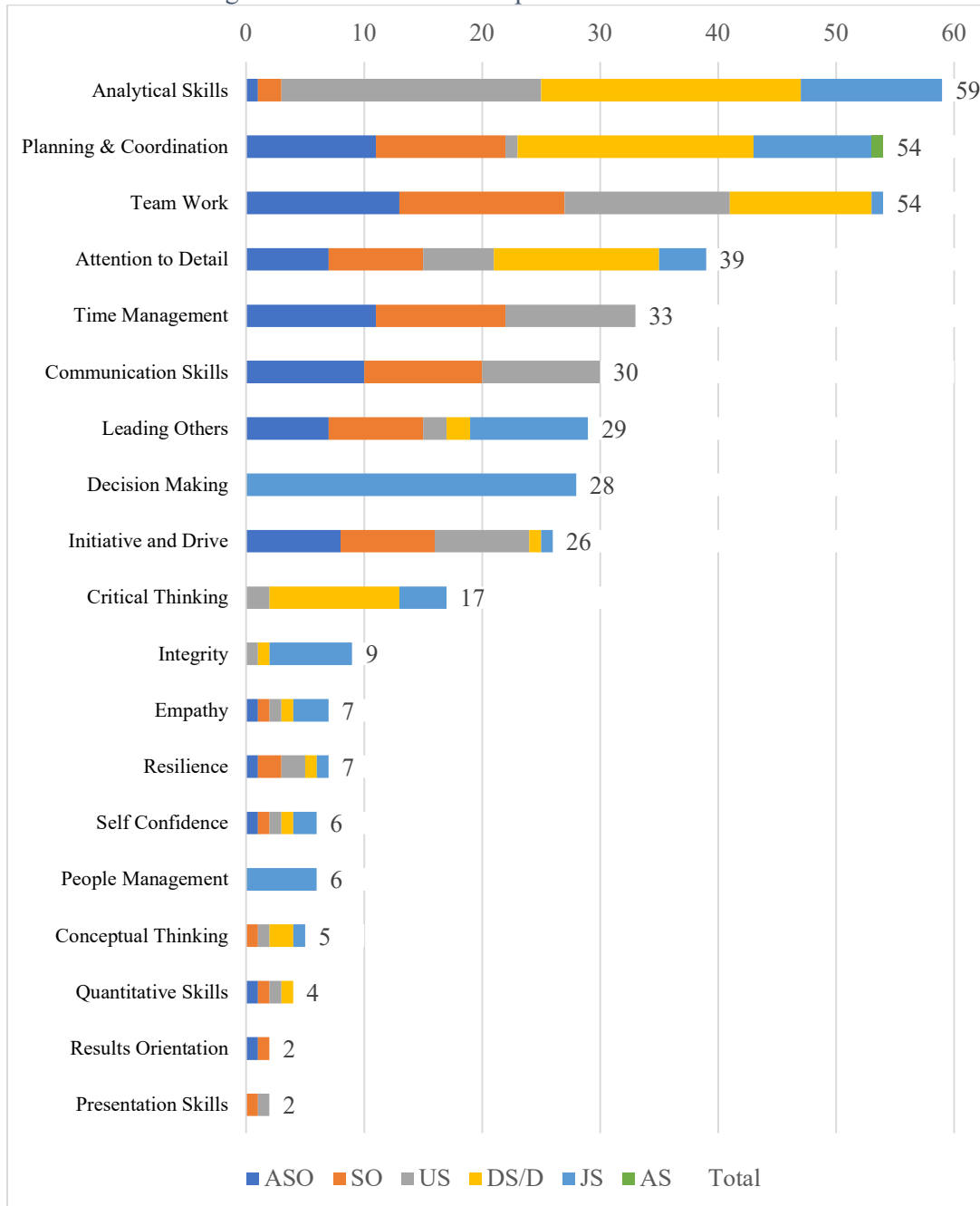
Figure 36: Functional Competencies- NYKS Section



(Source: Primary Data Collection)

The behavioural competencies required for carrying out the functions associated with the NYKS section are presented below.

Figure 37: Behavioural Competencies- NYKS Section



(Source: Primary Data Collection)

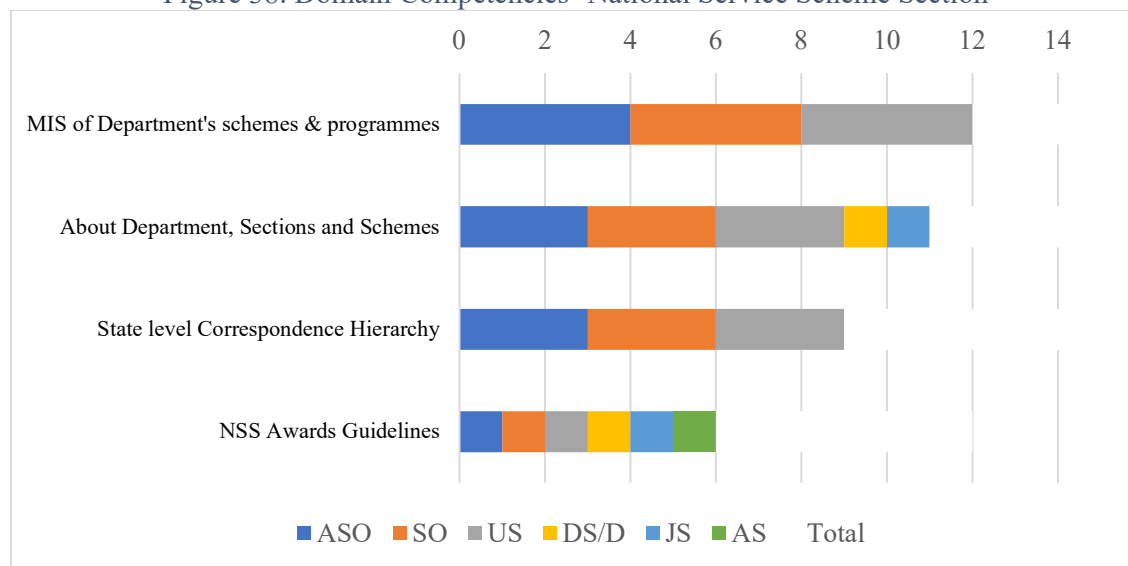
5.3.2 National Service Scheme (NSS):

National Service Scheme (NSS) works with the primary objective of developing the personality and character of the student youth through voluntary community service. The section at the department level looks after the release of grants to Empanelled Training Institutes (ETIs), Reimbursement of Establishment Expenditure incurred in State/UT NSS Cells, calling applications for NSS Awards and other administrative and compliance activities of Right to Information (RTI), Public Grievance (PG) and Parliament questions.

In case of NSS section, The NSS awards Guidelines and State Level Correspondence Hierarchy are important domain competencies required for performing the activities of the NSS section. The section coordinates with States and NGOs for implementing the schemes and calls for applications of NSS awards.

To carry out the section-specific functions the top 4 domain competencies depicted below in the graph are vital in the implementation of the programmes/schemes.

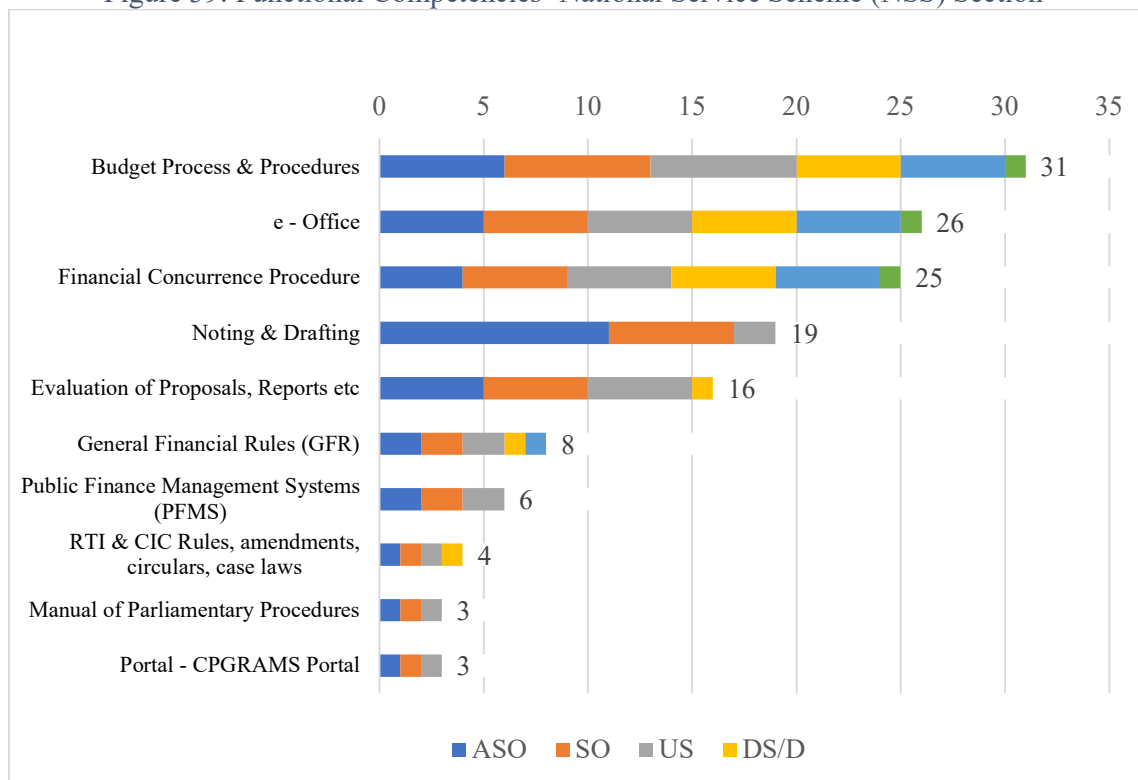
Figure 38: Domain Competencies- National Service Scheme Section



(Source: Primary Data Collection)

The National Service Scheme Section employees need functional competencies such as Evaluation of Proposal, Preparation of Summary reports. The summary reports prepared are used as references for the committee's reference and further evaluation of the proposals on specific parameters. Post-finalisation of the proposal financial concurrence procedures is an important process for taking up the approval and releases as per the milestones of the schemes. The identified functional competencies are depicted below in the graph below.

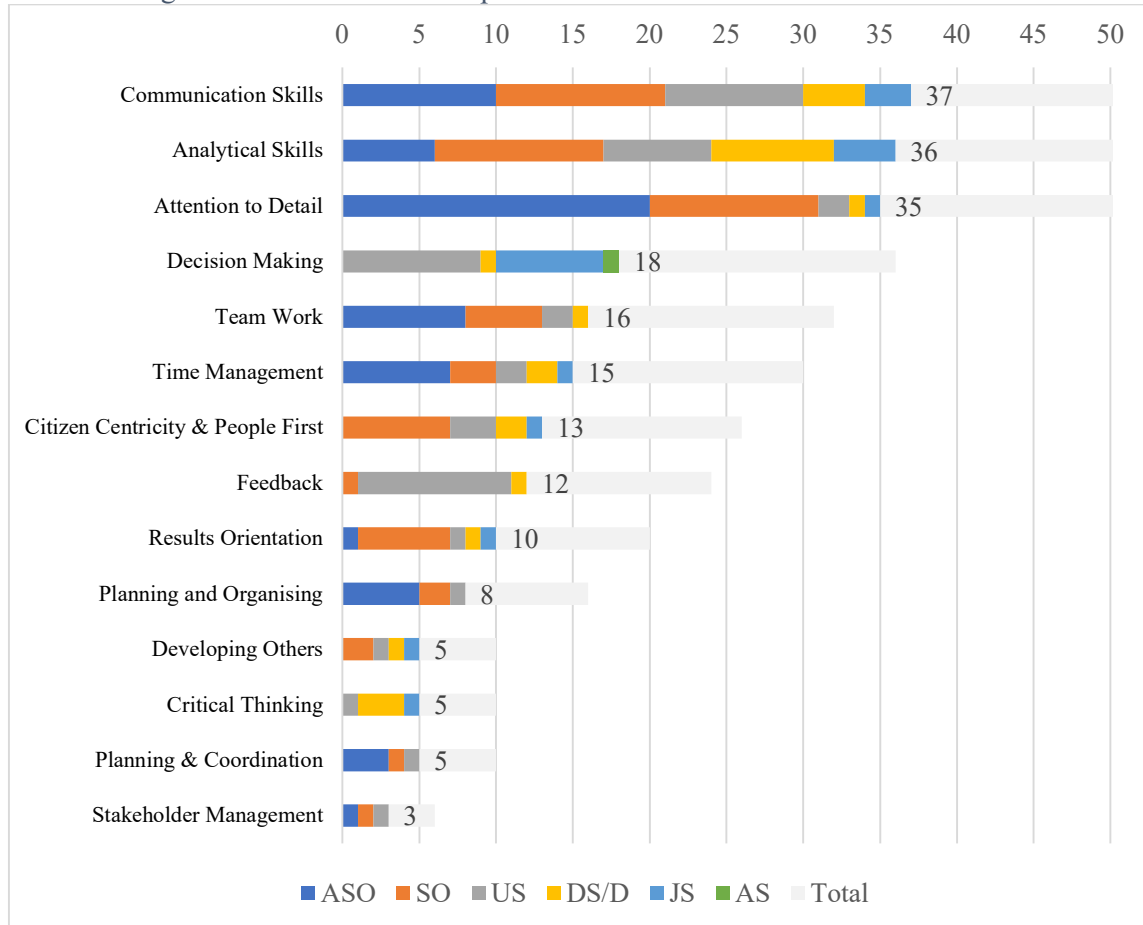
Figure 39: Functional Competencies -National Service Scheme (NSS) Section



(Source: Primary Data Collection)

The behavioural competencies are as much equally important as the domain and functional ones, the spirit and vigour with which the programmes/schemes are implemented have a proportional impact on the outcome of the schemes. Citizen Centricity & People First, Result Orientation and Stakeholder Management are key competencies required for the staff of the NSS section. The Scheme's focus is that the youth spare their 120hrs of time for national service, hence the activities carried out by the NSS volunteers are to be effective to impact the lives of the ultimate citizens, so the department level employees need to have the similar perspective in completing the formalities of file processing. The section-level employees need to have the competency of result orientation. sometimes the results may be intangible immediately but the same will bear fruit at later stages, this necessitates having track of all activities would help in the evaluation of the schemes and correlation to outcomes achieved through the implementation of the Schemes. The identified behavioural competencies for the NSS section are represented in graphical form.

Figure 40: Behavioural Competencies -National Service Scheme Section



(Source: Primary Data Collection)

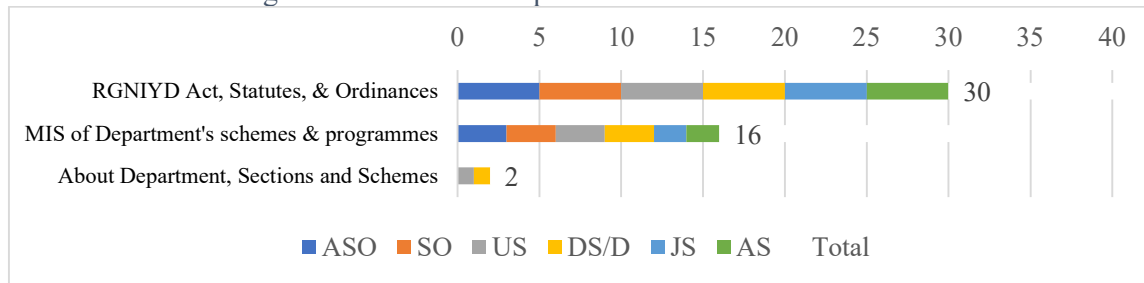
5.3.3 Rajiv Gandhi National Institute for Youth Development (RGNIYD)

Rajiv Gandhi National Institute of Youth Development (RGNIYD) section takes care of the release of Grant in Aid to RGNIYD, budget administration, administrative matters and laying of the annual report and audited accounts of RGNIYD in both houses of parliament.

The domain competencies required for undertaking activities associated with RGNIYD sections are the RGNIYD Act, Statutes & Ordinances, MIS of the Department's Schemes & Programmes and About Department, Section and Schemes. The competency RGNIYD Act, Statutes & Ordinances is identified 30 times for the positions from ASO to JS during the interactions. Since the RGNIYD carries out the research and organizes the training, the relevant statistical data which is culled out from the MIS of the Department's Schemes & Programmes competency is used as input for analysis of the parameters under various heads.

The domain competencies and their frequency are depicted below in the form of a graphical representation.

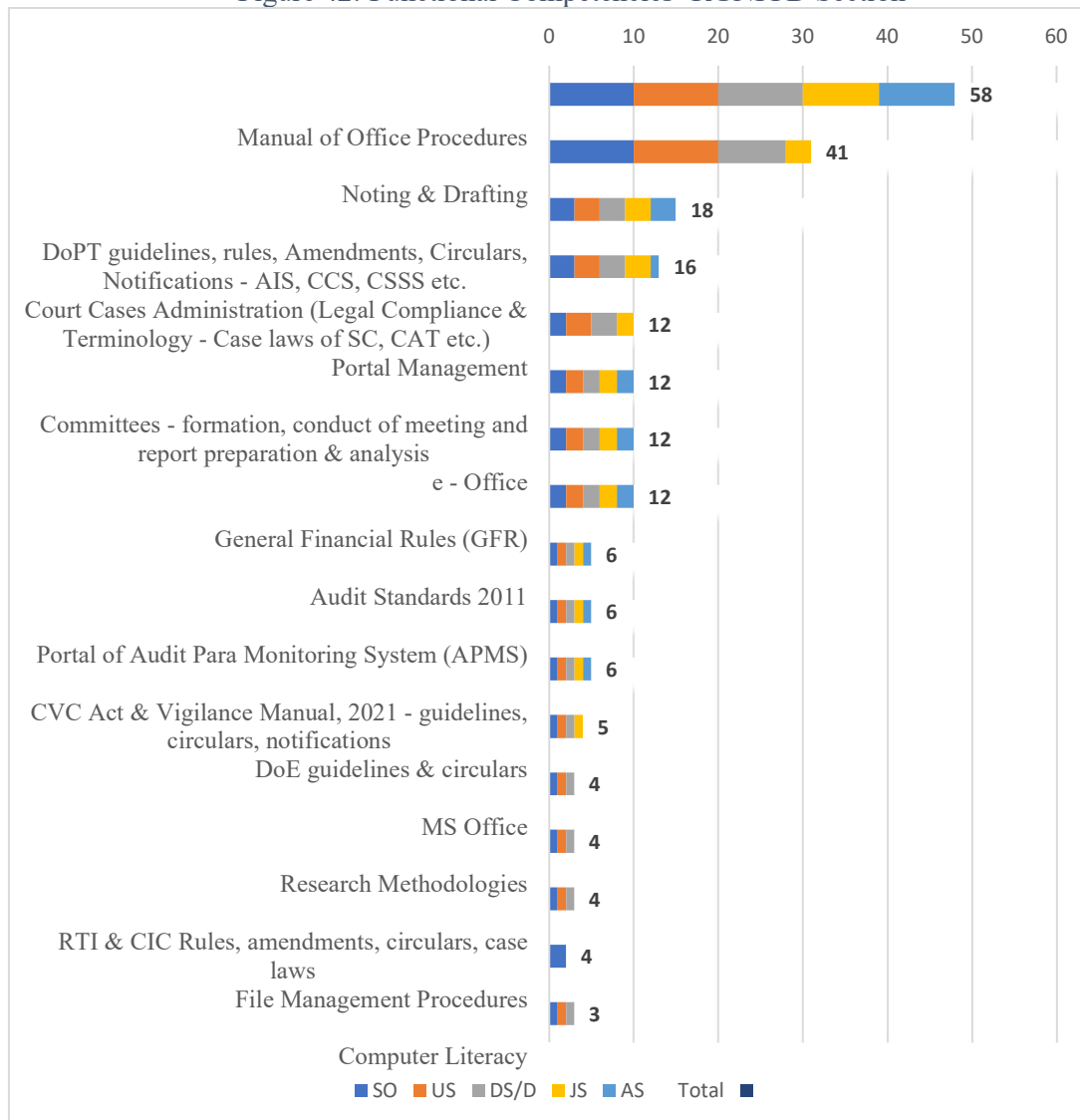
Figure 41: Domain Competencies for RGNIYD Section



(Source: Primary Data Collection)

Functional Competencies for the RGNIYD section employees identified are shown in the below table.

Figure 42: Functional Competencies -RGNIYD Section



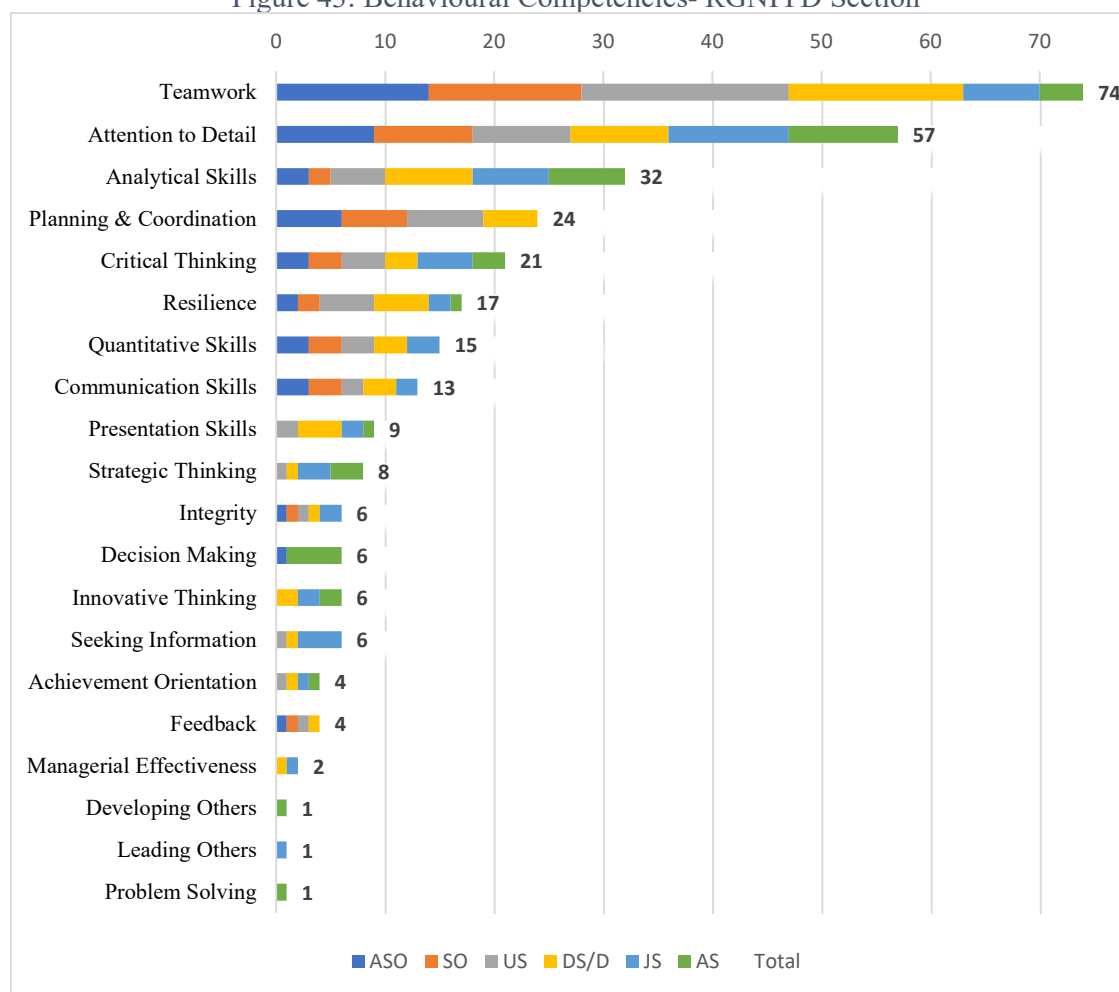
(Source: Primary Data Collection)

The section coordinates with the RGNIYD institute for an audited annual report to follow the mandated process of laying an audited annual report in the parliament. Considering this process' functional competency of the “**Audit standards,2011**” is required for preparing the files for parliamentary process.

Competency “**Research Methodologies**” identified as an important functional competency, this would help the employee for coordinating with the institute to carry out the research on domain topics and issuing topic of importance to the institute for undertaking the research. It plays an important role in aiding the institute for issuing any directions regarding research related activities.

The behavioural competencies identified for the RGNIYD section are mentioned below in the graph.

Figure 43: Behavioural Competencies- RGNIYD Section



(Source: Primary Data Collection)

Since the section closely works with the Institute RGNIYD, the following behavioural competencies help the employees to fulfil the functions of the section in more effective manner.

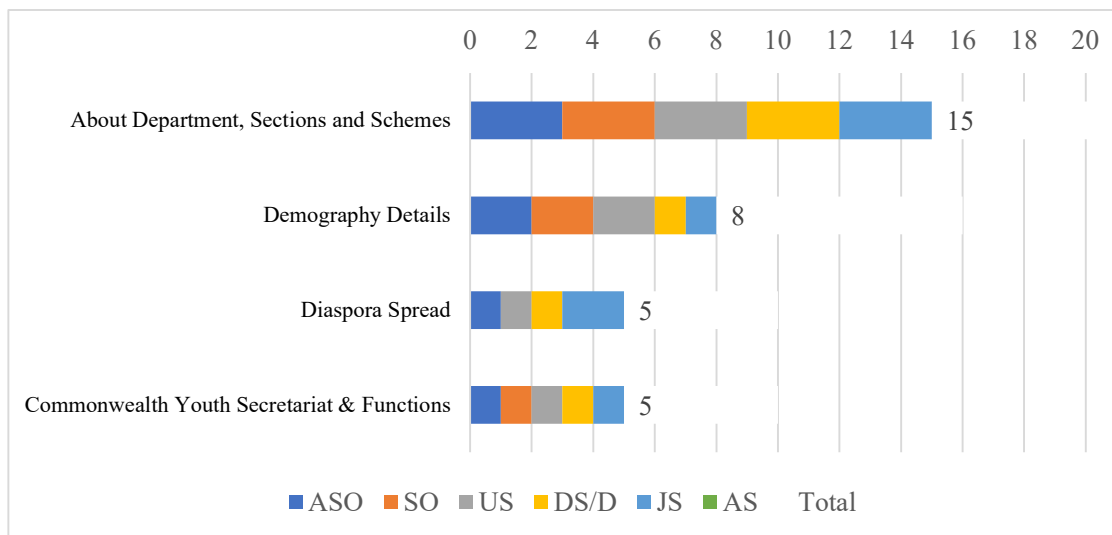
- Strategic Thinking
- Seeking information and
- Achievement Orientation

5.3.4 International Cooperation (IC)

The Department strives to create an international perspective among youth in collaboration with other countries and international agencies/ organizations on various youth issues. The Department also collaborates with UN Agencies like United Nations Volunteers (UNV)/ United National Development Programme (UNDP) and the Commonwealth Youth Programme (CYP) on various youth-related issues. The Department has initiated collaboration with The United Nations Children’s Fund (UNICEF) for imparting skill training & for providing gainful employment to the youth. The section works closely coordinates with Ministry of External Affairs for forging international agreements for the department.

The domain competencies that are essential for the IC section employees are “**About Department, Sections and Schemes**”, “**Demography Details**”, “**Diaspora Spread**” and “**Commonwealth Youth Secretariate Functions**”. For organizing the youth exchange programmes, coordinating for international delegations the identified domain competencies are essential along with the identified functional and behavioural competencies.

Figure 44: Domain Competencies – International Cooperation

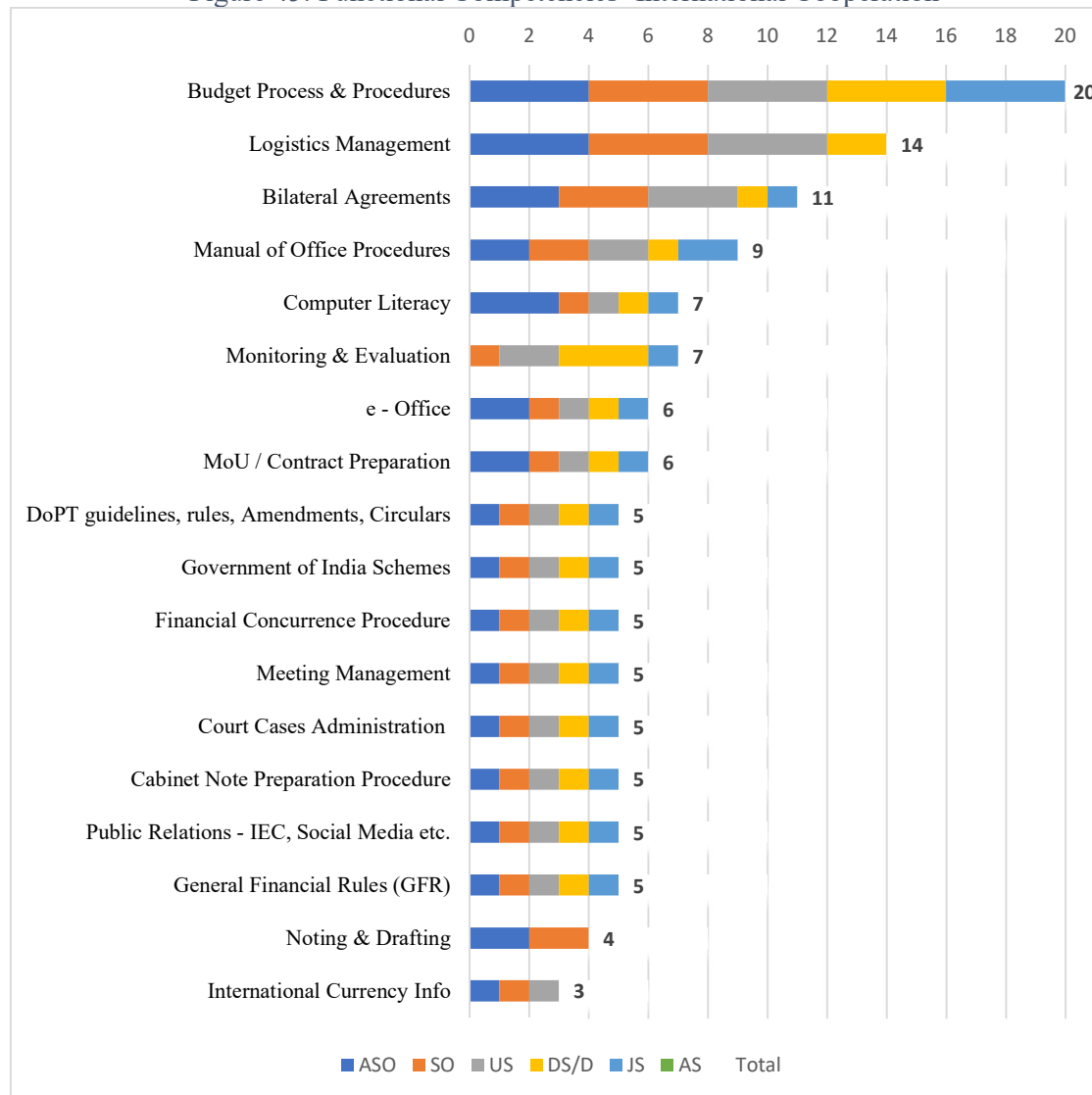


(Source: Primary Data Collection)

One of the prominent functional competencies identified for IC Section is the Preparation of “**bilateral agreements**”, this is an important competency due to the nature of works handled by the section such as sending international youth delegations for exchange programmes, hosting the international youth delegations in India based on the signed agreements with other

countries. Since international agreements need to be drafted meticulously with all necessary clauses, preparing bilateral agreements is identified as important functional competency.

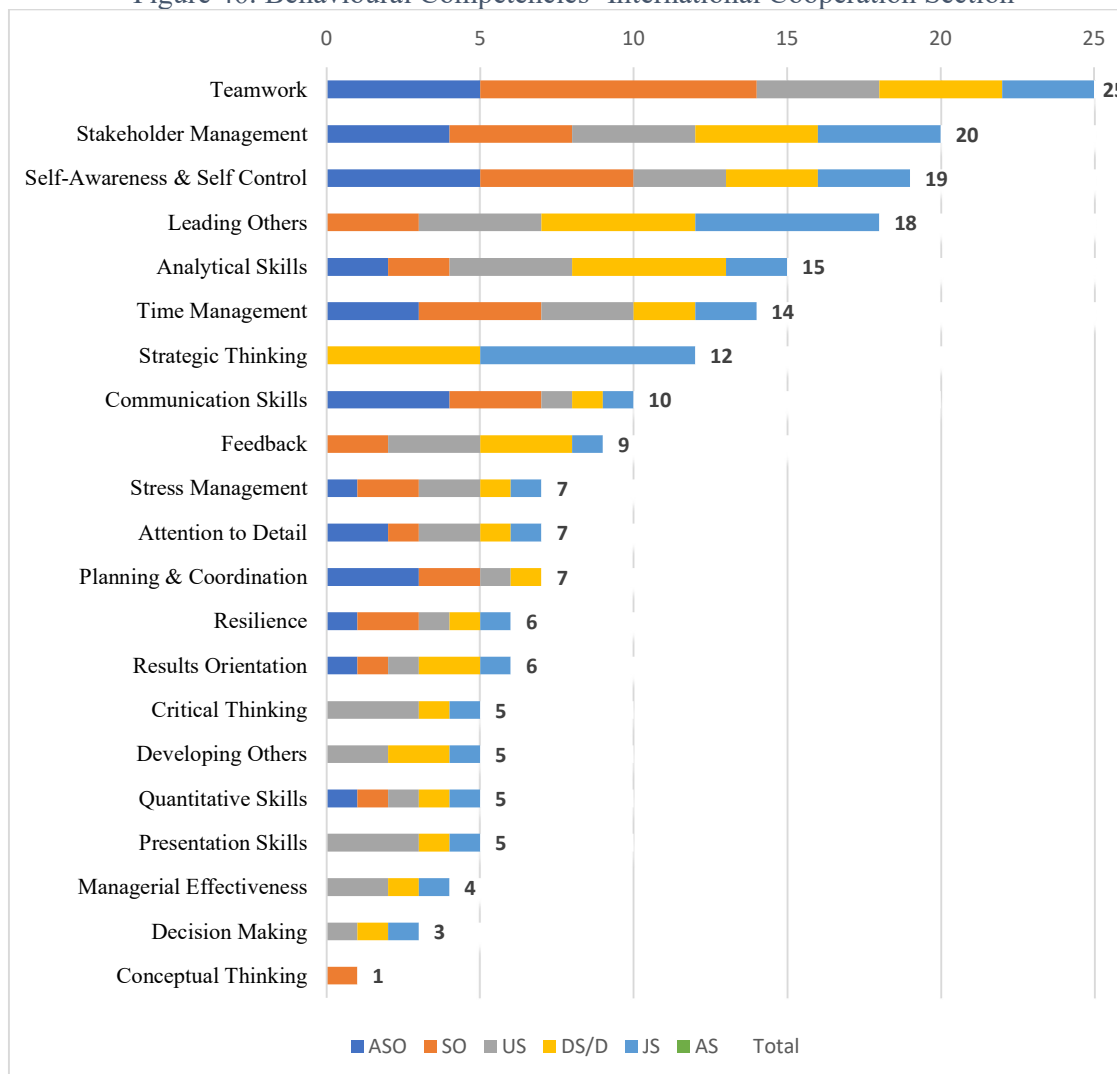
Figure 45: Functional Competencies- International Cooperation



(Source: Primary Data Collection)

Behavioural Competencies are more important in case of the International Cooperation Section as the section deals with the international delegates. Competencies such as **Team working, Stakeholder Management, Self-Awareness & Self Control** emerged as the top competencies. Following are the behavioural trainings that are essential for the section employees of the department.

Figure 46: Behavioural Competencies- International Cooperation Section



(Source: Primary Data Collection)

Almost every competency identified above is important for the employees of the section to possess as these competencies are required for the interactions, organizing the scheduled meetings and delegations at national and international level etc.

5.3.5 National Programme for Youth and Adolescent Development (NPYAD)

The National Programme for Youth and Adolescent Development section majorly focuses on following five important focus areas to extend financial support for the activity's implementation.

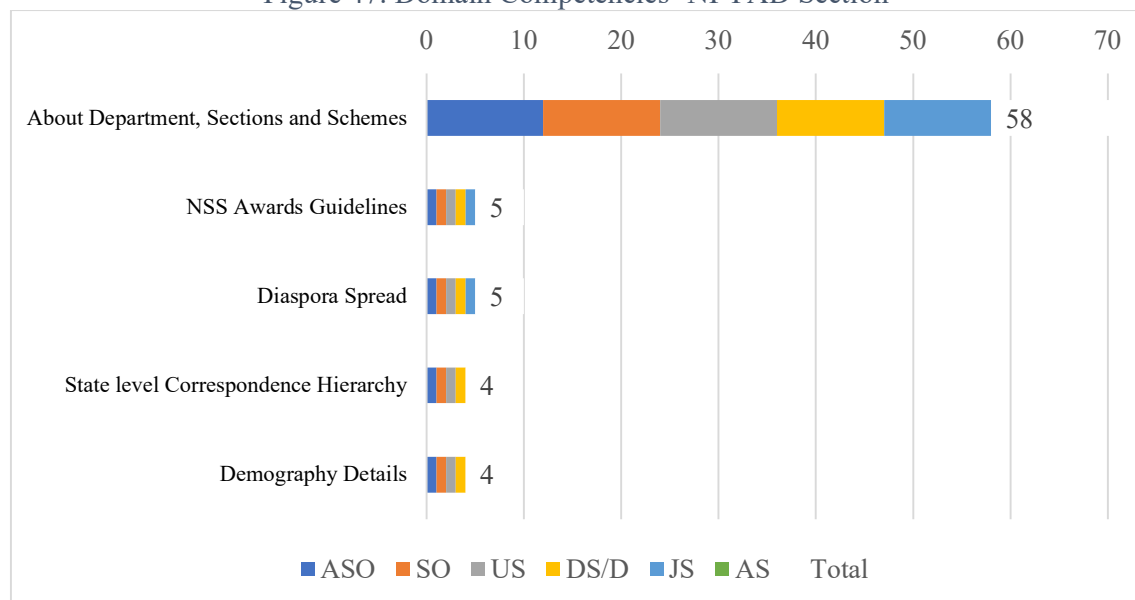
1. Promotion of Adventures
2. Promotion of Integration
3. Technical and Resource Development
4. Development and empowerment of Adolescents,
5. Youth Leadership and Personality Development programmes.

The main aim of the section is to support the development of youth and adolescents. It also supports organizing the National Youth Festival, National Youth Awards, and Tenzing Norgay National Adventure Awards.

The domain competencies identified for the NPYAD section are “**About Department, Sections and Schemes**”, “**NSS Award Guideline**”, “**Diaspora Spread**” and “**Demography details**”. Along with the 4 competencies a few programmes organized in close coordination with the states needs a “**State level correspondence hierarchy**” is an important competency for the section employees.

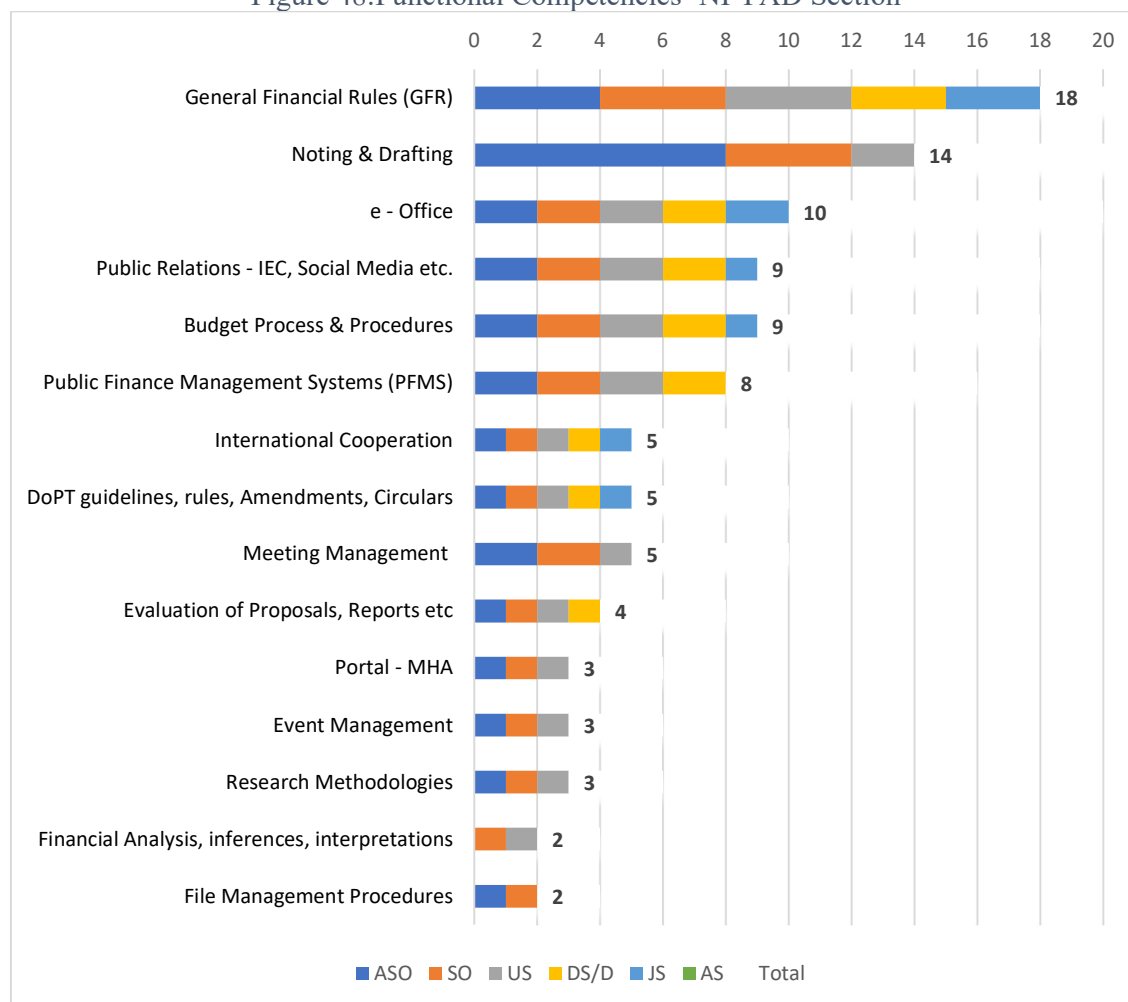
Domain Competencies:

Figure 47: Domain Competencies- NPYAD Section



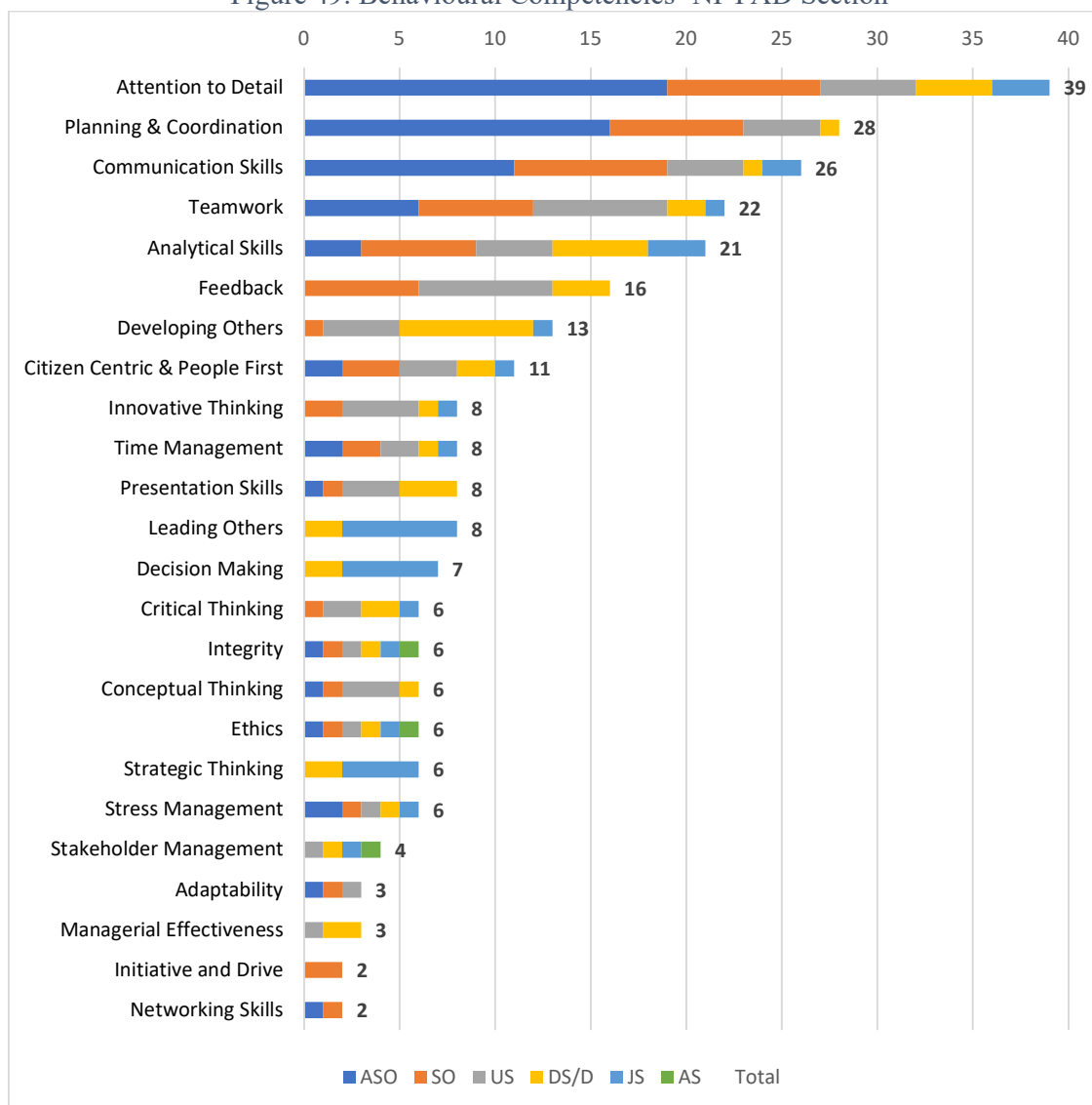
(Source: Primary Data Collection)

Figure 48: Functional Competencies- NPYAD Section



(Source: Primary Data Collection)

Figure 49: Behavioural Competencies- NPYAD Section



(Source: Primary Data Collection)

5.3.6 Policy Section

Policy Section explores the new focus areas for the development of youth based on changing needs of the youth. To improve existing policy, the section reviews policy and organizes stakeholder consultation meetings for collecting of suggestions and to suitably incorporate the suggestions received in the policy. The policy preparation for the department is planned based on the relevance of the existing policy and the schemes that are implemented under the department's vision.

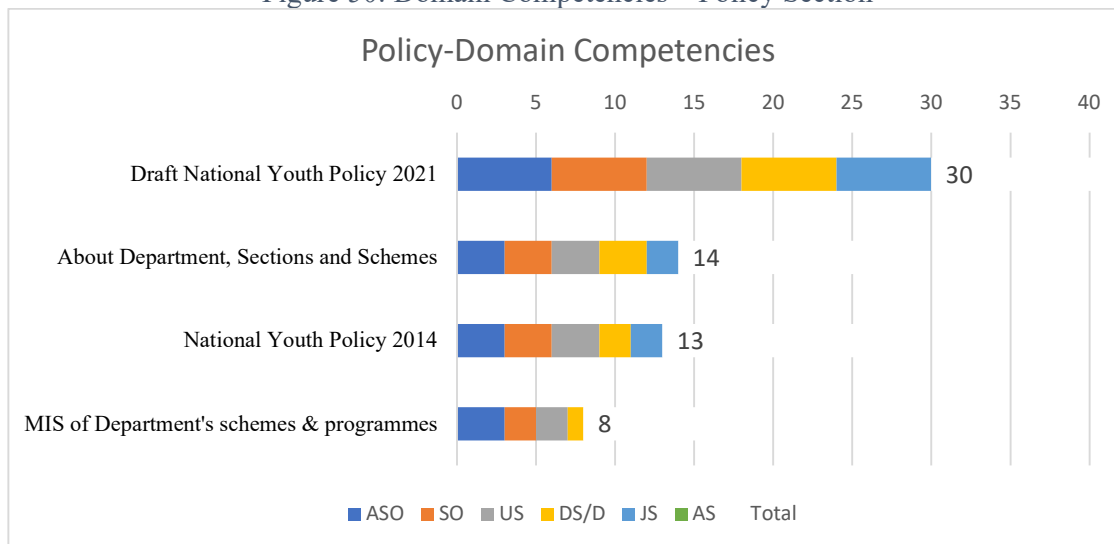
Analysis of the data collected through interactions reveals that, It's important for policy section employees to have a good understanding of existing policies related to their work, such as the Draft National Youth Policy 2021 and National Youth Policy 2014. This is because these

policies provide important guidance and direction for the work of the policy section, and having a strong understanding of them is essential for carrying out related activities effectively.

Since the policy formulation needs evidence-based data on implemented programmes/schemes the understanding of MIS of the department's schemes/programs is also an important competency as it gives inferences required for policy decisions.

The identified domain competencies required for the section employees are depicted in the form of the graph below.

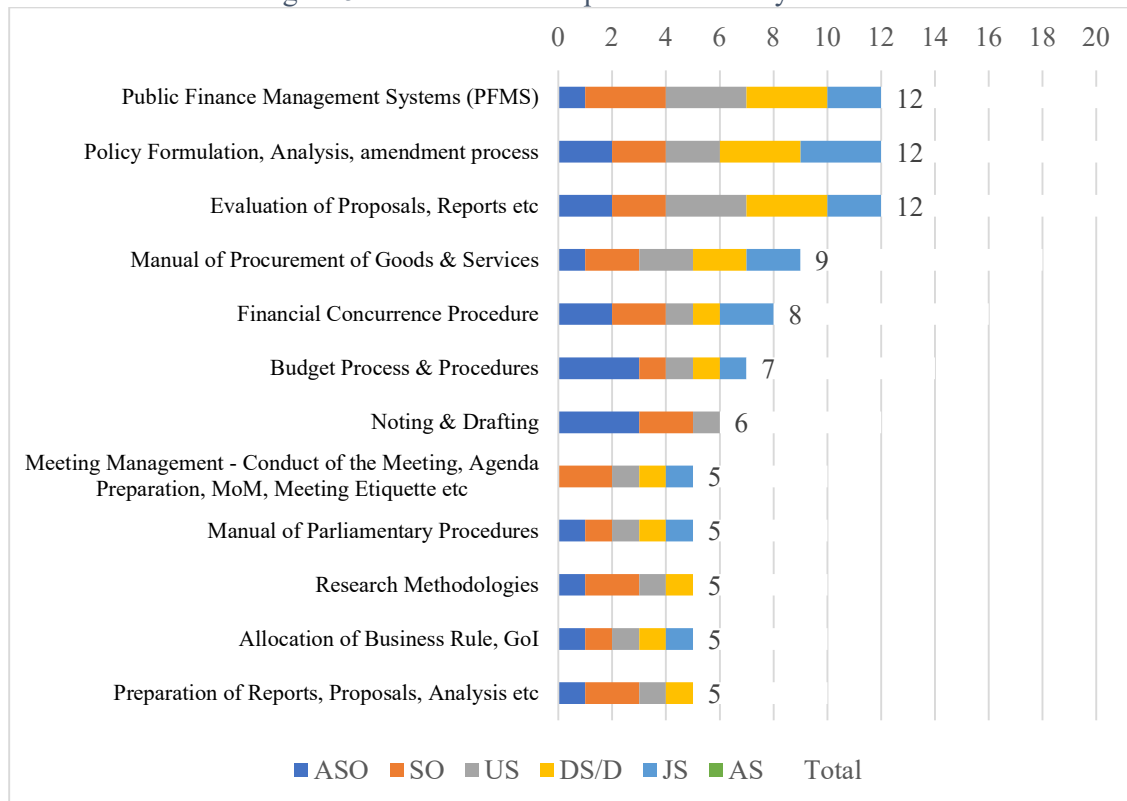
Figure 50: Domain Competencies – Policy Section



(Source: Primary Data Collection)

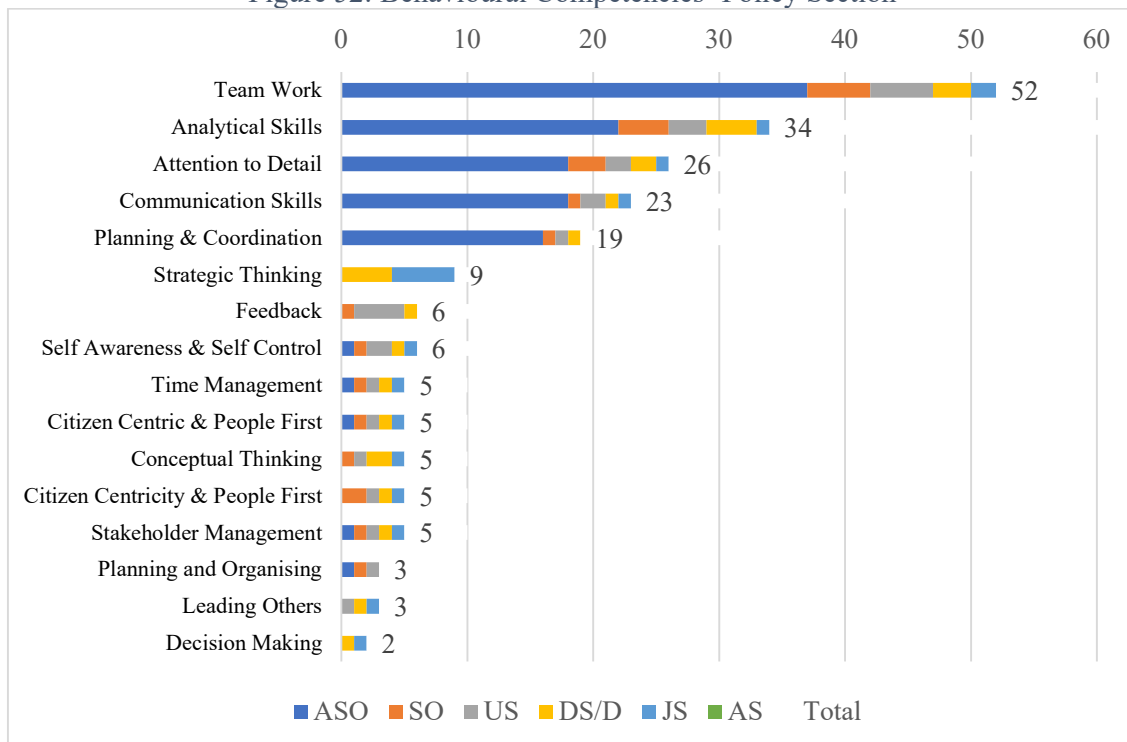
Policy section function require the analysis of the existing policies, and schemes and identify the critical areas for policy interventions, The policy section staff are required to possess the following functional and behavioural competencies depicted in the graph below.

Figure 51: Functional Competencies- Policy Section



(Source: Primary Data Collection)

Figure 52: Behavioural Competencies- Policy Section



(Source: Primary Data Collection)

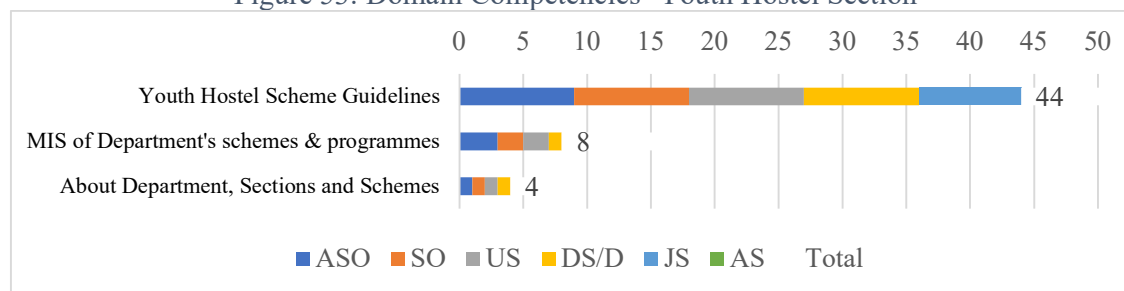
5.3.7 Youth Hostel

Youth Hostels are built to promote youth travel and to enable young people to experience the rich cultural heritage of the country. The construction of the Youth Hostels is a joint venture of the Central and the State Governments. Youth Hostels provide good accommodation for the youth at reasonable rates, and are looked after by Managers and Wardens, appointed by the Central Government. The Section takes care of the administration and payment of honorarium to the staff positioned in the hostel.

The data analysis shows that the domain competency of Youth Hostel Scheme Guidelines is an important competency, the section invites applications from the state government for the construction of the Youth Hostel for scrutinizing, evaluating, and granting approval. The identification of the competency 44 times is an indication that this competency is important for the staff of the youth hostel section to possess.

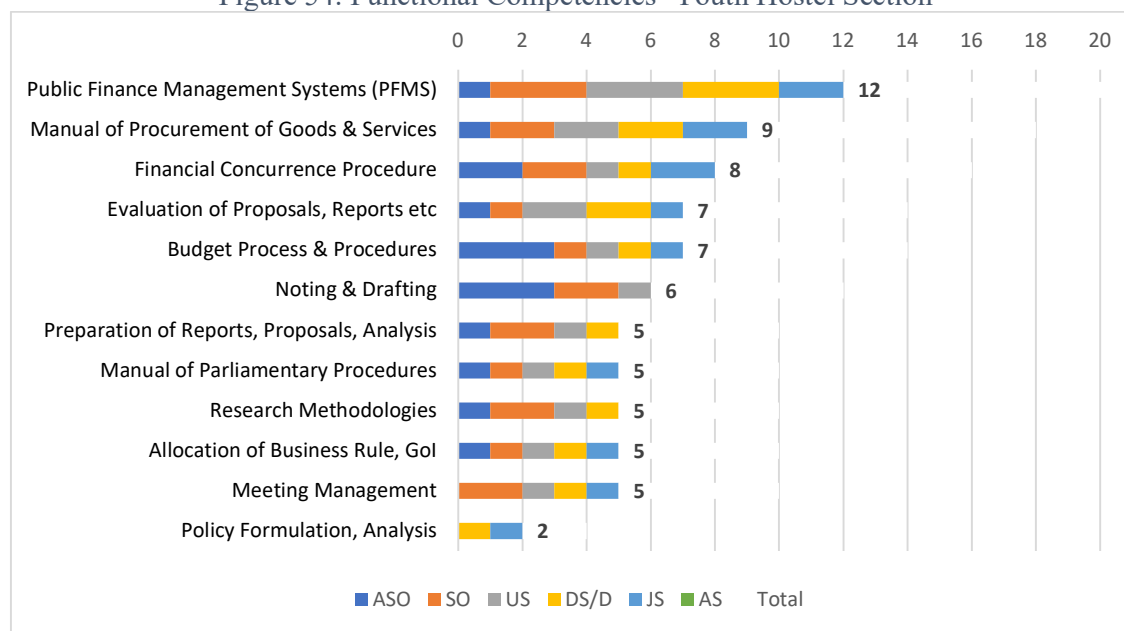
The domain competencies for Youth Hostel Section are depicted in the below graphs:

Figure 53: Domain Competencies- Youth Hostel Section



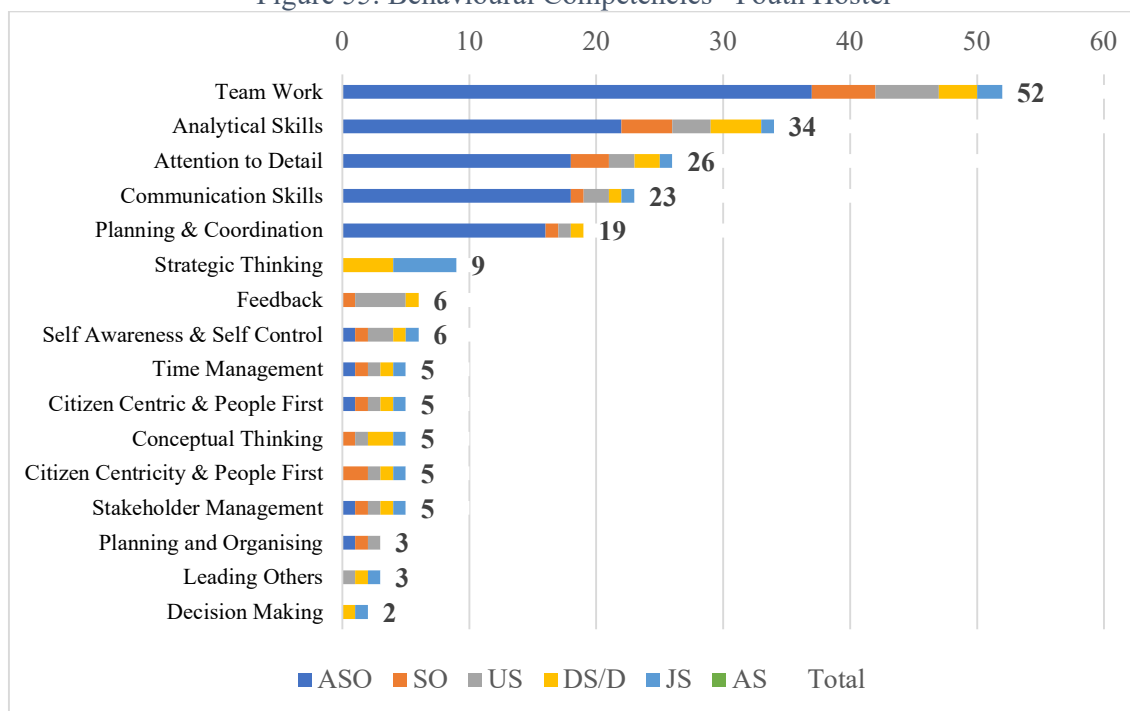
(Source: Primary Data Collection)

Figure 54: Functional Competencies- Youth Hostel Section



(Source: Primary Data Collection)

Figure 55: Behavioural Competencies- Youth Hostel



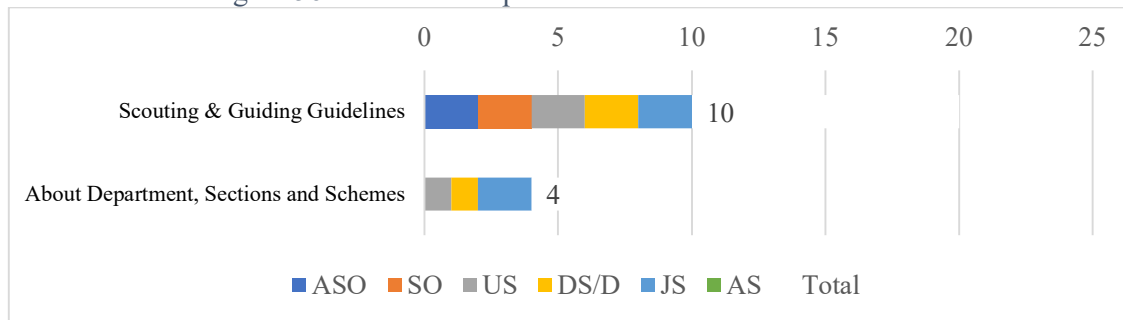
(Source: Primary Data Collection)

5.3.8 Scouts and Guides

The Scheme of Scouting and Guiding, a Central Sector Scheme, was launched in the early 1980s, to promote the Scouts and Guides movement in the country. This is an international movement aimed at building character, confidence, idealism and a spirit of patriotism and service among young boys and girls. Under the Scheme, financial assistance is provided to scouting and guiding organisations for various programmes such as the organization of training camps, skill development programmes, holding of jamborees, etc. The activities, inter alia, include programmes related to adult literacy, environment conservation, community service, health awareness and promotion of hygiene and sanitation.

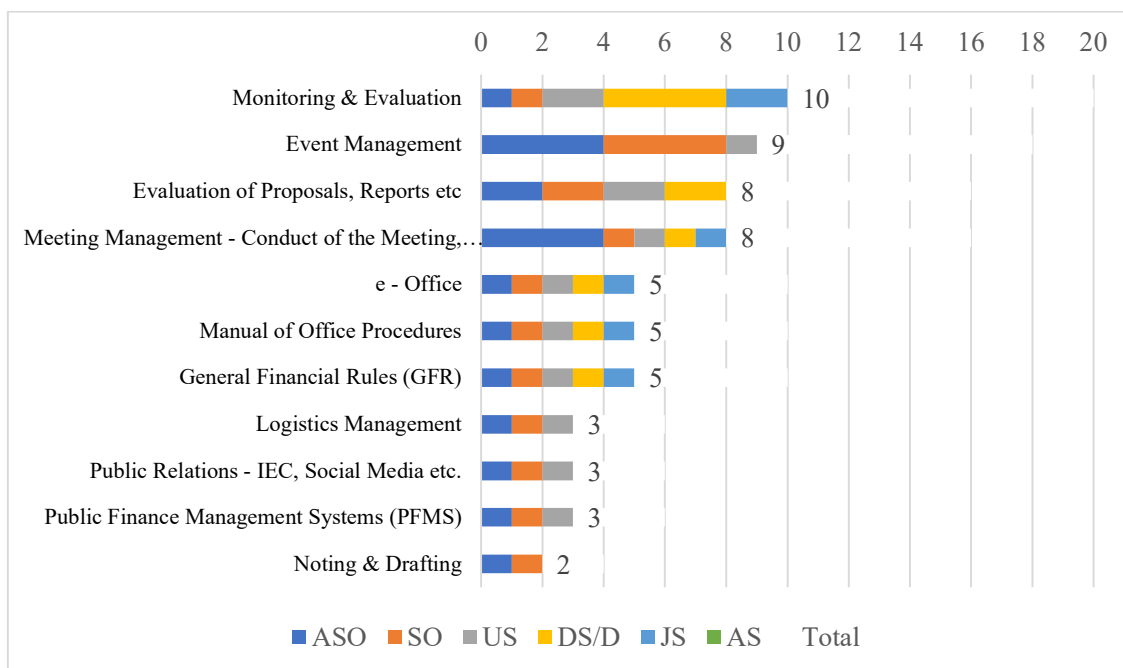
The domain competencies required for the implementation of the scheme are the awareness of the scouting and guiding guidelines for inviting the proposals for the envisaged activities and sanctioning the identified activities for implementation. In scrutinizing the proposals, the awareness of scouting & guiding guidelines competency is vital for the employees to carry out the associated activities.

Figure 56: Domain Competencies- Scouts & Guides Section



(Source: Primary Data Collection)

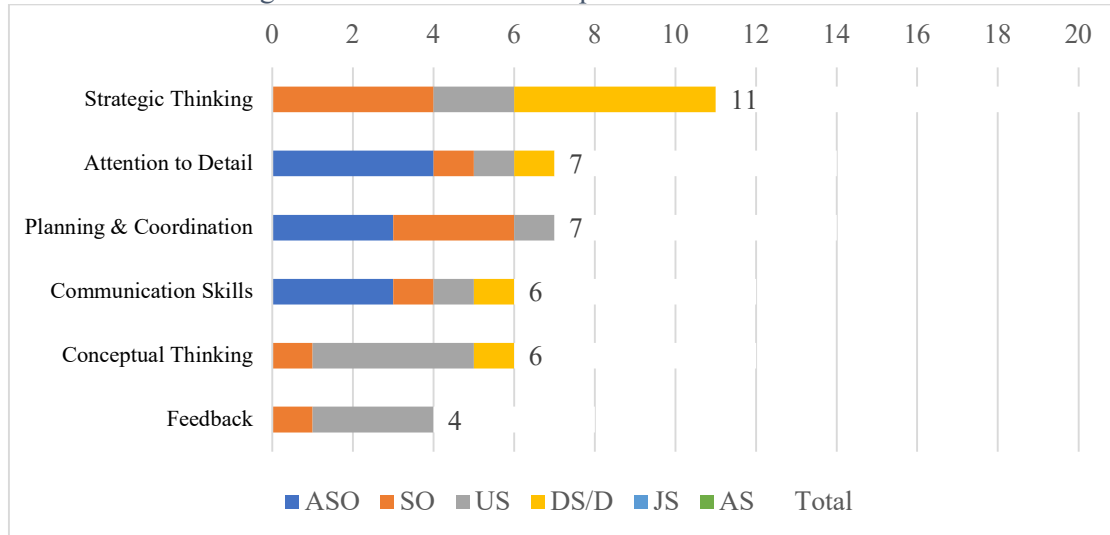
Figure 57: Functional Competencies- Scouts & Guides Section



(Source: Primary Data Collection)

The department has e-office, an online internal file processing software for processing of all office related notes and files. However, for the software to be effective, it's essential that all employees have a functional competency of using e-office, hence the functional competency on working knowledge of e-office is an important competency.

Figure 58: Behavioural Competencies- Scouts & Guides

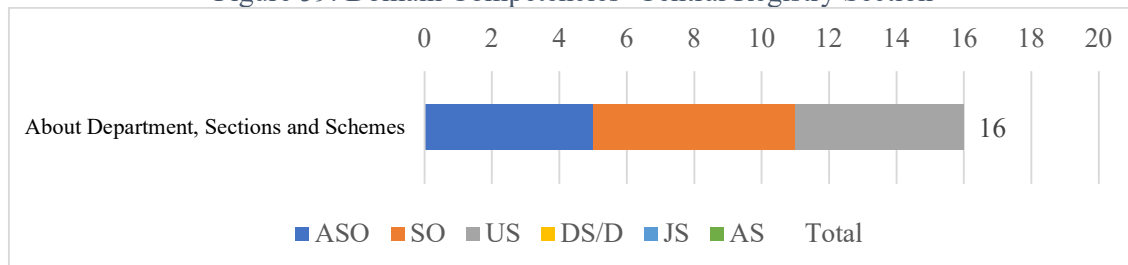


(Source: Primary Data Collection)

5.3.9 Central Registry

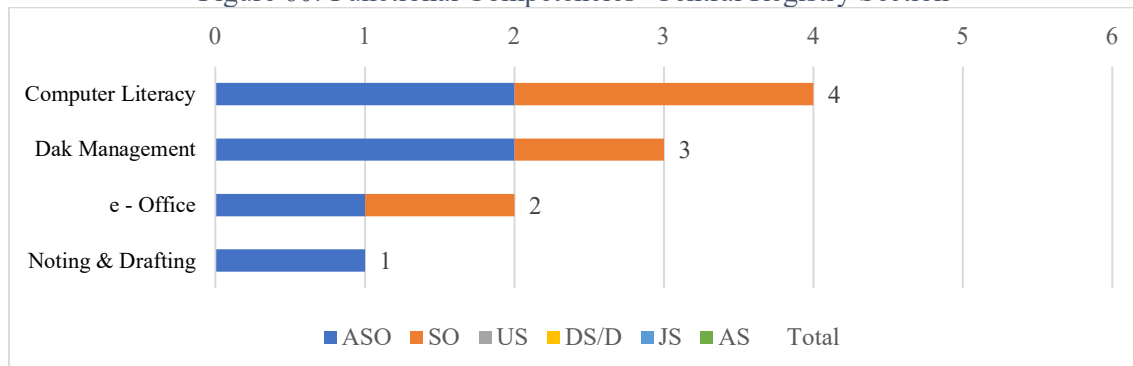
The Central Registry section takes care of the receipt and dispatch of the documents, and correspondences from the state-level departments, other stakeholders, and associated institutions and vice versa. The domain, functional and behavioral competencies identified for the section are presented below in the graphs.

Figure 59: Domain Competencies- Central Registry Section



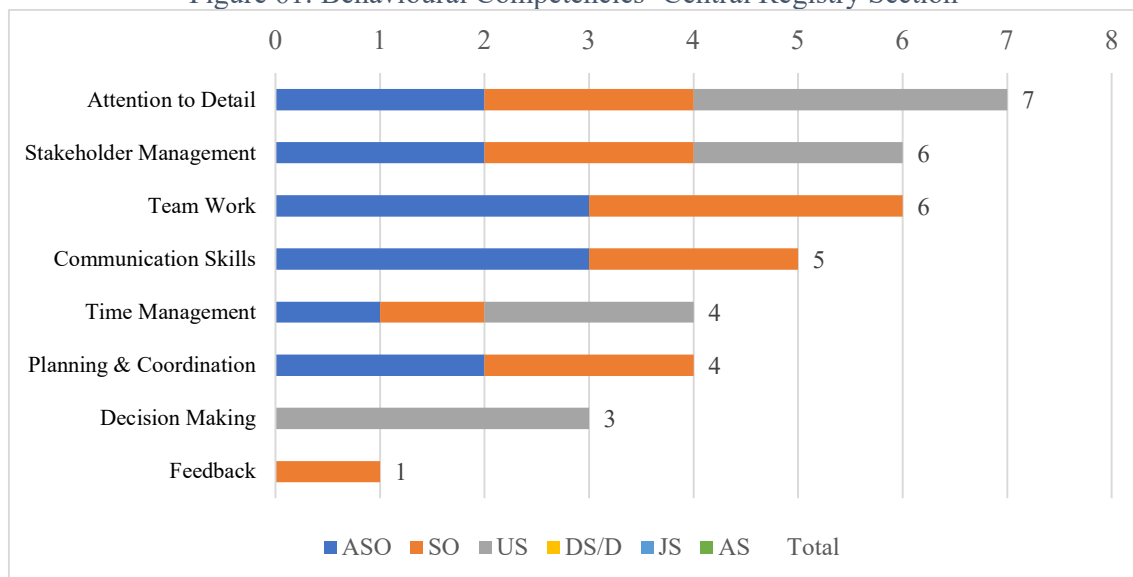
(Source: Primary Data Collection)

Figure 60: Functional Competencies- Central Registry Section



(Source: Primary Data Collection)

Figure 61: Behavioural Competencies- Central Registry Section



(Source: Primary Data Collection)

Time Management:

The Central Registry (CR) section acts as an interface for transferring all the documents received from the stakeholders to the corresponding sections of the department. Since the sections may have to act on the correspondence received, the staff positioned in the section CR requires behavioral competency in “Time Management”. As in most cases the communication may have to be sent early, a decision may have to be taken immediately or it may require immediate attention from the higher officials for meeting these urgencies.

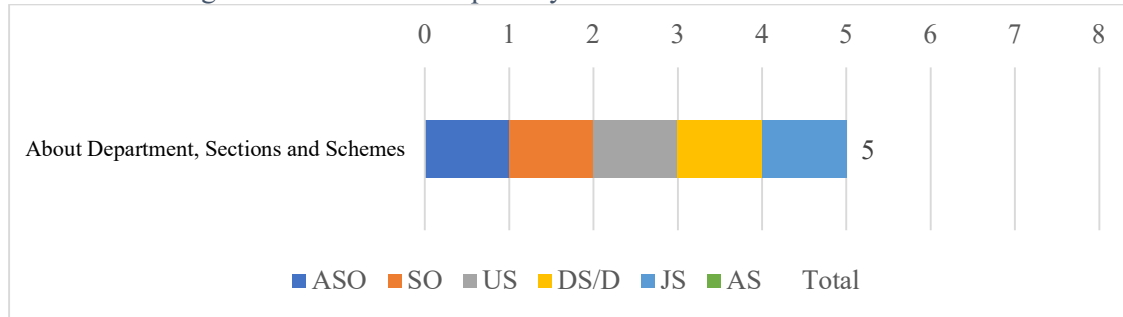
Planning and Coordination:

The Central Registry section as part of the work allocation needs to dispatch the documents based on the instructions of the sections or communication received from the concerned employees. To fulfill these requirements, planning and coordination is required for the receipt and dispatch of the documents considering the available time frame.

5.3.10 General Administration

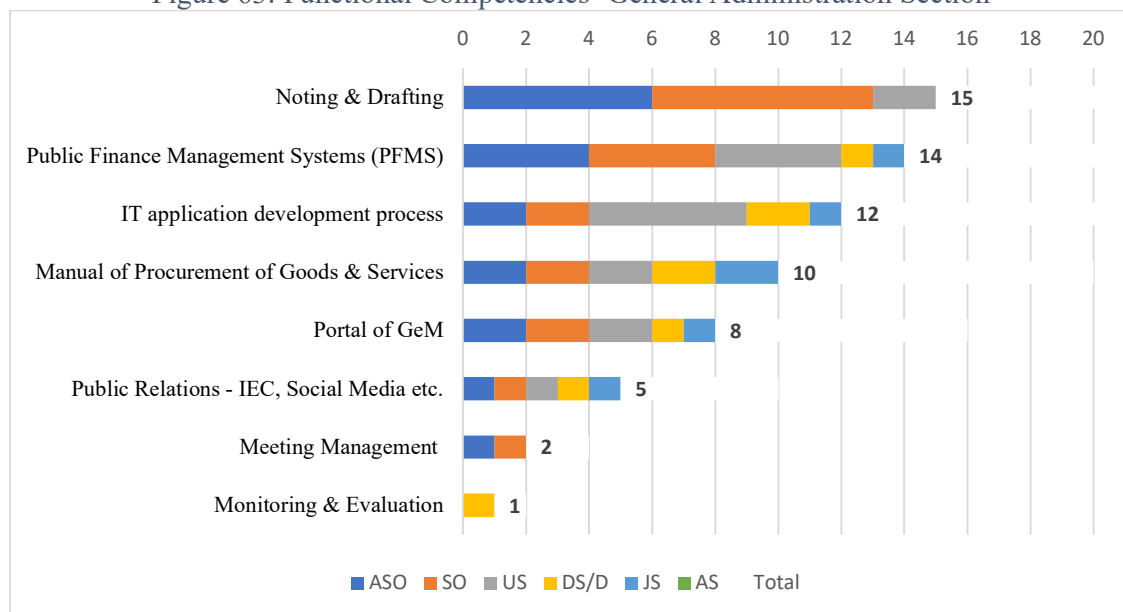
General Section of the department looks after the functions such as the purchase and maintenance of IT systems, stationery items, meeting arrangements and staff vehicle maintenance and fuel purchase, hospitality-associated bills reimbursement and other associated miscellaneous works.

Figure 62: Domain Competency- General Administration Section



(Source: Primary Data Collection)

Figure 63: Functional Competencies -General Administration Section

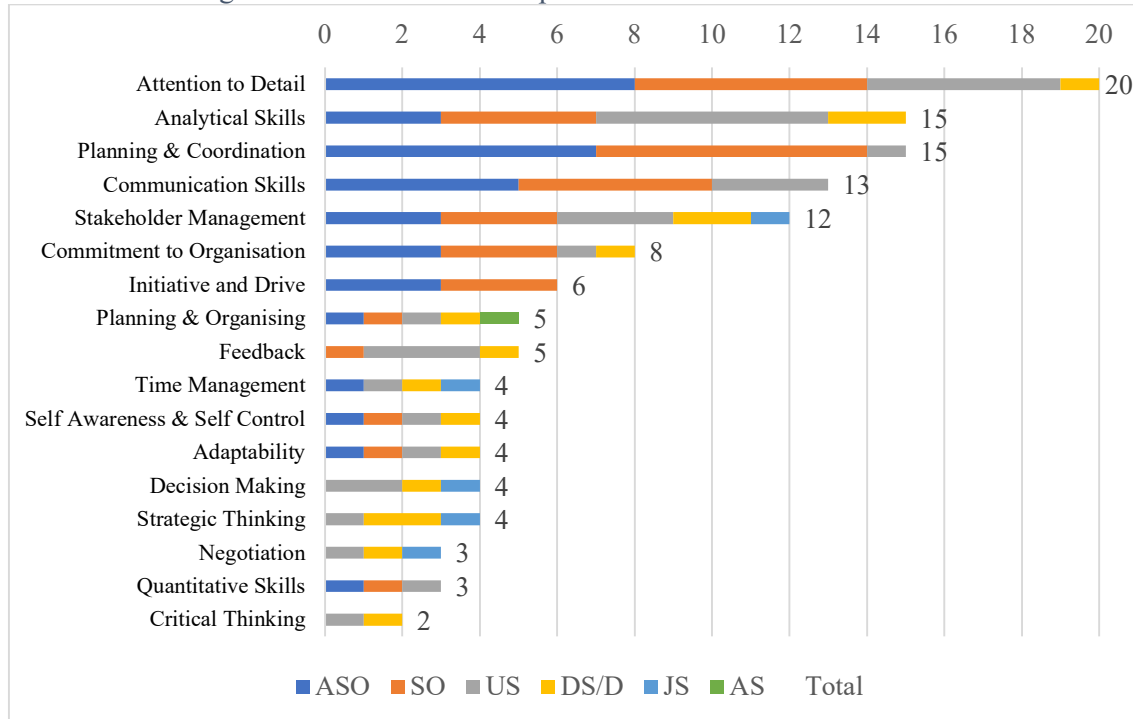


(Source: Primary Data Collection)

Portal GeM:

Government e-Market Place is a platform for procuring commonly used goods and services for promoting transparency in the tendering process. The General Section procures routinely used items and frequently floats the tender on the GeM portal. Considering the repeated nature of the work of procuring the routine consumables the staff of the section need to have thorough working knowledge of GeM portal.

Figure 64: Behavioural Competencies- General Administration



(Source: Primary Data Collection)

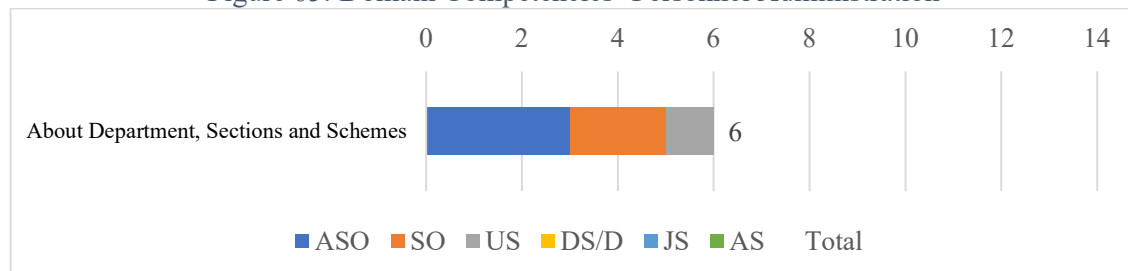
Analytical Skills:

The General Administration section deals with the procurement of goods and services. The procurement process involves the analysis of the tender document specifications of goods and services. Hence The employees working in the General Administration section need Analytical skills and the application of General Financial Rules for financial evaluation for identifying and finalizing the vendor.

5.3.11 Personnel Administration

Administration section looks after all personnel administration matters such as posting of an employee to the department, positioning of joiners, training of the employees including foreign trainings, leave record maintenance, disciplinary proceedings, and retirement processes.

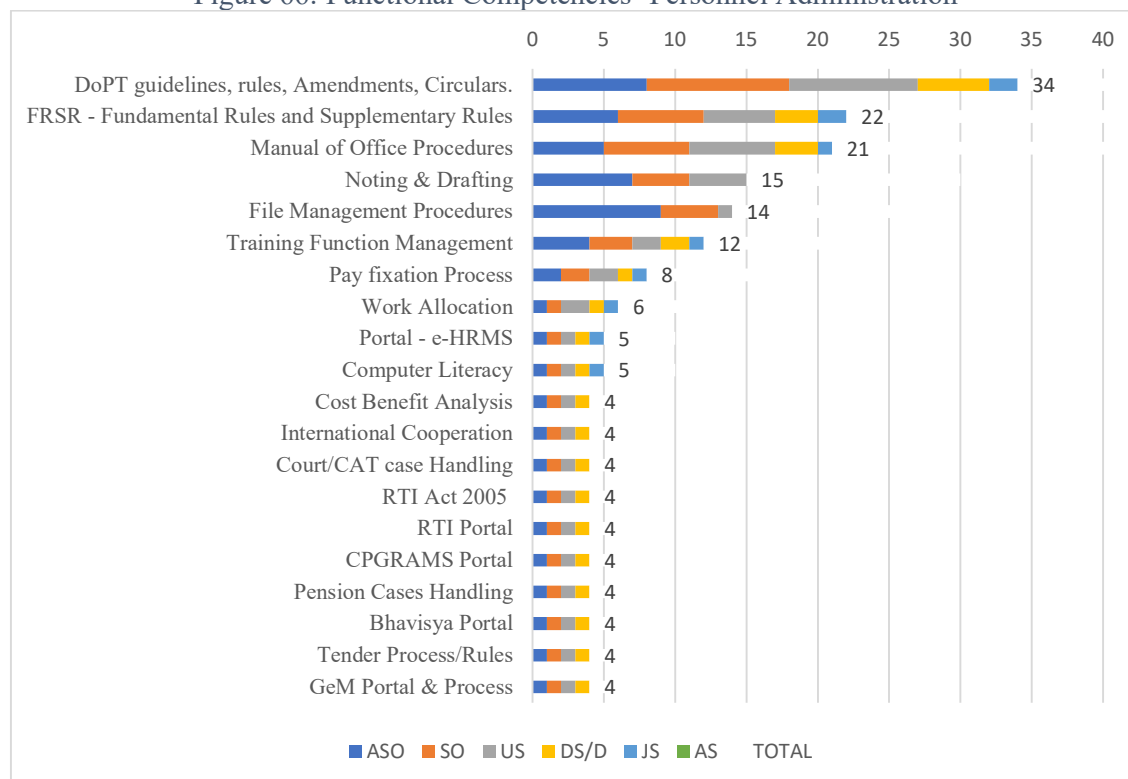
Figure 65: Domain Competencies -Personnel Administration



(Source: Primary Data Collection)

DoPT Guidelines, Rules, Amendments and Circulars: The division is responsible for all service-related matters in respect of officers/official of the Department such as recruitment, promotion, pay fixation-related matters, etc. All these activities are undertaken by the division as per the rules, and amendments notified by the DoPT from time to time. Hence the competency DoPT guidelines which include Rules, Amendments, Circulars, Notifications related to AIS, CCS, CSSS etc., are critical for the officials working in this section and this competency has been identified 34 times during the interaction with the section staff.

Figure 66: Functional Competencies -Personnel Administration

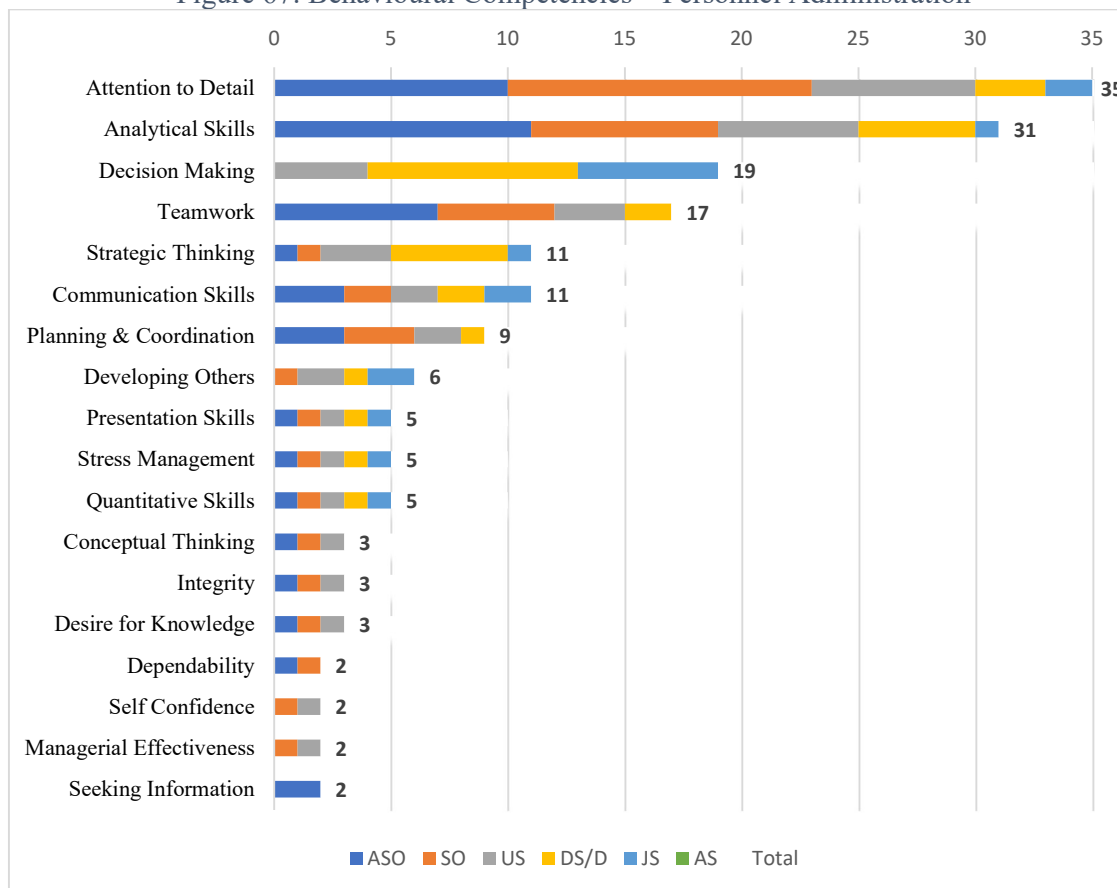


(Source: Primary Data Collection)

Seeking Information:

The Personnel Administration section is responsible for looking after joining formalities and maintaining database of the employees. The employee data shall be used for various purposes such as nominating for the workshops/training, assigning any Knowledge, Skill, and Attitude specific work to the employee by the top management and any other qualification-based engagements etc. In view of these functions of the section it becomes an important activity to have a standard and readily available database for the usage of the top management or any other sections of the department. To maintain the required data the competency of Seeking Information is important to meet the department's needs. To maintain the database, the full attention of the section staff is needed for seeking complete information from new joiners. For a database to be used in real-time basis, the information needs to be updated frequently as and when there are additions to the credentials of an employee. Other identified behavioural competencies are depicted in the below graph.

Figure 67: Behavioural Competencies – Personnel Administration



(Source: Primary Data Collection)

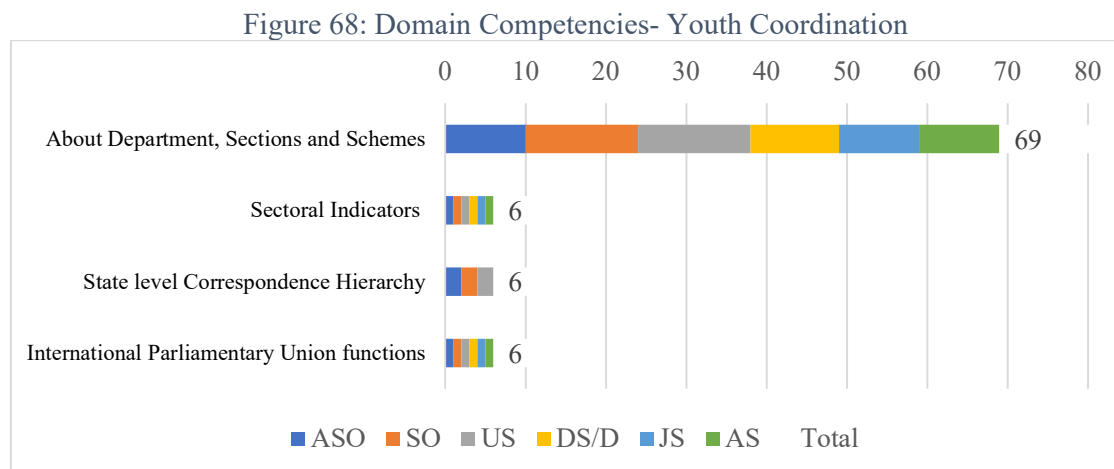
5.3.12 Youth Coordination

The department of youth affairs has various programme/scheme implementation sections for realizing the objectives outlined in the business rules 1961 of the Government of India. The section plays an important role in coordinating with all sections in collecting information required within the department as well as for the associated ministries and institutions. The section will help in a better balance of the works that are associated with the core mandate of the schemes as well as fulfilling the citizen-centric aspects, and government priorities. A Few important functions of the section are coordinating cabinet-related matters, Parliament-related matters such as queries and assurances, Parliament standing committee meetings, and Maintenance of web portals of Young India and the DBT scheme.

Sectoral Indicators:

The draft National Youth Policy 2021 envisaged focus areas such as Education, Youth Leadership and Development, Employment and Entrepreneurship, Health and Fitness and Social Justice. Considering these areas, the associated sectoral indicators shall have to be monitored with special reference to the youth population. As the programmes and schemes of different focus areas are being implemented by other ministries the department shall continue to work in close coordination with them and track the indicators. The positioned employee in

the section should have the domain competency of the sectoral indicators for correlation of the data and coordination with the internal sections, and other ministries. hence this competency is a very important to be possessed by the employees positioned in the Youth Coordination Section. This has been identified 6 times. The other domain competencies identified are mentioned in the below graph.



(Source: Primary Data Collection)

Data Governance Quality Index (DGQI) Framework and Scoring Pattern:

The youth coordination section maintains the data and related information on The Data Governance Quality Index, which is monitored by the DMEO of NITI Aayog, through monitoring the data preparedness levels of the department. The section staff of the youth coordination must have the competency of the DGQI Framework, associated key steps and scoring pattern using the questionnaire of the NITI Aayog. This functional competency helps to assess the position of the department in data management and usage of the data for a scoring pattern for various aspects.

The key steps in data preparedness are as mentioned below.

- a. Data Strategy to lay down systemic guidelines.
- b. Data Systems to ensure smooth processes of data generation, management, and its use and
- c. Data-driven Outcomes are where data is utilized and widely shared by institutions to drive decision-making.

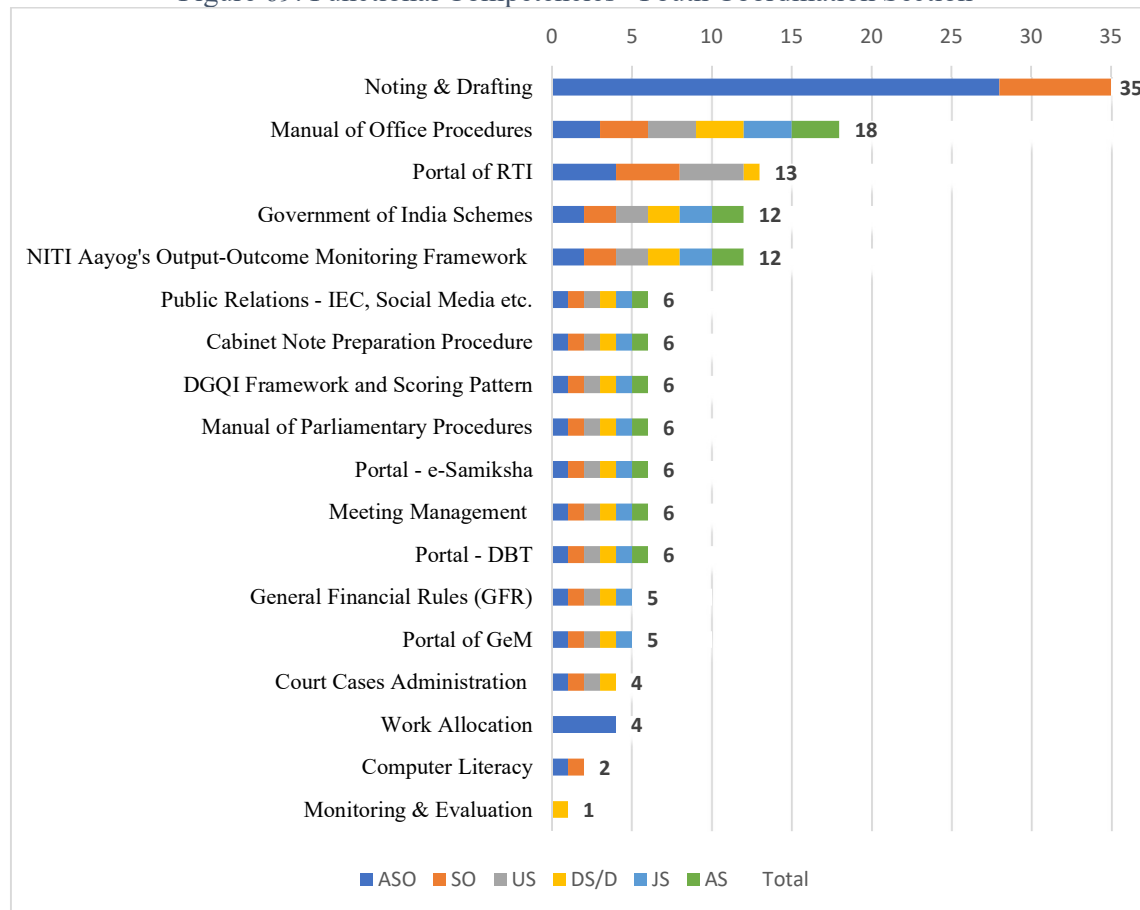
Other important functional competencies identified are mentioned in the graphs along with the total number of times the competency was identified during the interactions.

Portal e-Samiksha:

The Youth Coordination section coordinates with the other sections of the department, and government ministries on matters related to the common focus areas. The high-priority items for the PMO or other ministries are being tracked and concerned officials would be followed up for providing information. As the information sought from the PMO is required to be provided in time-bound manner coordination section needs to meticulously monitor the action

points and coordinate with the concerned section for providing information within the given timeframe. Keeping in view the nature of the activity the section staff shall have this functional competency for meeting the functional needs of the department.

Figure 69: Functional Competencies- Youth Coordination Section

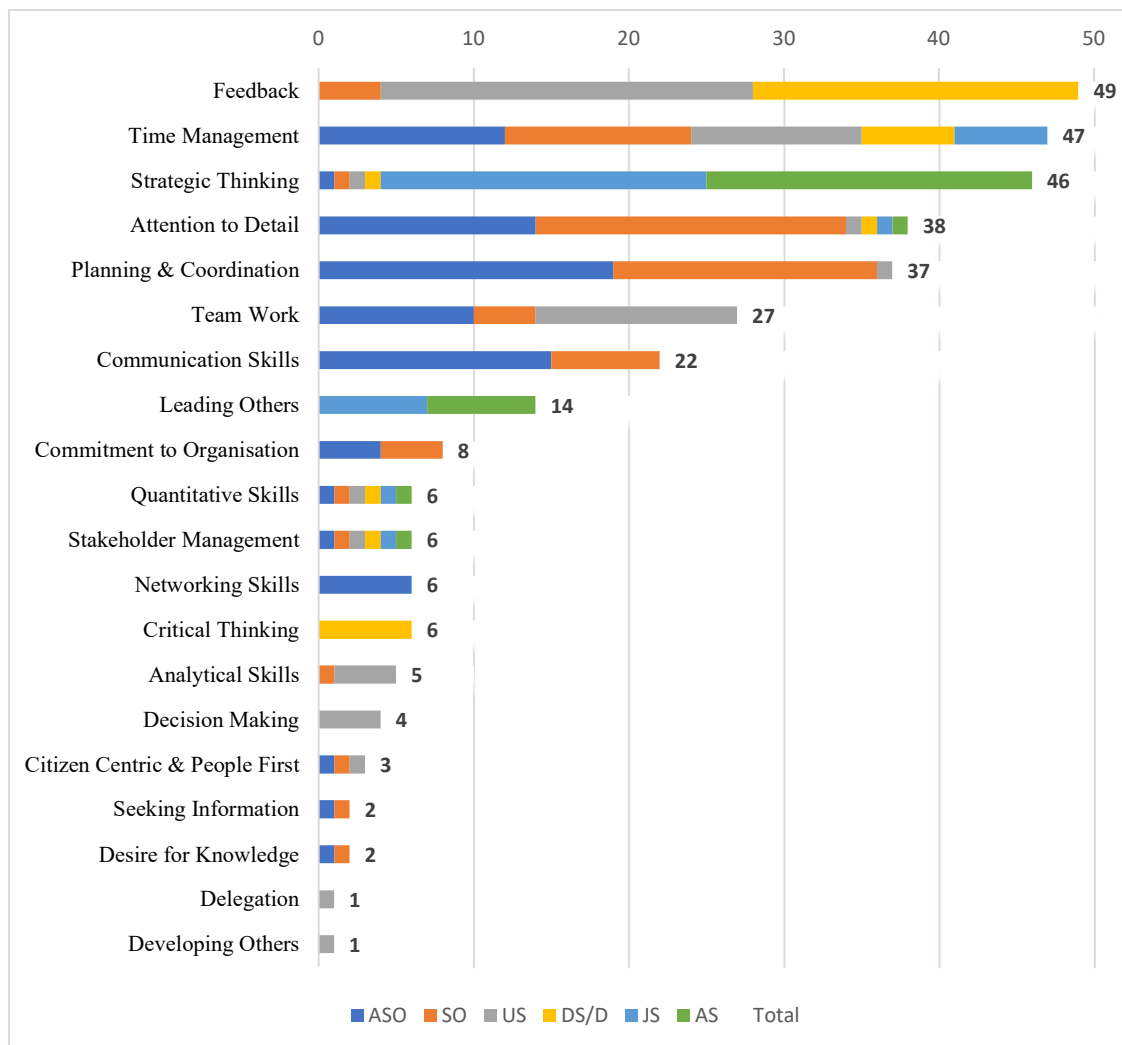


(Source: Primary Data Collection)

Teamwork:

The youth coordination section almost works closely with all the sections of the department and even the other government ministries. As the section deals with different matters through coordination, considering the functions of the section employees to balance the coordination works of the section needs to have a strong sense of teamwork and coordination within the section for completing the activities in time bound manner and to have better coordination with the sections and ministries.

Figure 70: Behavioural Competencies – Youth Coordination

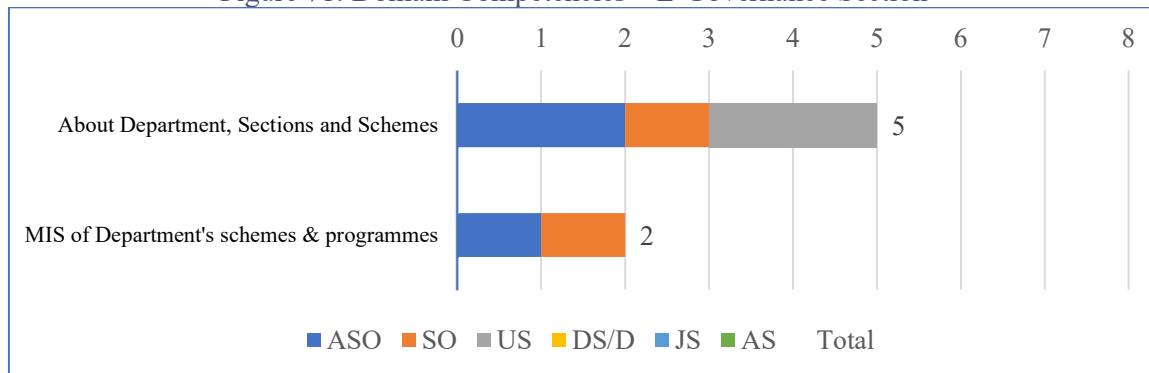


(Source: Primary Data Collection)

5.3.13 e-Governance

E-Governance section is responsible for IT agency hiring for services required by the department, It acts as the backbone for all the IT-related activities of the department in terms of providing training on IT portals and facilitates bid process management. The section plays an important role in creating awareness of Portals launched by the Government pertaining to cyber security. The domain, functional and behavioural competencies identified for E-Governance are shown below in the form of graphs.

Figure 71: Domain Competencies – E-Governance Section

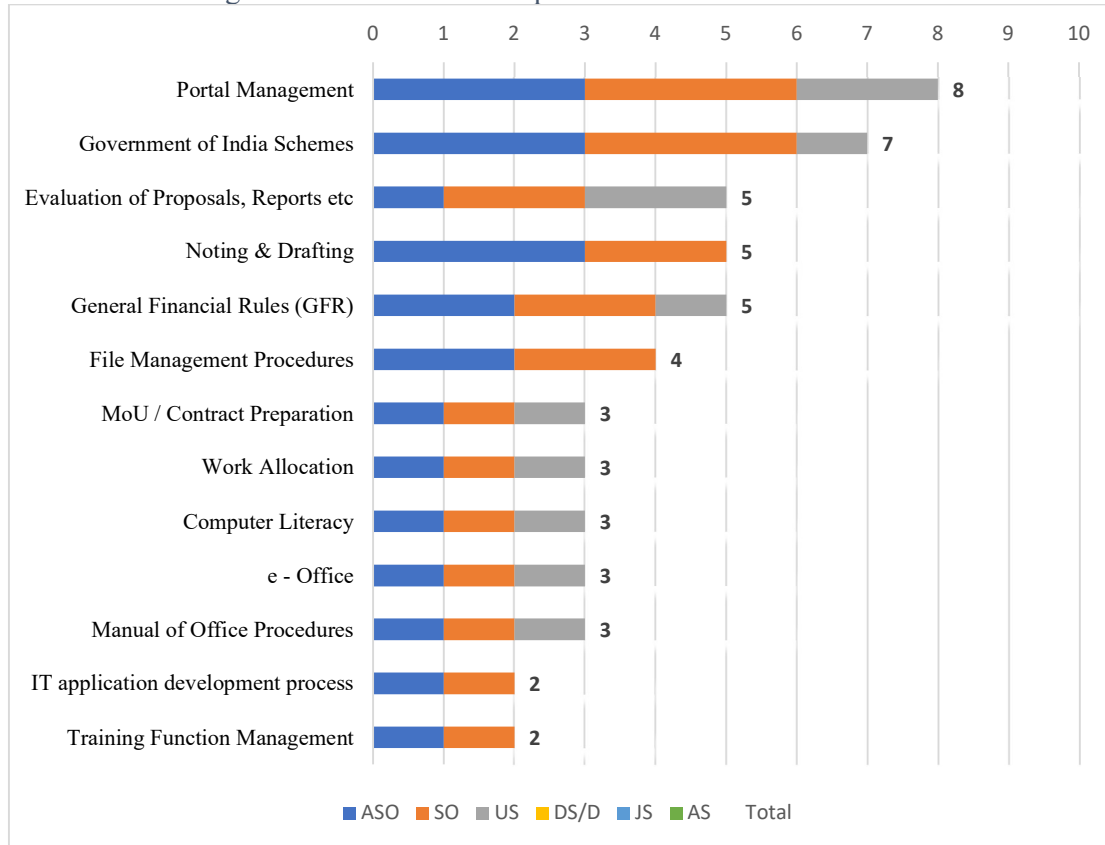


(Source: Primary Data Collection)

Contract Preparation, verification, enforcement:

The Section is responsible for hiring IT agency services, it involves the preparation of the MoU/Contract preparation, verification and enforcement of the agreements entered by the department. The payment releases to the agencies and compliance of the functions and deliverables need to be verified and monitored by the section. In view of these, this competency assumes importance for the section employees to possess for carrying out the associated functions effectively. The overall required functional competencies for the E-governance section are presented in the below graph.

Figure 72 : Functional Competencies – E-Governance Section

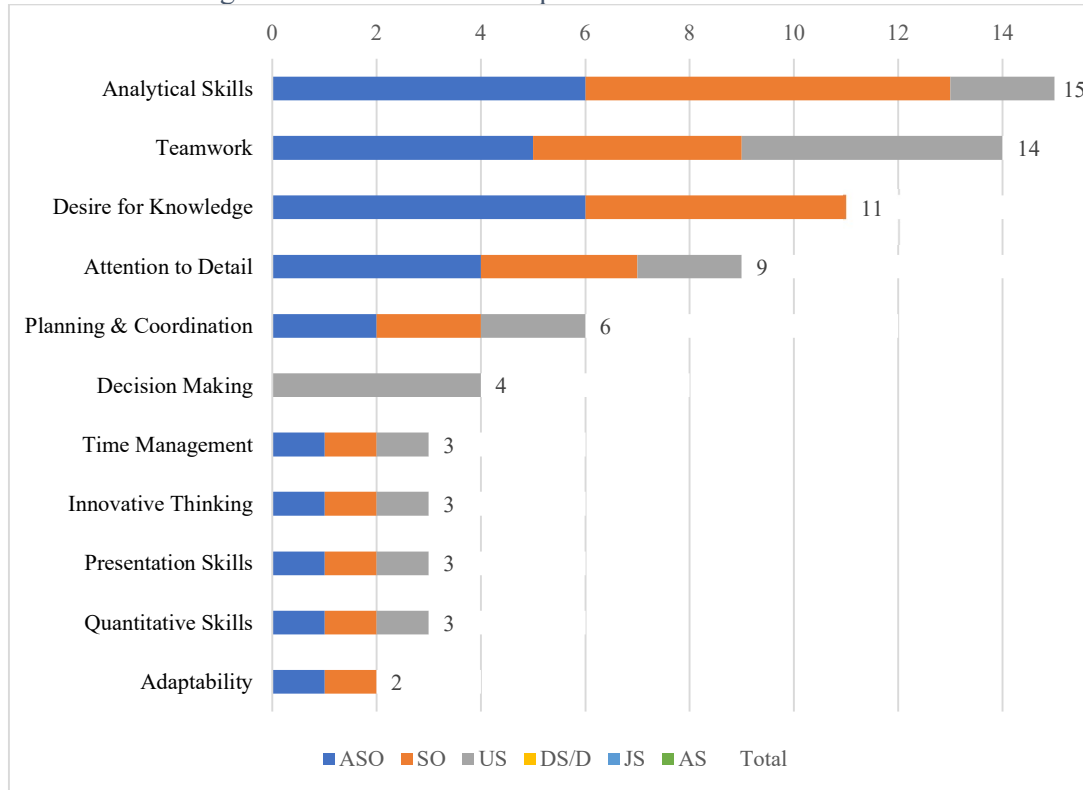


(Source: Primary Data Collection)

Attention to Details:

The section deals with the contracts and associated deliverables, as verification of the details is an important aspect it is expected that the employees need to have the competency of attention to details i.e verifying every aspect of the agreements with the service providers. The details are to be verified and coordinated with the concerned section on the IT specifications for internal approvals and processes. Other behavioural competencies such as time management, innovative thinking and planning coordination do play an important role in the fulfilment of the section's objectives. The behavioural competencies of the E-Governance section are presented below.

Figure 73: Behavioural Competencies – E-Governance Section



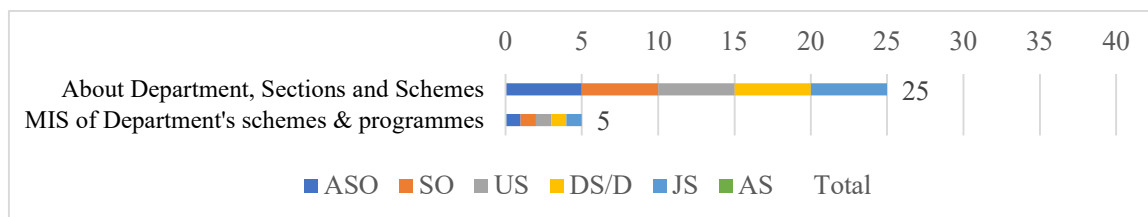
(Source: Primary Data Collection)

5.3.14 Integrated Finance Division

The Integrated Finance Division coordinates with all the sections of the department for collecting information on Annual Budgets and looks after the function of financial concurrence for the proposals received from the sections. The section also coordinates for preparation of the supplementary budget, Ministry of Finance, Department Expenditure and for Comptroller and Auditor General (CAG) audit and circulates the important circulars received from the Department of Expenditure to all the sections for compliance.

Domain, Functional and Behavioural competencies identified for the IFD section are depicted in the graphs below.

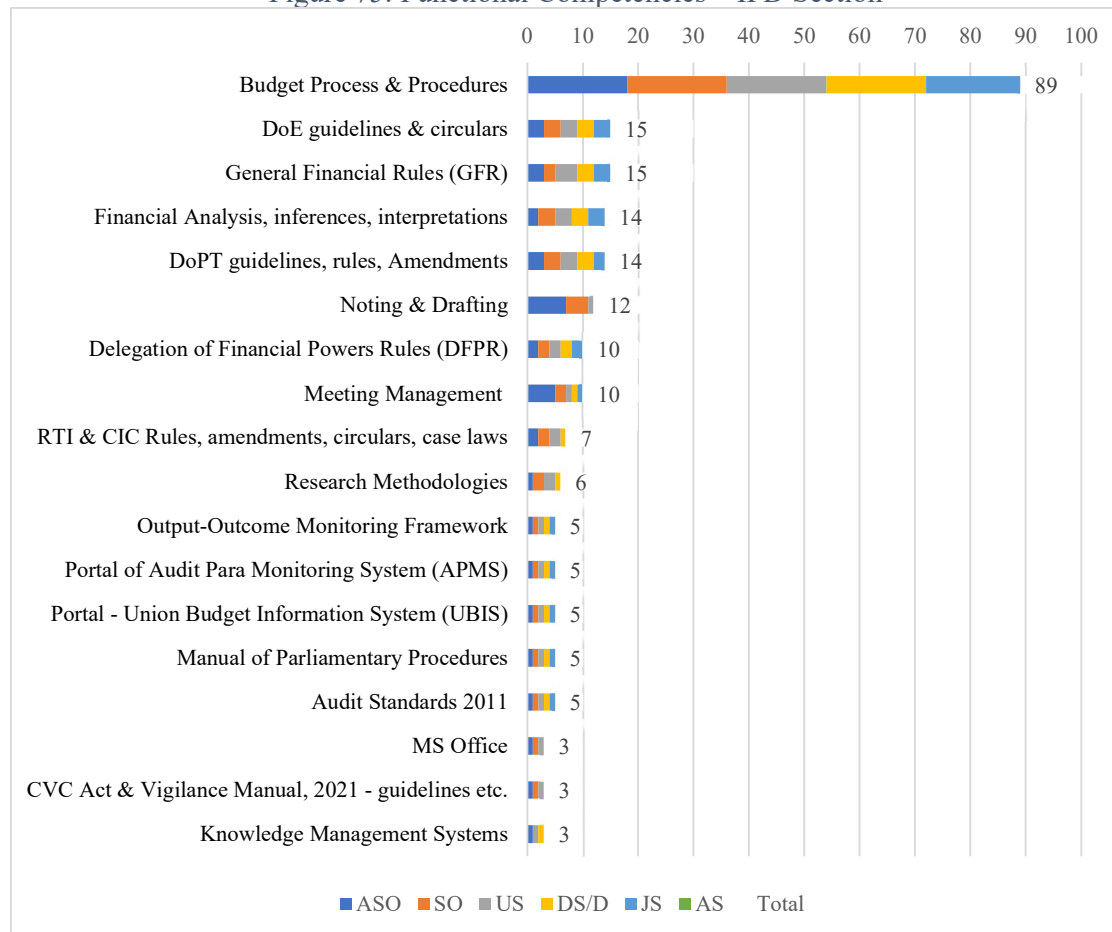
Figure 74: Domain Competencies – IFD Section



(Source: Primary Data Collection)

Budget Process & Procedure: The IFD section coordinates with all the sections of the department and associated institutions regarding budget preparation for each financial year for budget allocations. A detailed understanding of budget processes and procedures would help in better analysis of the allocations made under various budget heads and the amount spent and preparation of the supplementary budget and other associated functions such as preparation of detailed demand for grants etc.

Figure 75: Functional Competencies – IFD Section

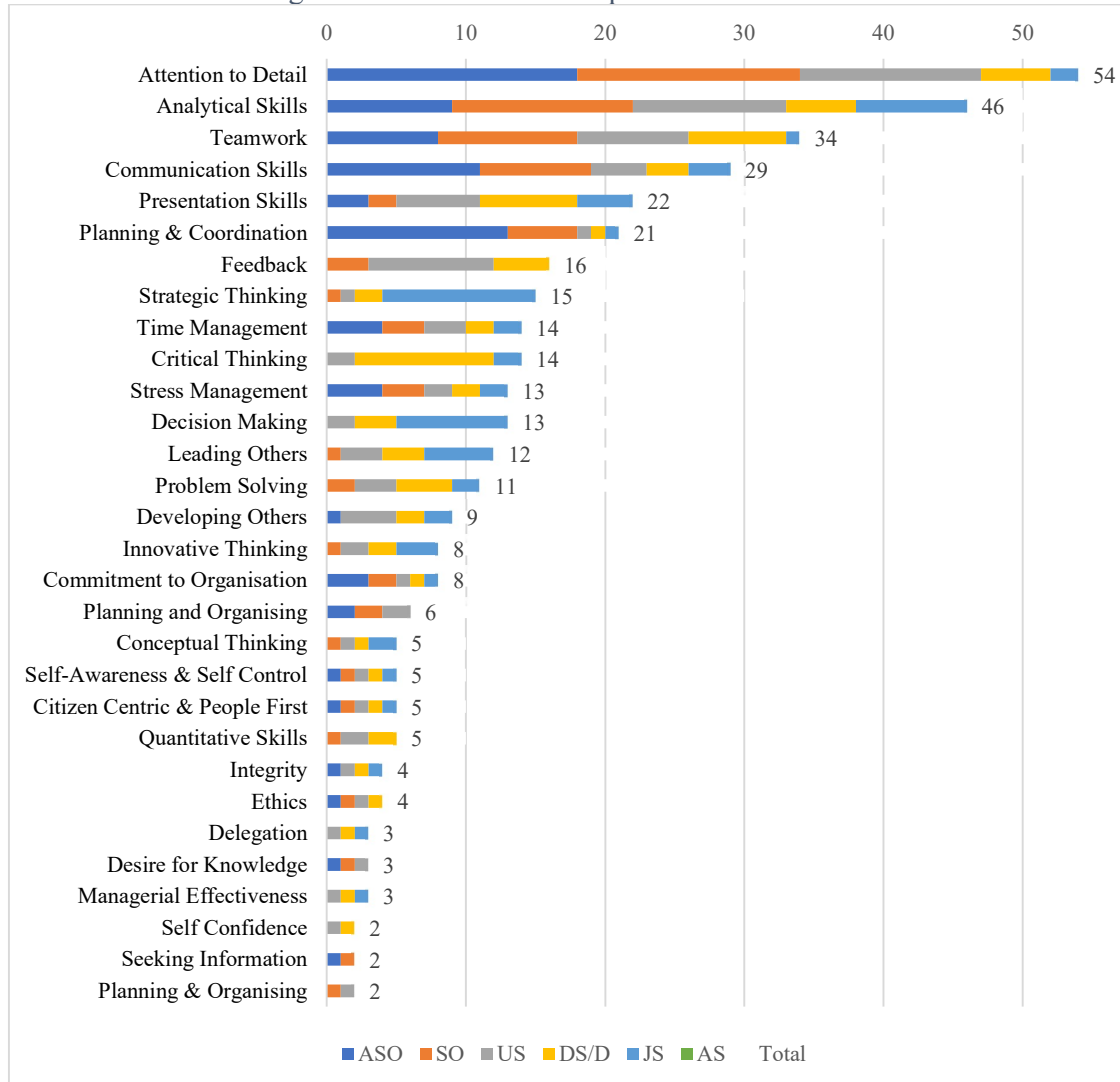


(Source: Primary Data Collection)

Developing others:

The IFD section deals with important functions in the preparation of the budget, issuing financial concurrences for the proposals and re-appropriation of the budget and various other related aspects. The processes of the section have intricacies to be understood by employees, hence the section employees at each level need to have supporting hand from the higher officials to handhold and develop them on the concepts of the section for understanding and applying the concepts while working on the processes related to functions of the section. Other behavioural competencies identified are shown in the below graph with the number of times they were identified.

Figure 76: Behavioural Competencies -IFD Section

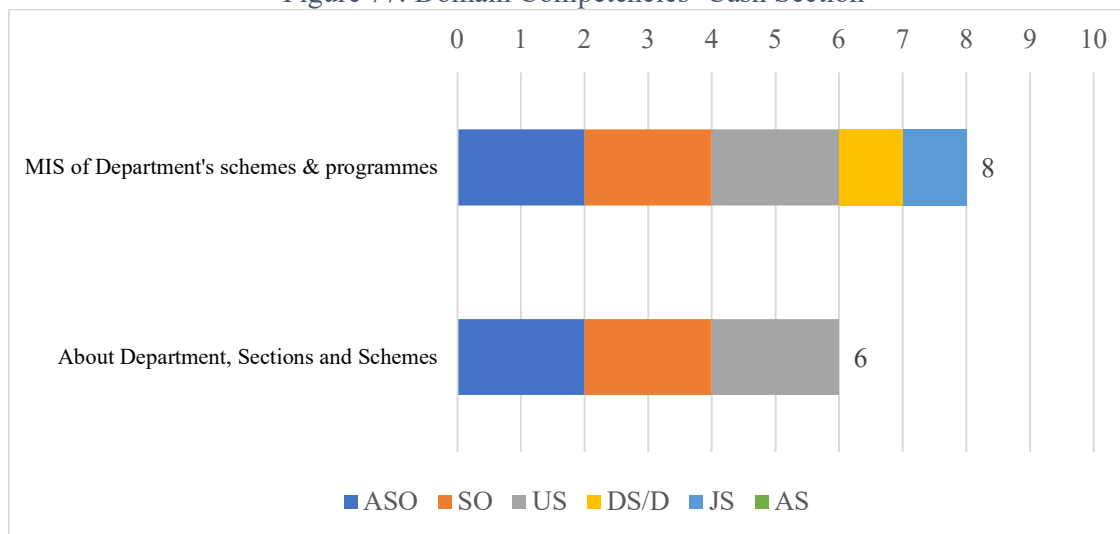


(Source: Primary Data Collection)

5.3.15 Cash

Cash section handles the cash and is responsible for the processing of the salary bill, vendor bills, cabinet bills and processing of reimbursements such as Medical, Travel, LTC, Tuition fees and processing of General Provident fund, reconciliation of the bank statements and looking into tax-related matters. In addition to the mentioned functions, it deals with general matters such as replying to RTI queries, Parliament questions and public grievances.

Figure 77: Domain Competencies- Cash Section



(Source: Primary Data Collection)

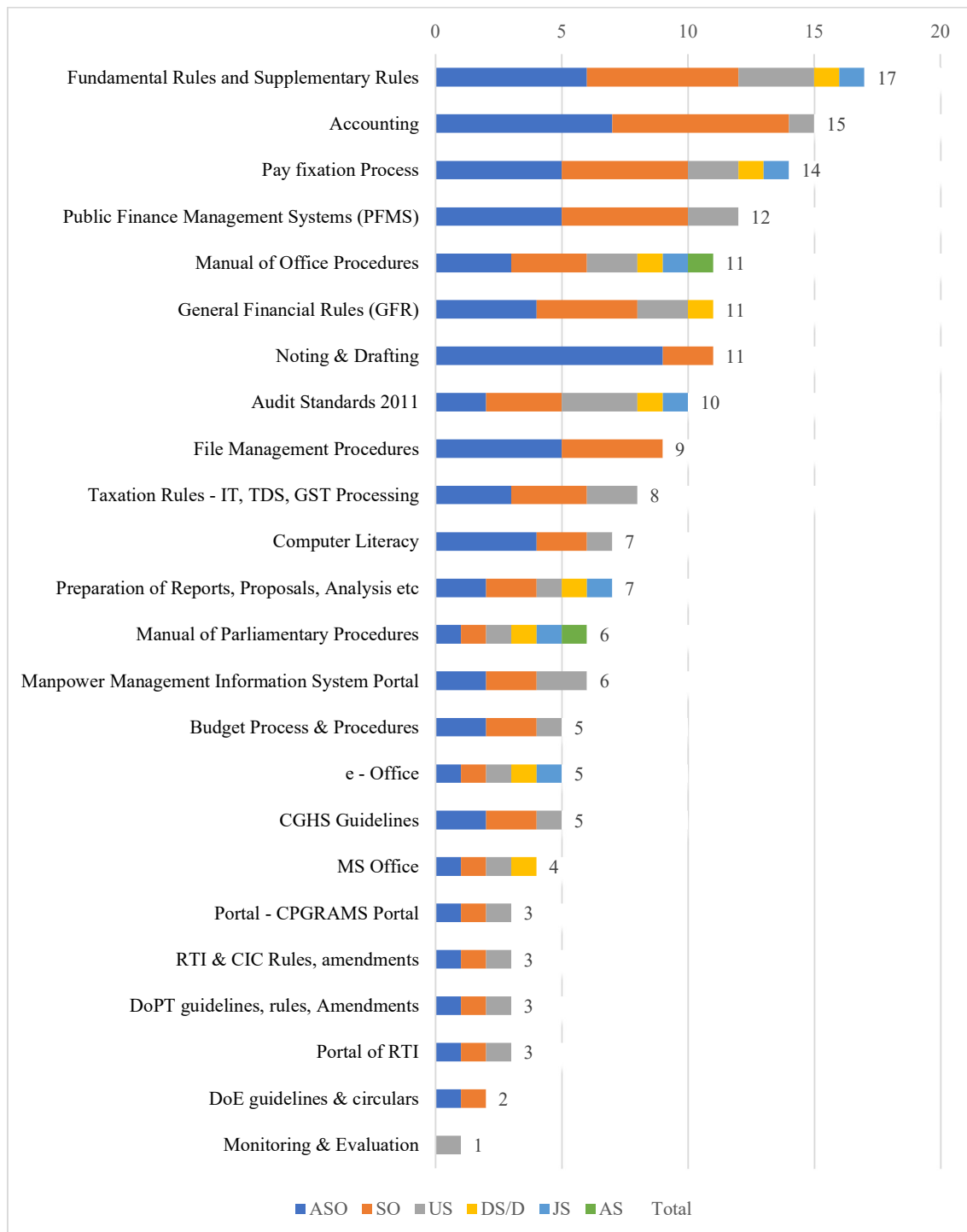
Taxation rules - IT, TDS, GST:

While processing the bills and payments for various purposes the division undertakes certain deductions like income tax and application of GST. As per the relevant provisions of GoI section also ensures compliance with regards to filing of tax returns and issue of tax deduction documents to the concerned parties. Hence, to ensure the application of relevant tax provisions, filing of returns duly ensuring compliance, the Taxation rules - IT, TDS, and GST competency is very important for this section.

FRSR - Fundamental Rules and Supplementary Rules:

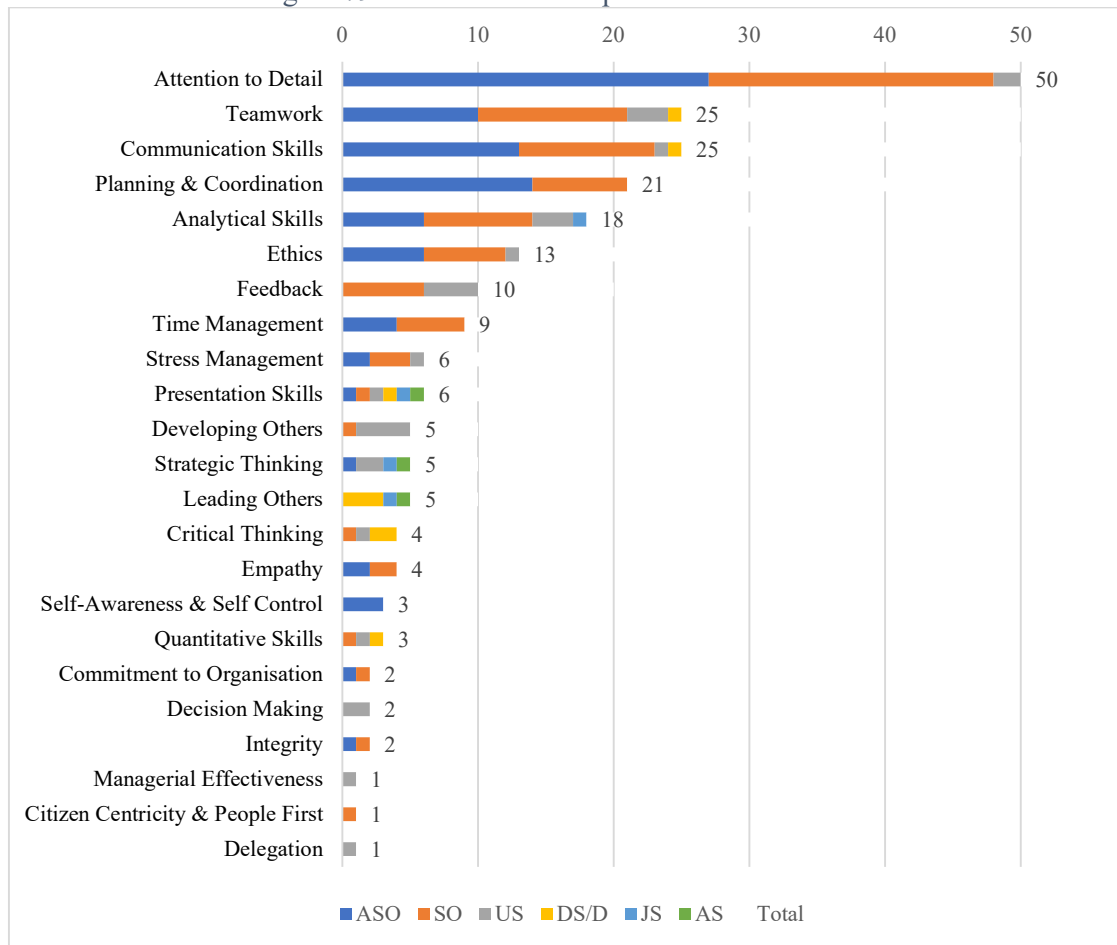
The section is responsible for processing TA bills submitted by the employees, processing, and release of retirement benefits to the employees on superannuation, etc. Being aware of the rules governing the admissibility of claims and entitlements to be processed is very crucial. Hence, the FRSR competency is very important for the officials working in this section.

Figure 78: Functional Competencies – Cash Section



Source: Primary Data Collection)

Figure 79: Behavioural Competencies -Cash Section

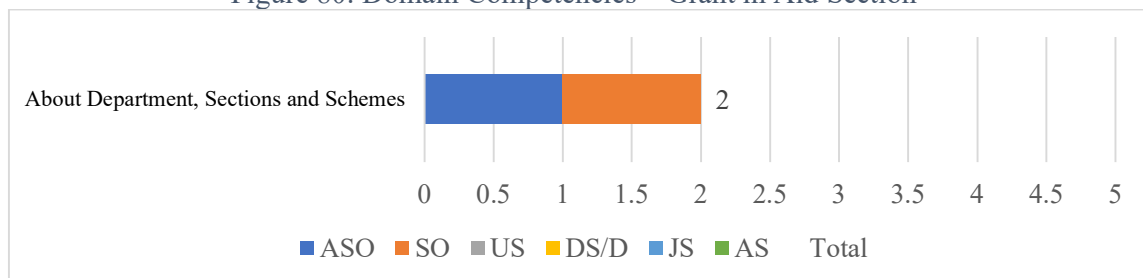


(Source: Primary Data Collection)

5.3.16 Grant in Aid

Grant in Aid section works in close coordination with the cash section and pay and accounts office in the analysis of sanction orders, Generation of bills in PFMS portal and submission of the bills with the supportive documents for processing to Pay and accounts office.

Figure 80: Domain Competencies – Grant in Aid Section

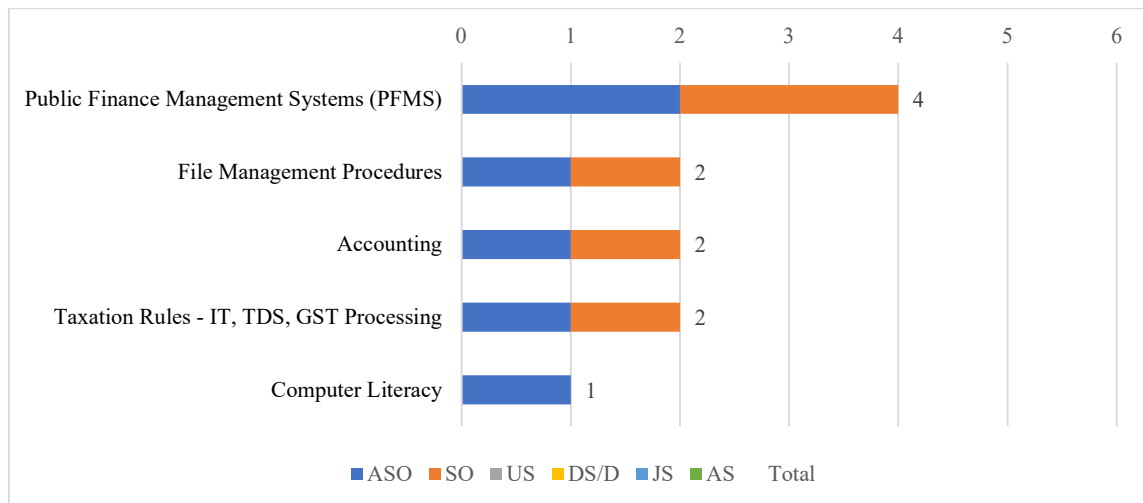


(Source: Primary Data Collection)

Public Financial Management System (PFMS):

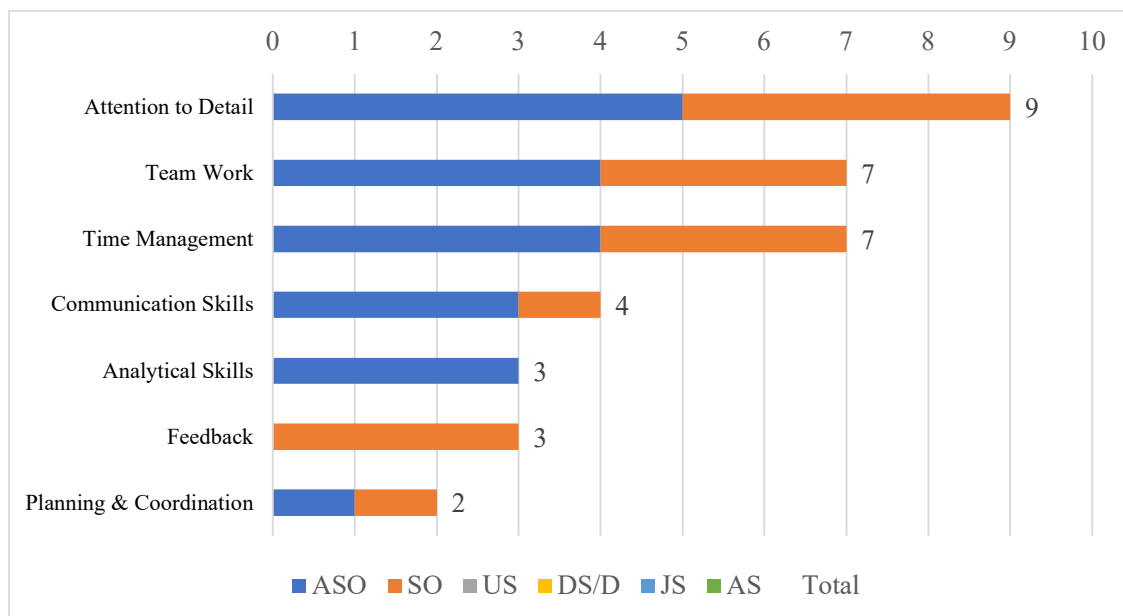
The section deals with the PFMS processing of the releases based on the sanction order milestones and associated correspondences received from the section. Since the entire process is linked to PFMS the functionary of Grant-in Aid section needs to have a thorough understanding and working knowledge of PFMS payment processing. Other required domain competencies are shown in the below graph.

Figure 81: Functional Competencies – Grant In Aid Section



(Source: Primary Data Collection)

Figure 82: Behavioural Competencies- Grant In Aid Section

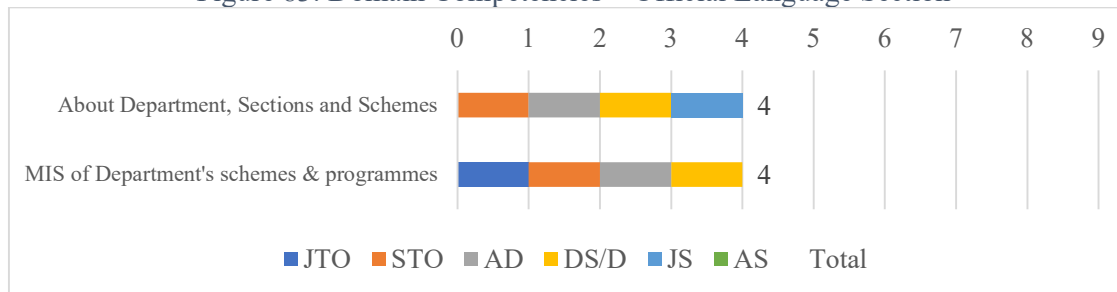


(Source: Primary Data Collection)

5.3.17 Official Language Section

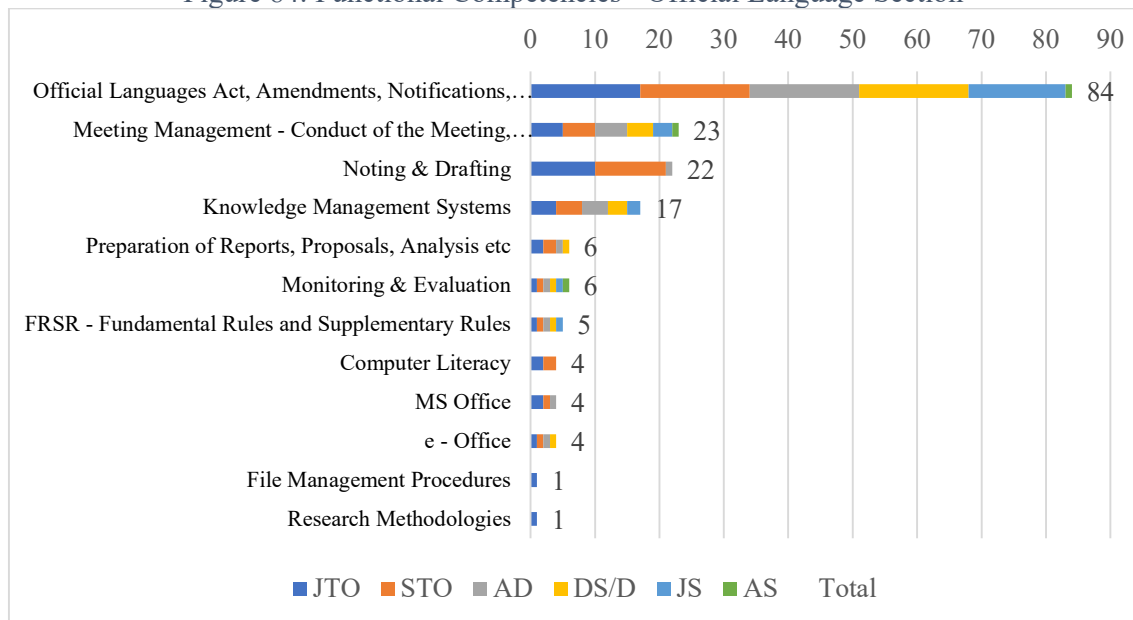
This section is responsible for the translation of reports, parliament questions, related documents, etc. from English to Hindi. The section implements the Official Language Policy of the Govt. of India in the Department and its attached/subordinate offices. Other activities undertaken by the section include training officers on the usage of Hindi, organizing Hindi Month, monitoring the implementation of the Official language, etc. The competencies identified for Official Language division across all three categories are presented below:

Figure 83: Domain Competencies – Official Language Section



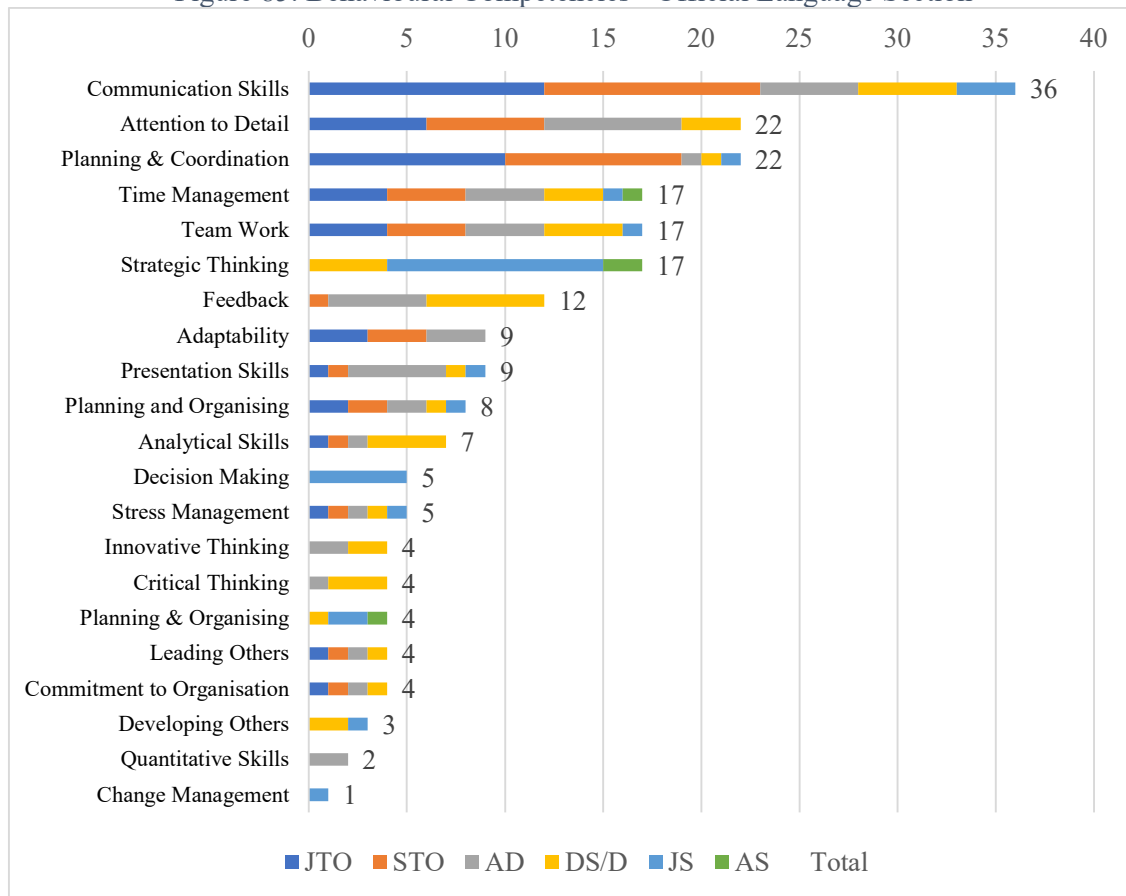
(Source: Primary Data Collection)

Figure 84: Functional Competencies - Official Language Section



(Source: Primary Data Collection)

Figure 85: Behavioural Competencies - Official Language Section

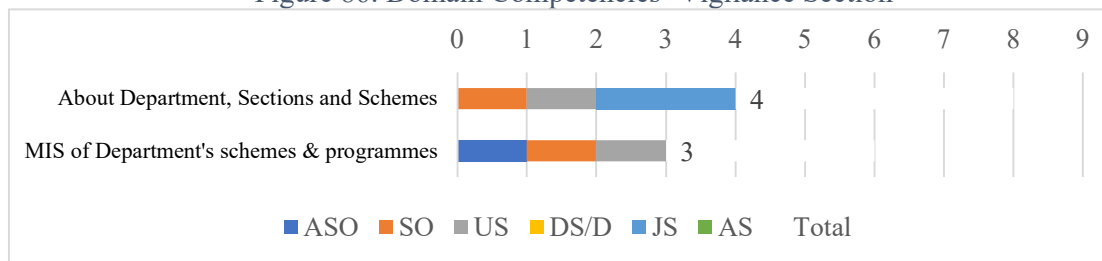


(Source: Primary Data Collection)

5.3.18 Vigilance Section

The Vigilance section of the Department of Youth Affairs is responsible for vigilance activities in the organization under the general superintendence of the Central Vigilance Commission (CVC), the apex organization of the Government of India that controls anti-corruption measures and probity in public life. The vigilance section is headed by a Chief Vigilance Officer of the Joint Secretary level, who is assisted by the Under Secretary level officer and another group of officers for the conduct of investigations, disciplinary proceedings, and other follow-up actions.

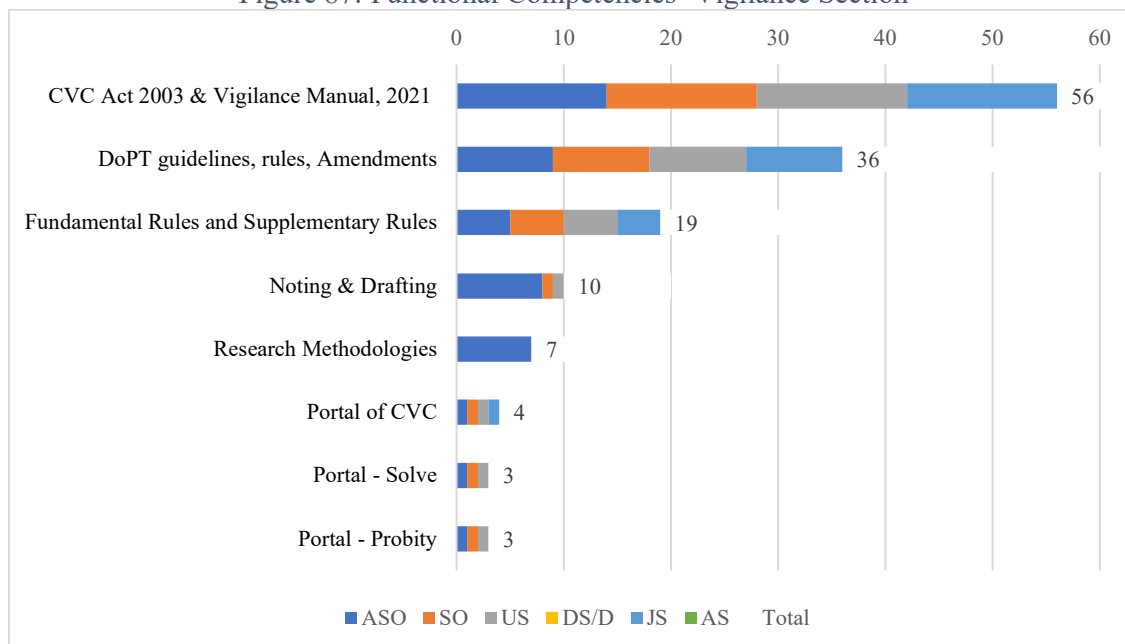
Figure 86: Domain Competencies -Vigilance Section



(Source: Primary Data Collection)

CVC Act 2003 & Vigilance Manual 2021: The vigilance section acts as a link between Department and the Central Vigilance Commission (CVC). While handling the complaint/case reported to this division it is important to establish the vigilance angle and follow the due procedure for inquiry for fact finding. Based on the facts that emerge out of the inquiry necessary action to be taken by concerned authority. Hence Employees working in this section shall have thorough understanding of process and keep themselves updated with all the CVC guidelines and procedures.

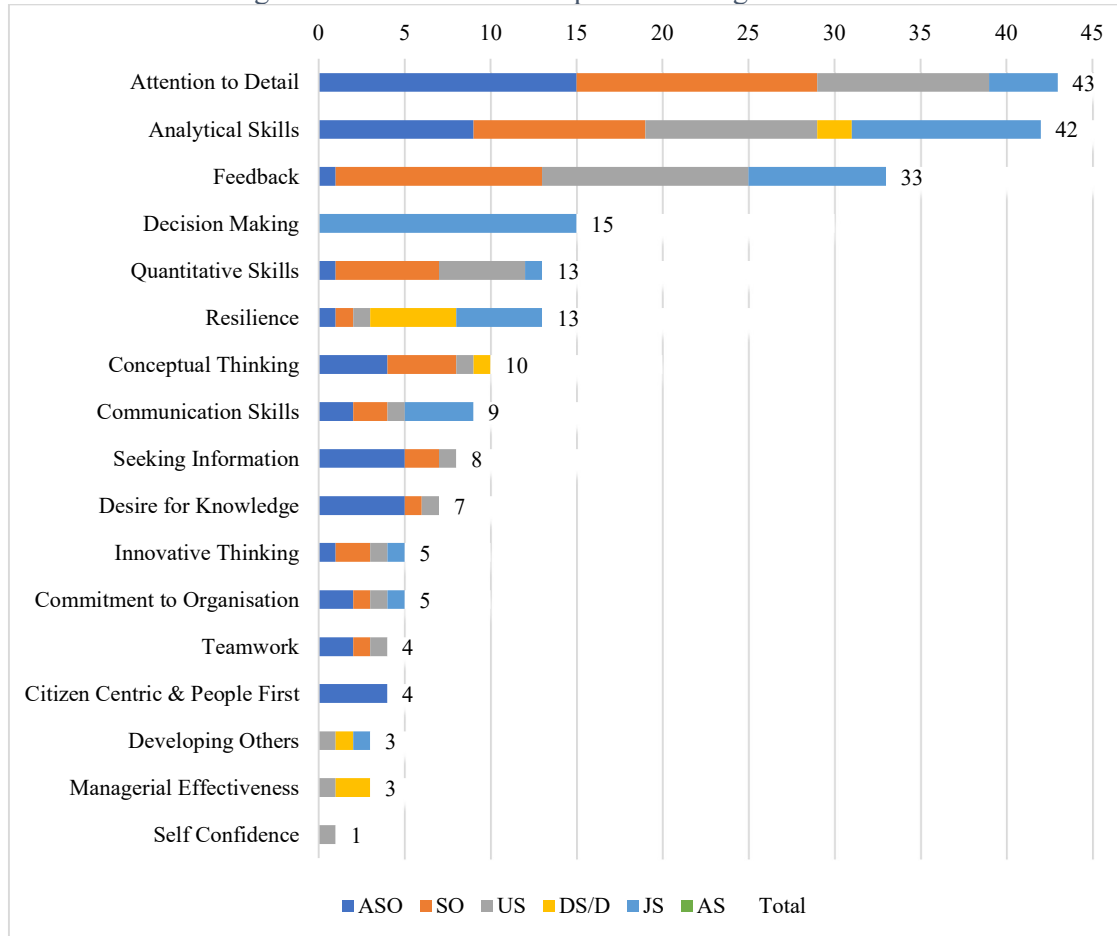
Figure 87: Functional Competencies -Vigilance Section



(Source: Primary Data Collection)

Analytical Skills: While scrutinizing the complaints for confirmation and compliance in the backdrop of Vigilance guidelines, it is important to analyse the case from multiple dimensions and put up the file with suitable recommendations on whether to drop the complaint or proceed further. Hence, being aware of CVC guidelines coupled with analytical skills is an important competency for the officials to work effectively in handling the section related functions.

Figure 88: Behavioural Competencies -Vigilance Section

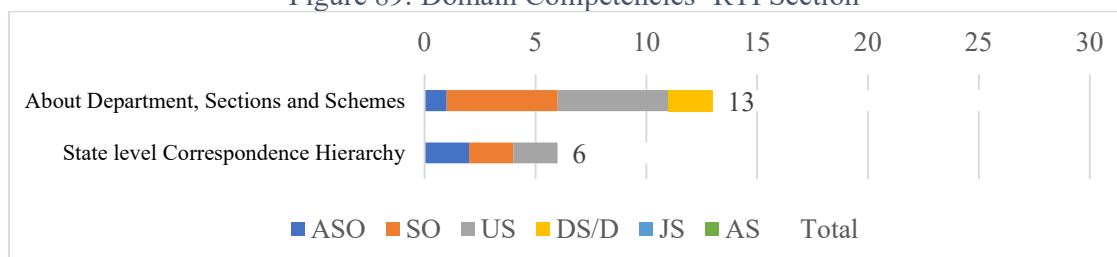


(Source: Primary Data Collection)

5.3.19 Right to Information Act

The Right to Information (RTI) section of the Department of Youth Affairs is established for fulfilling the mandate of the Right to Information Act 2005. The basic objective of the Act is to empower the citizens, promote transparency and accountability in the working of the Government, contain corruption, and make democracy work for the people in a real sense.

Figure 89: Domain Competencies -RTI Section

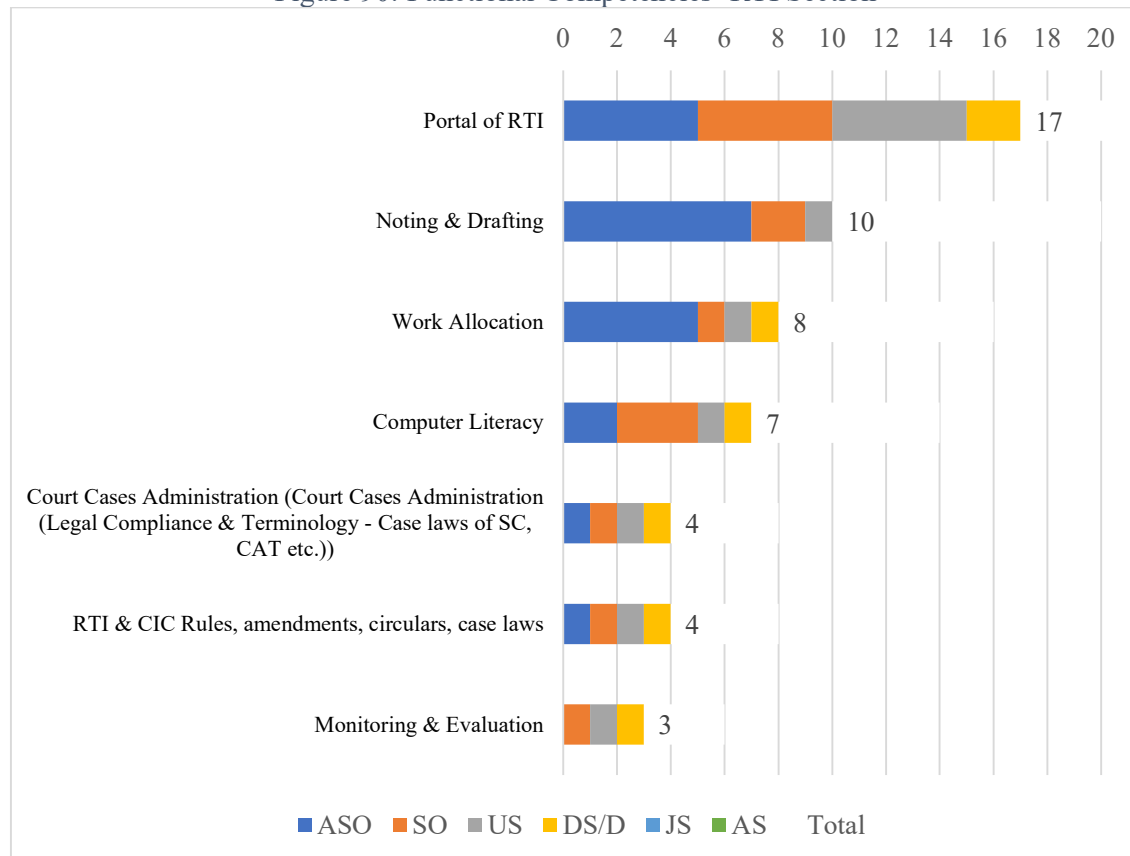


(Source: Primary Data Collection)

Work Allocation:

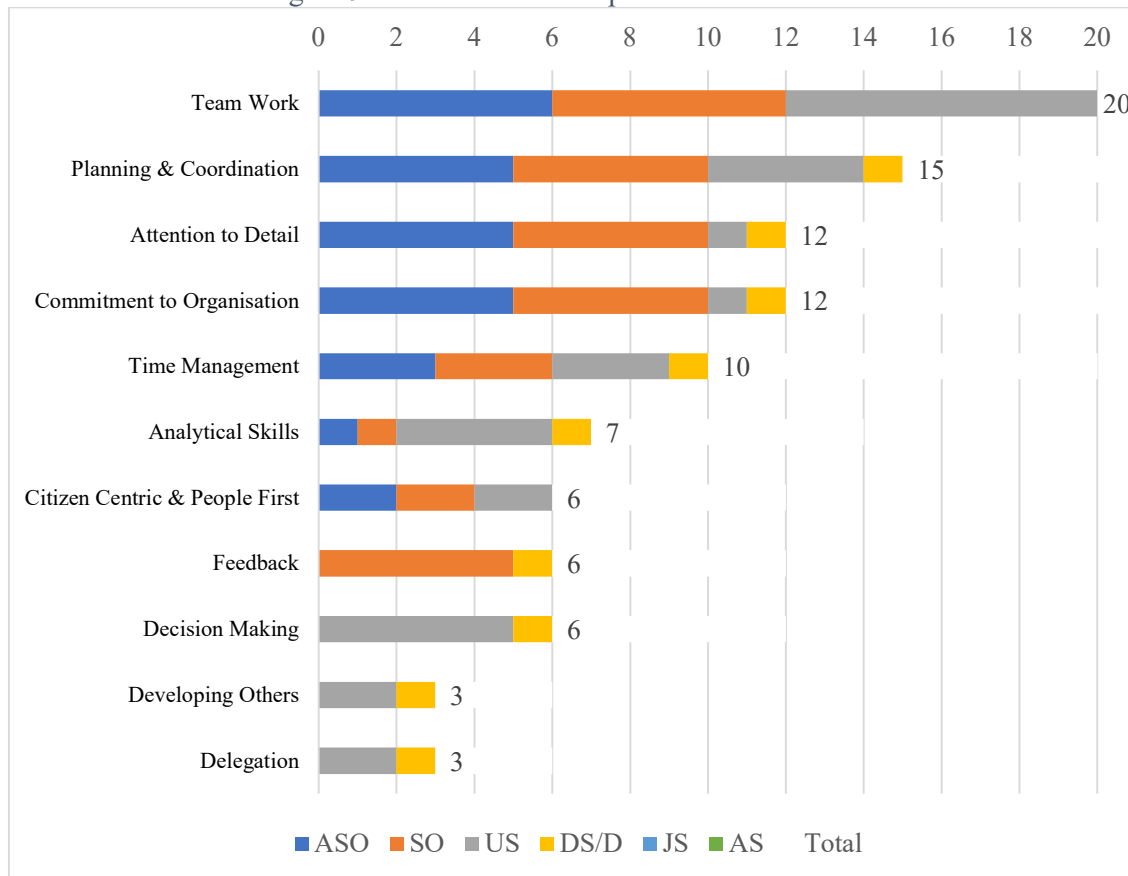
The RTI section deals with the RTI applications received either online or offline. The Section coordinates with the concerned section and follows up for submission of the reply within the turnaround time. Since the RTI-related works are time-bound and need coordination with the sections, the section employees need to have clarity on the department, work allocations so that the application may be forwarded to the right person for action within the timelines.

Figure 90: Functional Competencies -RTI Section



(Source: Primary Data Collection)

Figure 91: Behavioural Competencies -RTI Section

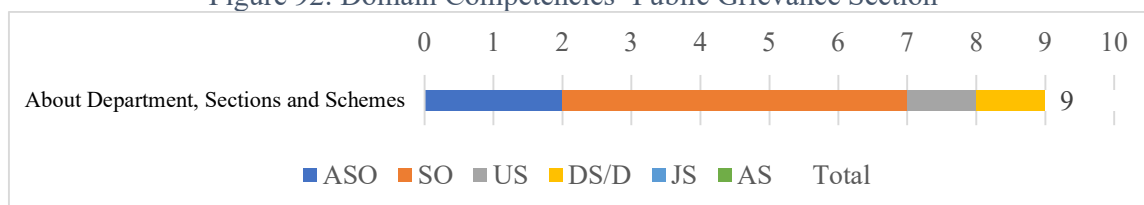


(Source: Primary Data Collection)

5.3.20 Public Grievance

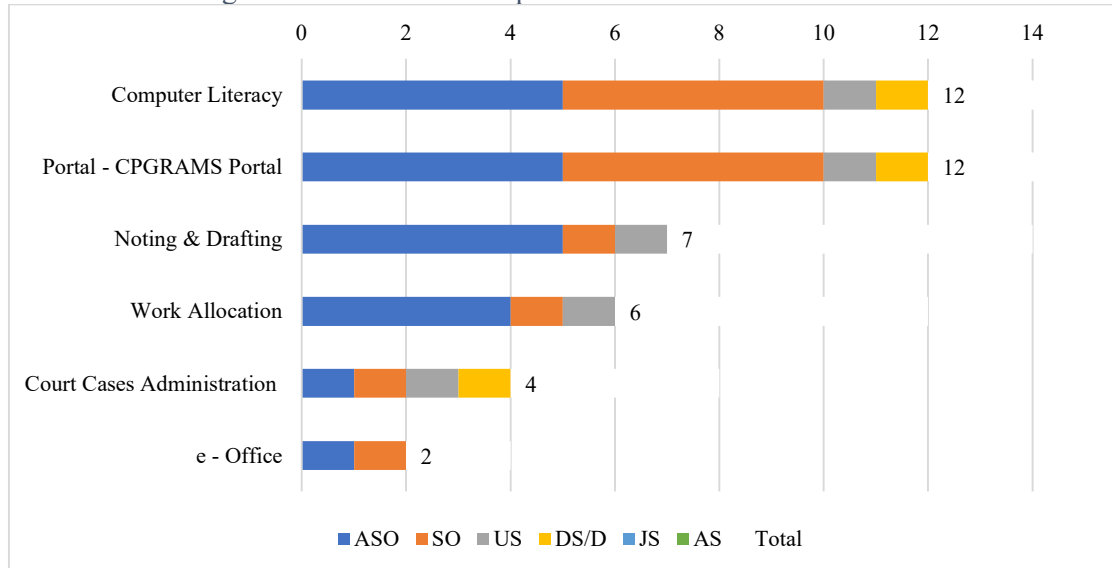
The Public Grievance section looks after the grievances lodged by the citizen on the matters related to service delivery of the Ministries/Department through the Centralized Public Grievance Redress and Monitoring System (CPGRAMS) portal. As the section is dealing with public service delivery-related matters, submitting the response to the applicant as per the turnaround times is of utmost priority for the section. The Public Grievance section coordinates with the respective sections for prompt response and meets the guidelines of the CPGRAMS.

Figure 92: Domain Competencies -Public Grievance Section



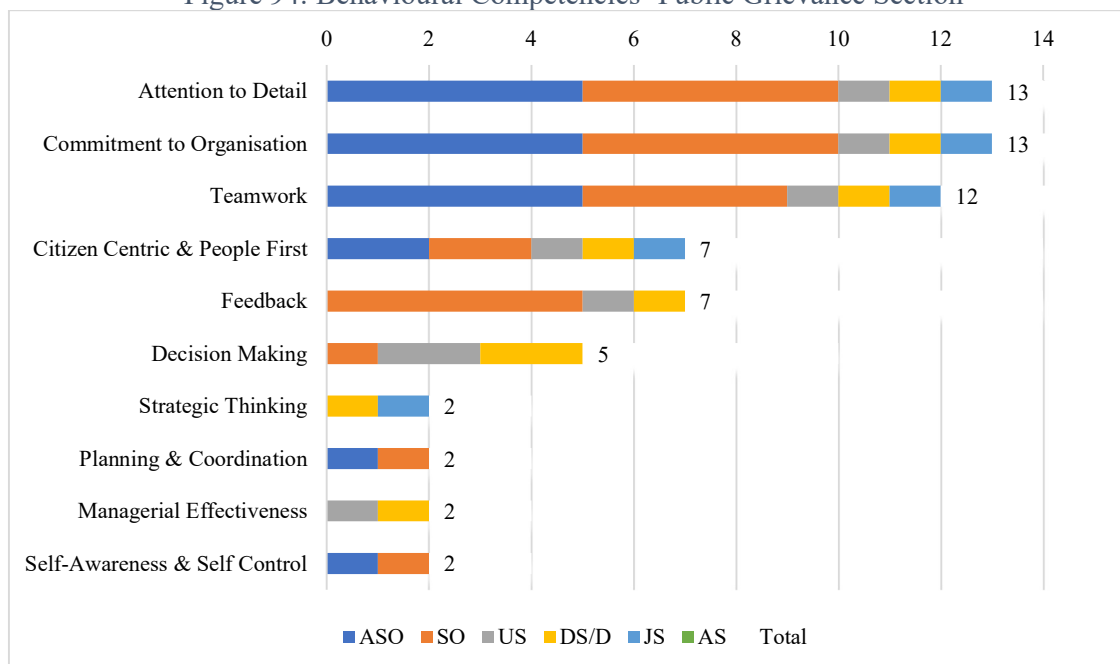
(Source: Primary Data Collection)

Figure 93: Functional Competencies -Public Grievance Section



(Source: Primary Data Collection)

Figure 94: Behavioural Competencies -Public Grievance Section



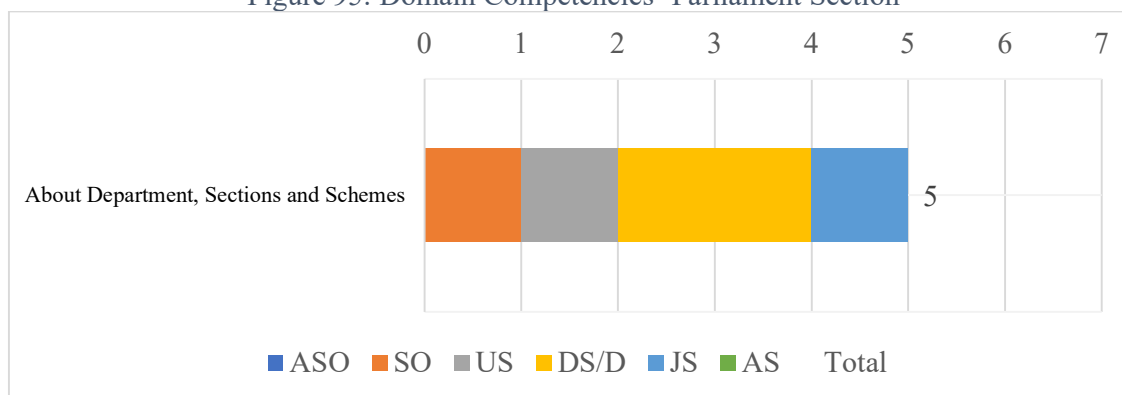
(Source: Primary Data Collection)

5.3.21 Parliament Section

The Parliament section deals with the matters pertaining to the questions raised in parliament during the parliament sessions. The section tracks the parliament questions online and whether the questions were asked pertaining to the department if the question is raised then section coordinates and sees that, the section forwards the questions to the coordination section. The

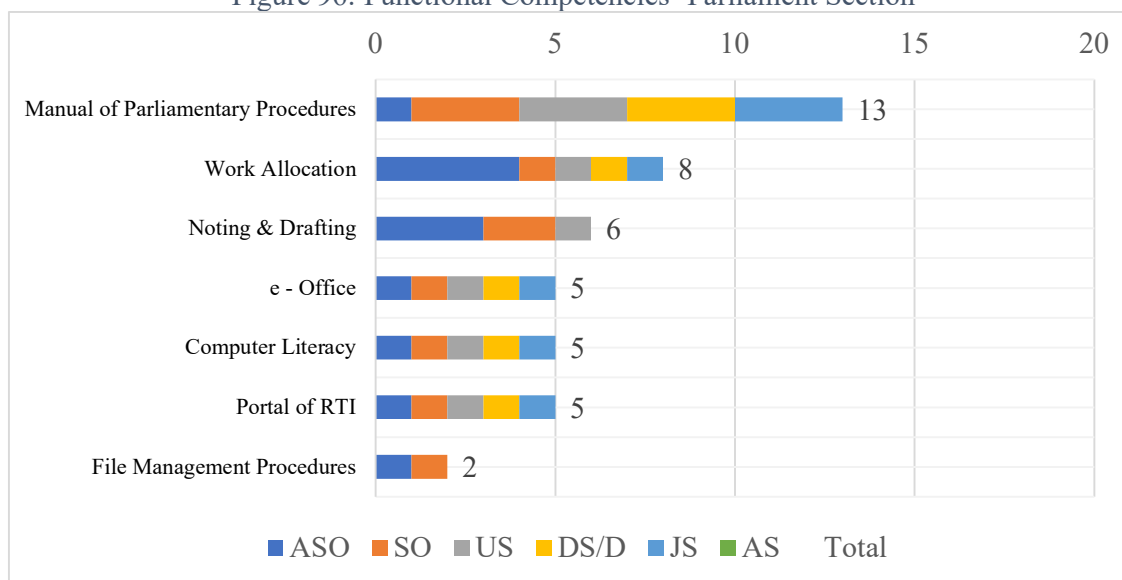
coordination section coordinates with the concerned section so that the reply for the query may be received within the timelines for onward submission to the parliament secretariat. Once a reply is received and approved by the competent authority, it's important to ensure that copies of the reply are made in the required quantity. The matters pertaining to parliament are time bound and are to be done on a high-priority basis, hence coordination and time management are key in submission of the reply.

Figure 95: Domain Competencies -Parliament Section



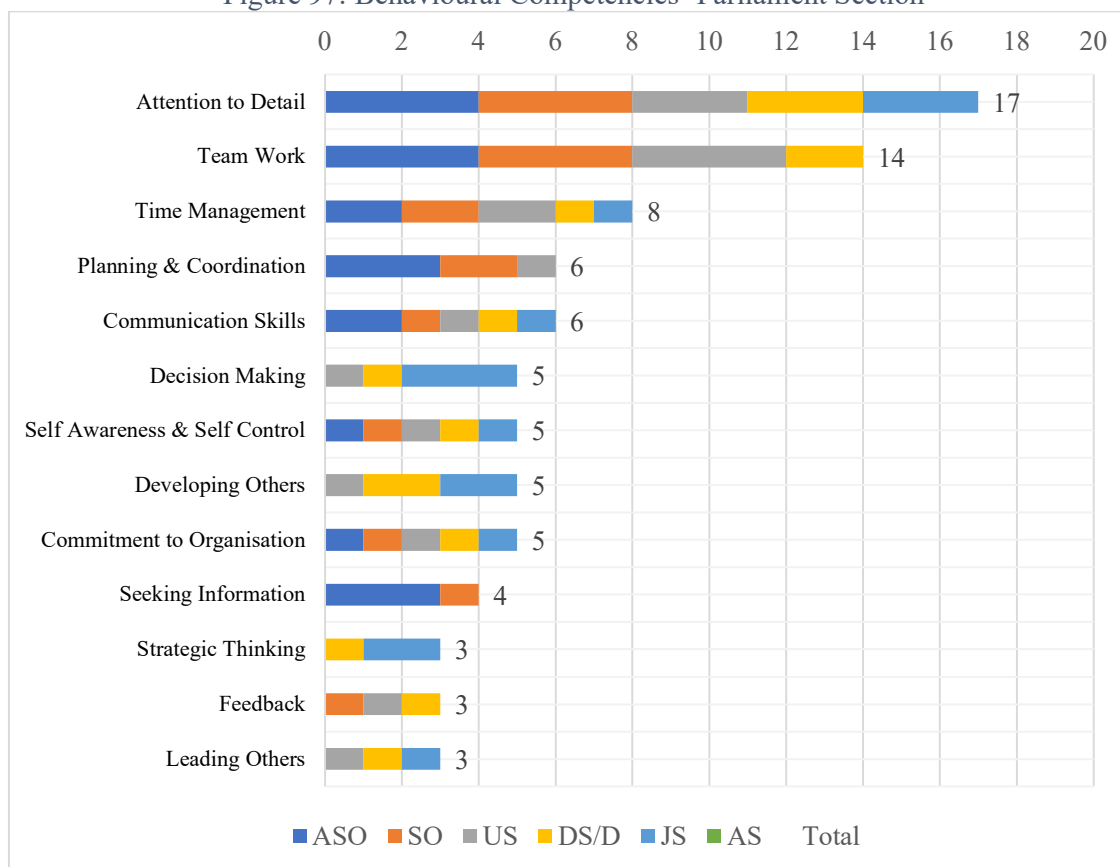
(Source: Primary Data Collection)

Figure 96: Functional Competencies -Parliament Section



(Source: Primary Data Collection)

Figure 97: Behavioural Competencies -Parliament Section



(Source: Primary Data Collection)

5.4 Designation wise Capacity Need Analysis

At the Department-level, the core objectives and their attainment are transmitted to sections and each section is staffed with different-levels of officials. Based on the discussions, observations, and understanding, the roles of different designations are mapped for identifying the required competencies. The designation wise key competencies across the department are depicted below:

Table 30: Designation wise capacity needs analysis.

Designation	Competencies		
	Domain	Functional	Behavioural
Assistant Section Officer (ASO)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Budget Process & Procedures Manual of Office Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. File Management Procedures 	<ul style="list-style-type: none"> Attention to Detail Teamwork Planning & Coordination Communication Skills Analytical Skills
Section Officer (SO)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Manual of Office Procedures Budget Process & Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Public Finance Management Systems (PFMS) 	<ul style="list-style-type: none"> Attention to Detail Teamwork Planning & Coordination Communication Skills Analytical Skills

Designation	Competencies		
	Domain	Functional	Behavioural
Under Secretary (US)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines State level Correspondence Hierarchy Draft National Youth Policy 2021 	<ul style="list-style-type: none"> Noting & Drafting Manual of Office Procedures Budget Process & Procedures DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Evaluation of Proposals, Reports etc 	<ul style="list-style-type: none"> Teamwork Analytical Skills Feedback Attention to Detail Communication Skills
Deputy Secretary (DS) / Director (Dir)	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines Draft National Youth Policy 2021 RGNIYD Act, Statutes, & Ordinances 	<ul style="list-style-type: none"> Manual of Office Procedures Budget Process & Procedures Official Languages Act, Amendments, Notifications, Circulars e - Office DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. 	<ul style="list-style-type: none"> Analytical Skills Teamwork Attention to Detail Feedback Critical Thinking
Joint Secretary (JS)/Additional Secretary	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes 	<ul style="list-style-type: none"> Manual of Office Procedures Budget Process & Procedures 	<ul style="list-style-type: none"> Decision Making Strategic Thinking Analytical Skills Leading Others

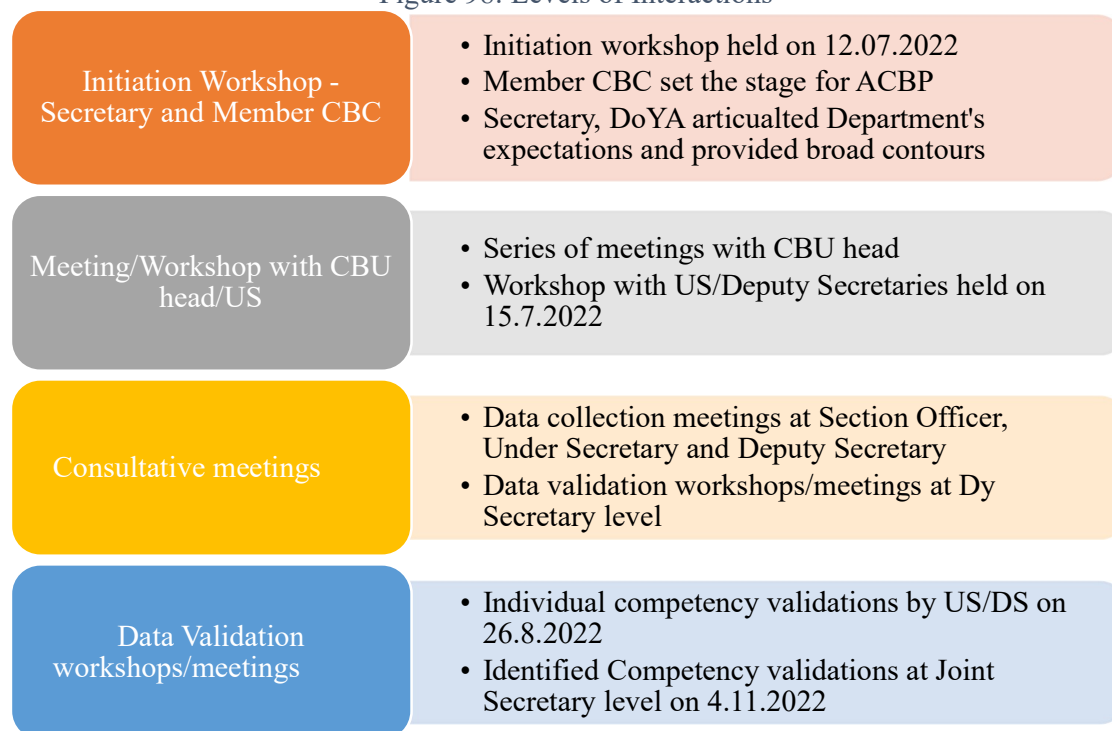
Designation	Competencies		
	Domain	Functional	Behavioural
	<ul style="list-style-type: none"> Youth Hostel Scheme Guidelines Draft National Youth Policy 2021 RGNIYD Act, Statutes, & Ordinances 	<ul style="list-style-type: none"> DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. Official Languages Act, Amendments, Notifications, Circulars CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications 	<ul style="list-style-type: none"> Attention to Detail

Competencies are identified based on the role played by each of these designations in their respective sections. The mentioned competencies of the Additional Secretary (AS) are indicative.

5.5 Workshop Insights/Anecdotal Experiences

Preparation of Annual Capacity Building Plans (ACBPs) of the Departments is a unique experience involving several steps – both at the Department level and the Capacity Building Commission level. CBPs are being prepared under the active initiative of the CBC. The process begins with an ice-breaking workshop/meeting between the Members of the Commission and the Secretary of each Department and Ministry for which ACBP is proposed to be prepared by CBC. This is followed by several interactions between the Department and the appointed consulting group led by the CBC points of contact. The whole process is designed to be consultative and iterative to develop a hands-on plan that is simple yet comprehensive enough to enable the Department to achieve and contribute to the vision of the hon'ble Prime Minister in achieving Atmanirbharata and five trillion (USD) economies. Following different levels of interactive workshops/consultations were held in preparing the ACBP of DoYA.

Figure 98: Levels of Interactions



The department officials at all levels exhibited keen interest and curiosity since it was aimed at designing and developing a plan keeping their capacities as the central theme. Making it an interactive and iterative process sustained the momentum. After every level of data collection leading to identifying the relevant competencies; these were presented to the same group of officers seeking their input and further course corrections were made. These set of competencies along with other discussion points were then presented to their reporting officers to validate the correctness and mid-course correction. For example, the set of competencies collected for the Section Officers were presented to the Under Secretary and Deputy Secretary officers for validation.

Adapting to the approach discussed in chapter 3 of this plan, before every discussion, the workflow and processes followed in each section formed the basis of identifying the skills/competencies required to complete the functions/sub-functions. This approach aided in relating to their day-to-day activities, thereby each level officer quickly comprehending the need to identify a particular set of competencies – either at the domain level or functional level was easy. The Deputy Secretary and Joint Secretary level data validation workshops/meetings helped in driving the context and utility of a comprehensive ACBP plan being prepared by CBC.

As part of the ACBP preparation when meetings and workshops were held with officers of different levels of experience, there were strong opinions expressed regarding the competencies identified and their relevance to the officers' roles. Some officers have expressed a need for course correction, while others have reinforced the correctness of the data being presented. officers often brought up their personal experiences as a "nominated trainee" sponsored by the department. They drew parallels between the generic nature of these trainings and their relevance (or lack thereof) to their specific function or role within the department. However, a common point observed during these workshops was an appreciation for CBC's efforts in developing relatable, role-based capacity-building plans. These plans are seen as beneficial not only for the officers' present roles but also in preparing them for future needs. By tailoring training and development efforts to specific roles, employees can more effectively acquire the skills and knowledge necessary to perform their jobs and contribute to the department's overall success.

5.6 Summary

The competency framework and capacity needs analysis presented in this chapter is the core of the Annual Capacity Building Plan. This chapter presents the skeletal description of the current competency structure of the Department identifying the critical gaps. This is followed by a detailed analysis of Department-level capacity needs. Under this section, the competencies identified during the elaborate consultative process with different levels of functionaries are presented under three categories of competencies. Under each of these categories, the competencies identified as the most critical to delivering their section-specific functions/sub-functions are identified.

The department-wide consolidated competency sets followed by a section-level set of competencies required at the domain, functional and behavioral level for both individual and institutional is presented in detail. The ACBP prepared by CBC for Department of Youth Affairs identified capacity needs of each role in the department. This means that the competencies required for each specific job or position within the department are identified. This allows for a more targeted approach to training and development, ensuring that employees have the required competencies needed to perform their specific roles effectively.

6 Capacity Building Plan

The Capacity Building Plan preparation involves systematic approach for identifying the training needs of officials or employees within an organization, and prioritizing those needs based on the requirements of their roles and responsibilities. This plan involves analyzing job, role & responsibilities, identifying specific competencies required for each position, and determining the frequency of these competencies for each role. The identified competencies are then prioritized for each position and for the department as a whole.

The identified competencies are based on the specific roles and may not necessarily be the top priority training need for the incumbent. To determine the training needs of officials, a capacity needs analysis (CNA) is conducted, using the identified competencies as a reference.

Up to the level of Under Secretaries, the competency need assessment is carried out by the respective Deputy Secretary or Director. For Deputy Secretaries & Directors, Joint Secretary self-assessment by these officers is carried out to identify and prepare the Capacity Needs of the respective designations.

To prioritize competencies based on the requirement of capacity enhancement across the department, the assessors were requested to carryout forced distribution method. Wherein, the assessors were required to group the competencies identified for the designation into 3 training requirement categories based on the criterion as defined below.

Category	Criterion
A	<i>Training Urgently Required</i>
B	<i>Training is Required</i>
C	<i>Training not required in near future</i>

At the department level, it was found that all the competencies identified are distributed among the 3 categories, since individuals are assessed based on their existing competencies.

To prioritize competency enhancement requirement 2 aspects are considered essential, one urgency of competency enhancement and second number of individuals requiring competency enhancement.

To derive prioritized list of competencies based on urgency as well as number of individuals requiring it, Weighted score method is followed, so that the ministry can schedule the trainings that are quite essential in the ministry. Wherein, the code A, i.e., training urgently required is assigned weightage of '3', code B, i.e., Training is required is assigned weightage of '2' and code C, i.e., Training not required in near future is assigned weightage of '1'.

Using the methodology specified above, ministry level capacity needs analysis is derived.

6.1 Prioritized Competencies

As part of the preparation of ACBP, competencies required for a designation against various roles in different sections were collected and section level competencies are aggregated to arrive at the department level competencies list. Subsequently, individual assessment of the competencies vis-à-vis the competencies required for that designation in a particular section is carried out to arrive at competency enhancement requirements (training requirements) of individuals working in the department.

This Capacity Need Analysis exercise covered (Individual CNA is given as Annexure VII) all the employees working in different capacities starting from ASO to JS. Based on the competency enhancement requirements identified by the individuals/reporting officers and their aggregation at Department level and application of weightages as mentioned above the competency requirements in the order of their priority are presented below:

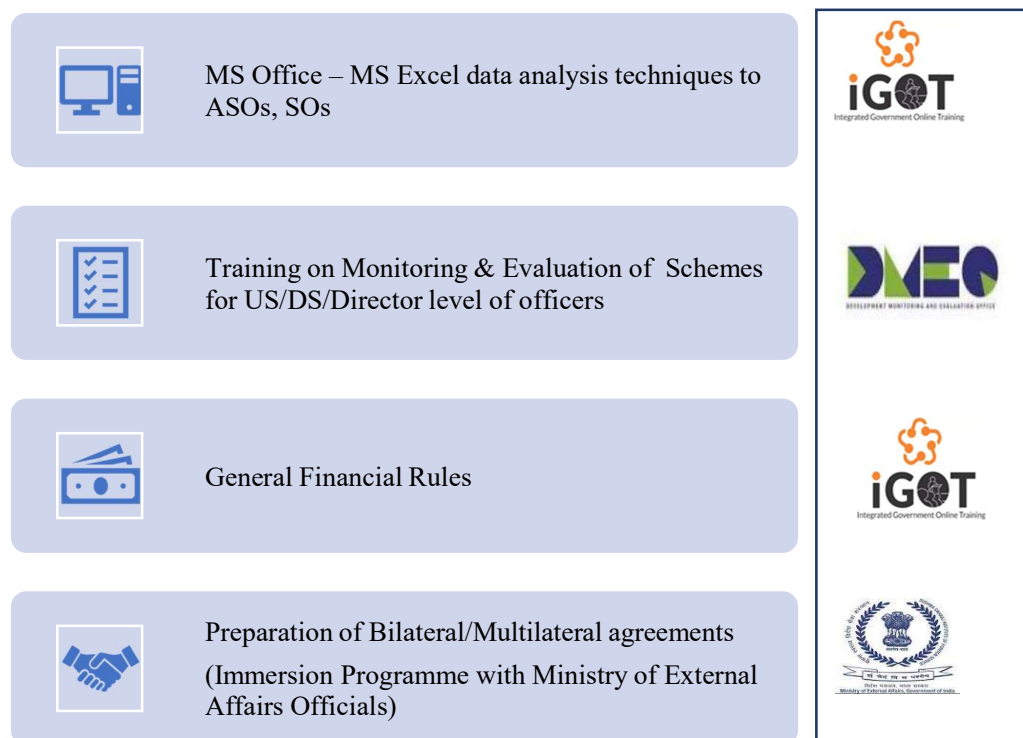
Table 31: Prioritised Competencies

Domain	Functional	Behavioural
<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines RGNIYD Act, Statutes, & Ordinances Draft National Youth Policy 2021 State level Correspondence Hierarchy National Youth Policy 2014 Demography Details NSS Awards Guidelines Diaspora Spread 	<ul style="list-style-type: none"> Noting & Drafting Manual of Office Procedures Budget Process & Procedures Public Finance Management Systems (PFMS) General Financial Rules (GFR) Evaluation of Proposals, Reports etc. FRSR - Fundamental Rules and Supplementary Rules Financial Concurrence Procedure Manual of Parliamentary Procedures 	<ul style="list-style-type: none"> Attention to Detail Teamwork Analytical Skills Communication Skills Planning & Coordination Time Management Feedback Strategic Thinking Decision Making Leading Others

6.2 Quick Win Interventions

The quick win interventions for the department were identified concurrently while having interactions with the section level staff and senior leadership interactions. Following are the quick training interventions proposed for department staff.

Figure 99: Quick win training interventions



6.2.1 MS Office – MS Excel data analysis techniques to ASO, SO

The most important competency at the section level in the department is the MS Office due to its usage in multiple tasks. As an Initiator and Verifier at the section level both ASO and SO are supposed to be conversant thoroughly with MS office. It can be inferred from the department-level competencies that the MS office identified 73 times for all designations during the interactions with the sections. It was expressed by a few employees of the department that they have well-advanced competencies of MS office, yet few officials desire that they should undergo the training programme on MS Office for effectively working on the computers. Hence the training programme on the same is proposed as a quick-win intervention.

6.2.2 Training on Monitoring & Evaluation of Schemes

Through the interactions, it was inferred that the capacity building programme on Monitoring & Evaluation of the schemes/programmes is required for US/DS/Director level of officers.

6.2.3 General Financial Rules

General Financial Rules are at the core of implementing the schemes by following due financial concurrence procedures in line with the General Financial Rules. It is an essential requirement of all sections and level of officers to understand and apply the relevant rules to varied situations during the financial concurrence procedures. While having section-level interactions few employees have expressed that they would like to undergo the capacity building programmes, Moreso the IFD employees would want the programme for having a better understanding of GFR.

6.2.4 Preparation of Bilateral and Multilateral agreement

The department has an International Cooperation section which deals with the bilateral and multilateral organizations for coordinating Indian and foreign delegations for youth exchange programmes. The activities for organizing the exchange programmes are followed after finalising the agreement with the counterpart countries. The bilateral and multilateral agreements are to be prepared with due care incorporating all necessary clauses. For effective preparation of the agreements To equip the employees on preparing agreements, it has been expressed that the programme on the multi-lateral agreement is proposed to be organized for Assistant Section Officer and Section officers of the section. It is proposed that the immersion programme with Ministry of External Affairs officials shall be planned.

[Note: The above-mentioned training programs as quick wins were identified during section-level consultation and presented during the meeting with the secretary on 7.12.2022, further they may be taken up after consultation with CBU.]

6.3 Role wise Competency Specific Training Suggestions

Designation wise competency enhancement requirements identified at department level are detailed below. For each category, important competencies identified and specified in order of preference for training. The training years mentioned below are indicative, CBU based on the requirement/availability of the training programmes, internal changes may consider them appropriately for meeting the capacity needs of the department.

Table 32: Role wise Competency Specific Training Suggestions

Designation	Training Competencies	Training Module	Name of the training Institutes	Y1	Y2	Y3
Domain Competencies Training Suggestions						
ASO/SO/US	Schemes/Programmes	Refreshers Programmes on Schemes/Programmes	*Department of Youth Affairs (Internal Champions/RGNIYD)	✓		
	MIS of the Department	Refreshers Programme on MIS of the Department		✓		
	Attached Institutions Mandate	Refreshers Programme on Attached Institutions Mandate			✓	
	Draft National Youth Policy 2021	Sensitization Programmes on Draft National Youth Policy 2021		✓		
DS/Director	Schemes/Programmes	Refreshers Programmes on Schemes/Programmes	**Department of Youth Affairs Domain Expert/RGNIYD		✓	
	MIS of the Department	Refreshers programme on MIS of the Department			✓	
	Attached Institutions Mandate	Refreshers Programme on Attached Institutions Mandate			✓	
	Draft National Youth Policy 2021	Sensitization Programmes on Draft National Youth Policy 2021		✓		
	Sectoral Analysis	Training on Sectoral Analysis (SDG Goals and Mapped Indicators)		✓		
						✓
JS/AS	Schemes/Programmes	Refreshers programme on Schemes/Programmes				✓
	MIS of the Department	Refreshers programme on MIS of the Department				✓

Designation	Training Competencies	Training Module	Name of the training Institutes	Y1	Y2	Y3
	Attached Institutions Mandate	Refreshers Programme on Attached Institutions Mandate			✓	
	Draft National Youth Policy 2021	Sensitization Programmes on Draft National Youth Policy 2021		✓		
	Sectoral Analysis	Training on Sectoral Analysis (SDG Goals and Mapped Indicators to the Department)		✓		
Functional Competencies Training Suggestions						
ASO/SO/US	Noting & Drafting	Training on Noting & Drafting	iGOT	✓		
		Workshop on Noting & Drafting	ISTM			
	Budget Process & Procedures	Training Programme on Budget	iGOT, Online	✓		
		Training on Budget - Formulation & Implementation	ISTM, New Delhi			
	General Financial Rules (GFR)	Course on GFR 2017	iGOT	✓		
	MS - Office	Advanced MS office	iGOT	✓		
		Training Programme on MS Office Suit	ISTM, New Delhi			
DS/Director	Budget Process & Procedures	Training Programme on Budget	iGOT	✓		
		Training on Budget - Formulation & Implementation	ISTM, New Delhi			
	Monitoring, Evaluation and Learning	Project Planning, Implementation, Monitoring & Evaluation	National Productivity Council, New Delhi-	✓		
		Monitoring & Evaluation of Government Schemes	ISTM, New Delhi			
		Monitoring & Evaluation and Learning for Senior in Service Government officers	DMEO, NITI Aayog, New Delhi			
JS/AS	Budget Process & Procedures	Training on Budget - Formulation & Implementation	ISTM, New Delhi	✓		
	Monitoring and Evaluation	Monitoring & Evaluation of Government Schemes	ISTM, New Delhi		✓	

Designation	Training Competencies	Training Module	Name of the training Institutes	Y1	Y2	Y3
		Monitoring & Evaluation and Learning for Senior in Service Government officers	DMEO,NITI Aayog, New Delhi			
	GeM Portal	Mode of Procurement Service/Product	iGOT	✓		
		Training Programmes on E- procurement of Goods and Services, and related GeM & GFR Rules	National Productivity Council, New Delhi			
Behavioural Competencies Training Suggestions						
ASO/SO/US	Attention to Detail	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	✓		
			ISTM, New Delhi			
		Training on Attention to details	IIPA, New Delhi			
	Team Working	Workshop on Team Building and Leadership	ISTM, New Delhi	✓		
		Training on Team Building and Leadership	ISTM, New Delhi			
		Team Building and Team Working e-Learning Course	Punyam Academy, Ahmedabad			
	Planning & Coordination	Strategic planning and consultancy	ISTM, New Delhi		✓	
		Training Programme on Planning and Coordination	IIPA, New Delhi			
	Communication Skills	Training on Effective Communication	IIM, Bangalore			
		Workshop on Communication Skills	ISTM, New Delhi			
		Training on Communication and Presentation Skill	Himachal Pradesh Institute of Public Administration (HIPA)			
		Training on Communication Skills	IIPA, New Delhi			
		Communication Skills for Managers	ASCI, Hyderabad			
	Time Management	Professional Work & Personal Life Balance for High Productivity in Organization	National Productivity Council, New Delhi		✓	
	Analytical Skills	Big Data Management & Comprehensive Analysis	CDAC, Pune			
		Big Data Analytics in Government - Advanced	ISTM, New Delhi			
	DS/Director	Team Building	Training on Team Building and Leadership	National Productivity Council, New Delhi	✓	

Designation	Training Competencies	Training Module	Name of the training Institutes	Y1	Y2	Y3
		Training on Leadership Development for Public Servants	Indian School of Business, Hyderabad			
		Training - Level-III CSSS Course to Develop Behavioural Competencies	ISTM, New Delhi			
		Training- Level-III CSSS Course to Develop Behaviour Competencies	iGOT			
	Critical Thinking	Training on Critical Thinking & Problem-Solving Techniques	ISTM, New Delhi		✓	
		Training on Critical Thinking for Strategic Decision Making	ASCI, Hyderabad			
	Decision Making	Training on EDM Effective Decision Making	Netaji Subhas Administrative Training Institute, WB		✓	
		Training on data driven decision making in Government				
	Managerial Effectiveness	Training Programme on Managerial Effectiveness	ISTM, New Delhi			✓
	Stakeholder Management	Training Programme on Stakeholders in Governance				✓
		Stakeholder Management & Engagement	Udemy Course			
JS/AS	Managerial Effectiveness	Training Programme on Managerial Effectiveness	ISTM, New Delhi		✓	
	Team Building & Leadership	Training on Leadership Development for Public Servants	Indian School of Business, Hyderabad	✓		
		Training on Leadership and Strategic Management	Indian Statistical Service Training Division			
	Decision Making	Training on Decision Making for Effective Leadership	ASCI, Hyderabad		✓	
		Training on Decision Making	IIPA, New Delhi			
	Stakeholder Management	Training Programme on Stakeholders in Governance	ISTM, New Delhi	✓		
		Stakeholder Management & Engagement	Udemy Course			

** It is proposed that the Internal Champions/ Domain Expert may be identified by CBU/RGNIYD for Trainings on Domain Competencies/Refreshers Course*

*** The Identified Expert Consultant/Guest Faculty/Domain Expert may be engaged for Trainings on Domain Competencies*

**** The detailed list of competencies identified for the years I, II & III are mentioned in the section – 7.2.*

6.4 Organizational Competency Suggestions

In the process of interactions and data collection with various divisions/sections, officials, and senior leadership; feedback regarding the existing training system was obtained and possible interventions that would strengthen the existing training system and ensure effective implementation of ACBP were identified. Some of these interventions are explained in this chapter.

Table 33: Organization Level Capacity Building interventions

#	Intervention	Description of Intervention
1.	Induction training	<ul style="list-style-type: none"> • Induction training is basic yet very important training for new entrants, transferred employees or employees on deputation to the department for understanding the department thoroughly in letter and spirit and imbibe the department-oriented thought process while working in the department. • Every employee should undergo induction training which would provide a complete overview of the Department, its mandate, sections, attached offices, schemes/programs, and e-governance initiatives. • The comprehensive Induction Manual may be prepared which acts as the capacity-building material for the trainer and trainee and to identify the officials who would need induction training and conduct the same as soon as possible. • Any employee who has been posted in the Department on account of first appointment/transfer/promotion/deputation, should undergo detailed induction training with provision for exposure visits to the attached institutions, stakeholders' interactions, and state-level associated offices. • It should also be mandated to attend the induction training within a specific time (preferably within one week or one month from the time of reporting). Based on the feasibility, the employee may be permitted to undertake visits and spend certain time interacting with stakeholders to understand how the Department's mandate is implemented at the field/unit level. The exposure visit may be provided after working a certain time in the Department post-induction training.
2.	Mandatory training	<ul style="list-style-type: none"> • Every employee would attend certain mandatory training programs organized by DoPT or their cadre controlling authority as part of the promotion process or other mandate. On similar lines, important training programs of the department should be identified and attending these training programs at a specific interval should be made mandatory. • The proposed list of training programs from the ACBP may be referred to identify such important training programs.

#	Intervention	Description of Intervention
3.	Collaboration with the Institutes of National & International repute, Bilateral and Multi-lateral Agencies	<ul style="list-style-type: none"> The department deals with the stakeholders such as NGOs, State Governments, Govt Ministries, Attached Institutions, and youth volunteers. To address and aid the stakeholders' needs the employees need to be better equipped with the required capacities such as collaboration, stakeholder management. To meet this need department may collaborate with the Institutions such as ISB, IIMs, IITs, and International Bilateral and Multilateral agencies such as UNICEF, UNDP, and World Bank for organizing the customized training programmes/projects by the department.
4.	Short Duration Capsules on PFMS	<ul style="list-style-type: none"> Short duration capsules may be developed for PFMS role in maintaining Central Sector Schemes on DBT, SNA, CNA and Procurement of Goods and Services.
5.	Constitution of Forum of officers	<ul style="list-style-type: none"> Forum of officers may be constituted which would help for inviting the officers during the training programme especially for training the new entrants on domain competencies.

6.5 Non-Training Interventions

Non-Training interventions are the initiatives that positively contribute to reducing the bottlenecks in the processes, and systems of the department and facilitate for smooth functioning and implementation of the programmes/schemes. These interventions directly/indirectly improve the performance and productivity of the employees in the department by saving time, avoiding repeat works, quick data mining etc. these interventions were captured through free-wheel discussions, group discussions and interactions with section-level staff and senior leadership.

The non-training interventions captured are grouped into the following 5 segments and the observations and indicative interventions are detailed for each of the heads in the table below.

- Technology & Data
- Systems & Processes
- Resources & Assets
- Partnerships & Relationships
- Personnel Management

The information on Non-Training interventions were collected concurrently during the section-level interactions. During the interactions/discussions, a few points the same were proposed and are mentioned in the below table.

Table 34: Non-Training Interventions

Non-Training Interventions	
Technology and data	<ul style="list-style-type: none"> • Portal for youth database for having wider reach and to plan customized programmes for the youth in convergence with the other ministries. • Digitization of the documents for quick access through search options in the systems using standard naming conventions. • Scheme-based dashboard for access to real-time data of the schemes/programmes being implemented by the department. • Development of an app for free flow of information from the field to the department, the app would be used by the NGOs, state units, and other stakeholders.
Systems & Processes	<ul style="list-style-type: none"> • Preparation of Induction Manual for the department. • Linking E-office with the e-mail for sending an attachment through mail whenever required. • It has been proposed to constitute a forum of senior officers for inviting them to department-related induction programmes for sharing their experience especially on domain-related trainings.

Non-Training Interventions	
Resources & Assets	<ul style="list-style-type: none"> • The workplace infrastructure such as desktops/laptops to be provided to the employees for an effective working environment especially for employees on contract mode. • Preparation of Success stories and case studies of project implementation activities and best practices for replication across the states and stakeholders.
Partnership & Relationships	<ul style="list-style-type: none"> • Conducting multilateral immersions / work immersion programmes for students with businesses, colleges in alignment with NEP 2020 • Strengthening RGNIYD for policy research and capacity building of officers, • Collaboration with the Ministry of Information and Broadcasting for reaching the unreached youth through Community Radio for awareness generation on programmes of the department.
Personnel Management	<ul style="list-style-type: none"> • Periodical virtual connect with the stakeholders for understanding and addressing grassroot level issues in implementation of the activities. • Identifying internal champions for specially contributing for development of material for domain competencies/training programmes. • Currently the department is engaging the manpower Multi-tasking Staff/Data Entry Operators based on requirements at the section level, whereas the competencies do not commensurate to the required level for performing the section-level activities effectively. • As it was expressed by most of the employees, an HR audit may be carried out for ascertaining the shortage of manpower for further action on the recruitment of required manpower.

The above-mentioned non-training observations were identified during preparation of Annual Capacity Building Plan (ACBP). Meanwhile, the department has initiated few interventions, that are listed below.

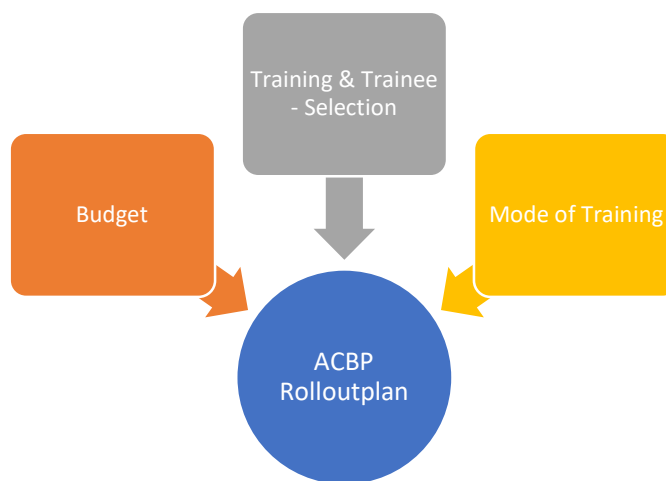
1. National level portal for youth database is developed for having wider reach to the youth and plan customized programmes based on the demography of the youth.
2. Mobile app is developed for free flow of information from the field to the department for the schemes/programmes being implemented by stakeholders of the department.
3. Draft induction manual of the department is prepared which is under active consideration for finalization after vetting by the professional agency.
4. The department is conducting multilateral immersions / work immersion programmes for students (youth) by placing them in the business organizations, government departments, colleges in alignment with National Education Policy 2020 (NEP 2020).

7 Operational Plan

7.1 ACBP Roll out Plan.

Capacity Building Roll-out Plan is very important part of the training management and implementation of ACBP. The constituted CBU of the Ministry / Department needs to finalize the training interventions implementation plan in coherence with the ACBP, which includes the following aspect:

Figure 100: Aspects of ACBP Rollout Plan



- **Budget**

As the cost is associated with the training intervention, the specific budget should be earmarked for the purpose and the same should be tracked annually. The training interventions are to be planned as per the budget available.

According to the National Training Policy (NTP) 2012 recommendations, the training budget for a Ministry / Department should be 2.5% of the Salary Budget of that Ministry / Department. For earmarking of the training budget, CBU must participate in the Ministerial / Departmental budgeting process. The budget for the training function may be prepared based on the following aspects:

- Number of Trainings planned to be conducted in the year.
- Details of the trainings conducted by institutes of national and international importance to which employees would be nominated.
- List of trainings that would be conducted in-house and number of employees that would be trained.
- Training delivery method and associated tools/equipments.
- Costs associated with the trainer, training material, tools and equipments and venue.
- Post-training evaluation and follow-up costs.
- Field visits: cost of transportation and daily allowances if course fee does not include them.
-

- **Training & Trainee - Selection**

The CBU may convene a committee with the divisions heads to list the priority of trainings designation-by-designation in a phased manner. Selection of the training to be based on the requirement of the division. The trainings are to be selected based on competency requirements for the designation as well as individual.

The selection of trainees should be based on their:

- Individual competency evaluations
- Performance and potential
- Organizational need
- Learning style
- availability for such a duration
- workload, and
- priority work assignments.

- **Mode of Trainings**

The trainings identified are administered to the employees either through online mode or offline mode. With the availability of iGOT Karmayogi online training programme specially designed for Government employees.

Online trainings are relevant and useful when the organization goes for cost saving, duration of the training session is short, pictorial, and with explanatory videos are also useful. It also increases the participation rate and easy access for the programme. Short content training can be delivered online, especially, 'iGOT Karmayogi' web platform or through any other specific online training platform approved by the Ministry or Govt. of India.

Large-content, long-duration trainings can be delivered through offline method. Some features of the offline training programs are In person classroom or workshop sessions, printed training manuals, hands on learning experiences or simulations conducted in a physical setting, mentorship or coaching with experienced professionals in the field. following could be training sources for online and offline trainings.

- Online Trainings – iGOT Karmayogi /Udemy/Master class/Coursera etc. and any other relevant online platforms
- Offline Trainings - ISTM / Central Training Institutes (CTIs) / Administrative Training Institutes (ATIs) / Ministry attached institutions / institutes of excellence / ministry engaging trainers to conduct in-house training for its officers.

7.2 Calendar

As per the Approach and Methodology adopted for ACBP preparation, a year-wise calendar is provided in the below table for planning capacity-building programmes referring to the Training Interventions suggested in Section 7.3:

Table 35: Year Wise Calendar

Category	Year 1	Year 2	Year 3
Domain	<ul style="list-style-type: none"> About Department, Sections and Schemes MIS of Department's schemes & programmes Youth Hostel Scheme Guidelines RGNIYD Act, Statutes, & Ordinances Draft National Youth Policy 2021 	<ul style="list-style-type: none"> International Parliamentary Union functions NSS Awards Guidelines Commonwealth Youth Secretariat & Functions Demography Details Diaspora Spread 	<ul style="list-style-type: none"> Scouting & Guiding Guidelines Sectoral Indicators State level Correspondence Hierarchy NSS Award Guidelines Sectoral Indicators
Functional	<ul style="list-style-type: none"> Accounting Allocation of Business Rule, GoI Audit Standards 2011 Bilateral Agreements Budget Process & Procedures Cabinet Note Preparation Procedure CGHS Guidelines Committees - formation, conduct of meeting and report preparation & analysis. Computer Literacy Cost Benefit Analysis Court Cases Administration (Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.)) 	<ul style="list-style-type: none"> Dak Management Financial Analysis, inferences, interpretations Government of India Schemes, other Ministry Schemes International Cooperation International Currency Info IT application development process Knowledge Management Systems Logistics Management Manpower Management Information System (MMIS) Portal Manual of Parliamentary Procedures 	<ul style="list-style-type: none"> Portal - Probity Portal - Solve Portal - Union Budget Information System (UBIS) Portal Management Portal of Audit Para Monitoring System (APMS) Portal of CVC Portal of GeM Portal of LIMBS Portal of RTI Preparation of Reports, Proposals, Analysis etc. Project Management Public Finance Management Systems (PFMS)

Category	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> • Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.) • CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications • Delegation of Financial Powers Rules (DFPR) • DGQI Framework and Scoring Pattern • DoE guidelines & circulars • DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. • e - Office • Evaluation of Proposals, Reports etc. • Event Management • File Management Procedures • Financial Concurrence Procedure • FRSR - Fundamental Rules and Supplementary Rules • General Financial Rules (GFR) • MS Office • Noting & Drafting • Manual of Office Procedures 	<ul style="list-style-type: none"> • Manual of Procurement of Goods & Services • Meeting Management - Conduct of the Meeting, Agenda Preparation, MoM, Meeting Etiquette etc. • Monitoring & Evaluation • MoU / Contract Preparation, verification, enforcement • NITI Aayog's Output-Outcome Monitoring Framework (OOMF) • Official Languages Act, Amendments, Notifications, Circulars • Pay fixation Process. • Policy Formulation, Analysis, amendment process • Portal - CPGRAMS Portal • Portal - DBT • Portal - e-HRMS • Portal - e-Samiksha • Portal - MHA 	<ul style="list-style-type: none"> • Public Relations - IEC, Social Media etc. • Research Methodologies • RTI & CIC Rules, amendments, circulars, case laws • Taxation Rules - IT, TDS, GST Processing • Training Function Management • Work Allocation

Category	Year 1	Year 2	Year 3
Behavioural	<ul style="list-style-type: none"> • Achievement Orientation • Adaptability • Analytical Skills • Attention to Detail • Teamwork • Change Management • Citizen Centricity & People First • Commitment to Organization • Communication Skills • Desire for Knowledge • Critical Thinking • Decision Making, Delegation • Dependability • Developing Others • Empathy • Ethics 	<ul style="list-style-type: none"> • Feedback • Initiative and Drive • Innovative Thinking • Integrity • Leading Others • Managerial Effectiveness • Negotiation • Networking Skills • People Management • Planning & Coordination • Planning & Organizing • Presentation Skills • Problem Solving • Quantitative Skills • Resilience 	<ul style="list-style-type: none"> • Results Orientation • Seeking Information • Self-Awareness & Self Control • Self Confidence • Stakeholder Management • Strategic Thinking • Stress Management • Time Management • Conceptual Thinking

It may be noted that competencies identified for planning capacity building programme in the first year are the prioritized training programs of the Department. Due to any reason, if these programs could not be organized in the first year, the same may be taken up in the second year with due revision/ updation in the calendar.

Similarly, if the identified trainees/officials could not attend the training programs in the first year, they are required to be given opportunity for attending the training programs in subsequent years as per the calendar. CBU in consultation with wing-heads may revise the order of organizing the training programs listed based on the felt need and immediate priority/requirement of the Department. Following the process would result in optimization of the resources, would help in meeting the quick competency needs of the department in achieving the short-term training requirements of the employees of the department. Few expected intermediary outcomes are initiation of the competency culture in the department, improved performance of the trained employees, knowledge sharing amongst the employees, formation of internal evaluation system for continuity of the capacity-building programmes etc.

7.3 Interventions: Training Institutes and Matrix for process

The training interventions of the department were identified based on the competencies arrived through the interactions with the section-level staff and the inputs received from Senior Leadership. During the interactions the domain, functional and behavioral competencies were identified based on activities undertaken by each of the sections and role played by each level of employee. The functional and behavioral competencies identified were mapped with the relevant capacity-building programmes offered by various training institutes including Central Training Institutes (CTIs). The competencies identified under the domain category of the Department are derived from the Business Rules and the Department mandate. Rarely would such specific trainings be offered by Training Institutes. It is incumbent on the Department to identify and design modules that are required to meet the specific domain needs. The Capacity Building Commission in collaboration with attached institute RGNIYD and national-level training institutes may design these trainings modules.

The list of identified training interventions with training institutes is presented below:

Table 36: Behavioural Training Competencies & Training Institutes Mapping

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
1	Communication Skills	Training on Communication and Presentation Skills	YASHADA, Pune	Offline
		Workshop on Communication Skills	ISTM, New Delhi	offline
		Training on Effective Communication	IIMB, Bangalore	Online
		Training on Communication Skills	IIPA, New Delhi	NA
		Training Communication and Presentation Skill	Institute of Public Administration (IPA), Govt. of Himachal Pradesh	Offline
		Training on Office Communication Skills: Noting, Drafting	IIPA, New Delhi	Offline
		Training on Communication Skills for Managers	ASCI, Hyderabad	Offline

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
2	Conceptual Thinking	Training on Conceptual thinking	IIPA, New Delhi	Offline
3	Critical Thinking	Training on Critical Thinking for Strategic Decision Making	ASCI, Hyderabad	Offline
		Training on Critical Thinking & Problem-Solving Techniques	ISTM, New Delhi	Offline
4	Decision Making	Training on Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA, New Delhi	Offline
		Training on EDM Effective Decision Making	ATI, WB	Online
		Training on Decision Making for Effective Leadership	ASCI, Hyderabad	Offline
		Training on Decision Making	IIPA, New Delhi	NA
5	Delegation	Training Programme on Delegation	IIPA, New Delhi	NA
6	Developing Others	Training on Developing Others		
7	Empathy	Training programme on Empathy		
8	Initiative and Drive	Training on Initiative and Drive		
9	Innovative Thinking	Training on Managing Creativity and Innovation	ASCI, Hyderabad	Offline
		Training on Innovative Thinking	IIPA, New Delhi	NA
10	Leading Others	Training on Advance Management Programme/ Change Management / Leadership	ASCI, Hyderabad	Offline
		Workshop on Team Building and Leadership	ISTM, New Delhi	Offline

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
		Training on Enhancing Performance and Well-Being through Leadership	ASCI, Hyderabad	Offline
		Training on Six Sigma for Business Leaders		Offline & Online
		Training on Innovation and Change Leadership		Offline
		Training on Leadership Skills Development		Offline
		Training on Organizational Leadership in Adverse Environment		Online
		Training on Leadership Communication, Persuasion, and Influence	IIM Lucknow	Offline
		Training on Leadership Development		
		Training Programme on Behavioural Skills for Developing Effective Leadership	VVGNLI, Noida	Online
		Training on Leading others	IIPA, New Delhi	NA
		Training on Inspiring Leadership Attitude	Defence Headquarter Training Institute (DHTI), New Delhi	Offline
11	Negotiation	Training on Negotiation Skill and Conflict Resolution	ATI, Kolkata	Online
		Training on Conflict Management and Negotiation Skills	ASCI, Hyderabad	Offline
		Training on Negotiation and Persuasion	IIM Lucknow	Offline
		Training on Negotiation (as part of Change Management)	IIPA, New Delhi	NA
12	People First	Training on Effective Public Service through RTI Act	ATI, Kolkata	Online

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
		Training on People Centric Urban Governance in India	IIPA, New Delhi	NA
		Training on People First concepts		
13	Presentation Skills	Training on Presentation Skills	Defence Headquarter Training Institute (DHTI), New Delhi	Offline
14	Problem Solving	Training on Critical Thinking & Problem-Solving Techniques	ISTM, New Delhi	Offline
		Training on Creative Problem Solving	Defence Headquarter Training Institute (DHTI), New Delhi	Offline
		Problem Solving	IIPA, New Delhi	NA
15	Self-Awareness & Self Control	The Art of Living Training Programme for Building Competence for Personal Excellence	VVGNLI, Noida	Online
		Training on Self-Awareness & Self Control	IIPA, New Delhi	NA
16	Self Confidence	Training on Self Confidence	IIPA, New Delhi	NA
17	Stakeholder Management	Training on Stakeholders in Governance	ISTM, New Delhi	Offline
18	Strategic Thinking	Training on leadership and strategic management	Indian Statistical Service Training Division, New Delhi	Offline
		Training on Strategic Thinking	IIPA, New Delhi	NA
		Training Programme on Strategic management	National Academy of Indian Railways, Vadodara	Offline
19	Stress Management	Training on Stress management and motivation	Central Bureau of Investigation Academy, Ghaziabad	Offline

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
		Training on Managing Stress	Defence Headquarter Training Institute (DHTI), New Delhi	Offline
		Training on Stress Management	ISTM, New Delhi	Offline
		Training on Stress Management	iGOT	Online
		Training on Relaxation of Working Stress	ATI, Kolkata	Online
		Training on Stress Management and Performance Coaching	ASCI, Hyderabad	Offline
20	Team Working	Workshop on Team Building and Leadership	ISTM, New Delhi	Offline
		Training on Team Working	IIPA, New Delhi	NA
		Training on Team Building and Leadership	ISTM, New Delhi	Offline
		Training Interpersonal Effectiveness and Teambuilding	ATI, Kolkata	Online
21	Adaptability Attention to details. Commitment to Organization Dependability Feedback Initiative and Drive	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
			ISTM, New Delhi	Offline

#	Training Competencies	Training Module/s	Name of the Training Institutions	Mode of Training
	Integrity Networking Skills Organizing People Management Resilient Time Management		IIPA, New Delhi	Offline
22	Analytical Skills	Big Data Management & Comprehensive Analysis	CDAC, Pune	Online
		Big Data Analytics in Government - Advanced	ISTM, New Delhi	Offline
23	Result Orientation	Training on Result Orientation	IIPA, New Delhi	Offline
24	Seeking Information	Training on Seeking Information		
25	Integrity	Training on Integrity		
26	Managerial Effectiveness	Training Programme on Managing Work Effectively	VV Giri National Labour Institute	Offline
		Managerial Effectiveness	ISTM, New Delhi	Offline

Functional Competencies and Mapped Training Institutes:

Table 37: Functional Competencies and Training Institutes Mapping

#	Training Competencies	Training / Module name	Training Institutes	Mode of training
1.	Audit Standards 2011	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance, New Delhi	Offline
2.	Budget Process & Procedures	Budget	iGOT	Online
		Budget - Formulation & Implementation	ISTM, New Delhi	Offline

#	Training Competencies	Training / Module name	Training Institutes	Mode of training
3.	Cabinet Note Preparation Procedure	Workshop on preparing cabinet notes	ISTM, New Delhi	Offline
4.	Computer Literacy	Basic Computer Course (BCC)	National Institute of Electronics & Information Technology	Online
5.	e - Office	Workshop on e-Office	ISTM, New Delhi	Offline
6.	Evaluation of Proposals, Reports etc.	Certificate programme in Project management	Institute of Management in Government, Kerala	Offline
		Workshop on Project Formulation and Appraisal	ISTM, New Delhi	Offline
7.	File Management	Record management and right to information	ISTM, New Delhi	NA
8.	Financial Analysis, inferences, interpretations	MDP on Financial Data Analytics	Arun Jaitley National Institute of Financial Management (AJNIFM)	Offline
9.	FRSR - Fundamental Rules and Supplementary Rules	Fundamental Rules (FR) and Supplementary Rules (SR)	Department of Expenditure	Offline
	General Financial Rules (GFR)	Course on GFR 2017	iGOT	Online
		GFR and vigilance	Indian Statistical Service Training Division	Offline
10.	Legal Compliance & Terminology - Case laws of SC, CAT etc.	Legal Workshop	National Industrial Security Academy, Hyderabad	Offline
11.	Manual of Office Procedures	Office Procedure	iGOT	Online

#	Training Competencies	Training / Module name	Training Institutes	Mode of training
		Training Programme on Office Procedure under SCTP	ISTM, New Delhi	Offline
12.	Manual of Parliamentary Procedures	Parliamentary Procedures	iGOT	Online
		Handling Parliamentary Matters	ISTM, New Delhi	Offline
13.	Manual of Procurement of Goods & Services	Public Procurement Framework of GOI	Department of Expenditure	Offline
		MDP on Public Procurement	AJNIFM, Faridabad	Offline
14.	Monitoring & Evaluation	Monitoring and evaluation of govt schemes	ISTM, New Delhi	NA
15.	MoU / Contract Preparation, verification, enforcement	Contract Management	RCUES Lucknow	Offline
16.	MS - Office	Advanced MS office	iGOT	Online
		MS office	ISTM, New Delhi	Offline
17.	Noting & Drafting	Noting & Drafting	iGOT	Online
		Workshop on Noting & Drafting	ISTM, New Delhi	Offline
18.	Official Languages Act, Amendments, Notifications, Circulars	Training Programme on Official Language	Department of official language	Offline
19.	Pay fixation Process	Pay Fixation	ISTM, New Delhi	NA

#	Training Competencies	Training / Module name	Training Institutes	Mode of training
20.	Policy Formulation, Analysis, amendment process	Policy analysis, Policy formulation	NACIN (National Academy of Customs Indirect Taxes And Narcotics)	NA
		Public Policy & VUCA World	Indian Institute of Public Administration	NA
		Workshop on Policy Formulation to Legislation	ISTM, New Delhi	NA
21.	Portal Management	Handling Government Dashboards	ISTM, New Delhi	Offline
22.	Portal of RTI	Right to Information Act 2005 - Part 1	iGOT	Online
		Right to Information Act 2005 - Part 2		
23.	Portal of RTI / RTI & CIC Rules, amendments, circulars, case laws	Right to Information Act 2005 - Part 1	ISTM, New Delhi	NA
24.	Preparation of Reports, Proposals, Analysis etc.	Report Writing	Lal Bahadur Shastri National Academy of Administration	NA
25.	Public Finance Management Systems (PFMS)	Training Videos of PFMS (Public Financial Management System) modules	Ministry of Electronics and Information Technology	NA
26.	Research Methodologies	Training Programme on Research Methodology & Introduction to Statistical Package for Social Science [SPSS]	VV Giri National Labour Institute	Offline

#	Training Competencies	Training / Module name	Training Institutes	Mode of training
27.	Swasthya Portal	Right to Information Act 2005 - Part 2	ISTM	NA
28.	Taxation Rules - IT, TDS, GST Processing	Workshop on Income Tax		
		Workshop on Goods and Services Tax		
29.	Training Function Management - CAN, Nominating for trainings, MIS	Management of Training		

Table 38: RGNIYD Trainings

Proposed RGNIYD Trainings for Department of Youth Affairs Employees			
#	Training Topic/Competency	Training Module/s	Mode of Training
1	Entrepreneurship Development	One-day Online Workshop on Entrepreneurship Development Program	Online
2	Demography (Ethnography)	Three Days State Level Workshop on Ethnography and Visual Documentation - Techniques in Visual Imagery	Offline
3	Youth Development	Workshop on Promotion of Scientific Temper Among the Youth	Offline
4	Livelihoods for youth	Capacity Building Workshop on Livelihoods for youth	Offline

Table 39: UNITAR Trainings

Proposed UNITAR Trainings for Department of Youth Affairs Employees			
#	Training Topic/Competency	Training Module/s	Mode of Training
1	Leadership Skills	Workshop on Leadership Skills	Online
2	Conflict Resolution & Problem Solving	Conflict Resolution for Innovative Problem Solving	

Proposed UNITAR Trainings for Department of Youth Affairs Employees			
#	Training Topic/Competency	Training Module/s	Mode of Training
3	Diplomatic Protocol & Etiquette	Workshop on Diplomatic Protocol & Etiquette	Offline
4	Stakeholder Engagement and Coordination	Workshop on Stakeholder Engagement and Coordination	
5	Negotiation Skills and Techniques	Workshop on Negotiation Skills and Techniques	

An attempt has been made to make the list as exhaustive as possible for CBU to finalize the training institute/s for organizing training program. However, since training institutes keep adding trainings programs, CBU may explore additional institutes which offer training programs for the competencies identified. Depending on the feasibility, budgetary provisions, convenience, etc., the CBU may also decide the mode of capacity-building programmes (Online/offline).

7.4 Responsibility Allocation

The training function management is a crucial aspect for the Department for engaging the human resources effectively in fulfilling its vision by enhancing their competencies on continuous basis. The competency needs of the human resources change with changes in programs/schemes and priorities of the Departments. Hence, capacity building is a continuous process for analysing, planning, and organizing the relevant training programs.

Currently the Department has constituted the CBU with an Additional Secretary/Joint Secretary / Director rank officer as head, and Director/Deputy Secretary level officers and other officials as members to sustain the efforts undertaken as part of ACBP. A detailed list of activities to be undertaken by the CBU has provided in the previous section. From the point of view of the ACBP rollout plan, the following are a few suggested responsibilities of CBU that would help in the smooth rollout and sustenance of ACBP.

- The top management/senior leadership should make the capacity building programmes a **regular activity** in MDO in line with the proposed Annual Capacity Building Plan.
- The CBU at the beginning of the financial year shall refer to the ACBP and prepare training plan with the details of prospective employees, proposed training modules & with an outlay of budget expenditure for the programs.
- CBU to analyze the annual training plan, prepare the **annual budget** for capacity building programs and submit for the approval of competent authority to be part of the annual budget of the Department.
- CBU needs to have **planned meetings** at specified intervals (Monthly/Quarterly/Half yearly/Annual) for discussion on the following.
 - Implementation of the ACBP
 - Carrying out the analysis of evaluation inputs of the past trainings for the employees for taking necessary corrective measures in future training.
 - Seeking internal feedback from the reporting officers on the training attended by their subordinates.
 - Corrective measures for the observations/internal feedback from the reporting officers.
 - Planning tie-ups with Institutions, Organizations, and Multi-lateral agencies for bridging the gap in the planned and available training modules.
 - Continual coordination with the Capacity Building Commission (CBC) for –the development of the training module and iGOT-related courses for online training modules.
- Review the existing **course content material** considering the training need and if required take steps for the development of course material.

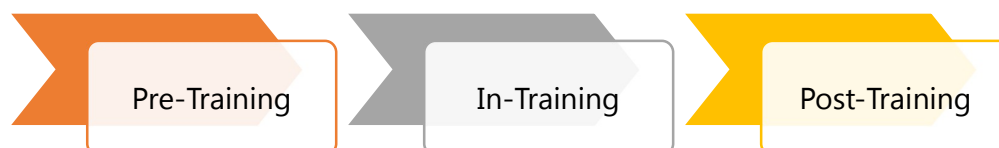
- Maintain a **record of expenditure** incurred towards salaries, infrastructure maintenance, Consultant costs, external trainers' costs, material design, development and printing cost, etc.
- **Maintain training information** relating to Mapping of Competencies, Training Needs Analysis, Database of Trainings undergone by the Employees, Training Database, Trainers Database, evaluation reports, etc.
- **Preparation of the report** by CBU on the capacity building programs organized by the department which forms part of the Annual Report.
- CBU to facilitate an exercise of **identification of new competencies** using the formats provided as part of ACBP at the Individual, Section level and aggregate them to the existing competencies list for further processes of mapping to the training programs and organizing capacity building programs.
- CBU to take steps for **addressing non-training interventions** indicated in ACBP and continue to address any non-training interventions reported by the divisions/sections in future.

7.5 Monitoring and Evaluation Matrix

7.5.1 Monitoring

Monitoring of the ACBP implementation is an important activity which helps in taking corrective measures required at different levels of the training life cycle. Monitoring will facilitate in identifying the areas of improvement and correlate with the evaluation process findings for future course of action for making the capacity-building programs more effective. The Monitoring of the ACBP can be undertaken in three stages, as mentioned below:

Figure 101: Stages of Monitoring



- **Pre-Training**

Monitoring in the pre-training stage is linked to the activities such as communication and coordination with the participants, trainers, identification of the venue, logistics arrangements for the training program and participants.

- **In-Training**

In-Training stage monitoring is conducted while the training program is on – the activities like the initiation of the training program, training delivery and checking the quick pulse of the trainees for any corrective measure, and closing of the training program. At the end of the training program the feedback would be collected from the participants with program-level feedback for the evaluation of the training program contents, trainers and training facilities.

- **Post-Training**

Post-training monitoring includes the aspects of feedback, analysis and preparation for the learning and Job behaviour level assessment for understanding the post-training evaluation of the effectiveness of the training programs.

7.5.2 Evaluation

An accepted definition of evaluation is “Any attempt to obtain information on the effects of training program and to assess the value of training in the light of that information for improving the training further”.

Evaluation means the assessment of value or truth. Evaluation of training is the act of judging whether it is worthwhile in terms of set criteria / objectives. A comprehensive and effective evaluation plan is a critical component of any successful training program. The evaluation should be structured in such a way as to generate information on the impact of training at various levels. In government organizations, where training is conducted in big volumes, it is furthermore essential to integrate training evaluation into the training function.

- **Need for Evaluation of Training**

The Department invests not only the funds but also the time, energy, and efforts of its human resources in the training management. Having completed the training, it is better to evaluate the effectiveness of the investment. While doing this evaluation, it is likely that the results will also be used to evaluate the justification of the training function itself. Therefore, the CBU should strive to establish the benefits of training through a proper evaluation mechanism.

Evaluation of Training is an essential feature of the systematic approach to training. It enables trainers to justify their existence and the professional services they offer. Further, the evaluation also provides pointers that suggest certain changes in the design of the training, to make it more effective. Evaluation of training is vital in the training process for the following reasons/objectives:

- To determine the extent and degree of a training program fulfilling its set objectives
- The suitability and feasibility of the objectives set for the training program.
- Provide feedback on the performance of trainees, trainers, the quality of training and other facilities provided.
- Identify and analyse whether the training content and training methods are in line with the objectives set to be achieved.
- Enable improvements in the assessment of training needs.

- Aid the learning process of the trainees by providing knowledge of results.
- Highlight the impact of training on the behavior and performance of individuals.

- **Levels of Training Evaluations**

Most of the time training outcomes are assessed in terms of the number of training courses carried out, number of employees trained, the extent of training budget utilization and the feedback of the trainees on the course, faculty, and training facilities. But the impact of training on subsequent job behaviour should also be made an integral part of the evaluation process so that the benefits of training may be clearly established. Therefore, it is suggested to carry out the training evaluation at the following three levels:

Figure 102: Level of Training Evaluation



- **Program Level**

The objective of this evaluation is to judge the appropriateness of the training program design and training ambience. This involves analysing the results of the feedback given by the trainee at the end of the training program. The key indicators to be monitored and analysed at this level include Course contents, Training methods & materials, Trainers, Duration & timings of training, Logistics, Training aids, Lunch & refreshments, etc. Such evaluation provides feedback on the said aspects for improvement in subsequent training programs.

- **Learning Level**

The objective of the evaluation at this level is to determine whether the intended learning in the trainees has taken place or not. This involves perusal of the results of the tests / exams / practical's / viva / demonstrations / presentations that the trainees have gone through – preferably before the training and after the training. This provides feedback on the training content and delivery.

• **Job Behaviour Level**

The objective of this evaluation is to determine whether the training created any impact on the job behaviour or performance of the trainees. This involves collecting required feedback from the trainee himself and his/her immediate superior officer as to whether there has been any perceptible improvement in his / her job behaviour. This is a little tricky, as there may be several organizational factors that would have impeded the improvements originally brought about by the given training.

Indicative list of components for each level of evaluation are summarized in the following table:

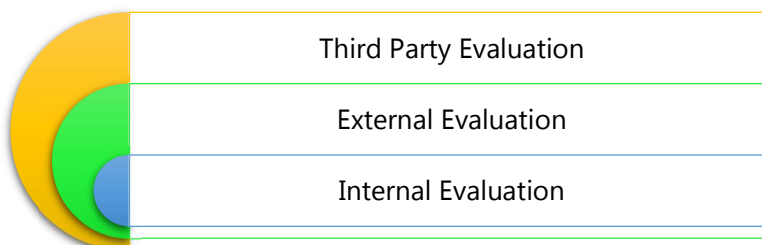
Table 40: Levels of Evaluation & Related components for evaluation

Level of Evaluation	Indicative list of components for evaluation
Program Level	Capacity Building Module and Content <ul style="list-style-type: none"> • Fulfillment of capacity building objective • Structuring and sequencing of content • Course Content and its utility as reference material in future • Teaching methods (games, exercises, case studies, group discussions, role plays, etc.)
	Trainers / Facilitators <ul style="list-style-type: none"> • Expertise • Presentation skills • Interaction with participants • Individual attention • Efforts to make the sessions interesting
	Training Facilities <ul style="list-style-type: none"> • Classroom Facilities • Lunch, Dinner, and Refreshments • Accommodation (if relevant) • Transportation (if relevant)
Learning Level Evaluation	<ul style="list-style-type: none"> • Average Pre-Capacity Building Evaluation Score and • Average Post-Capacity Building Evaluation Score • Learnings
Job Behaviour Level Evaluation (feedback by trainee and supervisor)	<ul style="list-style-type: none"> • Extent of fulfilment of training needs (Trainee satisfaction) • Extent of application of learnings in the job • Improvement in Job Performance (pre and post) • Suggestions for improvement
<i>These components mentioned above are indicative and the Dept. may customize the list or modify as per their requirement. Also, indicative formats for each level of evaluation are given as Annexure VIII.</i>	

- **Modes of training evaluation**

Depending on the purpose and requirement, Training evaluation can be undertaken by any of the following modes.

Figure 103: Modes of Training Evaluation



- **Internal Evaluation**

In this mode, the evaluation process is carried out by the internal resources only. The CBU carries out this process right from the design of evaluation criteria to carry out the process to preparation of the Training Evaluation Report. The CBU once the trained employee comes back to the department it will coordinate with the reporting officer on seeking their feedback and improvement on the specific competencies that were focussed during the capacity-building programme. The Learning level evaluation using tests /exams/demonstrations / presentations would be assessed. Job behaviour level evaluation is done by collecting feedback from employee and reporting officer -the feedback from both would be analysed whether the required competency is acquired by the employee.

- **External Evaluation**

This is another mode of evaluation, wherein, the evaluation process is carried out by the external offices to the Department (eg: committee constituted by the department involving officers of other ministries and experts). The CBU facilitates the process by providing required data and information and assisting in the evaluation process.

- **Third-Party Evaluation**

In this mode, the evaluation process is carried out by an organization that is not at all related to the Department. This organization can be a consultant, a private agency, etc. The CBU facilitates the process by providing required data and information and assisting in the evaluation process.

- **Competency Approach in Training Evaluation**

It is important to keep the competency-based approach in mind while evaluating training programs. By doing so, the evaluation can assess whether the intended competencies have been developed in the trainees not just in terms of knowledge, but also skills and behaviors, and whether these competencies are aligned with national priorities.

Evaluating training programs with a competency-based approach can provide valuable insights into the effectiveness of the training program. It can help to identify any gaps in the training

program, such as areas where trainees may not have fully developed the intended competencies, or where the training program may not have been aligned with national priorities. Evaluation with a competency approach can throw clear light on whether the competency approach has been incorporated right from the TNA stage to Design and Development stage to Implementation. CBU should ensure that this approach is adopted in training evaluation – be it internal or external.

7.6 Key Performance Indicators

Following are some of the suggestive Key Progress Indicators for ACBP implementation:

Table 41: Key Performance Indicators

Key Performance Indicators	Unit of Measurement	Rationale
No. of Training Programs Organized	Count	Target number of trainings vs. number of trainings that are conducted
No. of Officials Attended the Training Programs	Count	targeted number of officials to be trained vs. number trained
Man-days Spent on Training Programs	Person days	Total man-days spent in training – Target vs. training man-days
On-line Training Programs	% of trainings	CBU to fix a number of Online trainings to be administered and measure target vs. achievement
Officials Attended Training Programs Online	% of attendance	CBU to measure persons nominated vs. attended
Positive feedback received – Program level, learning level and Job behavior level	% of positive response	CBU to fix a benchmark percentage of positive response in each aspect and try to achieve
Number of employees using mission Karmayogi, iGOT portal	Number of enrolments and courses undergone	Total courses undergone by employees against a benchmarked target



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