



# Annual Capacity Building Plan

DECEMBER  
2022



MINISTRY OF DEVELOPMENT OF  
**NORTH EASTERN** REGION



**CAPACITY BUILDING  
COMMISSION**

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## **Abbreviations**

ACBP	: Annual Capacity Building Plan
ADB	: Asian Development Bank
AEP	: Act East Policy
AMC	: Annual Maintenance Contract
APMS	: Audit Para Monitoring System
AS&FA	: Additional Secretary and Financial Advisor
ASCI	: Administrative Staff College of India
ASO	: Assistant Section Officer
ATI	: Administrative Training Institute
BADP	: Border Area Development Programme
BC	: Behavioural Competency
BTC	: Bodoland Territorial Council
CAG	: Comptroller and Auditor General
CBC	: Capacity Building Commission
CBTC	: Cane & Bamboo Technology Centre
CBU	: Capacity Building Unit
CCA	: Cadre Controlling Authorities
CGEGIS	: Central Government Employees Group Insurance Scheme
CGHS	: Central Government Health Scheme
CNA	: Competency Need Analysis
CNO	: Chief Nodal Officer
CPSE	: Central Public Sector Enterprise
CTI	: Central Training Institute
CVC	: Central Vigilance Commission
DC	: Domain Competency
DDG	: Detailed Demand for Grants
DFPR	: Delegation of Financial Power Rules
DHATC	: Dima Hasao Autonomous Territorial Council
DHTI	: Defence Headquarter Training Institute
Dir.	: Director
DoPT	: Department of Personnel & Training
DS	: Deputy Secretary
FC	: Functional Competency
FR	: Fundamental Rules
FRSR	: Fundamental Rules and Supplementary Rules
GBS	: Gross Budgetary Support
GFR	: General Financial Rules



HADP	: Hill Area Development Programme
HR	: Human Resource
IFD	: Integrated Finance Division
iGOT	: Integrated Government Online Training
IIPA	: Indian Institute of Public Administration
IMC	: Inter Ministerial Committee
ISTM	: Institute of Secretariat Training & Management
JD	: Joint Director
JS	: Joint Secretary
KAATC	: Karbi Anglong Autonomous Territorial Council
KPI	: Key Performance Indicator
L&D	: Learning & Development
M&E	: Monitoring and Evaluation
MCRHRD	: Dr. MCR Human Resource Development Institute of Telangana
MD	: Managing Director
MDOs	: Ministries/Departments/Organizations
MoDONER	: Ministry of Development of North Eastern Region
MoM	: Minutes of Meeting
MSME	: Micro, Small & Medium Enterprise
NBFC	: Non-Banking Financial Company
NE	: North-Eastern
NEC	: North Eastern Council
NECTAR	: North-East Centre for Technology Application and Reach
NEDFi	: North Eastern Development Finance Corporation Ltd.
NEHHDC	: North Eastern Handicrafts and Handlooms Development Corporation Ltd.
NER	: North Eastern Region
NERAMAC	: North Eastern Regional Agricultural Marketing Corporation Ltd.
NERCORMP	: North Eastern Region Community Resource Management Project
NERLP	: North East Rural Livelihood Project
NERSDS	: North East Road Sector Development Scheme
NESIDS	: North East Special Infrastructure Development Scheme
NESRIP	: North Eastern States Roads Investment Programme
NLCPR	: Non-Lapsable Central Pool of Resources
NO	: Nodal Officer
NPCSCB	: National Programme for Civil Services Capacity Building
NPCSCB	: National Programme for Civil Services Capacity Building
NTP	: National Training Policy
PFMS	: Public Finance Management Systems
PM-DevINE	: Prime Minister's Development Initiative for North-East Region

PMO	: Prime Minister Office
PMU	: Project Management Unit
RBI	: Reserve Bank of India
RfP	: Request for Proposal
SA	: Statistical Officer
SIDF	: Social and Infrastructure Development Fund
SO	: Section Officer
SR	: Supplementary Rules
Sr.EA	: Sr. Economic Adviser
UBIS	: Union Budget Information System
US	: Under Secretary
YASHADA	: Yashwantrao Chavan Academy of Development Administration

# 1 Executive Summary

Govt. of India with a vision of becoming \$ 5 trillion economy and delivering citizen centric services, has launched a new initiative of Mission Karmayogi – National Programme for Civil Services Capacity Building (NPCSCB) in September 2021. The Mission aims to ‘create citizen centric and future ready civil service’ with right attitudes, skills and knowledge aligned to the vision of new India. The institutional structure of Mission Karmayogi consists of Prime Minister’s Human Resource (HR) Council at apex level and Cabinet Secretariat Coordination Unit for monitoring and oversight. To fulfil the vision of Mission Karmayogi, Govt. of India has constituted the Capacity Building Commission (CBC).

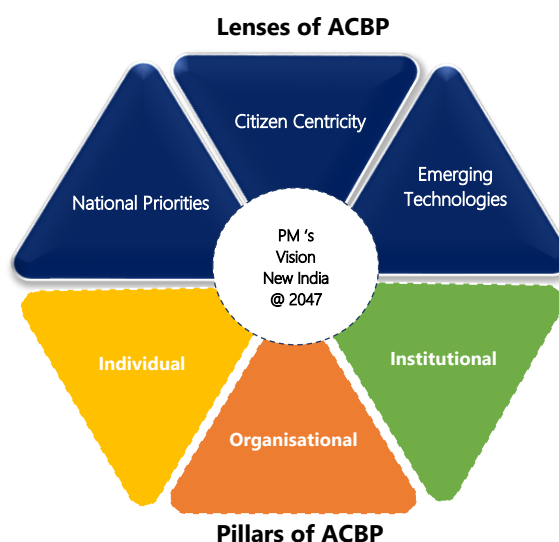
The CBC was established as an autonomous entity under the institutional framework of the Mission Karmayogi through the Gazette of India. CBC's main mandate is to improve the capacity of civil servants through the Competency Framework, transitioning from a focus on rules to a focus on roles. CBC assists 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 Ministry of Development of North Eastern Region (MoDONER) has been extended all the support and facilitation in preparing the ACBP. As per the advice of CBC, MoDONER has constituted a Capacity Building Unit (CBU) in the Ministry to lead and facilitate ACBP preparation process under the chairmanship of Joint Secretary.

The MoDONER is the line Ministry responsible for planning, execution and monitoring of development schemes and projects in the North Eastern Region (NER) which comprises eight North-Eastern (NE) States. MoDONER along with its associated organizations namely, North Eastern Council (NEC), North Eastern Handicrafts and Handlooms Development Corporation Ltd. (NEHHDC), North Eastern Regional Agricultural Marketing Corporation Ltd. (NERAMAC) and North Eastern Development Finance Corporation Ltd. (NEDFi), plays a very important role in holistic development of the region in coordination with Central Ministries/Departments and the eight NE State Governments.

Its vision is to accelerate the pace of socio-economic development of the Region so that the growth in the region is at par with the with the rest of the country. The Ministry aims to address the special needs of the NER and extends financial assistance to NER States and Institutions under various schemes including Non-Lapsable Central Pool of Resources (NLCPR) that has been restructured as North East Special Infrastructure Development Scheme (NESIDS), Schemes of NEC, and Special Packages for NE States. Recently, Prime Minister’s Development Initiative for North East Region (PM-DevINE) is approved. It is a comprehensive and transformative program aimed at fostering socio-economic growth of NER.

## CBC's Approach for Capacity Building and ACBP Preparation

CBC's approach to capacity building is based on three lenses and three pillars. These lenses cover the aspects such as National Priorities, Citizen Centricity and Emerging Technologies. Whereas the three pillars cover the Individual, Organizational, and Institutional aspects with specific objectives. The prepared ACBPs are premised around these lenses and pillars.



## Approach & Methodology

ACBP is developed based on the competency enhancement requirements of the officials of the Ministry which is ascertained by carrying out Competency Need Analysis (CNA) and subsequent prioritization of the competencies based on the requirement of officials and importance of the competency to the Ministry. Broad steps involved in this process are:



The process of ACBP preparation is carried out in two phases.

Phase-I – Initiation and Competency Analysis for each designation in the Ministry

Phase-II - Individual Competency Need Analysis

## Initiation and Competency Analysis for Designations, Wings and Ministry

The joint initiation meeting organized by MoDONER and CBC was graced by the Hon'ble Cabinet Minister for Development of North Eastern Region. A comprehensive presentation by the Member (HR), CBC on the approach to capacity building and ACBP preparation process. The Hon'ble Cabinet Minister appreciated the efforts and advised the officials to prepare a comprehensive ACBP for the Ministry.

Following the meeting, the CBC team held detailed discussions with the Secretary, CBU chairperson, and members. The Secretary explained his vision for capacity building for the

Ministry. As part of ACBP preparation, the competency analysis process was adopted to identify the domain, functional, and behavioural competencies required at various designations to fulfil the assigned functions and sub-functions based on job and role analysis. The importance of the competency was derived based on the frequency of the competency, which was calculated based on the repetition of the competency for undertaking different functions and sub-function.

The CBC team compiled this information by carrying out one-to-one interactions at each wing with officials at the level of ASOs and SOs. The wing-wise derived lists of designation-wise competencies were presented to the USs and DSs/Director for inputs. After incorporating their inputs, the list was presented to the wing-heads for finalization. The finalized lists of competencies served as the benchmark for undertaking the assessment of current incumbents.

### **Assessment of Individual Competency Need Analysis (CNA)**

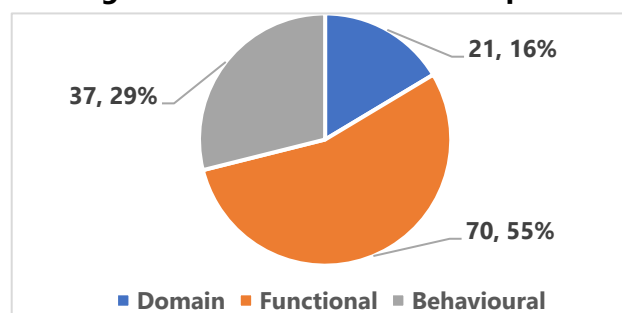
In Phase II, individual assessments were conducted to identify competency enhancement requirements. Competencies were divided into three categories, i.e., category 'A': training urgently required'; category 'B': where employee needs only refresher course, and category 'C': for those employees possessing the competencies at expert level and training not required in near future, using the forced distribution method, and weightages were assigned to them. The most important competencies for individual-level enhancement were obtained using the weighted average score method. The competencies for imparting training were prioritized based on the number of officials requiring them and the urgency of competency enhancement at the Ministry level. The list of competencies was mapped to three years as an implementation plan/training calendar.

### **Details of Identified Competencies at Ministry-level**

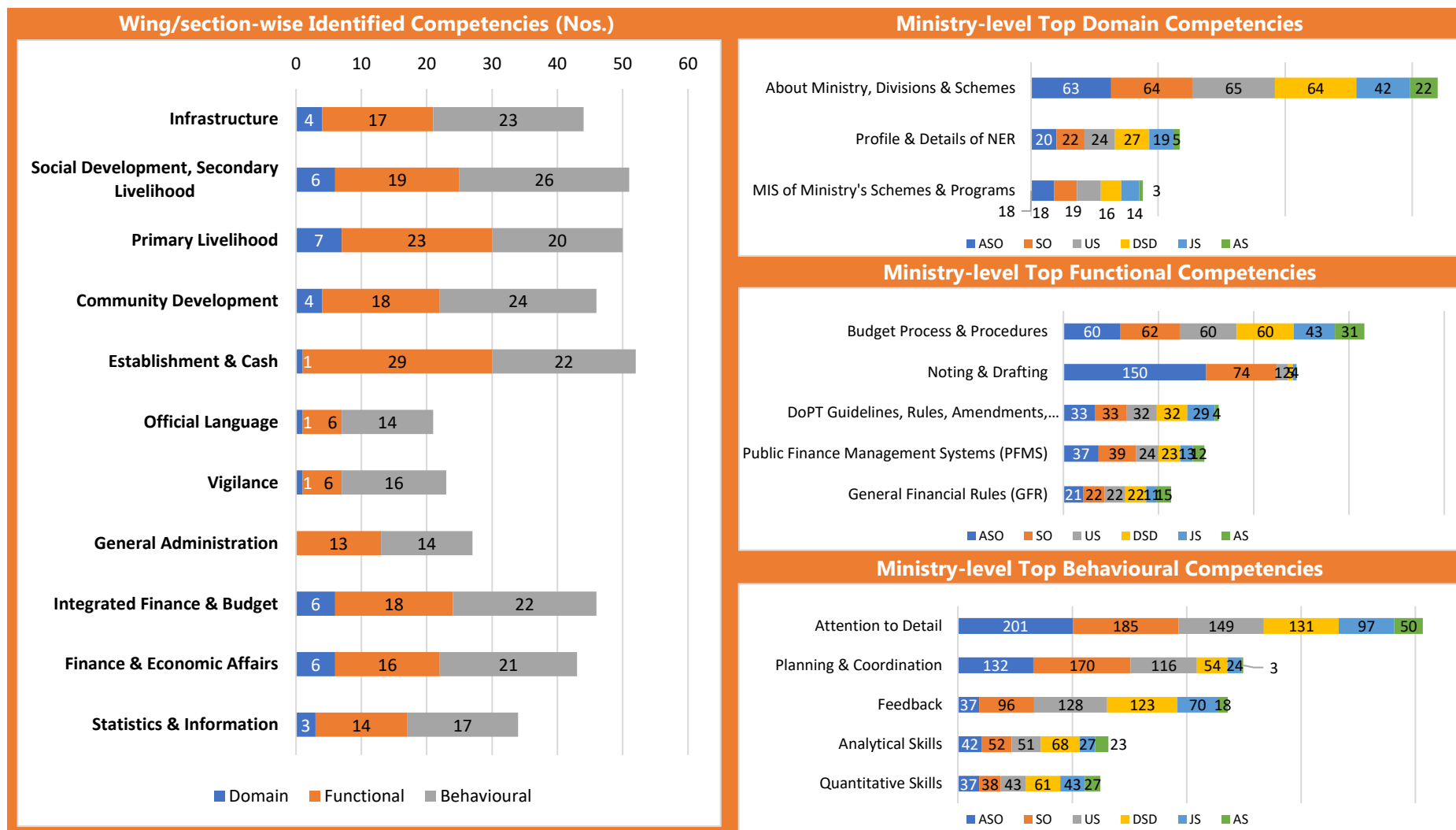
As part of ACBP preparation, a Ministry-level competency list is arrived by consolidating competencies identified for each designation under each wing based on competency used by an official for carrying out functions and sub-functions. The list of competencies identified for each role played for fulfilment of the sub-function and function was exhaustive. During the process of preparing Ministry-level competencies, the homogeneous competencies are grouped into relevant competencies with generic titles.

For MoDONER, a total of 128 competencies are identified across three categories, i.e., domain (21), functional (70) and behavioural (37) as presented in the figure.

**Figure 1: No. of Identified Competencies**



The wing-wise number of competencies identified and Ministry-level top domain, functional and behavioural Competencies are presented below:



Every designation plays one major role and a few minor roles. The common roles played by different designations and their respective key competencies across the Ministry are depicted below:

**Table 1: Designation-wise Role Mapping & Capacity Needs Analysis**

Designation	Role	Domain	Competencies	
			Functional	Behavioural
Assistant Section Officer (ASO)	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>NER History, Culture &amp; Lifestyle</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Noting &amp; Drafting</li> <li>Budget Process &amp; Procedures</li> <li>Public Finance Management Systems (PFMS)</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>MS - Office</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Planning &amp; Coordination</li> <li>Time Management</li> <li>Seeking Information</li> <li>Analytical Skills</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Initiator</li> <li>Implementor</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Reviewer</li> <li>Verifier</li> </ul>			
Section Officer (SO)	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Noting &amp; Drafting</li> <li>Budget Process &amp; Procedures</li> <li>PFMS</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>General Financial Rules (GFR)</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Planning &amp; Coordination</li> <li>Feedback</li> <li>Time Management</li> <li>Analytical Skills</li> </ul>
	<ul style="list-style-type: none"> <li>Verifier</li> <li>Reviewer</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Initiator</li> <li>Implementor</li> </ul>			



Designation	Role	Domain	Competencies Functional	Behavioural
<b>Under Secretary (US)</b>	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement</li> <li>PFMS</li> <li>General Financial Rules (GFR)</li> <li>DoE Guidelines &amp; Circulars</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Feedback</li> <li>Planning &amp; Coordination</li> <li>Developing Others</li> <li>Analytical Skills</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Verifier</li> <li>Reviewer</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Initiator</li> <li>Decision Maker</li> </ul>			
<b>Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)</b>	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Acts &amp; Policies</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> <li>Managerial Effectiveness</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Stakeholder Management</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement PFMS</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Feedback</li> <li>Analytical Skills</li> <li>Quantitative Skills</li> <li>Developing Others</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Strategiser</li> <li>Decision Maker</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Verifier</li> </ul>			
	<b>Major Role</b>		<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> </ul>

Designation	Role	Domain	Competencies	
			Functional	Behavioural
<b>Statistical Officer (SA) / Joint Secretary (JS) / Sr. Economic Adviser (Sr.EA)</b>	<ul style="list-style-type: none"> <li>Decision Maker</li> </ul>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Managerial Effectiveness</li> <li>Stakeholder Management</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement</li> <li>General Financial Rules (GFR)</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Feedback</li> <li>Strategic Thinking</li> <li>Quantitative Skills</li> <li>Developing Others</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<p><b>Minor Role</b></p> <ul style="list-style-type: none"> <li>Strategiser</li> </ul>			

Accordingly, following are the designation-wise suggested training interventions:

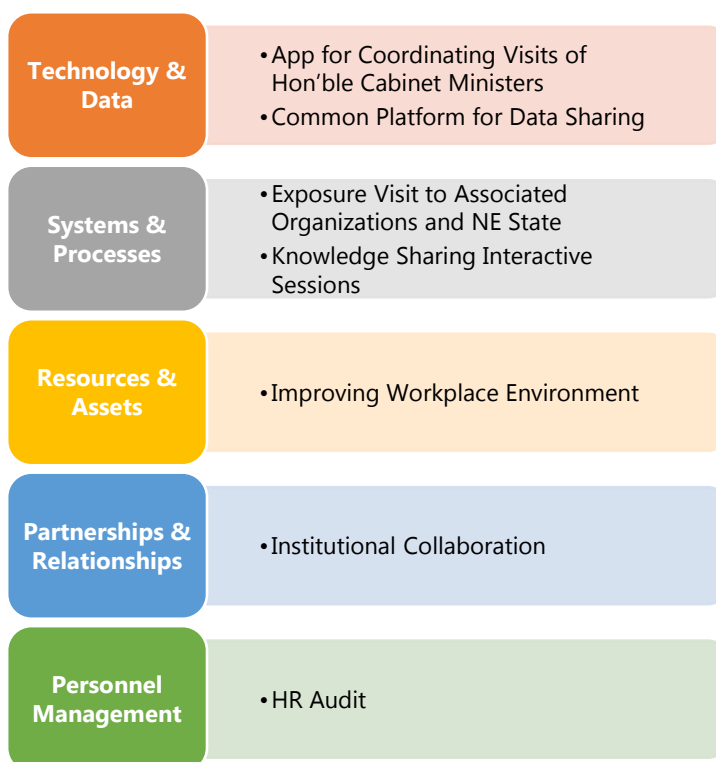
**Table 2: Designation-wise Competency-based Specific Training Suggestions**

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
<b>Assistant Section Officer (ASO), Section Officers (SO) &amp; Under Secretary (US)</b>	<ul style="list-style-type: none"> <li>Induction Training / Manual with               <ul style="list-style-type: none"> <li>Abt. Ministry, Wings &amp; Schemes</li> <li>Mandate of Allied Institutions</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Service in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> </ul> </li> <li>MIS of Ministry's Schemes</li> </ul>	<ul style="list-style-type: none"> <li>Noting &amp; Drafting</li> <li>General Financial Rules (GFR)</li> <li>Public Finance Management Systems</li> <li>MS – Office</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> </ul>	<ul style="list-style-type: none"> <li>Course to Develop Behaviour Competencies</li> <li>Planning &amp; Coordination</li> <li>Time Management</li> <li>Analytical Skills</li> </ul>

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
<b>Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)</b>	<ul style="list-style-type: none"> <li>• Induction Training / Manual with <ul style="list-style-type: none"> <li>○ Abt. Ministry, Wings &amp; Schemes</li> <li>○ Mandate of Allied Institutions</li> <li>○ Profile &amp; Details of NER</li> <li>○ Local Governance in NER</li> <li>○ NER Economy</li> <li>○ Status of Basic Service in NER</li> <li>○ NER History, Culture &amp; Lifestyle</li> <li>○ Knowledge of Indigenous Tribal Community</li> </ul> </li> <li>• Acts &amp; Policies</li> <li>• Sectoral Best Practices (Wing Specific)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Process &amp; Procedures</li> <li>• Managerial Effectiveness</li> <li>• DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>• Stakeholder Management</li> <li>• Use of Indices (MPIs, SDGs, etc.,) for Goal-based planning, Gap-based prioritization and outcome-based Targeting</li> <li>• Regional Planning</li> <li>• Project Formulation</li> <li>• Project Management</li> <li>• Project Evaluation</li> <li>• Public Procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Skills Development</li> <li>• Effective Communication</li> <li>• Team Building</li> <li>• Leadership</li> </ul>
<b>Statistical Officer (SA) / Joint Secretary (JS) / Sr. Economic Adviser (Sr.EA) / Additional Secretary (AS)</b>	<ul style="list-style-type: none"> <li>• Induction Training / Manual with <ul style="list-style-type: none"> <li>○ Abt. Ministry, Wings &amp; Schemes</li> <li>○ Mandate of Allied Institutions</li> <li>○ Profile &amp; Details of NER</li> <li>○ Local Governance in NER</li> <li>○ NER Economy</li> <li>○ Status of Basic Service in NER</li> <li>○ NER History, Culture &amp; Lifestyle</li> <li>○ Knowledge of Indigenous Tribal Community</li> </ul> </li> <li>• Sectoral Analysis</li> <li>• Sectoral Best Practices (Wing/Work Allocation Specific)</li> </ul>	<ul style="list-style-type: none"> <li>• PM Gati-Shakti Master Plan</li> <li>• Budget Process &amp; Procedures</li> <li>• DoPT Guidelines, Rules, Amendments, Notifications</li> <li>• Managerial Effectiveness</li> <li>• Stakeholder Management</li> <li>• Monitoring, Evaluation, and Learning</li> <li>• Use of Indices (MPIs, SDGs, etc., for Goal-based planning, Gap-based prioritization and outcome-based Targeting</li> <li>• Regional Planning</li> <li>• Project Formulation</li> <li>• Project Management</li> <li>• Project Evaluation</li> <li>• Public Procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Data Driven decision making in Government</li> <li>• Strategic Planning / Strategic Thinking</li> <li>• Team Building</li> <li>• Leadership</li> </ul>

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

Apart from competencies identified, non-training interventions were also identified for organization-level capacity building, which are grouped into (i) Technology & Data, (ii) Systems & Processes, (iii) Resource & Assets, (iv) Partnerships & Relationships and (v) Personnel Management. The identified non-training interventions were collated based on collaborative and consultative discussions with different levels of officials and validated by senior leadership of the Ministry.



### Quick-wins Interventions for the Ministry

As part of the consultations and discussions, Ministry officials were requested to share the immediate felt needs in terms of capacity building interventions. They were asked to suggest such training programs which can deliver immediate results regarding competency requirements. Based on these discussions, the following training programs have been identified as immediate priority (quick wins) for the Ministry:

**Table 3: Priority Interventions (Quick-win)**

#	Priority Areas	Targeted Designations	Rationale
1.	PM Gatishakti Master Plan	Senior Leadership (Sr. EA, JS, and SA) and Director & Deputy Secretaries	Training program to be useful for effective implementation of ongoing sectoral projects and in the areas of work allocation with improved understanding of PM Gatishakti Master Plan and innovative projects / approaches implemented by
2.	Sectoral Best Practices (as per the Wing / Work Allocation)		

#	Priority Areas	Targeted Designations	Rationale
			other national and international organizations.
3.	General Financial Rules (GFR)	USs, SOs and ASOs	Training will be useful for project sanctioning, assessment, disbursement of project funds/grants.
4.	Delegation of Financial Power Rules (DFPR)		
5.	MS-Office	SOs and ASOs	Training will be useful in efficiently completing the day-to-day works.
6.	HR Audit	Ministry-level	To undertake a detailed assessment of workload of every wing including the immediate future interventions to identify the optimal number of staff required for each wing. It can be done through Time Motion study or Human Resource (HR) Audit.

### Implementation and Sustenance of ACBP Process

The ACBP for the Ministry is aimed at enhancing the competencies of officials to enable them to perform their roles and responsibilities effectively. The plan is developed after a thorough analysis of Ministry's mandate, responsibilities, and competencies required at different levels.

The plan covers individual assessments to identify competency enhancement requirements, prioritization of competencies based on urgency and number of officials requiring the competency, and mapping of competencies to a three-year implementation plan/training calendar.

The established CBU under the Chairmanship of Joint Secretary in consultation with Secretary is to provide strategic direction for carrying out capacity building activities. For sustenance of the competency-based training function management, it is proposed that selected members of CBU to be trained on the process of carrying out competency analysis as well as competency assessment of the individual officials.

CBU is also required to monitor implementation of ACBP and evaluate trainings to ensure maximum positive impacts of trainings on Ministry's functioning. As part of ACBP report, evaluation of training is suggested at different levels such as program, learning and job behaviour-levels with a list of indicative key performance indicators.

Going forward, the Ministry 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 Ministry to enhance its human resource capabilities and achieve its goals effectively.

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## 2 Introduction

### 2.1 Mission Karmayogi

In the process of meeting citizen's aspirations, civil services are at the centre of all government activities as throughout their career, these officials contribute to the process of policy formulation, implementation, monitoring, and analysis. Thus, the skillsets and capacities of the civil servants play a vital role in service delivery, program implementation and performing core governance functions. It is also influenced by the government priorities, schemes/programs, etc., owing to the changes in political, economic, social, and technological aspects. Considering the contribution made by these officials, it is imperative that they possess the proper attitude, skills, and knowledge needed to realize the vision of a New India.

The current civil service capacity building landscape faces several challenges, including:

- Siloed nature of government
- Training based on seniority
- Unstructured trainings
- Restricted access to learning opportunities
- Sub-optimal learning ecosystem
- Lack of future-readiness

The experience gained while dealing with Covid-19 pandemic provided valuable insights to civil services for further improvements. It highlighted the importance of being agile, working closely with a variety of stakeholders, and constantly acquiring new skills. Therefore, interventions for enhancing the capacities of all levels of employees is a crucial step in achieving desired objectives and results.

Recognizing the importance of capacity building and the need for reforms in training, the Government of India (Govt. of India) launched the 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 harmonization for effective and efficient public service delivery.

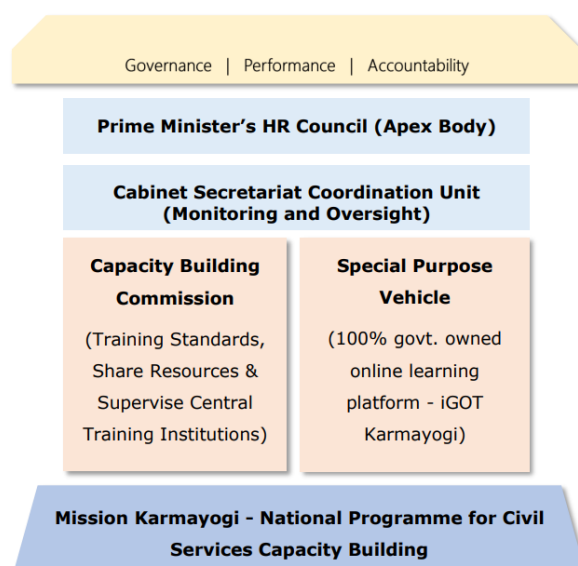
Mission Karmayogi comprise the six pillars of:

- 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 aims to not only strengthen the existing administrative capabilities, but also equip the government officials with the abilities required for the future. The governments of the future are anticipated to have characteristics such as agility, data-driven decision-making, technology integration, and a focus on citizens. By incorporating these features, governments will be better equipped to achieve long-term national objectives while being prepared for unforeseen challenges. To operationalize the mission, the following institutions have been created:

**Figure 2: Institutional Structure of Mission Karmayogi**



## 2.2 About Capacity Building Commission

Capacity Building Commission (CBC) was constituted as an independent body through the Gazette of India on 1<sup>st</sup> April 2021 with full executive power. It is a three-member Commission, supported by an internal Secretariat. 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 capacity building landscape.

CBC as the custodian of the 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 4: Vision, Mission, and Function of CBC**

<b>Vision</b>	Enable lifelong learning for all
<b>Mission</b>	Create optimal learning opportunities for each civil servant with the objective to build an agile and future ready public service

<b>Functions</b>	<ul style="list-style-type: none"> <li>• Facilitate preparation of ACBP of ministries / departments / agencies.</li> <li>• Make Policy recommendations to DoPT on personnel/ HR and capacity building.</li> <li>• Evolve a harmonious de-siloed approach to improve civil service capacity.</li> <li>• Analyze learning/competency related data from iGOT-Karmayogi, online training platform. <ul style="list-style-type: none"> <li>• Drive standardization, harmonization, and shared understanding of capacity building activities.</li> <li>• Create shared learning resources, including internal and external faculty and resource centers.</li> <li>• Exercise functional supervision over all central training institutions.</li> <li>• Undertake audit of HR in Government and outcomes of the capacity building efforts.</li> <li>• Approve knowledge partners and content validation mechanism for training of civil servants.</li> <li>• Organize a global HR Summit to bring best practices of HRM to the governance in India.</li> </ul> </li> </ul>
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### 2.3 Annual Capacity Building Plan

Realizing the importance of capacity building of employees, efforts required to make it a prominent and regular activity, the Govt. of India has constituted CBC with clear mandate, i.e., facilitate preparation of Annual Capacity Building Plan (ACBP) of Ministries / Departments / Organizations (MDOs), among others.

The CBC has been engaging with and supporting MDOs in preparation of ACBPs. The preparation of the MDO-specific ACBP, which is aligned with the stated objectives of Mission Karmayogi, begins with MDOs outlining the following aspects:

- it's mandate, goals, objectives and roadmap of MDO
- identify the competencies required and preliminary gap analysis to understand competencies that require immediate intervention
- strategic direction and broad parameters of the ACBP for three years; and
- identify broad systemic requirements for instituting an effective, efficient, and sustainable capacity building framework for the MDO.

### 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 (United Nations).

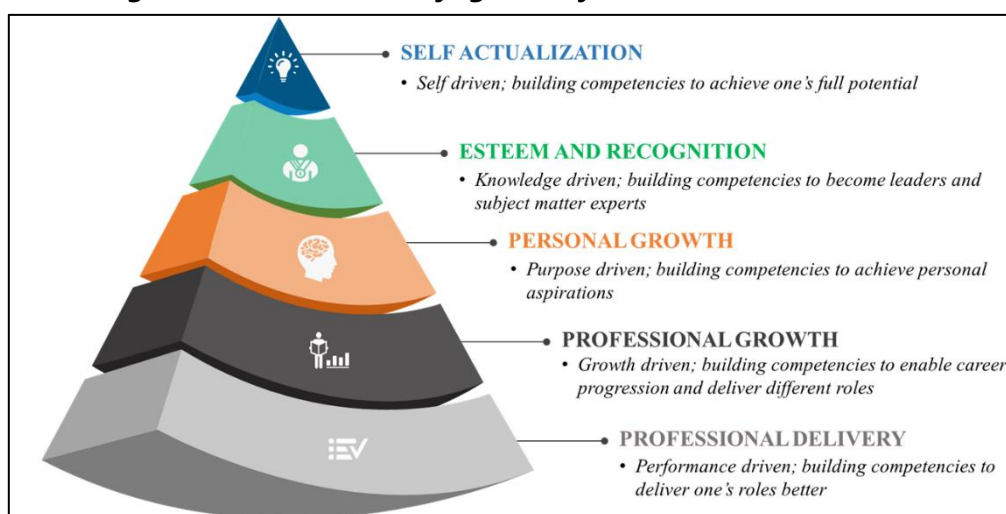
With the passage of time, society has seen rapid changes brought about by technology and newer procedures in administration. Therefore, there is a need for capacity building of officers and administrators to have the requisite knowledge and skillset on various aspects including best practices, latest developments, etc. The National Training Policy mandates that all civil service officials will be provided with training to equip them with the competencies for their current and future jobs. Recognizing this crucial requirement, the 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.

Capacity building process in general and ACBP preparation supported by the CBC has visualized capacity building at three-levels and as it matures in an organization, it moves from one level to next level:

- **Individual Level:**

At the individual level, capacity building entails a process of equipping/improving knowledge, skills, and attitude of an individual, i.e., competencies required to perform the task effectively. This process is all about maximizing the benefit of the trainees, knowledge exchange and developing ownership within the individuals.

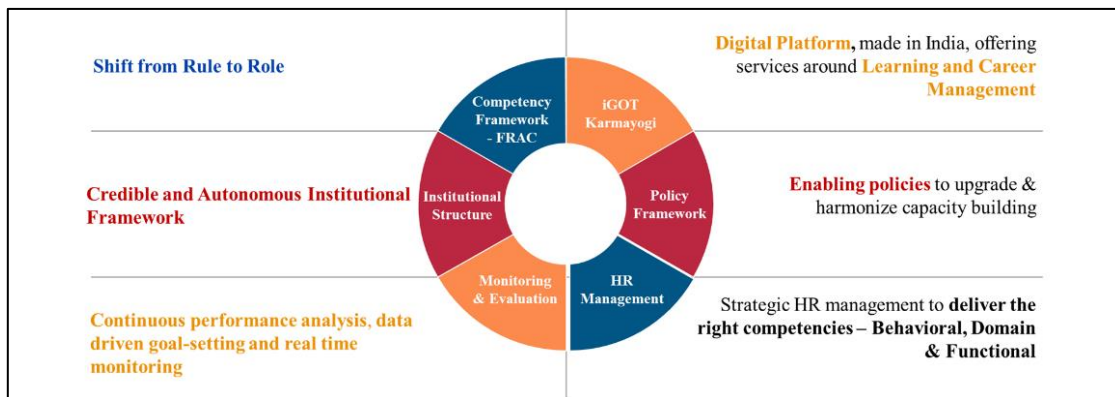
**Figure 3: Mission Karmayogi: Policy Framework – Individual**



- **Organization Level:**

At the organizational level, capacity building is all collective and shared aspects of an organization such as organization structure, processes, infrastructure, external partnerships, and technological capabilities with the objective of improving the functioning and performance of organization. The interventions are closely linked to the objective of the organization.

**Figure 4: Mission Karmayogi: Policy Framework – Organizational**



- **Institutional level:**

Capacity building impacts the policy guidelines and frameworks and the external environment it operates in. It involves a range of activities designed to strengthen the abilities of individuals and organizations to effectively identify and address challenges, achieve goals, and make the best use of available resources. In the context of the government, it refers to policy level interventions that affect all MDOs of the government.

To achieve the vision of making civil services future ready and to address the current challenges, it is important to have a clearly defined capacity building plan at individual and organization-levels. At the same time, the systemic-level capacity building plan enhances the ability of a system or organization to function effectively, efficiently, and sustainably over time, to achieve long-term impact and success. Combinedly, this approach recognizes that capacity building is not a one-time exercise, but rather an ongoing process.

## 2.4 Capacity Building Unit at MoDONER

### 2.4.1 Brief Introduction of Ministry

The Ministry of Development of North Eastern Region (MoDONER) is the line Ministry responsible for planning, execution and monitoring of development schemes and projects in the North Eastern Region (NER) which comprises eight North-Eastern (NE) States. MoDONER plays an important role in holistic development of the region in coordination with Central Ministries/Departments and the eight NE State Governments. Its vision is to accelerate the

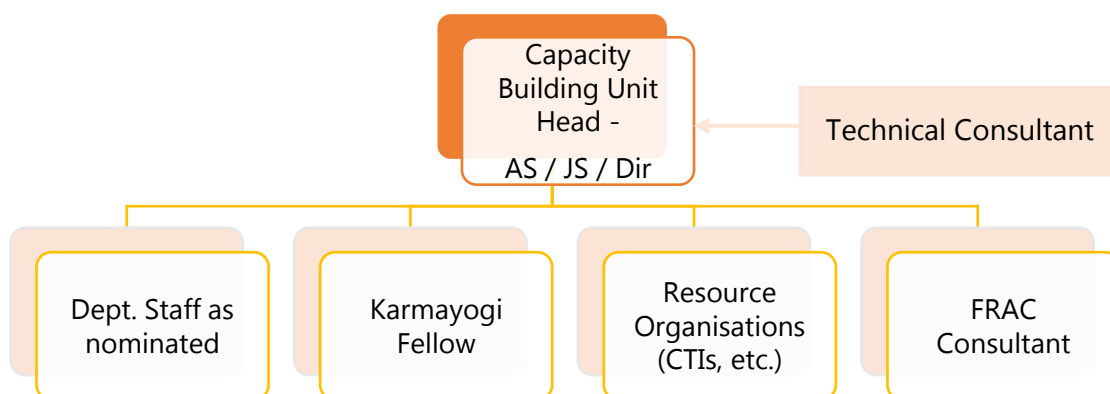
pace of socio-economic development of the Region so that the growth in the region is at par with the rest of the country. MoDONER is working with the CBC for preparation of ACBP for the Ministry.

## 2.4.2 Capacity Building Unit (CBU)

CBC has institutionalized capacity building by setting up a Capacity Building Unit (CBU) in the Ministry. The established CBU is leading the efforts in operationalizing competency framework, developing content, curating assessments, etc., and will work closely with the CBC.

The CBC has proposed the following structure of CBU at MDOs:

**Figure 5: Proposed Structure of CBU by CBC**



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 will head the CBU.
- **Department Staff as Nominated Member:** 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, it is proposed to deploy following resource to CBU with following roles:

- **Karmayogi Fellow:** Appointed by the CBC/MDO for a span of two 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 department's own/empaneled training institutes who 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.

### 2.4.3 Details of CBU Constituted at MoDONER

Accordingly, the MoDONER, Govt. of India has constituted a CBU via Office Memorandum No. A-42/10/2022-Estb.Sec dated 06 June 2022 (*copy enclosed as Annexure I*) with a team of individuals, having the required knowledge and skills to carry out the capacity building (training / organizational) related activities in a continuous and standardize manner and institutionalize the training management processes in the Ministry. The composition of CBU at MoDONER, Govt. of India is as follows:

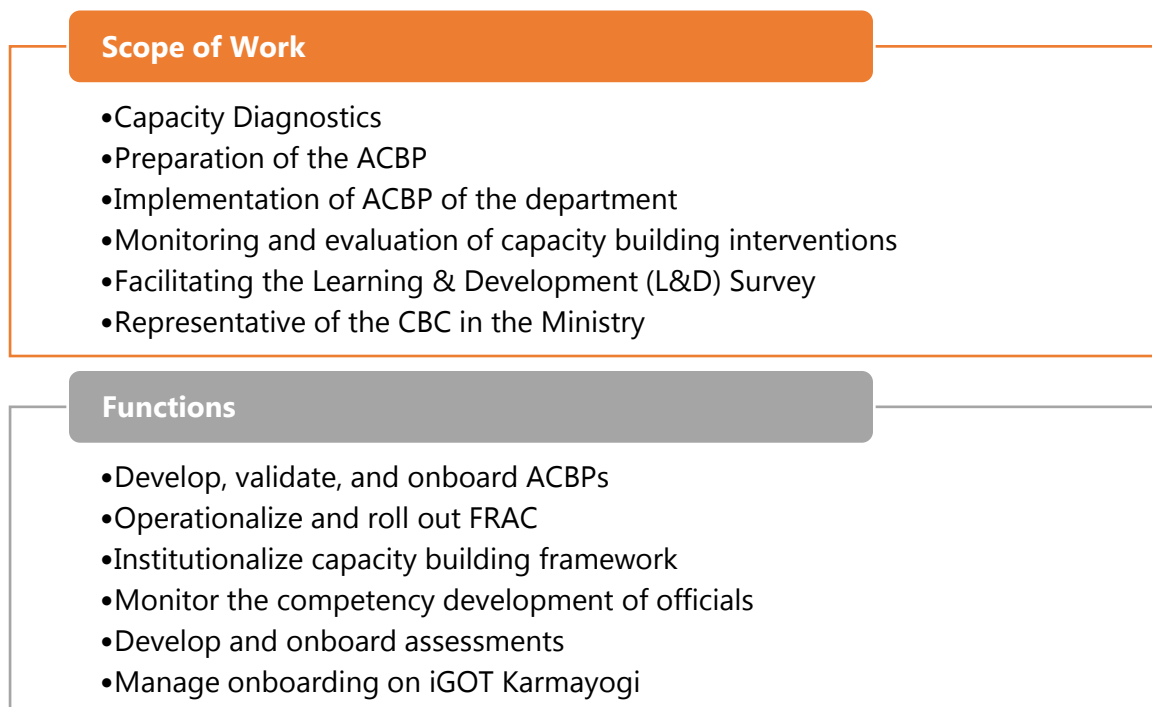
**Table 5: Composition of CBU**

S.No.	Name & Designation	Role
1.	Mrs. Anuradha Chagti, Joint Secretary	Chairperson
2.	Shri Umesh Kumar, Director	Member
3.	Shri V.K. Balyan, Deputy Secretary	Member
4.	Ms. Sherry Lalthangzo, EA, NEC	Member
5.	Shri Abhishek Sah, Consultant	Member

### 2.4.4 Functions of CBU

The constituted CBU at Ministry-level has the following scope of work and functions:

**Figure 6: Scope and Functions of CBU**



The detailed list of activities proposed for CBC is provided as *Annexure II*.

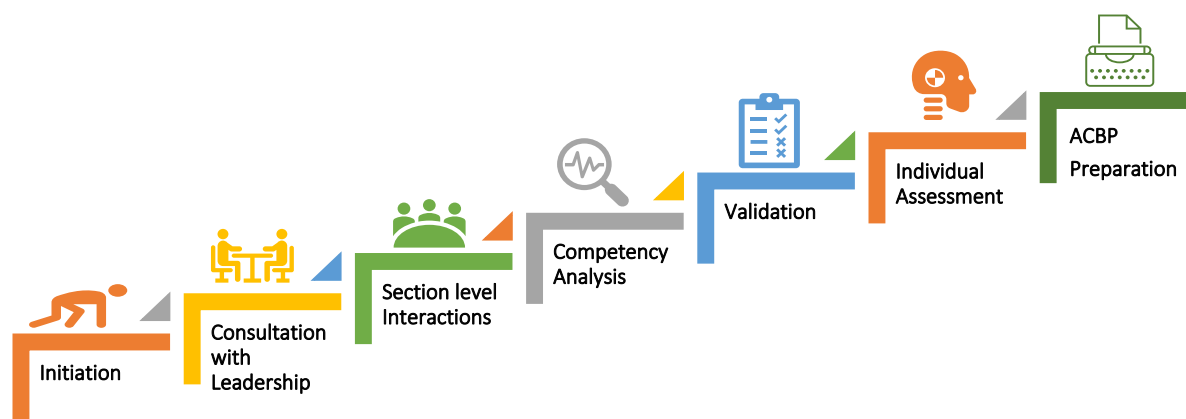
### 3 About the Approach of Annual Capacity Building Plan

#### 3.1 Approach & Methodology

CBC views the process of capacity building as a marathon, not a sprint. Through the ACBP exercise, it intends to expand the public sector capacity building by going beyond training. Thus, while the ACBP exercise identifies MDO-specific training interventions to build individual capacity, it also looks at organizational interventions that can build capacity of an MDO as a whole or can be scaled up to build capacity pan-government. For this purpose, the objectives of the Ministry are mapped to every designation in the Ministry and based on the responsibilities to be fulfilled, competencies required for the designation are identified. With availability of designation-wise required competencies, the competency enhancement requirements of the individuals placed in these designations are identified. From this data, the ACBP of the Ministry for three years is derived.

The approach adopted to design and develop ACBP of the Ministry is a collaborative process, involving consultation with officials, assessing the future needs, and evaluating identified competencies against the current and future requirements with the help of senior leadership of the Ministry. Broad steps involved in this process are described below.

**Figure 7: Steps in ACBP Preparation**



As an initial step, detailed secondary research on the Ministry carried out, which was followed by a detailed consultations/interactions with the senior executives of the Ministry to understand current day challenges and future requirements with respect to its vision.

Based on the general guidelines, a detailed analysis of the competencies required for each role, designation and wing/section was carried out through interactions at the wing/section level using competency analysis process. The competencies identified at the designation and



division levels were then collated and consolidated to develop a comprehensive list of competencies for the Ministry. The identified competencies were validated with leadership to arrive at competency requirement of the designation.

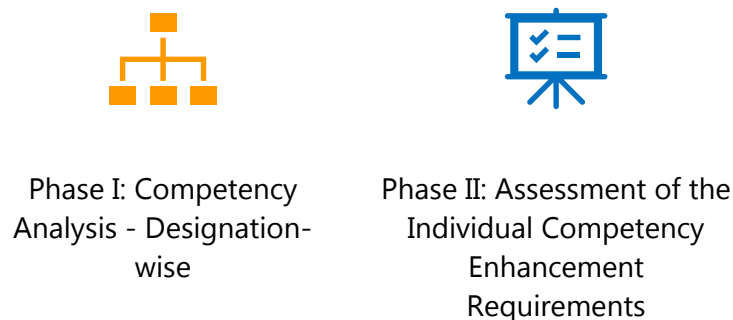
Individual competency enhancement requirements are then arrived at through individual assessment of the employees in comparison with the competencies identified for the designations, based on which, three-year capacity building plan for the Ministry is developed.

### 3.1.1 Approach

The approach adopted for development of ACBP of the MDO consisted of two phases:

- Phase-I involving competency analysis for each designation in the MDO and
- Phase-II involving assessment of the individual competency enhancement requirements.

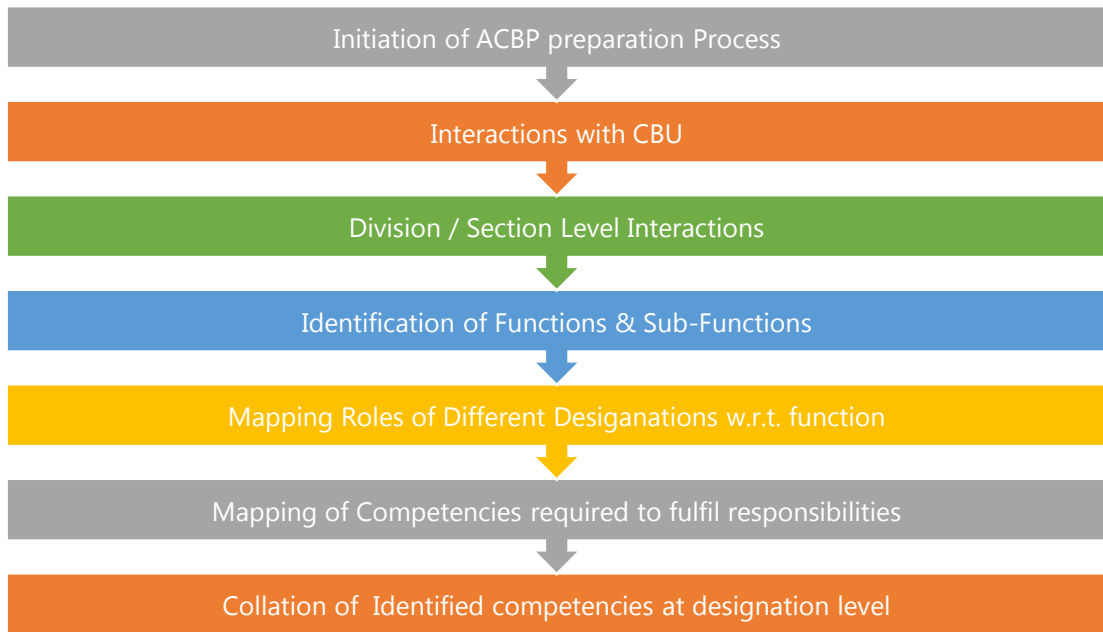
**Figure 8: Approach Adopted for ACBP Preparation**



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

Competency analysis is the process of identifying the domain, functional and behavioural competencies required at various levels of hierarchy in an organization to fulfill the assigned mandate effectively and efficiently.

To determine the competencies required for different designations, it is important to identify the competencies needed for each role and responsibilities assigned to different designations within the organization. The following process was used to identify competencies for each designation.

**Figure 9: Process followed for Identifying Designation-wise Competencies**

○ ***Initiation of ACBP Preparation Process***

The process of ACBP preparation was initiated with the orientation of top leadership of the Ministry by the Member (HR), CBC. The orientation workshop was attended by the Hon'ble Cabinet Minister for Development of North Eastern Region along with all senior officials of the Ministry. The Ministry was suggested to establish a CBU, that can act as a strategic unit for all the capacity building functions of the Ministry. As part of this orientation workshop, the officials of the Ministry were 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 Secretary and CBU***

After the orientation workshop, interactions were carried out with the Secretary, CBU chairperson and other team members of CBU of Ministry. During these interactions, Secretary, MoDONER, Govt. of India has outlined his vision for capacity building interventions in the Ministry. The current challenges, short-term and long-term plans of the Ministry were also discussed. The objectives of the Ministry were grouped into national priorities and programs, citizen centric activities, and emerging technologies.

○ ***Division / Section-level Interactions***

To initiate interactions with the wings / sections, an orientation regarding the purpose and process of ACBP was conducted for the Director, Deputy Secretary and Under Secretary-level officers to enable hassle free information collection from their respective wings / sections. To compile the necessary information regarding functions

and sub-functions of each section, role played by each of the designations within the hierarchy (from Assistant Section Officer to Joint Secretary) in completing these sub-functions, etc., specific tools were created and used.

The roles played by different designations were classified as Initiator, Implementor, Verifier, Reviewer, Manager, Strategist and Decision Maker. For each of the sub-functions identified roles were mapped to designations. The flow of the function, sub-function mapping to that of designations and roles played by respective designation is depicted below:

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

Sl. No.	Function	Sub-Function	Designation	Role
1	F1	SF - 1	AS	Decision Maker
			JS	Strategiser
			DS/D	Manager
			US	Verifier
			SO	Implementor
			ASO	Initiator
2		SF - 2	AS	
			JS	
			DS/D	
			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 Under Secretary (US) level, there is no role identified for Deputy Secretary (DS) / Director (Dir), Joint Secretary (JS) or Additional Secretary (AS). Based on the role played by the designation, competencies pertaining to domain, function and behaviour are identified. A Ministry-specific illustration is provided at the end of this subsection.

#### ○ **Identification of Competencies**

Competencies were identified based on the role played by the different designations in fulfilment of a sub-function. For the purpose, competency analysis was carried out to identify relevant domain, functional and behavioural competencies that were required to complete the activity. The frequency of each competency is computed based on the number of times the competency was repeated.

**Table 7: Designation-wise Role and Competencies Mapping**

Designation	Role	Domain Competency (DC)	Functional Competency (FC)	Behavioural Competency (BC)
AS	Decision Maker	DC - 1	FC - 1	BC - 1
JS	Strategiser	DC - 2	FC - 3	BC - 3
DS/Dir	Manager	DC - 3	FC - 4	BC - 5
US	Verifier	DC - 2	FC - 5	BC - 2
SO	Implementor	DC - 1	FC - 1	BC - 1
ASO	Initiator	DC - 1	FC - 2	BC - 1

○ **Consolidation of Competencies**

The competencies identified for each designation were consolidated at wing/section-level. The competencies identified for the specific designation were listed based on the importance of the competency, which was derived based on the frequency of the competency repeated for the designation. The competencies that have higher frequency were considered as important competencies of the designation in the section. Accordingly, the Ministry-level competency list was generated by consolidating competencies identified for each wing/section. Designation-wise, report of competency list is depicted below:

**Table 8: Designation-wise Competencies & Frequency**

Level of Competency	ASO	SO	US	Grand Total
<b>Domain</b>				
DC – 5	5	3	2	10
DC – 8	2	2	5	9
DC – 1	4	3	2	9
DC – 2	4	2	2	8
DC – 4	3	2		5
DC – 3	1			1
DC – 7		1		1
DC – 6			1	1

○ **Validation of Competencies**

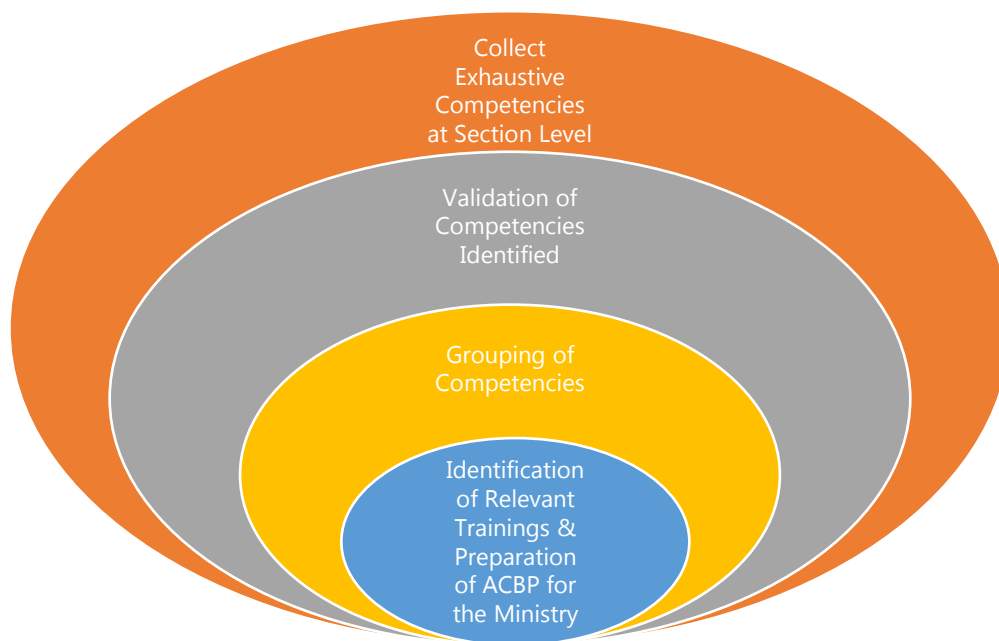
The identified competencies of the wings/sections were presented to the respective Director, DS and US to add or delete competencies based on the current and envisaged requirements of the Ministry. The updated list of identified competencies were

validated by the wing-head, i.e., Senior Economic Adviser, Joint Secretary and Statistical Adviser of the Ministries. Post validation and required corrections, the Ministry-level, wing/section-level, and designation-level competencies lists were finalized.

- **Grouping of Competencies**

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

**Figure 10: Grouping of Competencies**



- **Identification of the Relevant Trainings**

Based on the competencies arrived at, the relevant training programs were mapped by carrying out secondary research regarding available training programs and the institutes of national repute. Where modules are to be specific to the Ministry, recommendations are made for development of the modules using internal or external expertise with support of CBC.

- **Sustenance Plan**

A sustenance plan for an ACBP is essential to ensure the long-term success and effectiveness of the training programs. The prepared ACBP includes strategies that help maintain and improve the skills and knowledge acquired by officials. This includes creating opportunities for ongoing learning and development, such as online training resources, mentorship programs, etc. Along with this, it is also important to establish

metrics to measure the impact of the training programs and track the progress of participants over time, details of which are provided in the ACBP.

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

After identification of the required competencies for the designation, to prepare ACBP for three years, individual assessment process was initiated. Individual competency requirements are drawn based on the assessment by the reporting officer. The competency enhancement requirements were drawn for an individual positioned in the Ministry.

Competencies identified for the designation in Phase – I are used as reference for identification of training requirements. Up to the level of Under Secretaries, the competency need assessment was carried out by the respective Director or Deputy Secretary. For Deputy Secretary and above level officers, self-assessment by these officers was adopted to identify and prepare the Competency Need Assessment (CNA).

To prioritize competencies based on the requirement of enhancement across the Ministry, the assessors are requested to carryout forced distribution method. Wherein, the assessors were required to group the required competencies identified for the designation into three categories with the following criterion:

**Table 9: Grouping of Competencies for Individual Training Assessment**

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

Whichever competencies, that the reporting officer perceives are weak areas of the employee are grouped as training urgently required, i.e., category 'A'; where the employee needs only refresher course are grouped under training is required – category 'B' and for those employees possessing the competencies at expert level are grouped as training not required in near future list as category 'C'.

For every individual in the Ministry, the competency grouping was carried out as per the criteria specified above. At the Ministry-level, the assessed competencies were consolidated and for each competency, the count of individuals placed in category A, B, C is ascertained.

At the Ministry-level, it was observed that all the competencies identified were distributed among all the three categories, since individuals were assessed based on their existing competencies.

To prioritize competency enhancement requirement, two aspects were considered essential – one based on urgency of competency enhancement and second based on number of individuals requiring competency enhancement.

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

By carrying out the weighted average score method, priority list of competencies was derived, which was used to map required trainings year-wise and ACBP for Year I, Year II, and Year III.

- **Case Study:**

The above-mentioned process is explained with the following illustration of MoDONER, Govt. of India by selecting one of the functions of General Administration Section:

**Table 10: Function, Sub-Function and Designation-wise Role**

#	Function	Sub-Function	Designation	Role
1	Awarding Annual Maintenance Contracts (AMCs) through GeM/offline	(i) Before the last date of existing contracts, issuing RfPs/tender documents with detailed terms & conditions, eligibility criteria, etc., for prospective bidders	JS	Decision Maker
		(ii) Constituting Tender Opening Committee and Technical Evaluation Committee	DS	Verifier
		(iii) Receiving proposals and opening of bids by the Tender Opening Committee followed by scrutiny with regard to RfP/Tender conditions	US	Verifier
			SO	Reviewer

#	Function	Sub-Function	Designation	Role
		(iv) Receiving recommendation of Technical Evaluation Committee and selection for bidder as per conditions of RfP/Tender	ASO	Initiator
		(v) Forwarding the proposal to IFD for concurrence or remarks	JS	Decision Maker
			DS	Verifier
		(vi) Obtaining internal administrative and financial approvals	US	Verifier
			SO	Reviewer
		(vii) Issuing the work / sanction order	ASO	Initiator
		(viii) Receiving bills from vendor and scrutinizing them	JS	-
			DS	-
		(ix) Coordinating for shortfall document/information if any	US	Decision Maker
			SO	Reviewer
		(x) Payments to the vendors	ASO	Initiator

As a process, all the sub-functions and role played by each designation for 'Awarding Annual Maintenance Contracts (AMCs) through GeM/offline' were listed in consultation with ASOs/SO of the section. It can be observed that there is no role identified against DS and Joint Secretary for sub-functions (viii) to (x) as after the sub-function (vii) which is issue of Work / Sanction Order, the responsibility of remaining sub-functions is handled by the ASO, SO and US.

At the same time, competencies required under domain, functional and behavioural categories were captured. The consolidated competencies covering all functions were presented to DS and Joint Secretary for validation. As an example, a consolidated and validated list of behavioural competencies at ASO-level for General Administration Section is depicted below along with frequency:

**Table 11: List of Behavioural Competencies at ASO-level**

Behavioural Competencies	Frequency
Attention to details	13
Accuracy	7
Time Management	6
Teamwork	3
Learning attitude	2
Commitment	2



Behavioural Competencies	Frequency
Knowledge Sharing	1
Adaptability	1
Employee centric	1
Creative thinking	1

To take the illustration forward, it is considered that there are three ASOs – X, Y and Z in the General Administration Section and to keep the illustration precise, the top six behavioural competencies only are selected.

As mentioned in the approach section, up to the level of Under Secretaries, the individual training assessment was carried out by the respective Director or Deputy Secretary of the section. To derive a priority training list of ASOs of General Administration section, an individual training assessment list by the reporting officer, i.e., Deputy Secretary in this case was prepared:

**Table 12: Individual Training Priority List**

Competencies	Frequency	Name of the Employees		
		X	Y	Z
Attention to details	13	A	A	B
Accuracy	7	C	C	C
Time Management	6	B	A	C
Teamwork	3	A	A	A
Learning attitude	2	C	A	C
Commitment	2	B	B	A

The individual training assessment list is compiled based on the number of counts as per the category of training requirement, which is training urgently required, i.e., category 'A'; where the employee needs only refresher course are grouped under training is required – category 'B' and for those employees possessing the competencies at expert level are grouped as training not required in near future list as category 'C'.

**Table 13: Compilation of Competencies based on Categorization (Count of A, B, C)**

Behavioural Competencies	A	B	C
Attention to details	2	1	0
Accuracy	0	0	3
Time Management	1	1	1
Teamwork	3	0	0
Learning attitude	1	0	2
Commitment	1	2	0

This count was used for applying the weighted average score method to derive the urgency as well as number of persons requiring training for a particular competency.

**Table 14: Weighted Average Score for Identified Competency**

Competencies	A	B	C	Weighted Score
Attention to details	$2 \times 3 = 6$	$1 \times 2 = 2$	$0 \times 1 = 0$	8
Accuracy	$0 \times 3 = 0$	$0 \times 2 = 0$	$3 \times 1 = 3$	3
Time Management	$1 \times 3 = 3$	$1 \times 2 = 2$	$1 \times 1 = 1$	6
Teamwork	$3 \times 3 = 9$	$0 \times 2 = 0$	$0 \times 1 = 0$	9
Learning attitude	$1 \times 3 = 3$	$0 \times 2 = 0$	$2 \times 1 = 2$	5
Commitment	$1 \times 3 = 3$	$2 \times 2 = 4$	$0 \times 1 = 0$	7

After application of weighted average score method on the identified competencies, the following prioritized list of competencies for conduct of trainings can be derived which is presented in the following table:

Competencies	Weighted Score	Training Year
Teamwork	9	I
Attention to details	8	I
Commitment	7	I
Time Management	6	II
Learning attitude	5	II
Accuracy	3	III

*Interpretation:*

It may be observed that 'attention to details' has the highest frequency and employees require training on it. Whereas 'Accuracy' though is identified as one of the important competencies, all employees seem to possess (and not identified as priority area by reporting officer), hence it is listed as last competency for conduct of the training.

It may also be observed that 'commitment' has the least frequency, however, the employees had gap as far as this competency is concerned and using the weighted average score method, the competency is listed among top 3 of training priority list, since employees need enhancement of this competency.

It can also be observed that for the competency 'teamwork', all the employees required, hence, it is listed as the most important competency enhancement requirement through training.

### 3.1.2 Methodology

The methodology adopted for carrying out of the above specified approach is majorly collaborative in nature. However, following different techniques were adapted to collect information/data at different stages of ACBP preparation process and from different levels of hierarchy in the Ministry.

**Figure 11: Stages in ACBP Preparation**



- **Secondary Research**

To initiate the activities of ACBP preparation, it was essential to have an understanding about the mandate of the Ministry, nomenclature of the Ministry, ongoing schemes & programs, etc. Secondary research was undertaken to collate information about the Ministry such as business rules, organogram, work allocations, information about various schemes, achievements, etc. The information was collected using a structured format.

- **Consultations & Key Informants Interviews**

CBC team conducted consultations at multiple levels of officials to gain insight into the present challenges and envisioned future of the Ministry. Apart from the orientation workshop, discussions and meetings were held with the Secretary, CBU chairperson, and CBU team members.

As per the advice of Secretary, MoDONER, Govt. of India, the CBC team held consultation meetings individually with all the seven wing-heads which includes Additional Secretary & Financial Adviser, Senior Economic Adviser, Joint Secretary, Economic Adviser and Statistical Adviser. These discussions set the tone for collection of information from different wings and sections of the Ministry. For the conduct of the consultation meetings a structured format was used.

Before initiating wing/section-level interactions, an orientation meeting for all the Under Secretaries was organized to brief them about ACBP and the process followed. Similarly, two workshops for Under Secretaries and Director/Deputy Secretaries were organized before initiating data (competency) validation exercise.

- **Structured Interview with Wings / Sections**

For collection of the information pertaining to functions, sub-functions, designation-wise roles, and competencies required for undertaking the assigned responsibilities, a detailed format was used. CBC team has interacted with officials of all the seven wings and interacted with two/three officials (ASOs and SO) in each wing for filling up the format with necessary information/data.

- **Freewheel Discussions**

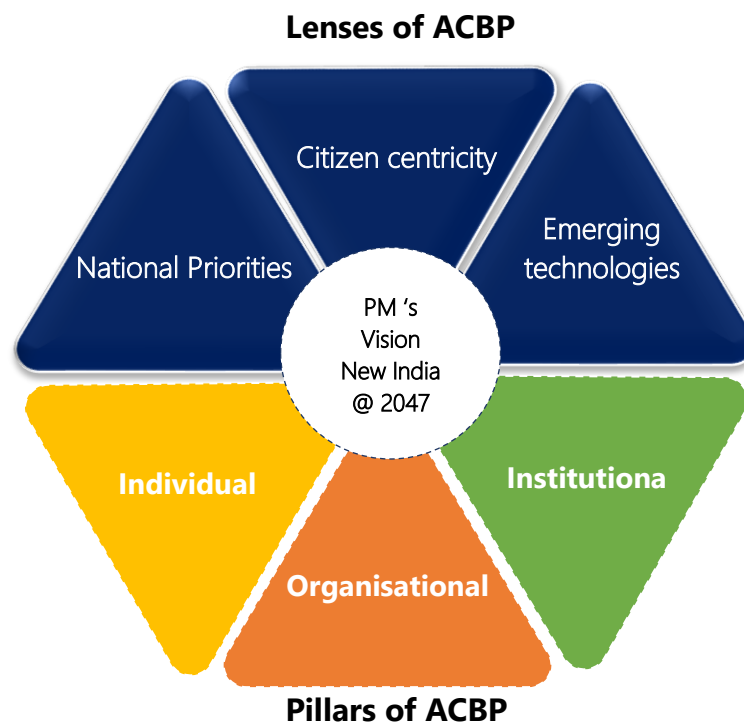
Freewheel discussions were carried out at various levels of officials (ASOs to JSs) in the Ministry to understand priorities, vision, existing challenges & probable solutions, Ministry-level requirements with respect to competencies, future plans, which has provided inputs majorly in terms of non-training interventions for improvement of functioning of the Ministry.

- **Validation of Competency Requirements**

Validation exercise was carried out for all the wings with the respective Director or Deputy Secretary and Joint Secretary. The validation was majorly for concurrence on the identified functions, sub-functions, and corresponding competencies. Depending on the requirements of the Ministry, the officials have suggested additional competencies for different designations.

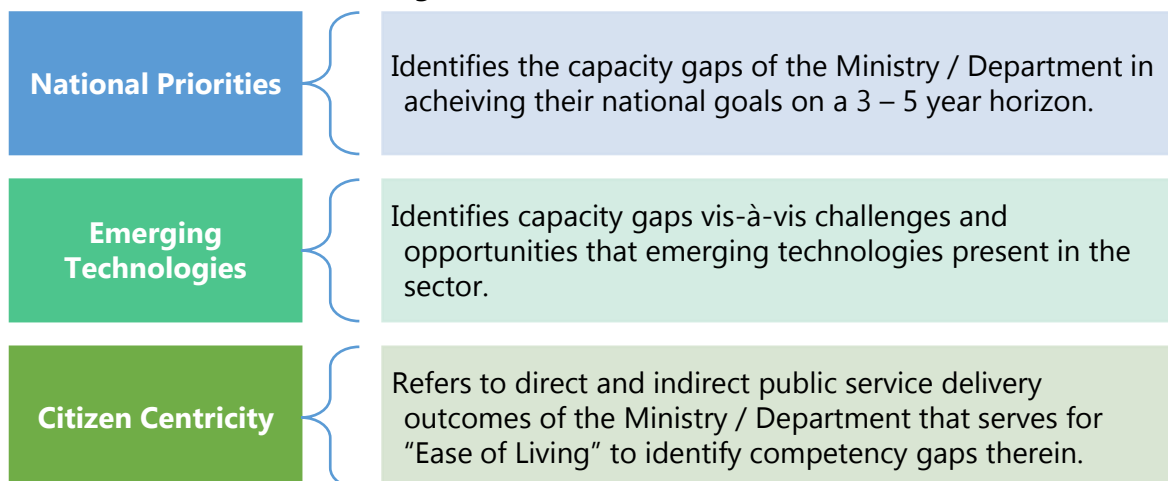
## **3.2 Three Lenses and Pillars of ACBP**

The approach of ACBP is based on three lenses and three pillars which are as follows:

**Figure 12: Three Lenses & Pillars of ACBP**

The three lenses of ACBP include National Priorities, Citizen Centricity and Emerging Technologies. As part of ACBP process, capacity is developed at three levels: Individual, Organizational, and Institutional. These are referred to as the three pillar of capacity building.

The ACBP preparation process considers the objectives, activities, and functions of the Ministry through the lenses of National Priorities, Citizen Centricity and Emerging Technologies. The objectives and activities may overlap with different lenses, core objective being capacity building as a strategy to facilitate and act as a catalyst to achieve objectives of the Ministry. Detailed analysis regarding the lenses is provided below:

**Figure 13: Three Lenses of ACBP**

As mentioned earlier, the three pillars of the ACBP considered are individual, organizational, and institutional. At each level, efficiency and effectiveness is essential. As part of ACBP for individual-level, competency enhancement is proposed for improving efficiency. Similarly for organizational effectiveness, non-training interventions are identified which would be used to strategize building of collective capacities of the Ministry and for institutional-level capacity building refers to changes to be made in the norms, policies and regulations which guide the functioning of individuals and organizations.

Initiatives proposed at each of the pillar's effectiveness is detailed below:

**Figure 14: Three Pillars of ACBP**

Individual	Organisational	Institutional
<ul style="list-style-type: none"> <li>•Refers to the process of equipping individual officials with the behavioral attitudes, functional skills and domain knowledge required to perform their tasks effectively</li> </ul>	<ul style="list-style-type: none"> <li>•Refers to building collective capacities of the MDO for e.g., process improvement, information flow, infrastructure etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Refers to changes made in the norms, policies and regulations which guide the functioning of individuals and organisations</li> </ul>

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

### 3.3 ACBP Framework

Every designation in an organization is designed with a purpose, similarly the role of employee exists to fulfill the objectives of the organization. It is essential that the individual positioned in that designation possess relevant competencies for effective and efficient delivery of responsibilities. To enable an individual to gain the required competencies relevant for the role, it is essential that the competencies required to deliver the responsibilities are identified.

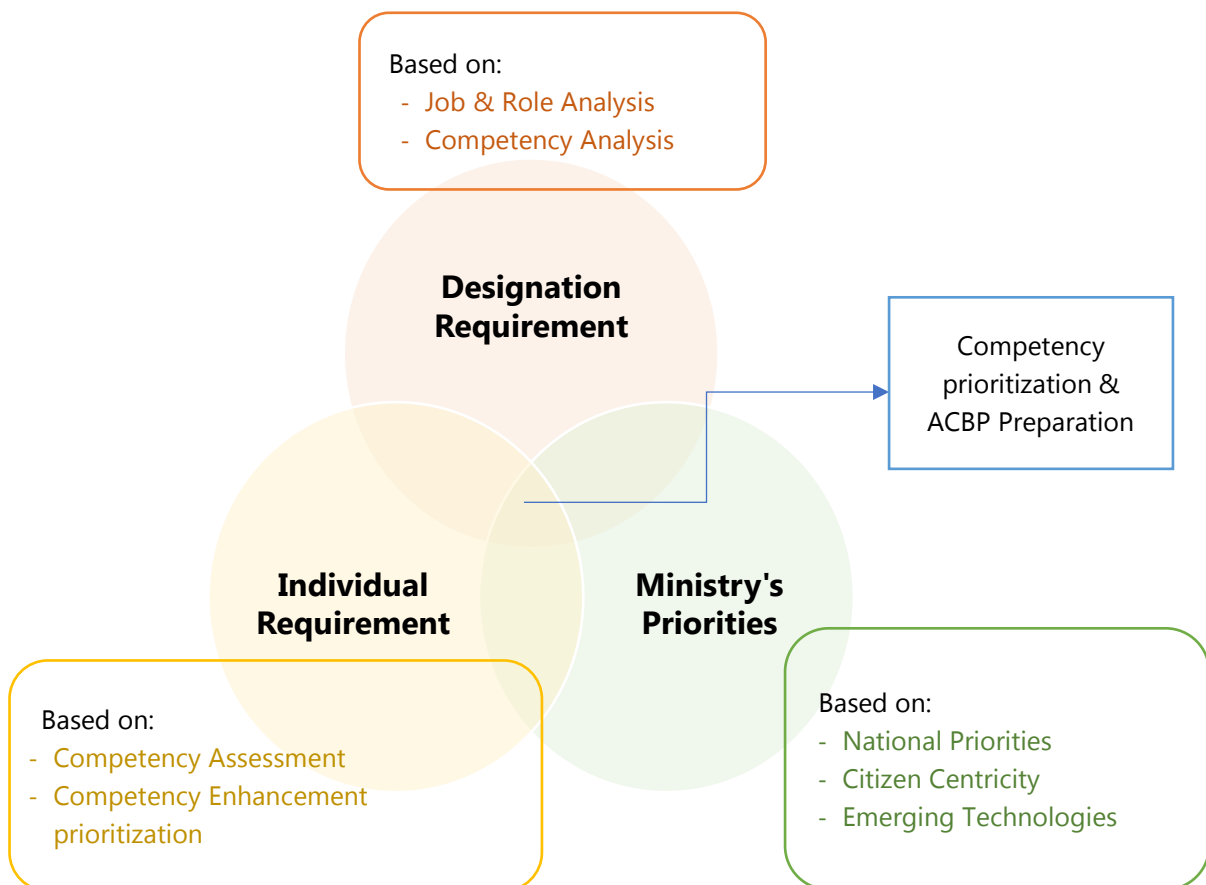
Competency analysis is the process of analyzing the job to be performed and identification of relevant competencies to fulfil such responsibilities. Based on the competency requirement of the position and the individual occupying the position, relevant capacity building programs are necessary to enhance the competencies of the incumbent to perform better.

Preparing ACBP is a systematic and scientific process aimed to develop the competencies of the employees by optimizing the available/limited resources. MDOs are required to select such capacity building programs that can yield optimal benefit to it. For this the MDOs would be required to identify and conduct capacity building programs that are required by most employees so that the competencies are strengthened and this in turn helps in achieving the core mandates/objectives of that MDO. The elements of ACBP preparation are discussed in the next section.

### 3.3.1 Elements of ACBP Development

ACBP development is collation and analysis of three dimensions namely Ministry's priorities based on its national priorities, citizen centricity and emerging technologies; designation-wise requirements arrived at; and individual competency requirements.

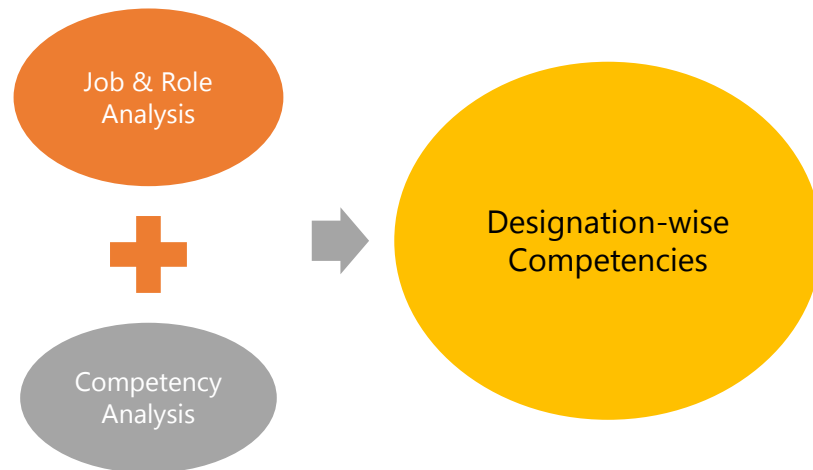
**Figure 15: Elements of ACBP Development**



ACBP lists out the prioritized capacity building programs that would encompass the requirements of all the three dimensions.

- **Designation-wise Competency Requirement**

Job analysis and competency analysis is carried out for all section-wise designations based on the mandate of the Ministry and section to arrive at designation-wise and wing/section-wise competency requirements. All the wing/section-level competency requirements are collated to arrive at Ministry-level competency requirements.



- **Individual Competency Requirement:**

Individual assessment of the competencies vis-à-vis the identified competencies for the designation are carried out to arrive at competency enhancement requirements of employees of the Ministry.



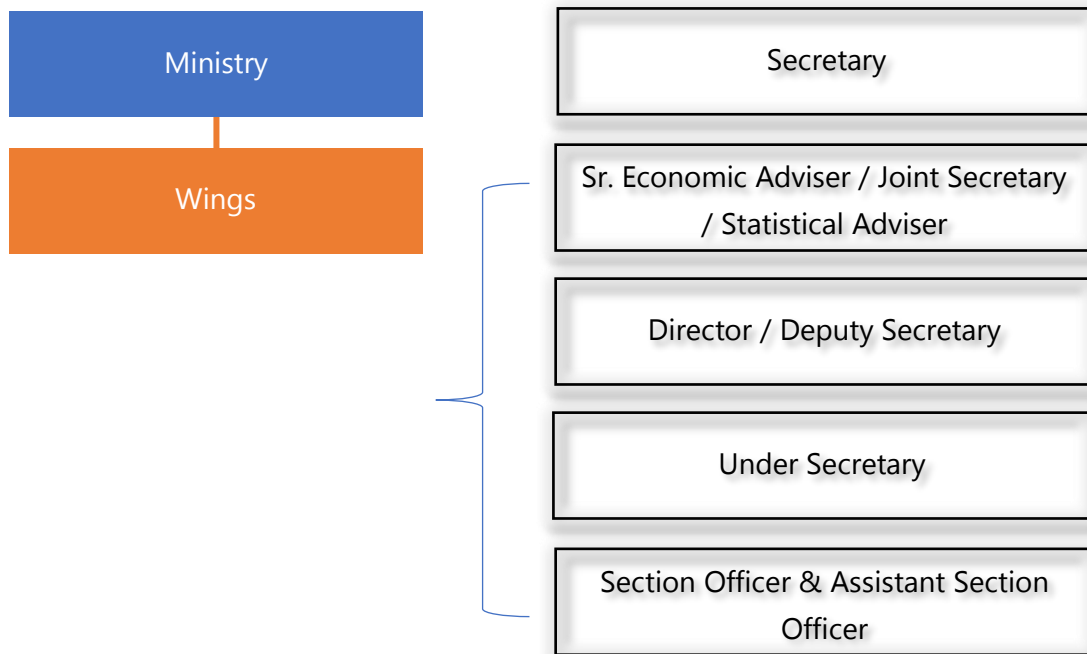
- **Ministry-level Priorities:**

The priority of Ministry-level competencies is culmination of the competency enhancement requirements identified at the individual-level which are collated at the wing/section-level to form the Ministry-level priorities.



### 3.3.2 About Wings – Divisions – Sections

The broad functional and functionary hierarchy of the MoDONER, Govt. of India is presented below (a detailed organogram is presented in subsequent chapter):



MoDONER, Govt. of India is headed by the Secretary at the executive level. Additional Secretary & Financial Adviser, Senior Economic Adviser, Joint Secretaries and Statistical Adviser head wings in which there are multiple divisions/sections. Each division is headed either by a Director or Deputy Secretary. Each of the mentioned designations play a different role in fulfilment of the objectives set for the wing/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/section within the Ministry 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 Ministry, this role may require additional competencies like knowledge of emerging technologies and other IT tools. Identifying these capacity needs was critical, hence analyzing the competencies required both in the present and future is an important step in the process.

### 3.3.3 Role Definition

As mentioned in previous sections, each designation plays a different role in fulfilling the functions assigned. Competency analysis has considered the following roles and their respective role definitions are detailed below:

**Table 15: Roles and their Description**

Role	Definition
Decision Maker	The role of taking decision pertaining to the sub-function
Strategist	The role responsible for devising a plan considering various dependencies, variables and ensures potential risks, plans mitigation 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 required 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, where 1 <sup>st</sup> level of compliance to the rules, regulations, prescribed standards are followed. This role ensures collection of all relevant data and converts the same into information to enable right decision making.

### 3.3.4 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 Research Officer, but the role and required competencies would remain the same.

Based on discussions, observations, and understanding, the roles of different designations are mapped and are common across the ministry. Each designation plays one major role and several minor roles, which are defined below:

**Table 16: Designation-wise Role Mapping**

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

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

### 3.3.5 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 behavioural and their definitions are detailed below:

- **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, public health policy development and water resources management

- **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.

### 3.3.6 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, wing/section, and Ministry-level.

### 3.3.7 Levels of Competencies

While identifying the required competencies based on role played by each designation, the level of the competency is also defined based on function and sub-function. The levels of competencies used are basic, intermediary, and advanced. Definition considered for the study are discussed below:

**Table 17: Level of Competencies and their Definitions**

Level of Competency	Definition
<b>Basic</b>	The required competency is basic, where the individual needs to have a basic information regarding the subject, who can be guided, if need be, by others.
<b>Intermediate</b>	Working knowledge of the competency is defined as intermediary, where the individual may not need any support in utilizing the competency
<b>Advanced</b>	The competency which is required at expertise level where it may be required to guide others on this competency

### 3.3.8 Training & Non-Training Interventions

The purpose of capacity need assessment is to identify the competency requirements and to develop the ACBP. Interactions were carried out with the officials for identification of roles played by different designations. Along with competency analysis, different aspects of interventions that can have significant impact on functioning of the Ministry were also

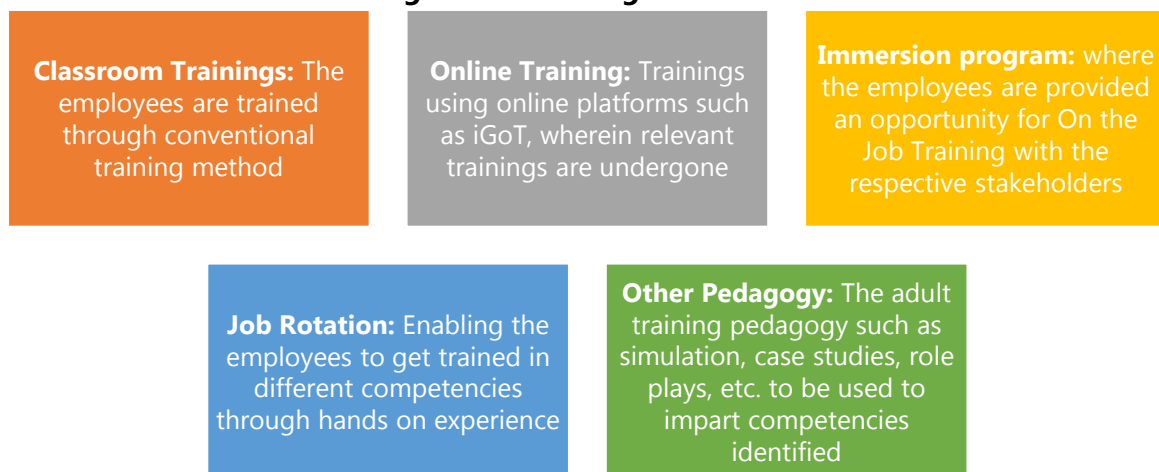
identified. While Training interventions include different pedagogy of trainings identified, the non-training interventions are identified and grouped into different categories.

- **Training Interventions**

Training interventions refer to structured learning opportunities provided to individual officials. These interventions have clearly defined learning objectives (competencies to be developed/enhanced).

Further to identification of the competency requirements, relevant training interventions are suggested, majorly in the form of identification and recommendation of the training programs being carried out by various institutes of national and international repute. Pedagogy of some training interventions are as follows:

**Figure 16: Training Interventions**



- **Non-Training Interventions**

Non-training interventions are critical for improving employee performance within a Ministry. While training programs can enhance individual skills and knowledge, non-training interventions address the collective and shared aspects of the Ministry's capacity. Creating an enabling environment for officials to perform better is a Ministry-level intervention that can have a significant impact on overall performance. Freewheel discussions and personal interactions were held to capture non-training interventions which were as important as training programs. The Ministry-specific interventions were grouped into five categories mentioned below and are explained separately in chapter 6. By recognizing the importance of non-training interventions, the Ministry can take a comprehensive approach to enhance its performance and achieve goals and objectives.

**Figure 17: Areas of Non-Training Interventions**

### 3.3.9 Training Division for Facilitating Trainings

The Ministry has established a CBU at the strategic-level for visioning, implementation and monitoring of the competency-based training functions in the Ministry. To operationalize the Training Section, its vision, mission & objectives of training function is discussed below:

- **Vision:**

Continuous development of competencies of the personnel to enable the Ministry to place the right person at the right job with right competencies for optimum utilization of resources in achievement of the mandate of Ministry.

- **Mission:**

Continuous assessment of competency requirements of the ministry for each designation and assessment of the individual employees for competency gap analysis and plan relevant interventions to enable each employee in the ministry to acquire relevant and required competencies to perform better.

- **Objectives:**

Ensure competency culture in the ministry and enable competency-based training function management:

- Enable competency-based training management.
- Identification of relevant competencies for each designation.
- Competency analysis on a periodic basis in the Ministry.
- Preparation of ACBP.
- Assessment of the employees every year to identify competency enhancement requirements.
- Monitoring implementation of capacity building plans and mid-course corrections.
- Training evaluation on periodic basis.

## 4 An Overview of the Ministry

### 4.1 About the Ministry

The Ministry of Development of North Eastern Region (MoDONER) is the line Ministry responsible for planning, execution and monitoring of development schemes and projects in the North Eastern Region (NER) which comprises eight North-Eastern (NE) States. MoDONER plays an important role in holistic development of the region in coordination with Central Ministries/Departments and the eight NE State Governments. Its vision is transforming North East Region through Development, in Sustainable yet Accelerated manner, affording comprehensive growth and access to ease of living to all its citizens.

The main objective of creation of a dedicated Department in 2001, namely, the Department of Development of North Eastern Region and subsequent elevation as a full-fledged Ministry in 2004, was to synergize the process of development of the region. It is the only Ministry with a territorial jurisdiction and functions to coordinate the developmental efforts in the NER.

The Ministry aims to address the special needs of the NE region and extends financial assistance to States and Institutions in the NER under various schemes, including schemes of Non-Lapsable Central Pool of Resources (NLCPR) that has been restructured as North East Special Infrastructure Development Scheme (NESIDS) and Special Packages through State Governments of NER and some Central Ministries.

Recently, Prime Minister's Development Initiative for North East Region (PM-DevINE) is approved with an outlay of Rs.6,600 Crs. It is a comprehensive and transformative program aimed at fostering the socio-economic growth of the NER. It focuses on addressing infrastructure gaps, promoting sustainable development, and enhancing the quality of life for the people in the region. By investing in key sectors like connectivity, healthcare, education, and skill development, PM-DevINE seeks to unlock the region's potential, create job opportunities, and bridge the developmental disparities between the NE States and the rest of the country.

In addition, Ministry also supports NE States through the Schemes of North Eastern Council (NEC), which is a regional planning body for NER. The NEC formulates and implements various schemes and projects to address the specific needs and challenges of the region which include infrastructure development projects, skill development programs, agricultural and horticultural initiatives, promotion of tourism, conservation of natural resources, and efforts to enhance connectivity within and beyond the region. These schemes are aimed at fostering economic growth, reducing developmental disparities, improving living standards, and enhancing the overall well-being of the people in the NER.

The existing programs/initiatives/schemes and their focus areas are summarised in the following figure:

**Figure 18: MoDONER's Programs / Schemes and their Focus Areas**

Schemes of NEC					
PM- DevINE	NESIDS (Roads)	NESIDS (OTRI)	30%	42%	28%
			Focused Development Component	60% <i>Component</i>	40% <i>Component</i>
<ul style="list-style-type: none"><li>• Infrastructure</li><li>• Social Development</li><li>• Livelihood</li></ul>	Road & Bridges	Infrastructure (other than Roads) <ul style="list-style-type: none"><li>• Water supply, power, civil aviation, etc.</li><li>• Health, Education, etc.</li></ul>	Access to basic services in deprived / neglected areas / section of society and emerging priority sectors	Livelihood, Bamboo, Piggery, Tourism, Higher Education, Tertiary Healthcare, Science and Technology interventions, Surveys and Investigation, Promotion	
					Project of regional nature, generally implemented by Central Implementing Agencies (IAs)
<b>Preferences under all schemes:</b> <ul style="list-style-type: none"><li>• Projects under a comprehensive plan, linked to saturation of basic services in the region</li><li>• Gap funding of projects that are part of a larger program being funded either by Govt. of India, State or External agencies, to improve the outcomes under such programs</li><li>• Projects addressing the developmental requirements of backward / deprived areas</li></ul>					

The following organizations under the MoDONER, Govt. of India support the Ministry to achieve its objectives and mandate:

- **North Eastern Council (NEC)**

North Eastern Council (NEC), established in 1971, is under the administrative control of MoDONER, Govt. of India. It is a statutory regional planning body, which provides financial assistance for a variety of projects including infrastructure projects like construction of roads, improving air connectivity, etc., through State Governments.

- **NEHHDC & NERAMAC**

There are two Central Public Sector Enterprises (CPSEs) under MoDONER, Govt. of India, namely, North Eastern Handicrafts and Handlooms Development Corporation Ltd. (NEHHDC) and North Eastern Regional Agricultural Marketing Corporation Ltd. (NERAMAC).

The objective of NEHHDC is to develop and promote handicrafts and handlooms and allied products of the NE Region and the development of artisans and weavers. NERAMAC is



playing the role of a dynamic and vibrant marketing organization, supporting farmers/producers of NE getting remunerative prices for their produce and enhancing the agricultural, procurement, processing, and marketing infrastructure of NER.

- **NEDFi**

North Eastern Development Finance Corporation Ltd (NEDFi) is a public limited company registered as Non-Banking Financial Company (NBFC) under Reserve Bank of India (RBI). NEDFi plays a key role in development of NER. Its key activities include Project Finance and Micro Finance. It acts as facilitator for setting up new industries.

## 4.2 Business Rules of the Ministry

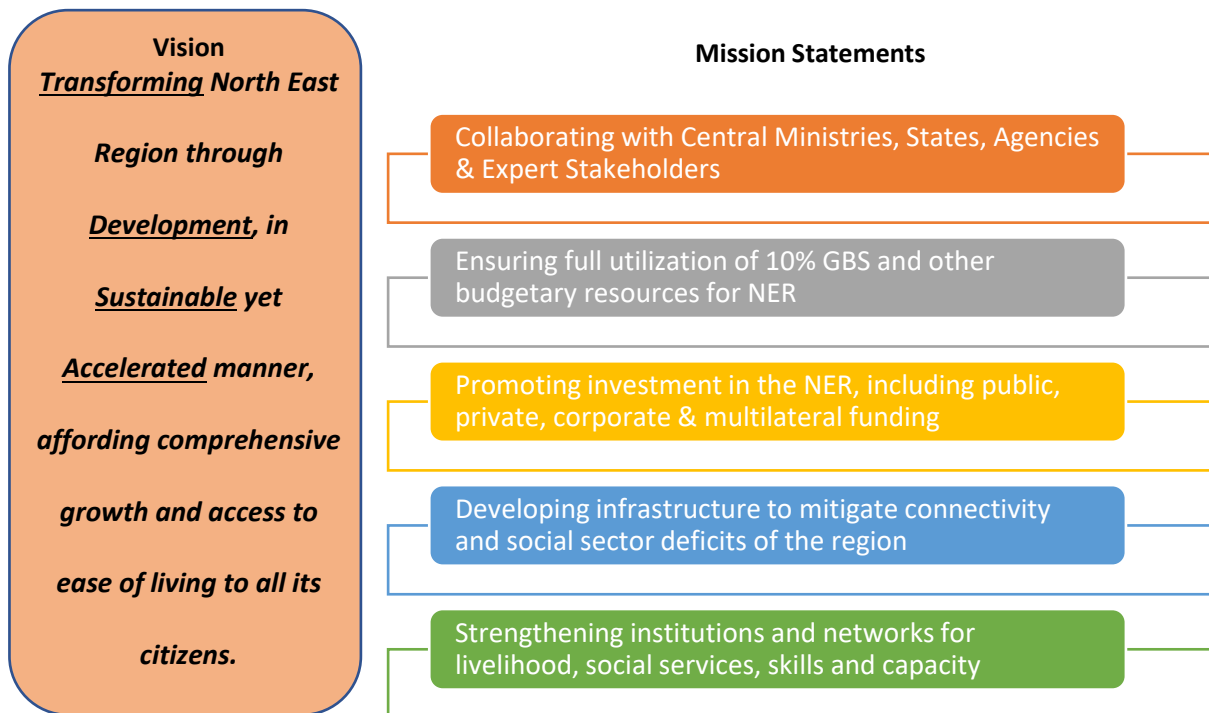
The business rules of MoDONER are as follows as per Allocation of Business Rules, 1961:

- Matters relating to the planning, execution and monitoring of developmental schemes and projects of North Eastern Region including those in the sectors of Power, Irrigation, Roads and Communications
- Hill Area Development Programme in North Eastern Region
- Non-lapsable Fund for the North Eastern Region
- North Eastern Council (NEC)
- North East Development Finance Institution (NEDFI)
- North Eastern Regional Agricultural Marketing Corporation Limited (NERAMAC)
- The Sikkim Mining Corporation Limited
- North Eastern Handloom and Handicrafts Development Corporation (NEHHDC)
- Road works financed in whole or in part by the Central Government in the North Eastern Region
- Planning of Road and Inland Waterways Transport in the North Eastern Region.

*(Note: While the MoDONER would coordinate with various Ministries/Departments primarily concerned with development and welfare activities in NER, respective Ministries/Departments would be responsible in respect of subjects allocated to them.)*

## 4.3 Vision, Mission, and Mandate

After due consultations and deliberations, the Ministry has adopted the following vision and mission:

**Figure 19: Vision and Mission of MoDONER**

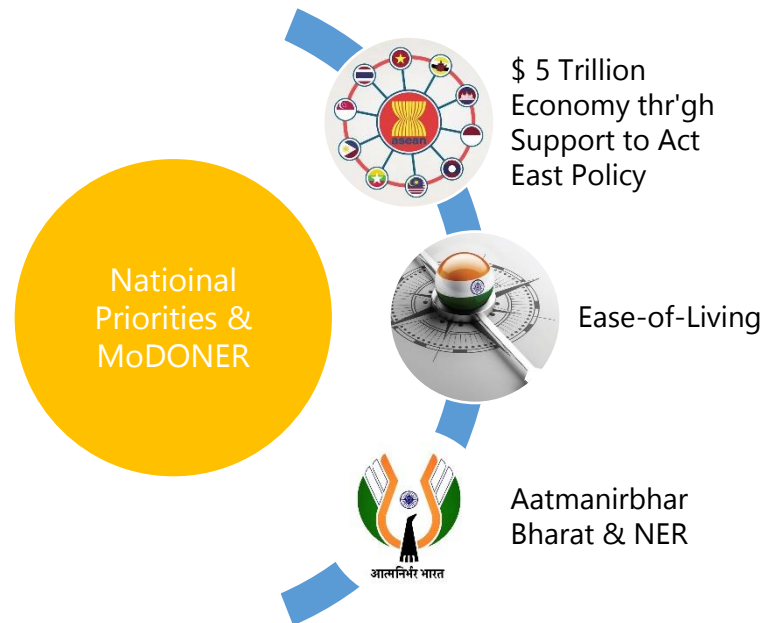
The Ministry is mandated to deal with:

- Matters relating to the planning, execution and monitoring of developmental schemes and projects of North Eastern Region including those in the sectors of Power, Irrigation, Roads and Communications.
- Implementation of various schemes like Non-lapsable Central Pool of Resources (NLCPR), North East Special Infrastructure Development Scheme (NESIDS), Hill Area Development Programme (HADP), Schemes of NEC, North East Road Sector Development Scheme (NERSDS), etc.
- Matters pertaining to various organisations under its administrative control, such as North Eastern Council (NEC), North Eastern Regional Agricultural Marketing Corporation Limited (NERAMAC), North Eastern Handloom and Handicrafts Development Corporation (NEHHDC), Shillong, Cane & Bamboo Technology Centre (CBTC), and North East Development Finance Institution (NEDFI).
- Livelihood Programmes of North East Rural Livelihood Project (NERLP) and North Eastern Region Community Resource Management Project (NERCORMP).
- Coordination with NE States:
  - Every 15 days, one Union Minister visits NER to ensure speedy implementation of schemes and pace of development.
  - For each State, Chief Nodal Officer (CNO) at JS-level and Nodal Officer (NO) at Dir/DS-level to coordinate from MoDoNER.
  - Similar arrangements of CNOs and NOs for 14 Aspirational Districts of NER.
  - Regular field visits for inspection/reviews by CNOs/NOs to States/Aspirational district.

#### 4.4 Goals of the Ministry vis-à-vis National Priorities of the Govt. of India

MoDONER aims to give focused attention to address the special needs of the NER. It coordinates with various Ministries/Departments primarily concerned with development activities in NER. As part of its mandate, it complements the following national priorities:

**Figure 20: National Priorities and MoDONER**



- **\$ 5 Trillion Economy through Support for Implementation of Act East Policy**

As per its mandate, the Ministry is working with a renewed focus towards improvement in physical infrastructure, social development projects, export-oriented livelihood activities, entrepreneurship development among various developmental aspects to fulfil the aspiration of North East.

The Govt. of India is implementing the "Act East Policy" to promote economic cooperation, cultural ties and develop strategic relationship with countries in the Asia-Pacific region thereby providing enhanced connectivity to the States of NER with other neighboring countries. Thus, the NER is a priority in Act East Policy (AEP). As part of the policy, various plans at bilateral and regional levels including steady efforts to develop and strengthen connectivity of Northeast with the ASEAN region through trade, culture, people-to-people contacts and physical infrastructure (road, airport, telecommunication, power, etc.).

MoDONER is extending its support to Central Ministries/Departments and State Governments to fast track the implementation of policy and projects undertaken in coordination with State Governments. The Ministry is taking proactive steps for timely completion of the projects particularly roads, rail links, airports, etc., with the Ministries

concerned. As a result, the last couple of years have seen improved performance in infrastructure, tourism, investment, and connectivity to the NE States.

- **Promoting Ease-of-Living in NER**

The government has taken several steps to create new and improve existing infrastructure in NER. These steps, *inter-alia*, include concerted efforts to boost air, road, rail, waterways, and telecom connectivity in NER through ongoing and new schemes/projects being implemented by various Central Ministries/Departments/Organizations. The MoDONER through its various schemes, supports the NE State Governments in infrastructure gap fillings in roads and bridges, power, water supply, tourism projects implemented by the Ministry/Department concerned in the NER and particularly make the basic minimum services available to citizens of entire NER.

In addition, the coordinating role of the Ministry emanates from monitoring development projects for socio-economic development of the NER. The Ministry coordinates with various Central Ministries/Departments in respect of the development and welfare schemes/programs implemented by them in the NER. For seamless coordination, a set of Ministries/Departments are assigned to senior officers of the Ministry for regular and continuous interactions with respective Ministries/Departments. Similar to the gap-filling support for infrastructure sectors/projects, gap-filling support is provided to NE States in the primary and secondary sectors of health and education as well. These schemes benefit the entire population of NE States including Persons with Disabilities.

- **Support to Aatmanirbhar Bharat and NER**

MoDONER through its two Central Public Sector Enterprises (CPSEs) namely, NEHHDC and NERAMAC is promoting indigenous handicrafts and agricultural products so the native people get their due financial remuneration and be self-sufficient while showcasing the rich culture of NER. The mandate and objectives of these two CPSEs are as follows:

- The objective of NEHHDC is to develop and promote Handicrafts and Handlooms and allied products of the North Eastern Region and the development of artisans and weavers.
- NERAMAC is playing the role of a dynamic and vibrant marketing organization, supporting farmers/producers of NE getting remunerative prices for their produce and enhancing the agricultural, procurement, processing, and marketing infrastructure of NER.

In addition, NEDFi which is a public limited company registered as Non-Banking Financial Company (NBFC) under Reserve Bank of India (RBI) playing a key role in development of NER through its key activities of project finance and micro finance as facilitator for setting

up new industries. While NEHHDC and NERAMAC are CPSEs under the administrative control of MoDONER, NEDFi is a deemed government Ltd. Company. There is a renewed vigor and thrust in these CPSEs and NEDFi in sync with the Atmanirbharata policy. It is through these important institutions, MoDONER is complementing this policy of Govt. of India.

The above-mentioned discussion can be summarized in the following manner:

**Table 18: National Priorities and Associated Focus Areas of MoDONER**

#	National Priority	Focus Areas of MDoNER that support the national priority
1	\$ 5 Trillion Economy	<ul style="list-style-type: none"> <li>Support the Act East Policy by enabling the following: <ul style="list-style-type: none"> <li>Optimal utilization of budgetary resources in NER</li> <li>Mobilizing non-budgetary resources for NER</li> <li>Trade with neighboring countries</li> <li>Industrial Policy for North East</li> <li>Economic Corridor for North East</li> <li>Coordinated Gati Shakti approach for planning and monitoring of all projects</li> <li>Promoting investment promotion in the region</li> </ul> </li> </ul>
2	Ease-of-Living	<ul style="list-style-type: none"> <li>Saturation of basic services in backward areas</li> <li>Gap-filling support to improve infrastructure, social indices, livelihood and community development</li> </ul>
3	Aatmanirbhar Bharat	<ul style="list-style-type: none"> <li>Unlock potential of NER's natural resources (forest, mines, renewables, etc.)</li> <li>Better (multimodal) connectivity with rest of country</li> <li>Promoting tourism, entrepreneurship, and innovation</li> </ul>

#### 4.5 Organogram of the Ministry and Work Allocation

Considering its mandate and adopted vision and mission, the Ministry has recently restructured its internal operational sections/divisions into seven specialized wings. It allows the Ministry to provide undivided attention on its focus areas as well as optimal utilization of available expertise and human resources.

Ministry is reorganized into seven specialized wings vide Office Order No.A-22020/1/2021-O/oUS(JS) dated 15 July 2022. These seven wings are headed by senior level official (Senior Economic Adviser (1), Addl. Secretary & Financial Adviser (AS&FA) (1), Joint Secretaries (4) and Statistical Adviser (1) and functions under the overall guidance, vision, and leadership of the Secretary.

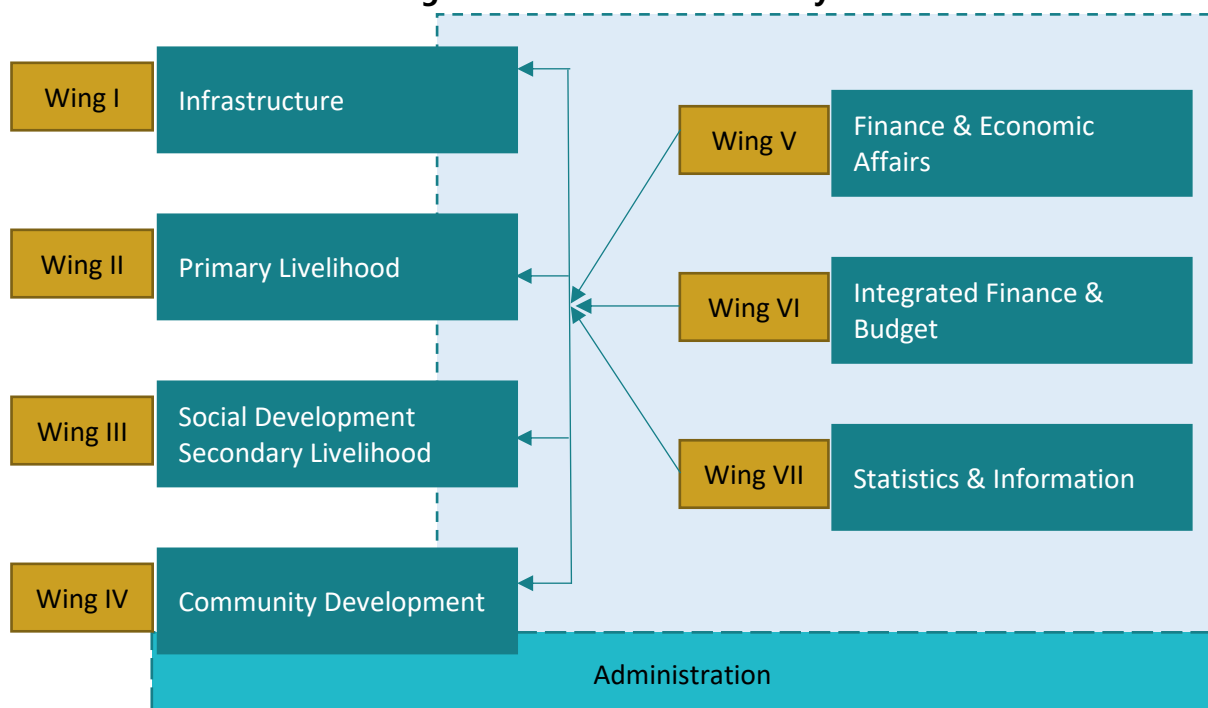
As per the reorganized structure, there are four specialized wings namely (i) Infrastructure (ii) Primary Livelihood (iii) Primary Livelihood & Social Development, and (iv) Community

Development. These wings execute the allocated works and support the NE States in sectors / projects concerned. In addition, there are three additional wings viz., (i) Finance and Economic Affairs (ii) Integrated Finance Division, and (iii) Statistics and Information which support and facilitate the works of four wings while executing allocated works.

For administrative convenience, the Administration division comprising (i) General Administration, (ii) Establishment & Cash, (iii) Official Language and (iv) Vigilance is attached to Wing IV, i.e., Community Development (combinedly termed as 'Community Development and Administration').

The reorganized structure (organogram) of MoDONER is presented below:

**Figure 21: Structure of Ministry**



#### 4.6 Details of Wings of the Ministry

As mentioned above, there are seven wings at the Ministry and their respective work allocations are detailed below:

- **Infrastructure Wing**

The infrastructure wing caters to infrastructure related aspects of NE States and looks after the matters related to roads, railways, highways, ropeways, civil aviation, power, renewable energy, tele-communication. In addition, it looks after matters related to science and technology. It also initiates the preliminary negotiations with multilateral agencies regarding infrastructure creation in NER.

While undertaking these allocated works, this wing also looks after Ministry's own schemes, viz., Non-Lapsable Central Pool of Resources (NLCPR-State & Central), North East Special Infrastructure Development Scheme (NESIDS), Special Packages [Bodoland Territorial Council (BTC), Karbi Anglong Autonomous Territorial Council (KAATC), Dima Hasao Autonomous Territorial Council (DHATC)], Hill Areas Development Programme (HADP), Social and Infrastructure Development Fund (SIDF), etc. As part of these schemes, this wing undertakes works such as receiving proposals, scrutinizing them, organizing Inter Ministerial Committee meetings, release of funds and other related tasks.

- **Social Development, Secondary Livelihood Wing**

This wing caters to aspects related to social development and secondary livelihood sectors. As part of this wing, matters related with thirteen operational sectors such as (i) Health & Nutrition, (ii) Education (School & Higher Education), (iii) Tourism, (iv) Skill Development, (v) Handicrafts & Handlooms, (vi) Youth Affairs & Sports, (vii) Women & Child Development, (viii) Food & Public Distribution, (ix) Commerce & Industries, (x) Housing & Urban, (xi) Drinking Water & Sanitation, (xii) Labour & Employment, and (xiii) Entrepreneurships are taken-up. As part of matters related to these sectors, this wing undertakes work such as receiving proposals, scrutinizing them, organizing Inter Ministerial Committee (IMC) meetings, release of funds and other related tasks. It also initiates the preliminary negotiations with multilateral agencies regarding activities of social development sector in NER. This wing is also tasked with the responsibility of establishing partnerships and networking with educational and health institutions for NER. This wing looks after financial (release of working capital) and administrative works of NEHHDC such as appointment of Managing Director (MD), Directors and Non-Official Directors, participating in expos, exhibitions, etc.

- **Primary Livelihood Wing**

The primary livelihood wing caters to livelihood related aspects of NE States and looks after matters related to Environment, Forests & Climate Change, agriculture, horticulture, herbs, medicinal plants, AYUSH, bamboo/bamboo mission, organic value chain development, fisheries, dairying, animal husbandry, Micro, Small & Medium Enterprises (MSMEs), food processing, disaster management, etc. This wing looks after all matters pertaining to NEC, NEC Schemes, NERSDS, etc., which includes works such as receiving proposals, scrutinizing them, organizing IMC meetings, release of funds and other related tasks. It also looks after the administrative matters of NEC and NERAMAC. This wing is responsible for coordination with agencies regarding agriculture and allied primary sector activities (North-East Centre for Technology Application and Reach (NECTAR)). It also initiates preliminary discussions/negotiations with multinational agencies regarding social development and non-primary activities to be implemented in NER.

- **Community Development, Administration Wing**

The wing is divided into two divisions, i.e., Community Development and Administration and a brief description on these two is as follows:

- **Community Development:**

This division is responsible for the community development related aspects at NER. It is also tasked with matters related to capacity building of Ministry as well as of NE States which includes implementation of Mission Karmayogi. This wing looks after matters related to Welfare of Special Categories and coordinate/facilitate with Central Ministries and NE State Government concerned about schemes/projects such as Border Area Development Programme (BADP), Vibrant villages, Aspirational District, SAMBHAV, etc. It also deals with administrative matters related to IT and Ministry-level Project Management Unit (PMU). It is also tasked with coordination with Ministry of Home Affairs (for those activities which are not assigned to other wings) and other partner organizations regarding community development and welfare activities in NER.

- **Administration**

Administration division comprises the following four sections:

- **Establishment & Cash**

Establishment section deals with all service-related matters in respect of officers/officials of the Ministry such as recruitment, promotion, pension related matters, nomination of officers for various training programs, leave travel concession, maintenance of leave record, annual performance appraisal reports, immovable property returns, framing and reviewing of recruitment rules for the posts under Ministry, etc.

Cash section is 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 in addition deals with the general matters such as replying to RTI queries, parliament questions and public grievances.

- **Official Language**

The section is responsible for the implementation of the Official Languages Act 1963 (as amended in 1967). This section is responsible to increase the progressive use of official language Hindi in day-to-day official work and to implement the Official Language Policy of the Union and Rules made therein. This section is responsible for the entire translation work of reports, parliament questions, documents, etc.



- **Vigilance**

The Vigilance section is responsible for vigilance activities in the Ministry 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 section undertakes 'Vigilance Awareness Week' and during this occasion, all Officers and staff members are administered pledge. The section regularly forwards probity and quarterly performance reports on vigilance activities of Ministry to DoPT and CVC.

- **General Administration**

The general administrative section of the Ministry coordinates various activities required for seamless functioning of Ministry's work on day-to-day basis without any problems. Some of the key subjects dealt by the section are all housekeeping matters pertaining to the secretariat of the Ministry; management of vehicles, telephone, newspapers and DTH; procurement of hardware/software (furniture, computer, stationery, etc.), organizing/facilitating various meetings, farewells, conferences in and outside Ministry, etc.

- **Integrated Finance and Budget**

Integrated finance and budget wing coordinates with all the wings of Ministry for collecting various information for undertaking activities such as preparation of annual budgets, Detailed Demand for Grants (DDG), reappropriation of accounts, supplementary budget, etc. It also looks after the function of financial concurrence for the proposals received from the wings for releasing funds under Ministry's schemes and other maintenance activities. The wing also coordinates with the Ministry of Finance, Department Expenditure and for Comptroller and Auditor General (CAG) audit. The section circulates the important circulars received from the Department Expenditure to all the wings for compliance.

- **Financial & Economic Affairs Wing**

As mentioned earlier, this wing support and facilitate to all other wings of Ministry, it is tasked to look after and recommend on economic and financial aspects related to infrastructure, social development, primary and secondary livelihoods, community development and other aspects handled by other wings of Ministry. This wing is vested with another major responsibility of handling the matters related to 10% Gross Budgetary Support (GBS) of Central Ministries and Departments, accruals of NLCPR, leveraging accumulated balance in NLCPR, etc.

This wing looks after all externally aided projects and is also tasked with coordination with MEA, Govt. of India, and all multilateral agencies. It also deals with policy-level financial

and administrative matters of NEDFi and coordinates with DPE regarding CPSUs of Ministry.

It also looks after the activities as part of the Act East Policy. In addition, the wing will also look after the implementation of the recently approved Prime Minister's Development Initiative for North-East Region (PM-DevINE).

- **Statistics & Information Wing**

This wing primarily responsible for the statistical requirements of Ministry which includes preparation / compilation of NER profile, State / other profiles, periodic reports (recent one being eight-year achievements reports), preparation of brochures related to schemes and activities undertaken by the Ministry, etc. It deals with matters pertaining to SGOS-9, Vision-2020, Vision-2047 and other similar works. It also looks after matters related to various portals such as e-Samiksha, Pragati, etc. One of the major responsibilities of the wing is to coordinate with Union Ministers for their tours/visits to NE State periodically. This wing also looks after parliament related matters, VIP and other references, etc. It is tasked social media related works/activities of Ministry.

## **4.7 Current Activities of the Ministry under Citizen Centricity & Technology**

### **4.7.1 Citizen Centricity**

The Ministry coordinates with various Central Ministries/Departments in respect of the development and welfare schemes/programs implemented by them in the NER. Along with extending the required support for implementation of schemes of Central Ministries/Departments, MoDONER has its own schemes which are majorly in the form of financial gap-filling support. In addition, Ministry is implementing schemes which are supporting the immediate infrastructural need such as roads, power, social infrastructure covering health and education, etc., and provision of basic services like water, household-level electricity, etc. Border States like Arunachal Pradesh have some specific issues regarding infrastructure development. To reach out to the citizens of these bordering villages, the Ministry is implementing a specific scheme.

For implementing these schemes, the Ministry is working in close coordination with all NE State Governments and prioritizing projects based on citizen's aspirations. All these efforts of the Ministry are towards the socio-economic development of NER in general and improving ease-of-living of citizen living in NER. The brief of schemes which are improving ease-of-living is provided below:

**Table 19: List of Schemes of Ministry**

#	Schemes	Description
1.	Prime Minister's Development Initiative for North-East Region (PM-DevINE)	<ul style="list-style-type: none"> <li>PM-DevINE aims at rapid and holistic development of NER by funding infrastructure and social development projects based on the felt need of the States. It will strive to fill the gaps in various sectors and will not be a substitute for existing Central and State Schemes. The scheme has the following objectives: <ul style="list-style-type: none"> <li>To fund infrastructure project convergently in the spirit of PM GatiShakti</li> <li>To support social development projects based on felt needs</li> <li>To enable livelihood activities for youth and women</li> <li>To fill the development gaps in various sectors</li> </ul> </li> </ul>
2.	Non-lapsable Central Pool of Resources (NLCPR)	<ul style="list-style-type: none"> <li>Objective of NLCPR Scheme was to fill the gaps in infrastructure sector of the NER through sanctioning the projects prioritized by the State Governments. The funds under the scheme were shared between the Central and State Governments on 90:10 basis. The scheme has been discontinued since 2017 and replaced with a new scheme called North East Special Infrastructure Development Scheme (NESIDS). It is continuing in a very limited way to meet the earlier committed projects.</li> <li></li> </ul>
3.	North East Special Infrastructure Development Scheme (NESIDS)	<ul style="list-style-type: none"> <li>The broad objective of NESIDS is to ensure focused development of NER by providing financial assistance for the projects of: <ul style="list-style-type: none"> <li>Physical infrastructure sectors related to water supply, power, connectivity enhancing tourism;</li> <li>Social sector of education and health for creation of infrastructure in the areas of primary and secondary sectors.</li> </ul> </li> <li>Projects taken up under NESIDS are 100% funded by Govt. of India. While identifying the projects, emphasis is given to the backward areas by earmarking 25% share for them.</li> </ul>
5.	North East Road Sector Development Scheme (NERSDS)	<ul style="list-style-type: none"> <li>Objective of NERSDS is to take up rehabilitation / construction / upgradation of the following category of roads (including bridges on the roads) in the NER in order of priority: <ul style="list-style-type: none"> <li>(i) Inter-state roads previously built by NEC and other agencies which are of vital connectivity for one State,</li> </ul> </li> </ul>

#	Schemes	Description
		<p>but of little importance for the other state and hence remained neglected;</p> <p>(ii) roads in socio-politically neglected pockets of NE States;</p> <p>(iii) roads required for security or strategic viewpoint, not covered in any other programmes; and</p> <p>(iv) roads necessary from the viewpoint of market access for agriculture produce and roads of economic importance on gap filling approach.</p>
	Special Development Packages	<ul style="list-style-type: none"> <li>Special Development Packages aims at accelerating socio-economic growth and bridging development gaps of NE States. As part of these packages, different initiatives were designed to address the unique challenges faced by these States, including their remote locations and historical disparities from infrastructure development and connectivity enhancement to promoting education, healthcare, and cultural preservation. Through targeted funding and collaborative efforts between the Central and State Governments, the Special Development Packages seek to fostering a more equitable and prosperous future for the region and its inhabitants.</li> </ul>

#### 4.7.2 Technology

To ensure transparency, efficiency and accountability, the Ministry 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 in the Ministry:

**Table 20: List of Existing Technology**

#	Schemes	Description
1	Ministry-level Dashboard	<ul style="list-style-type: none"> <li>Presently, the Ministry has a Ministry-level Dashboard providing various details such as status of implementation of various schemes, fund release status, status of submission of Utilisation Certificates, scheme guidelines, etc. All these information is available for all eight NE States.</li> <li>It also provides basic details about the allied institutions of the Ministry with their mandate and objectives.</li> </ul>

#	Schemes	Description
		<ul style="list-style-type: none"> <li>It includes summary of major projects of central ministries/departments in NER.</li> <li>It also has a citizen's corner where citizen can provide suggestions / feedback and lodge complaints. It also covers contact details of key officials.</li> </ul>
2	Dashboard for NLCPR & NESIDS	<ul style="list-style-type: none"> <li>Ministry has Dashboard-cum-MIS System for its two schemes, i.e., NESIDS and NCLPR.</li> <li>As part of MIS System, MoMs of Inter-Ministerial Meetings (IMCs), project-wise sanctions, release of funds, fund utilization status, UC submission status, etc., can be accessed by the officials of Ministry &amp; State Governments.</li> </ul>
3.	MIS for Fortnightly visit of Hon'ble Union Ministers to NE States ( <i>ready for deployment; however, yet to be launched</i> )	<ul style="list-style-type: none"> <li>Under the guidance of Hon'ble Prime Minister that each NE State would be visited by a Hon'ble Union Ministers every fortnight. Ministry anchors and coordinates these visits by Hon'ble Union Ministers to the NE States.</li> <li>It includes a roster of visits with proposed dates and NE States with Hon'ble Cabinet Minister. Once confirmed by the Hon'ble Minister, the information can be communicated to identified NE State and officials concerned.</li> </ul>
4.	Dashboard for Monitoring Activities of Other Ministries / Departments in NER ( <i>deployed; however, yet to be launched</i> )	<ul style="list-style-type: none"> <li>It's a dashboard for internal use at Ministry providing a comprehensive snapshot of ongoing initiatives across various central government Ministries/Departments in the NER</li> <li>This dashboard offers a dynamic analysis of project statuses, budgets, and key milestones.</li> </ul>
5.	Dashboard for Summary Details	<ul style="list-style-type: none"> <li>A dashboard providing summary details of all ongoing projects to be accessed and used by the NE States.</li> </ul>

## 4.8 Future Activities of the Ministry under Citizen Centricity & Technology

### 4.8.1 Citizen Centricity

Ministry is steadfastly committed to a citizen-centric approach as it forges ahead with its future activities. Embracing the aspirations of the people residing in the NE States, the Ministry envisions a transformative journey that places the well-being and aspirations of citizens at the forefront. Through innovative policies and strategic initiatives, the Ministry aims to foster sustainable development, empower local communities, and enhance the overall quality of life in the region.

In the coming years, the Ministry will focus on strengthening grassroots engagement, facilitating inclusive growth, and nurturing the unique cultural identity of the North Eastern states. By harnessing cutting-edge technologies and promoting digital connectivity, the Ministry aims to bridge gaps, ensure equitable access to resources, and promote efficient governance. From infrastructure enhancements and skill development to eco-friendly initiatives and tourism promotion, every endeavor of the Ministry will be geared towards creating a vibrant and prosperous North Eastern region that reflects the aspirations and values of its diverse populace.

#### 4.8.2 Technology

The currently envisaged interventions are as follows:

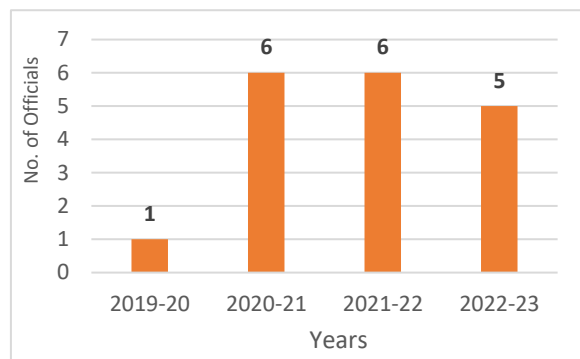
- **Integrated Digital Platform for Reducing Poverty and Promoting Development in NE States:** Ministry is conceptualizing to develop an integrated platform for empowering citizen of NER and reducing poverty with the following features:
  - Citizen Empowerment: Relevant information to be made available to citizens relating to various employment opportunities / business propositions for empowering them.
  - Citizen Skilling: Different online courses for skilling to be made available at one place to make citizen employment ready or start their own entrepreneur venture.
  - Creating Market Space: To provide a market space for products and services from NER region.
- **Portal for Scheme Management:** The Ministry is in process of developing a portal to automate the entire project cycle of the project approved by the Ministry for implementation in NE States. The portal features will include all pre and post sanction activities related to project starting from uploading project details by the States till the UC submission and project closure.

#### 4.9 Current Training Management System of the Ministry

Discussions were held with officials to understand the existing training policy for human resources at the Ministry. Summary of the discussions are:

- **Non-availability of Training Policy:** At present, the Ministry does not have any specific training policy for human resource. Also, the Ministry does not have its own training institute for taking up capacity building requirements of officials posted at the Ministry.

- Trainings Conducted by the Cadre Controlling Authorities (CCA):** Staff attend the training programs conducted by the respective cadre controlling authority (like DoPT, MoSPI, etc.) to comply with the condition of attending mandatory trainings to be eligible for promotion or any other condition. In 2020-21 and 2021-22, the highest number – 6 officials have attended such trainings. *The detailed list of participants is enclosed as Annexure III.*



- Capacity Building Unit:** MoDONER did not constitute any Training Cell as recommended by the National Training Policy (NTP) 2012. However, as part of Mission Karmayogi and in consultation with CBC, the Ministry has constituted a Capacity Building Unit (CBU) in June 2022 under the chairmanship of Joint Secretary with members drawn from different wings of the Ministry. The CBU was established to drive all capacity building efforts of the Ministry.

#### 4.10 Conclusion

To achieve the set mandate as part of Business Rules of Govt. of India, Ministry needs to implement various schemes. For designing and implementation of the schemes, the Ministry is restructured / reorganized into specialized wings. Various designations in these wings play the roles assigned as per the channel of submission, work allocation, etc.

To improve efficiency in delivering the expected results with anticipated outcomes, the individuals positioned in these designations need specific competencies. To equip the individuals with the competencies, it is important to identify the competencies required to perform a role. Competency Analysis is carried out to understand current as well as future competency requirements of the designations.

Considering the identified competencies as benchmark, assessment of the competencies possessed by the individual assigned at the present position is carried out and the competency gap of the individual vis-à-vis the benchmarked competencies is ascertained.

The constituted CBU needs to plan to equip the individual employee with required competencies to enable the individual to perform better so that the Ministry would achieve the objectives set out with citizen centricity.

The success of the Ministry is contingent on the individual performances of its employees, which are shaped by the competencies they possess and acquire through training. It is crucial, therefore, that the Ministry provides its employees with the necessary competencies to achieve the objectives of both the Ministry and the Government.



## 5 Competency Framework and Capacity Needs Analysis

### 5.1 Current Competency Structure of the Ministry

At present, the Ministry does not have any specific training policy. Also, the Ministry does not have its own training institute for taking up capacity building requirements of officials posted at the Ministry. It has also been observed that staff posted at the Ministry on account of transfer/promotion/first appointment do not undergo any Ministry-specific induction/domain-specific training particularly at ASO, SO and US-levels and learns the nuances of the work only as on the job training.

Currently, training of employees at the Ministry primarily relies on a supply-driven approach wherein employees attend cadre-based mandatory training which are linked to their career progression/promotions. It is envisaged that the recently constituted CBU will take-up the activities related to capacity building functions at Ministry-level including competency mapping, preparation/updation of ACBP, organizing training programs, monitoring and evaluation of training programs, etc.

### 5.2 Ministry-Level Capacity Needs Analysis

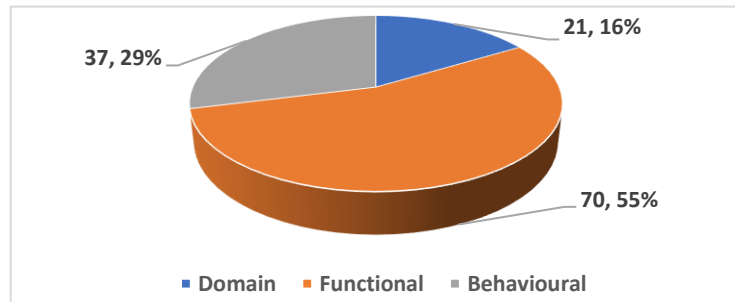
As mentioned in the previous chapter, Competency is defined as a set of demonstrable characteristics and skills that enable and improve the efficiency of performance of a job of an individual. The competencies identified through interactions with the Ministry have been categorized as Domain, Functional and Behavioural. The definitions which are followed for Domain, Functional and Behavioural 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, public health policy development and water resources management.
- **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.

As part of ACBP preparation, Ministry-level competency list is arrived by consolidating competencies identified for each designation under each wing and 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 list of competencies identified for each role played for fulfilment of the sub-function and function is exhaustive. During the process of preparing Ministry-level competencies, the homogeneous competencies are grouped into relevant competencies with generic titles.

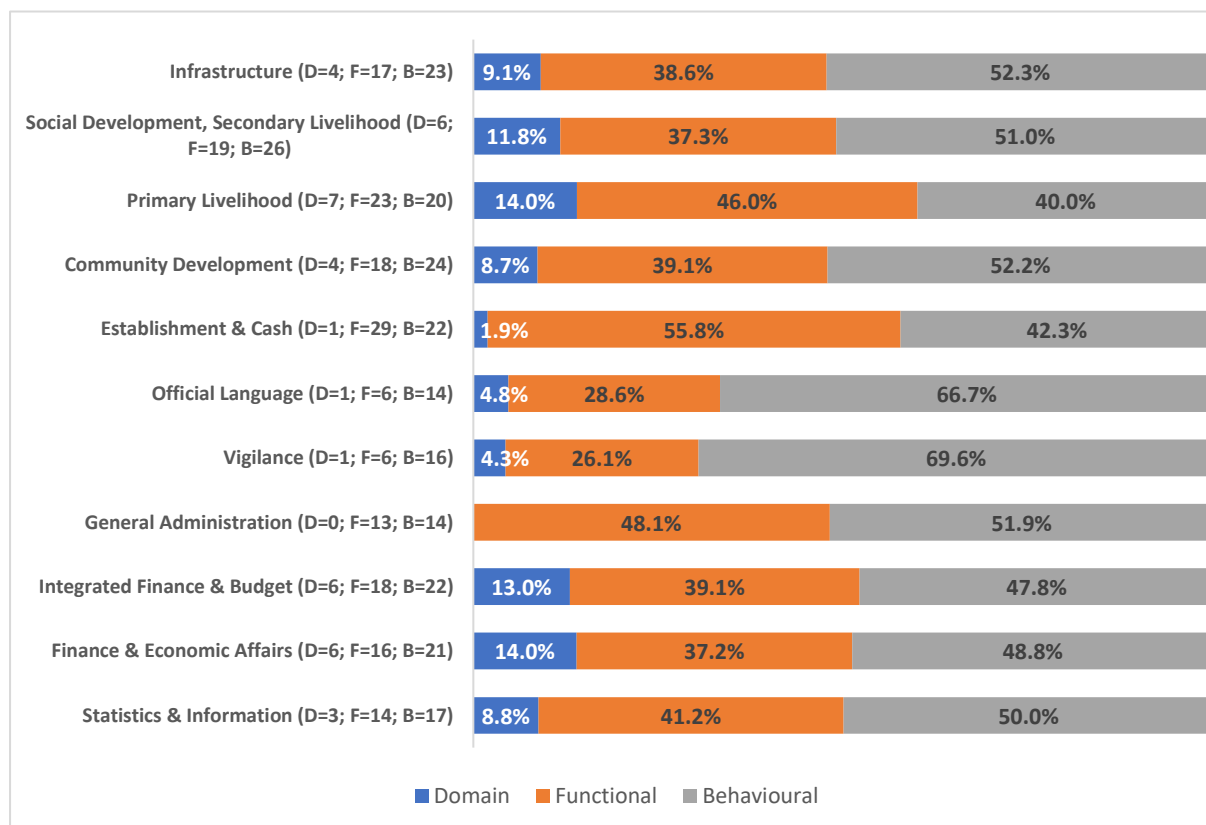
**Figure 22: No. of Identified Competencies**

For MoDONER, a total of 128 competencies are identified across three categories, i.e., domain (21), functional (70) and behavioural (37) and the breakup of the same is presented in the figure:



As mentioned, competencies are identified for each designation under each wing and the frequency (number of times the competency used by an official for carrying out functions and sub-functions) is recorded based on the detailed discussions. The wing-wise number of competencies identified is as follows:

**Figure 23: Wing-wise No. & Percentage of Competencies**

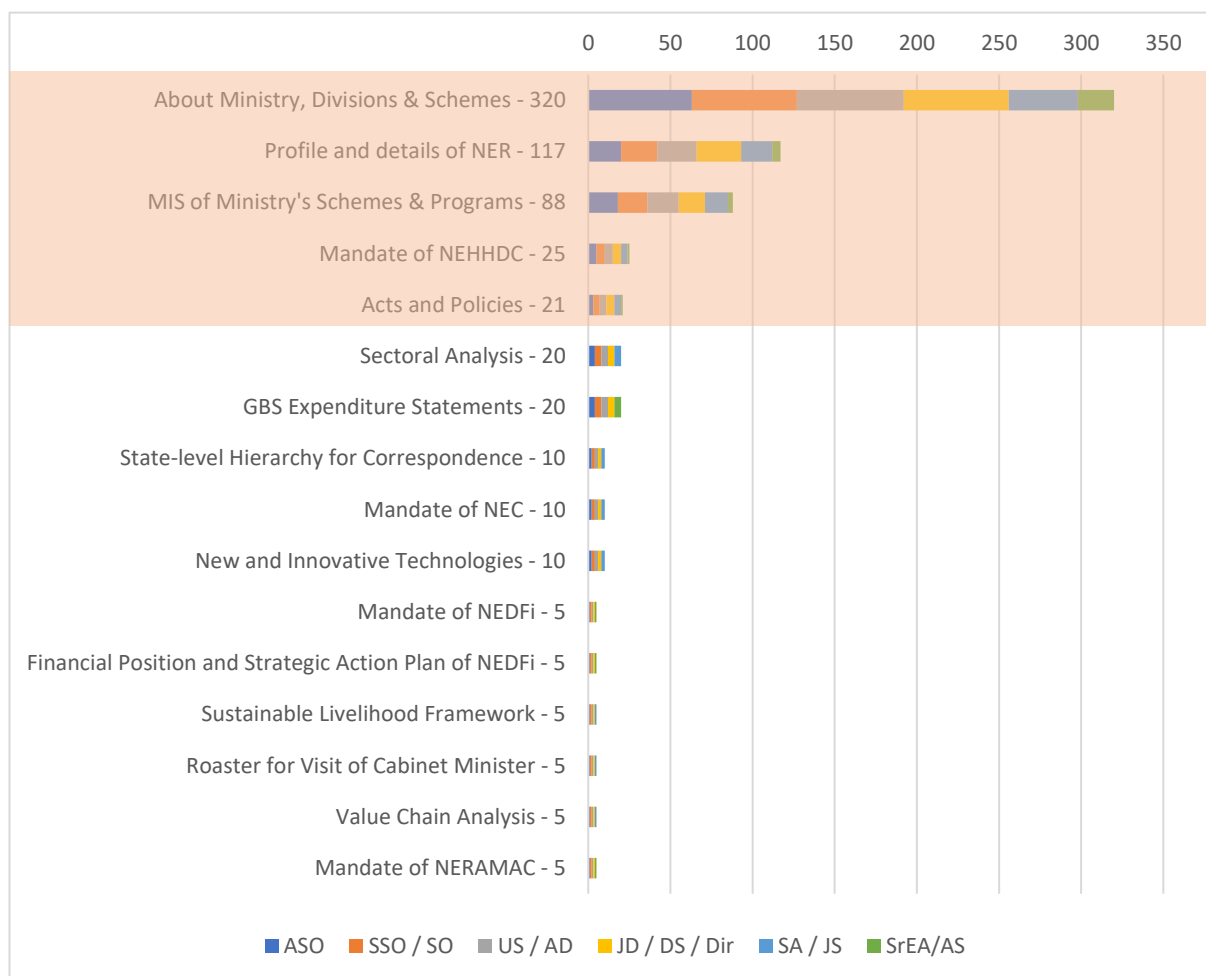


In the following sections, the Ministry-level competencies under three categories (Domain-Functional-Behavioural) are analyzed and discussed. The top five competencies under these categories are identified for different roles as per their frequency, however the other competencies that have lower frequency are also included in the analysis.

### 5.2.1 Domain Competencies

For the Ministry, a total of 16 competencies are identified as Domain and are arranged based on the number of times that competency has been identified during interactions and validated by the respective Joint Secretaries in-charge of the wings. The identified domain competencies with total and designation-wise usage/repetition is presented below:

**Figure 24 : Ministry-level Domain Competencies**



As the sole Ministry with territorial jurisdiction, the competencies relevant to the Ministry's domain, "About Ministry & Division" and "Profile and Details of NER," are essential. These competencies are particularly crucial because the Ministry both conceives and coordinates NER-specific schemes and projects and provides handholding support to NE State Governments. Therefore, possessing these competencies is essential for the Ministry to effectively fulfill its responsibilities and ensure the successful implementation of projects in the

NER. Combinedly these two competencies are used more than 400 times by various levels of officials at the Ministry.

Another competency which emerged as one of the top competencies is ‘GBS Expenditure Statement’ which compiles the allocation (10% of the total budget is allocated for implementing projects in NER) made by the non-exempt MDOs. At the Ministry, these allocations and disbursements are monitored closely, and the Ministry coordinates with MDOs for optimum utilization of GBS including reappropriation of accounts. ‘Acts and Policies’ and ‘Sectoral Analysis’ which are identified 21 and 20 times respectively, are the other two competencies out of top ten competencies required to undertake various functions.

While the competency frequency and its significance in terms of need is presented above, designation-wise use/requirement of domain competencies are provided in detail in the following table. Against each identified competency, the number of times it is identified by each designation is presented.

**Table 21: Designation-wise Domain Competencies**

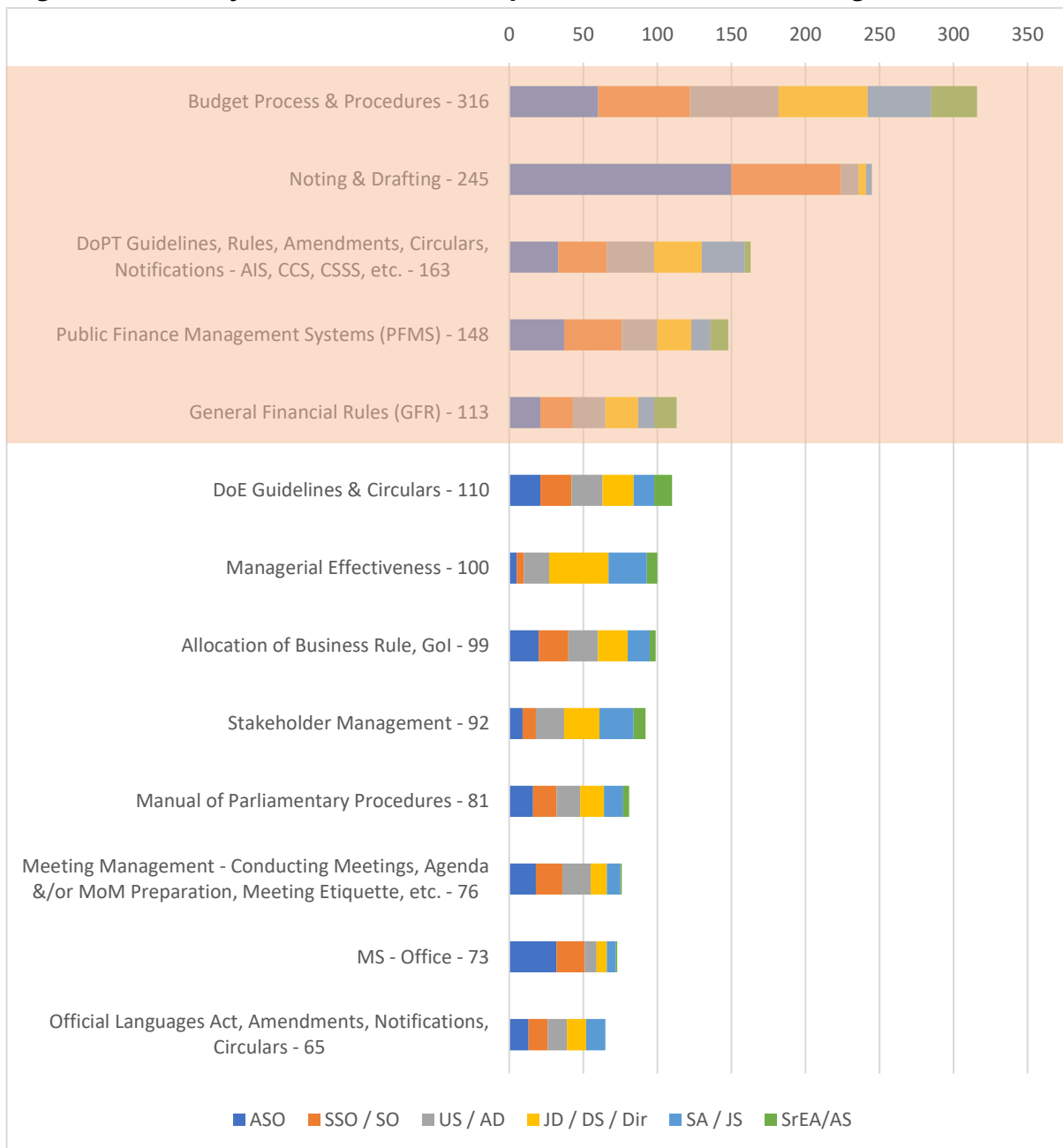
Domain Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA / AS	Grand Total
About Ministry, Divisions & Schemes	63	64	65	64	42	22	320
Profile and details of NER	20	22	24	27	19	5	117
MIS of Ministry's Schemes & Programs	18	18	19	16	14	3	88
Mandate of NEHHDC	5	5	5	5	4	1	25
Acts and Policies	3	4	4	5	4	1	21
Sectoral Analysis	4	4	4	4	4		20
GBS Expenditure Statements	4	4	4	4		4	20
State-level Hierarchy for Correspondence	2	2	2	2	2		10
Mandate of NEC	2	2	2	2	2		10
New and Innovative Technologies	2	2	2	2	2		10
Mandate of NEDFi	1	1	1	1		1	5
Financial Position and Strategic Action Plan of NEDFi	1	1	1	1		1	5
Sustainable Livelihood Framework	1	1	1	1	1		5
Roster for Visit of Cabinet Minister	1	1	1	1	1		5
Value Chain Analysis	1	1	1	1	1		5
Mandate of NERAMAC	1	1	1	1		1	5

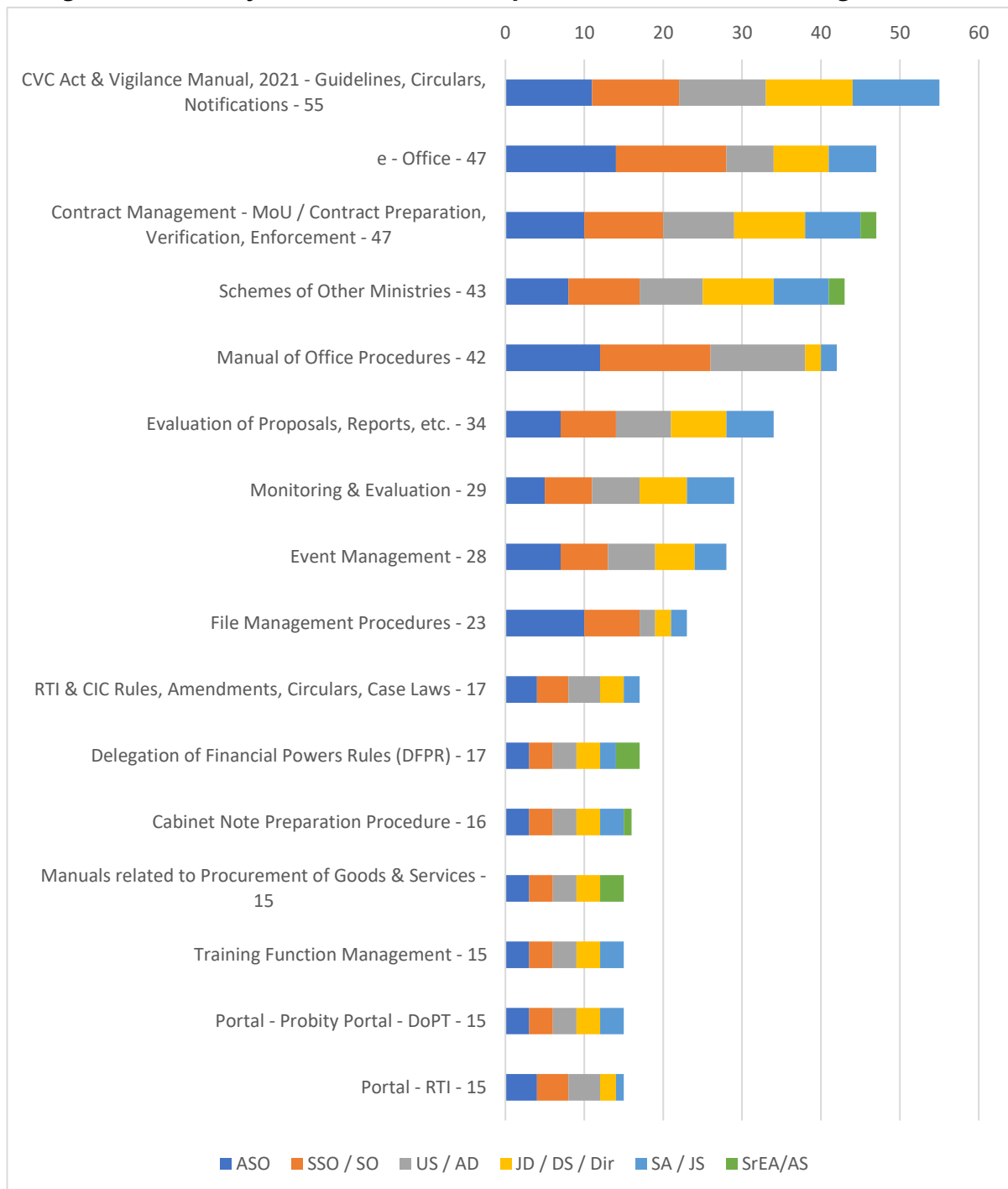
During the Secretary-level meeting for the presentation of the draft ACBP, a range of supplementary Domain competencies were proposed, augmenting the initial plan and providing a broader perspective on capacity building endeavors at Ministry. These newly suggested competencies promise to enhance the ACBP's effectiveness and comprehensiveness. The suggested Domain competencies are applicable across the hierarchical strata of the Ministry and are incorporated in the training calendar prepared as part of ACBP. The suggested Domain competencies are as follows:

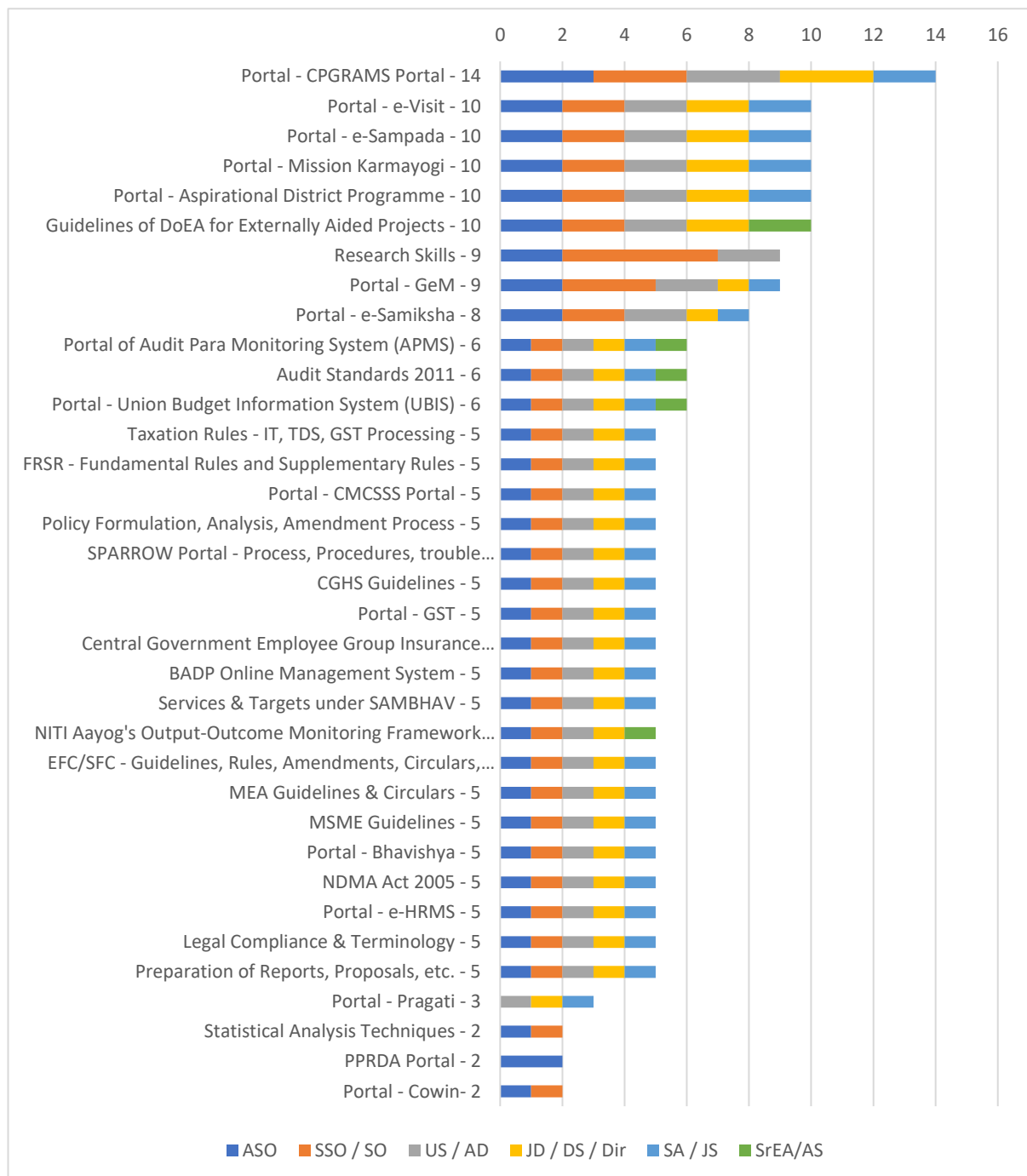
Domain Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS
Local Governance in NER	√	√	√	√	√	√
NER Economy	√	√	√	√	√	√
Status of Basic Services in NER	√	√	√	√	√	√
NER History, Culture & Lifestyle	√	√	√	√	√	√
Knowledge of Indigenous Tribal Community	√	√	√	√	√	√

### 5.2.2 Functional Competencies

For the Ministry, a total of 64 competencies are identified as functional and are arranged based on the number of times that competency has been identified and during interactions and validated by the respective Joint Secretaries/Senior Economic Adviser/Statistical Adviser in-charge of the wings. The identified functional competencies with total and designation-wise usage/repetition are presented below (for ease of presentation the identified functional competencies are presented in two ranges: 60 and above; 15-59 and 14 & below, based on the number of times they are identified).

**Figure 25: Ministry-level Functional Competencies (identification range 60 and above)**

**Figure 26: Ministry-level Functional Competencies (identification range 59 to 15)**

**Figure 27: Ministry-level Functional Competencies (identification range 14 & below)**

As part of functional competencies, 'Budget Process & Procedure' is the most used competency with an identification count of 316. One of the reasons for higher usage/repetition count is that this competency is combination for various sub-competencies such as budget preparation process, preparation of DDG, scheme-wise understanding of budget-heads, etc. While following the project approval/sanctioning process, these competencies are regularly put in use.



The second most used/required functional competency is identified as 'Noting & Drafting'. A comprehensive understanding of the basics of noting and drafting is required for almost all the designations particularly at ASO, SO and US-level. It is followed by the functional competency as 'DoPT Guidelines' which also include Rules, Amendments, Circulars, Notifications related to AIS, CCS, CSSS, etc., issued by the DoPT time to time. This competency is particularly required for internal Ministry-level Establishment & Cash Section (which is part of Community Development and Administration Wing) and by the wings which deals with administrative matters of Ministry's CPSUs.

'PFMS' and 'General Finance Rules' are the next most needed functional competencies where detailed understanding of PFMS and relevant sections of GFR is required particularly at ASO, SO and US-level. 'Managerial Skills' is another important Functional competency which is particularly required at senior official-level starting from DS-level.

While the competency frequency and its significance in terms of need is presented above, designation-wise use/requirement of functional competencies are provided in detail in the following table. Against each identified competency, the number of times it is identified by each designation is presented.

**Table 22: Designation-wise Functional Competencies**

Functional Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Budget Process & Procedures	60	62	60	60	43	31	316
Noting & Drafting	150	74	12	5	4		245
DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS	33	33	32	32	29	4	163
Public Finance Management Systems (PFMS)	37	39	24	23	13	12	148
General Financial Rules (GFR)	21	22	22	22	11	15	113
DoE Guidelines & Circulars	21	21	21	21	14	12	110
Managerial Effectiveness	5	5	17	40	26	7	100
Allocation of Business Rule, GoI	20	20	20	20	15	4	99
Stakeholder Management	9	9	19	24	23	8	92
Manual of Parliamentary Procedures	16	16	16	16	13	4	81
Meeting Management - Conducting Meetings, Agenda &/or MoM	18	18	19	11	9	1	76

Functional Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Preparation, Meeting, Etiquette, etc.							
MS - Office	32	19	8	7	6	1	73
Official Languages Act, Amendments, Notifications, Circulars	13	13	13	13	13		65
CVC Act & Vigilance Manual, 2021 - Guidelines, Circulars, Notifications	11	11	11	11	11		55
e - Office	14	14	6	7	6		47
Contract Management - MoU / Contract Preparation, Verification, Enforcement	10	10	9	9	7	2	47
Schemes of Other Ministries	8	9	8	9	7	2	43
Manual of Office Procedures	12	14	12	2	2		42
Evaluation of Proposals, Reports, etc.	7	7	7	7	6		34
Monitoring & Evaluation	5	6	6	6	6		29
Event Management	7	6	6	5	4		28
File Management Procedures	10	7	2	2	2		23
RTI & CIC Rules, Amendments, Circulars, Case Laws	4	4	4	3	2		17
Delegation of Financial Powers Rules (DFPR)	3	3	3	3	2	3	17
Cabinet Note Preparation Procedure	3	3	3	3	3	1	16
Manuals related to Procurement of Goods & Services	3	3	3	3		3	15
Training Function Management	3	3	3	3	3		15
Portal - Probity Portal - DoPT	3	3	3	3	3		15
Portal - RTI	4	4	4	2	1		15
Portal - CPGRAMS Portal	3	3	3	3	2		14
Portal - e-Visit	2	2	2	2	2		10
Portal - e-Sampada	2	2	2	2	2		10
Portal - Mission Karmayogi	2	2	2	2	2		10
Portal - Aspirational District Programme	2	2	2	2	2		10
Guidelines of DoEA for Externally Aided Projects	2	2	2	2		2	10

Functional Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Research Skills	2	5	2				9
Portal - GeM	2	3	2	1	1		9
Portal - e-Samiksha	2	2	2	1	1		8
Portal of Audit Para Monitoring System (APMS)	1	1	1	1	1	1	6
Audit Standards 2011	1	1	1	1	1	1	6
Portal - Union Budget Information System (UBIS)	1	1	1	1	1	1	6
Taxation Rules - IT, TDS, GST Processing	1	1	1	1	1		5
FRSR - Fundamental Rules and Supplementary Rules	1	1	1	1	1		5
Portal - CMCSSS Portal	1	1	1	1	1		5
Policy Formulation, Analysis, Amendment Process	1	1	1	1	1		5
SPARROW Portal - Process, Procedures, trouble shooting	1	1	1	1	1		5
CGHS Guidelines	1	1	1	1	1		5
Portal - GST	1	1	1	1	1		5
Central Government Employee Group Insurance Scheme	1	1	1	1	1		5
BADP Online Management System	1	1	1	1	1		5
Services & Targets under SAMBHAV	1	1	1	1	1		5
NITI Aayog's OOMF	1	1	1	1		1	5
EFC/SFC - Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS	1	1	1	1	1		5
MEA Guidelines & Circulars	1	1	1	1	1		5
MSME Guidelines	1	1	1	1	1		5
Portal - Bhavishya	1	1	1	1	1		5
NDMA Act 2005	1	1	1	1	1		5
Portal - e-HRMS	1	1	1	1	1		5
Legal Compliance & Terminology	1	1	1	1	1		5
Preparation of Reports, Proposals, etc.	1	1	1	1	1		5
Portal - Pragati			1	1	1		3

Functional Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Statistical Analysis Techniques	1	1					2
PPRDA Portal	2						2
Portal - Cowin	1	1					2

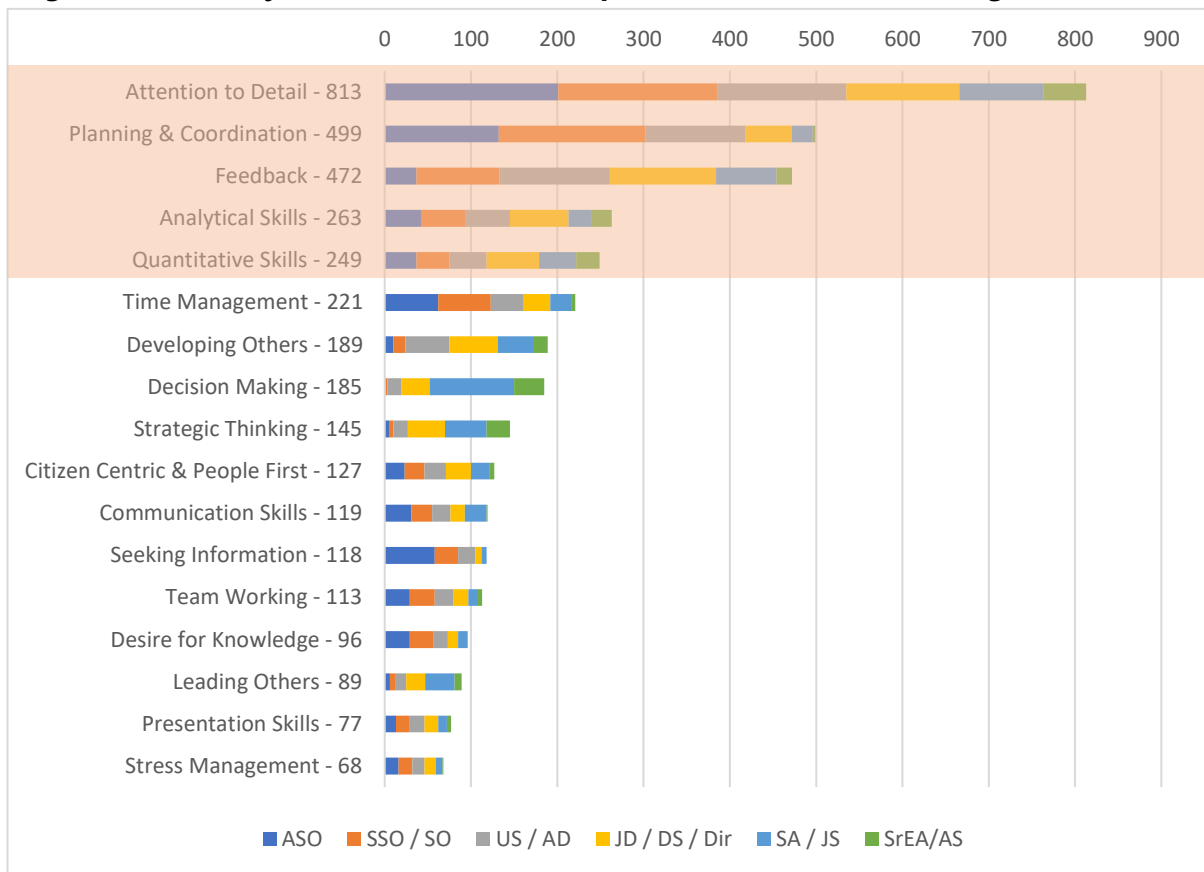
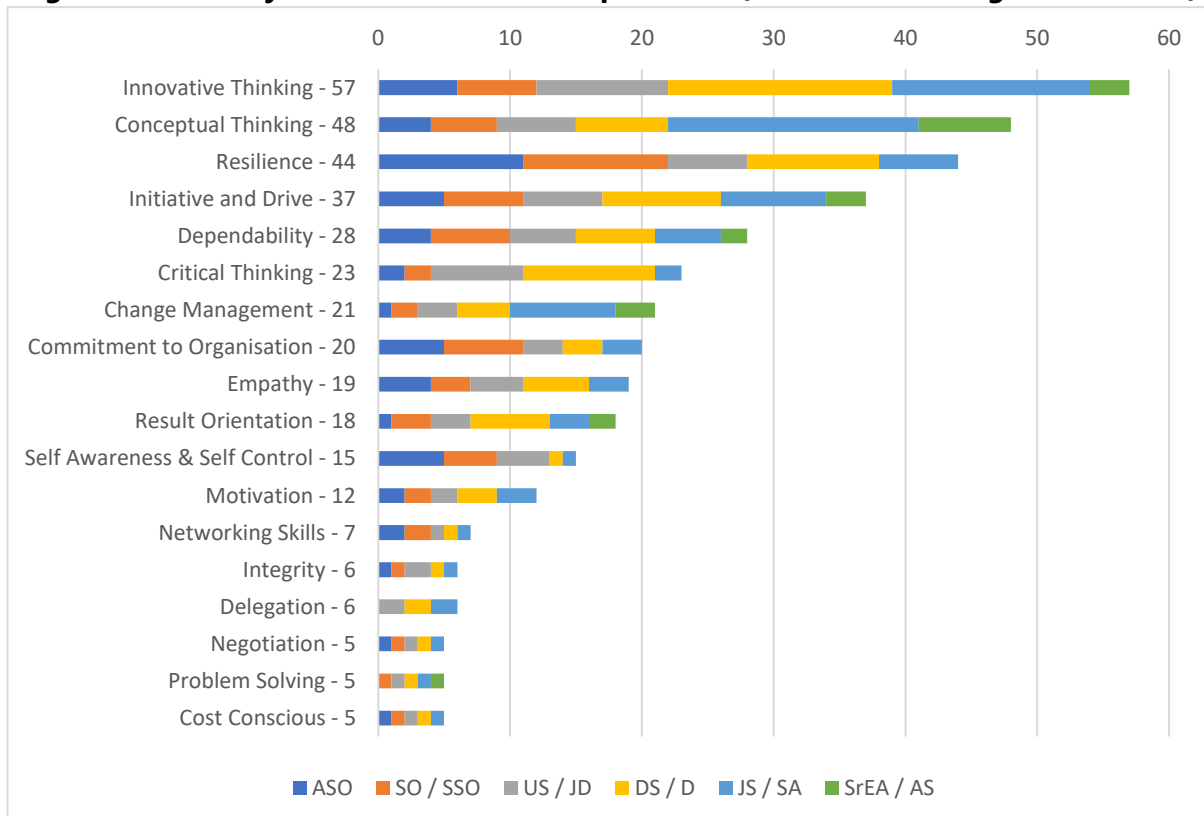
During the Secretary-level meeting for the presentation of the draft ACBP, a range of supplementary Functional competencies were proposed, augmenting the initial plan and providing a broader perspective on capacity building endeavors at Ministry. These newly suggested competencies promise to enhance the ACBP's effectiveness and comprehensiveness. The suggested Functional competencies are applicable across the hierarchical strata of the Ministry and are incorporated in the training calendar prepared as part of ACBP. The suggested Functional competencies are as follows:

Functional Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA / AS
Use of Indices (MPI, SDGs, Etc.) for (i) Goal-based Planning, (ii) Gap-based Prioritization and (iii) Outcome-based Targeting	√	√	√	√	√	√
Regional Planning	√	√	√	√	√	√
Project Formulation	√	√	√	√	√	√
Project Management	√	√	√	√	√	√
Project Evaluation	√	√	√	√	√	√
Public Procurement (Life Cycle Costing)	√	√	√	√	√	√

### 5.2.3 Behavioural Competencies

For the Ministry, a total of 35 competencies are identified as behavioural and are arranged based on the number of times that competency has been identified during interactions. MoDONER as a key line Ministry with core function of coordination and monitoring, the number of behavioural competencies identified during the interactions with the various levels of officials is manifested in their requirements of these competencies.

The identified behavioural competencies with total and designation-wise usage/repetition is presented below (for ease of presentation the identified behavioural competencies are presented range-wise based on the number of times they are identified):

**Figure 28: Ministry-level Behavioural Competencies (identification range 60 & above)****Figure 29: Ministry-level Behavioural Competencies (identification range 59 & below)**

As part of behavioural competencies, 'Attention to Details' is identified as the most prioritized competency at Ministry-level. At one hand, the Ministry deals with all NE States which submit proposals under various schemes for technical and financial support and put-up various matters for Ministry's inputs/recommendations and on the other hand Ministry coordinates with Central Ministries/Departments, all these functions/activities call for the highest level of attention and necessary due diligence.

'Planning and Coordination' is the next behavioural competency which has recorded the second highest frequency in alignment with the mandate of Ministry. One of the primary mandates of the Ministry is to coordinate with all stakeholders including Central Ministries/Departments, NE State Governments, multilateral organizations, etc., for socio-economic development of NER, 'Planning and Coordination' is emerged as among the top five behavioural competency which is used 499 times by all the levels of officials.

'Feedback' is the next behavioural competency which is used/required for the highest time. 'Feedback' as a competency includes reviewing skills, vetting skills, proof reading, scrutinizing skills, etc. Combinedly with all these competencies, 'Feedback' as a grouped competency is used 472 times by all the levels of officials starting from SO to senior leadership.

While the competency frequency and its significance in terms of need is presented above, designation-wise use/requirement of Functional competencies are provided in detail in the following table. Against each identified competency, the number of times it is identified by each designation is presented.

**Table 23: Designation-wise Behavioural Competencies**

Behavioural Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Attention to Detail	201	185	149	131	97	50	813
Planning & Coordination	132	170	116	54	24	3	499
Feedback	37	96	128	123	70	18	472
Analytical Skills	42	52	51	68	27	23	263
Quantitative Skills	37	38	43	61	43	27	249
Time Management	62	61	38	31	24	5	221
Developing Others	10	14	51	56	42	16	189
Decision Making	1	2	16	33	98	35	185
Strategic Thinking	5	5	17	43	48	27	145
Citizen Centric & People First	23	23	25	29	21	6	127
Communication Skills	31	24	21	17	25	1	119

Behavioural Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA/ AS	Grand Total
Seeking Information	58	27	20	7	6		118
Team Working	29	29	22	17	10	6	113
Desire for Knowledge	29	27	17	12	11		96
Leading Others	6	6	13	22	34	8	89
Presentation Skills	13	16	17	16	10	5	77
Stress Management	16	16	14	13	8	1	68
Innovative Thinking	6	6	10	17	15	3	57
Conceptual Thinking	4	5	6	7	19	7	48
Resilience	11	11	6	10	6		44
Initiative and Drive	5	6	6	9	8	3	37
Dependability	4	6	5	6	5	2	28
Critical Thinking	2	2	7	10	2		23
Change Management	1	2	3	4	8	3	21
Commitment to Organisation	5	6	3	3	3		20
Empathy	4	3	4	5	3		19
Result Orientation	1	3	3	6	3	2	18
Self Awareness & Self Control	5	4	4	1	1		15
Motivation	2	2	2	3	3		12
Networking Skills	2	2	1	1	1		7
Integrity	1	1	2	1	1		6
Delegation			2	2	2		6
Negotiation	1	1	1	1	1		5
Problem Solving		1	1	1	1	1	5
Cost Conscious	1	1	1	1	1		5

During the Secretary-level meeting for the presentation of the draft ACBP, a range of supplementary Behavioural competencies were proposed, augmenting the initial plan and providing a broader perspective on capacity building endeavors at Ministry. These newly suggested competencies promise to enhance the ACBP's effectiveness and comprehensiveness. The suggested Behavioural competencies are applicable across the hierarchical strata of the Ministry and are incorporated in the training calendar prepared as part of ACBP. The suggested Behavioural competencies are as follows:

Behavioural Competencies	ASO	SO / SSO	US / AD	JD / DS / Dir	JS / SA	Sr.EA / AS
Leadership	√	√	√	√	√	√
Team Building	√	√	√	√	√	√

### 5.3 Wing-level Competency Analysis

In keeping with the structure of the Ministry, in each wing, different functionaries from ASO to JS play different roles. These roles vary from 'Initiator' to 'Decision Maker'. However, for every role, different competencies in specific domain at the wing or Ministry-wide vary. Similarly, for specific responsibilities, functional and behavioural competencies are required. Through extensive wing-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 completion of a function are also identified.

As mentioned above, the MoDONER has seven wings. For all the seven wings, domain competencies specific to the core work of the Ministry at wing-level and associated functional and behavioural competencies are identified through extensive discussions. Similarly, for the wings/sections providing the general administration and operational support, the relevant functional and behavioural competencies are identified and such wings/section, there may not be a very significant number of domain competencies.

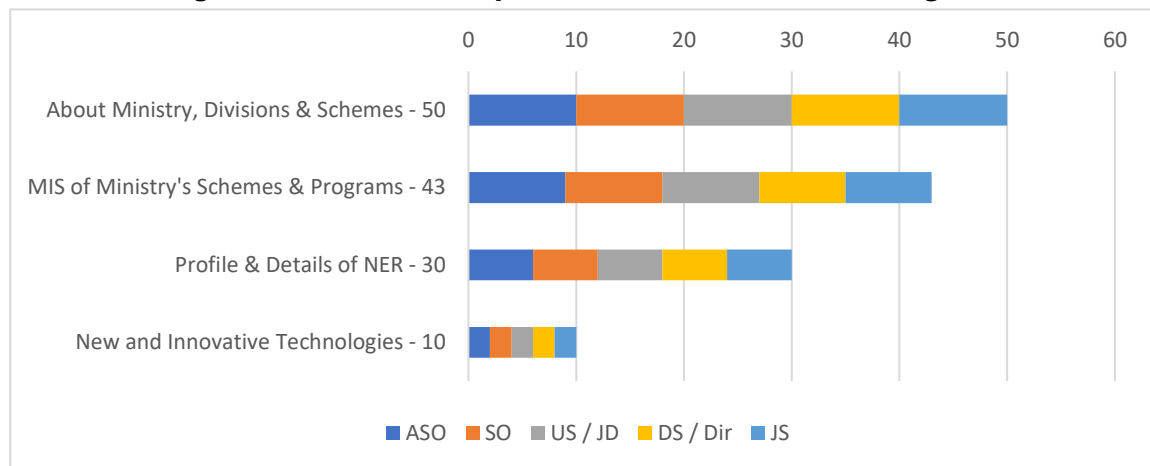
In the following sections, the domain, functional and behavioural competencies identified for each wing are presented. As discussed above, the exhaustive list of competencies (de-grouped) identified for all wings are included in the *Annexure IV* for ready reference, should the Ministry desire to refer and consult further. *Wing-wise Functions and Sub-function and the Competencies required are provided as Annexure V & VI respectively.*

- **Infrastructure Wing**

The infrastructure wing caters to infrastructure related aspects of NE States and looks after the schemes related to the development of infrastructure. Accordingly, the wing receives proposals, scrutinizes them, organizes Inter Ministerial Committee meetings, release funds and performs other related tasks.

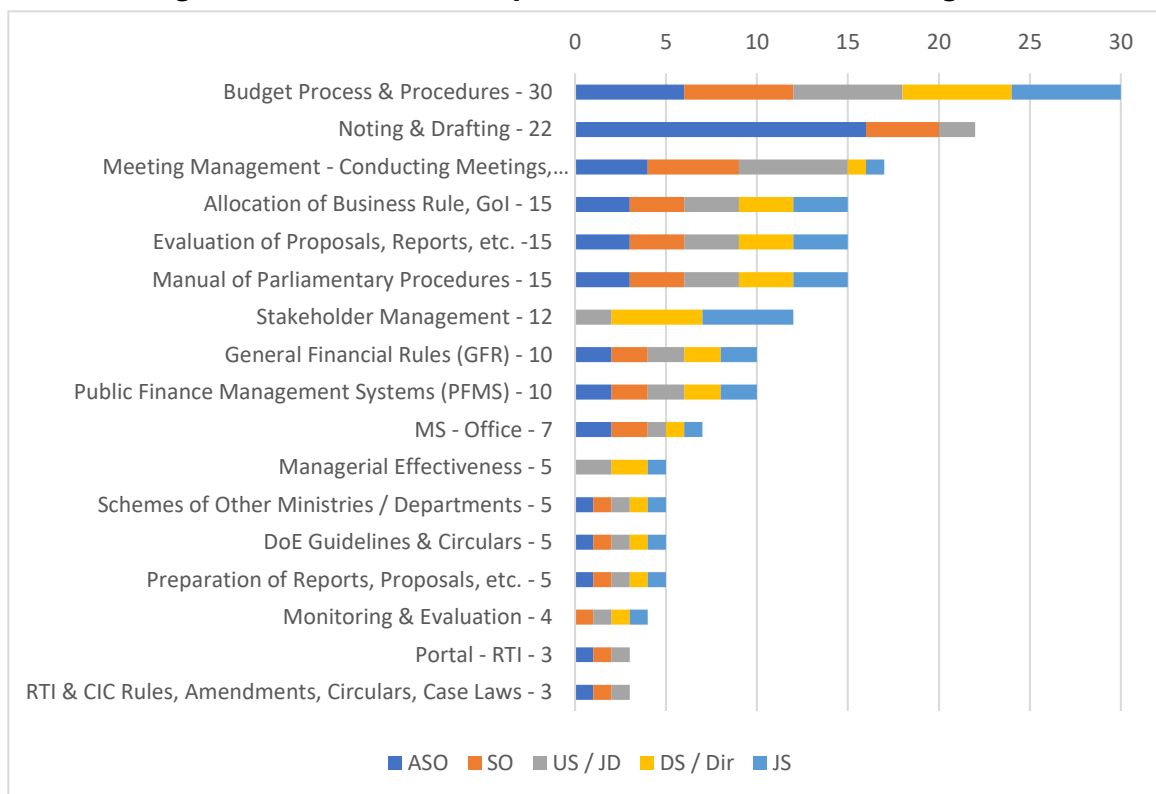
The domain competencies specific to the wing is presented below:



**Figure 30: Domain Competencies of Infrastructure Wing**

As the wing closely works with NE States for infrastructure development, knowledge of schemes / programs guidelines implemented by the Ministry is of utmost importance along with the status of project implementation supported by facts and statistics. Additionally, the wing can function more effectively if officials at the wing-level have a detailed knowledge about infrastructural profile and details of NER. All these domain competencies are required for all levels of officials.

The functional competencies specific to the wing is presented below:

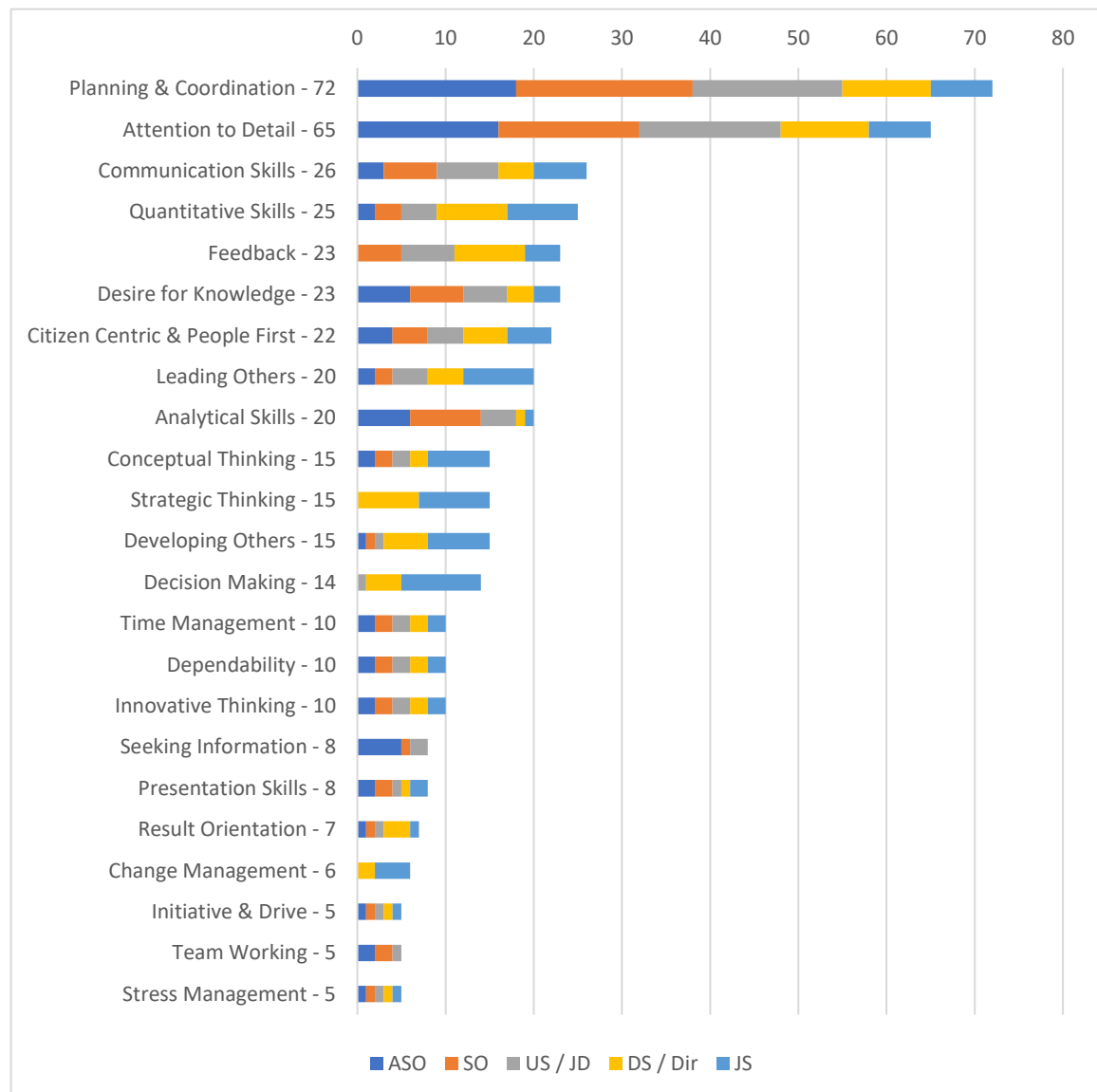
**Figure 31: Functional Competencies of Infrastructure Wing**

As the 'Budget Process and Procedures' includes sub-competencies such as analysis of available budget, scheme/program-wise budget-heads, etc., the frequency of this competency is identified as the highest. It is followed by 'Noting and Drafting' which is particularly used at ASO & SO-level officials.

As part of its functions, this wing coordinates with various Ministries / Departments which deal with infrastructure creation. Considering the infrastructural requirements of NER, this wing regularly organizes IMC Meetings and coordinates other consultation meetings with various stakeholders. Therefore, 'Meeting Management' which includes conducting meetings, preparation of agenda and/or Minutes of Meetings (MoMs), meeting etiquette, etc., has emerged as one of the top five competencies.

The behavioural competencies specific to the wing is presented below:

**Figure 32: Behavioural Competencies of Infrastructure Wing**



'Planning and Coordination' has recorded the highest frequency in alignment with the mandate of Ministry. As the wing coordinate with all the NE States and line Ministries / Department concerned such as Roads, Highways & Ropeways, Railways, Civil Aviation and Heli-connectivity, Power, Renewable Energy, Tele-communication, etc., for immediate infrastructure requirements. In addition, the same competency is necessary as part of the functions related to implementation of various schemes of Ministry such as NLCPR, NESIDS, Special package (BTC, KAATC, DHATC), HADP, SIDF, etc.

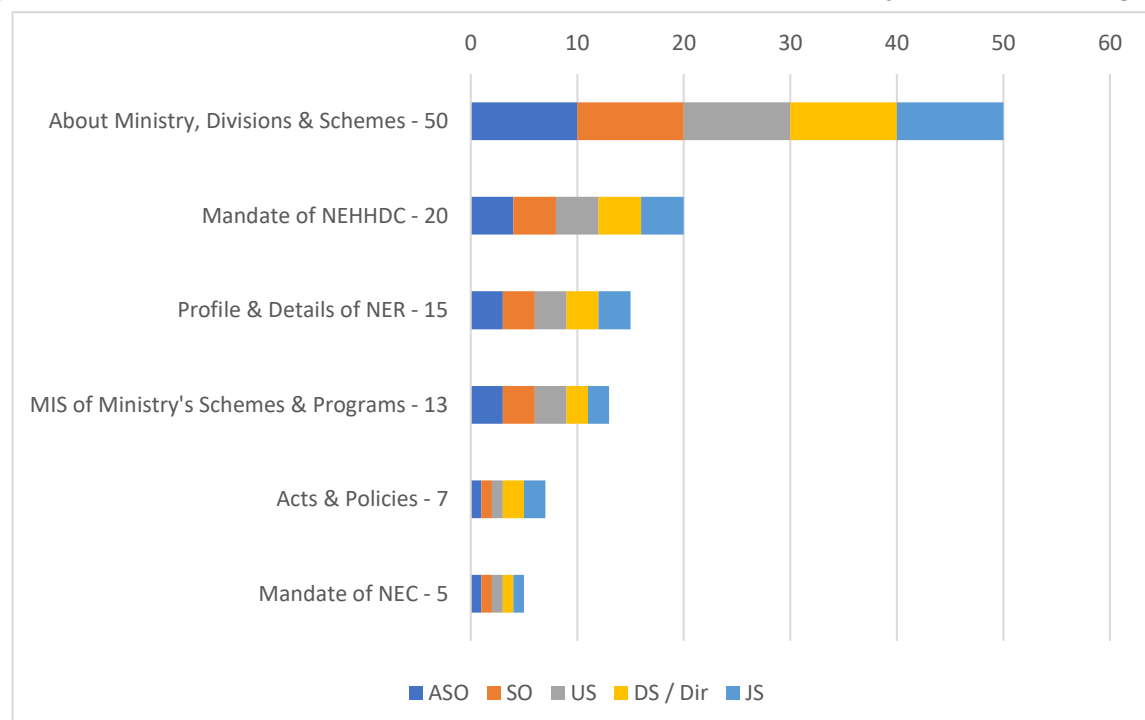
While dealing with above-mentioned matters/schemes, 'Attention to Details' is the second frequently used competency at all levels of officials particularly for DS / Director-level and below.

- **Social Development, Secondary Livelihood Wing:**

This wing caters to the aspects related to social development and secondary livelihood sectors. As part of matters related to these sectors, this wing undertakes works such as receiving proposals, scrutinizing them, organizing IMC meetings, release of funds and other related tasks. This wing looks after the financial and administrative works of NEHHDC.

The domain competencies specific to the wing is presented below:

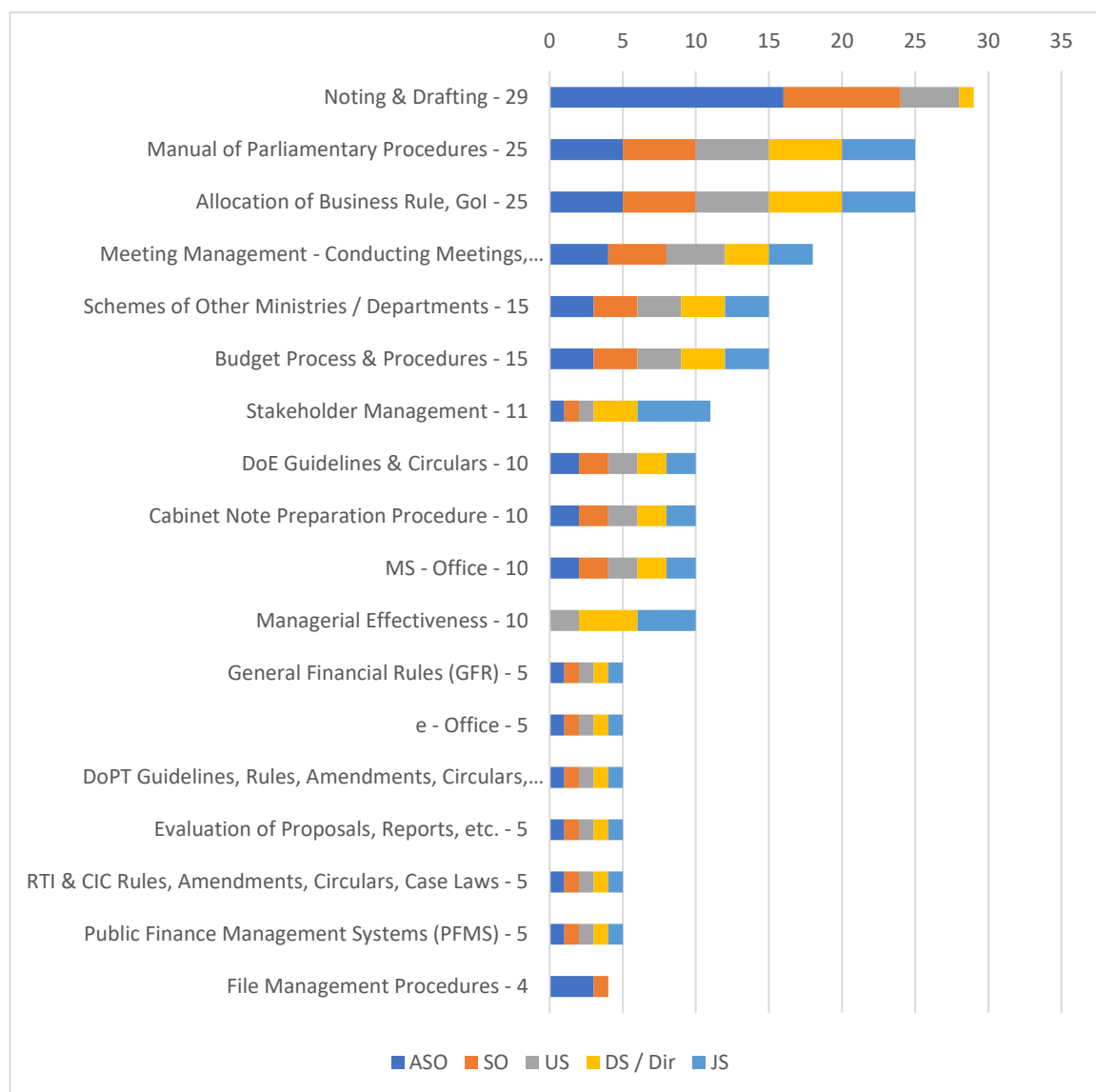
**Figure 33: Domain Competencies of Social Development, Secondary Livelihood Wing**



The knowledge of Ministry's schemes / programs as domain competency along with the knowledge of functions undertaken by the other wings is a key domain competency for the wing. To support NE States, the knowledge of profile of NER as competency is very important. As this wing looks after the administrative matters of NEHDC – one of the CPUs under the Ministry, knowledge about NEHDC's mandate, relevant acts, and policies and also the understanding about mandate of allied institutions and other PSU of the Ministry is one of the essential Domain competencies.

The functional competencies specific to the wing is presented below:

**Figure 34: Functional Competencies of Social Development, Secondary Livelihood Wing**



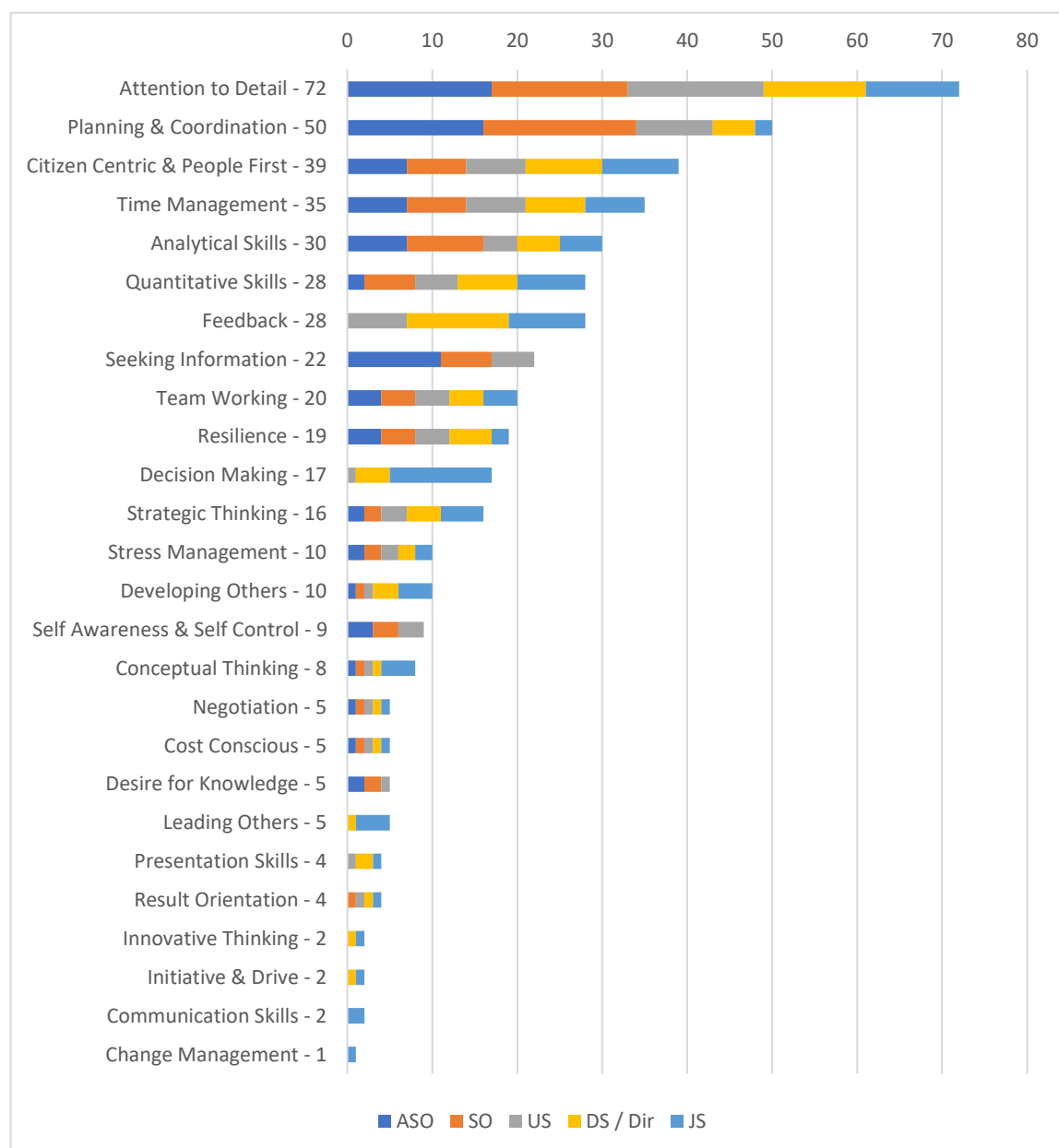
As part of the functions, the wing looks after the matters related to about thirteen social and livelihood related sectors (the list of sectors is provided in previous section) and

coordinates with all eight NE States. Thus, 'Noting and Drafting' the most frequently required competency particularly at ASO and SO-levels and combinedly for the wing.

While dealing with sectors allotted to the wing, it is important to have knowledge of schemes and programs implemented by the line Ministries / Departments as per their respective mandates based on Allocation of Business Rules of Govt. of India. Such knowledge, assist the officials at the wing to approach Ministry / Department concerned regarding the sectoral proposals submitted by the NE States for technical and financial support.

The behavioural competencies specific to the wing is presented below:

**Figure 35: Behavioural Competencies of Social Development, Secondary Livelihood Wing**

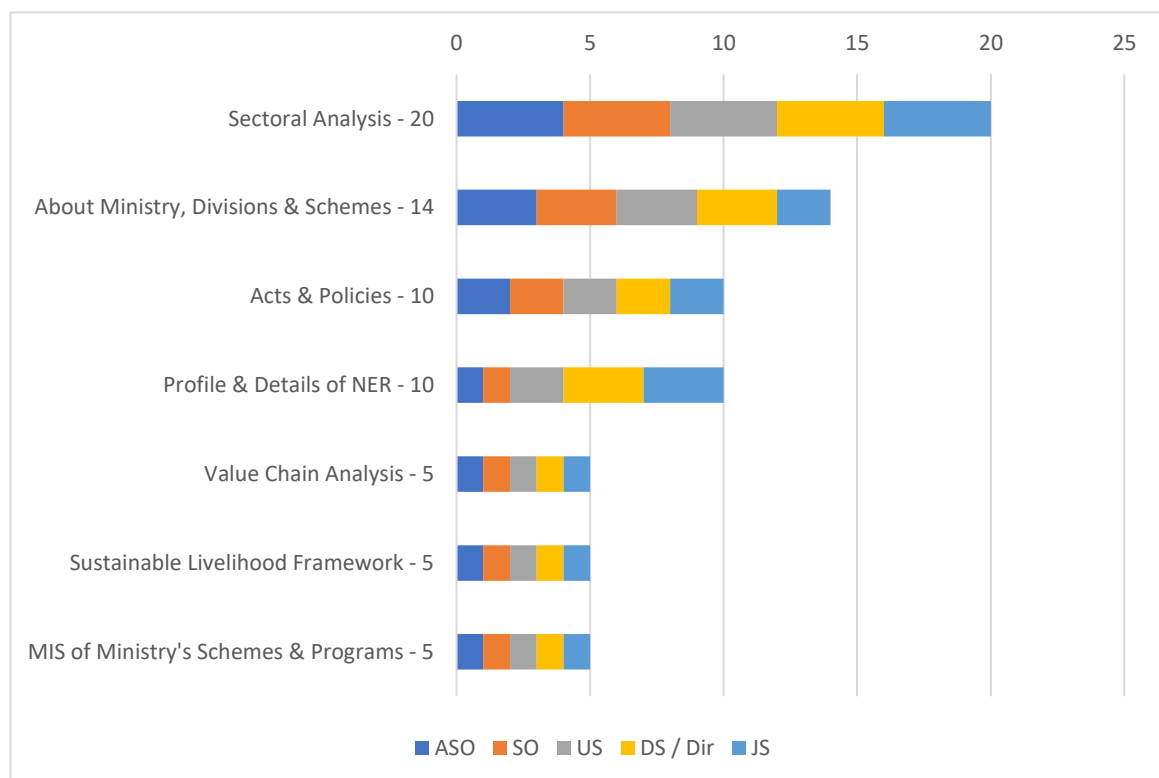


Similar to other wings, 'Attention to Details' and 'Planning and Coordination' have emerged as the topmost required behavioural competencies for the wing. In addition to these behavioural competencies, 'Citizen Centric and People First' is the next most identified competency as the wing deals with proposals which are prepared and submitted by the NE State Governments considering the people requirements and aspirations. Therefore, while reviewing the proposals, 'People First' approach is very important not only at wing-level but Ministry-level as well.

- **Primary Livelihood Wing:**

This wing caters to primary livelihood related aspects of NE States. This wing looks after all matters pertaining to NEC, NEC Schemes, NERSDS, etc., which includes works such as receiving proposals, scrutinizing them, organizing IMC meetings, release of funds and other related tasks. It also looks after the administrative matters of NEC and NERAMAC. The Domain competencies specific to the wing is presented below:

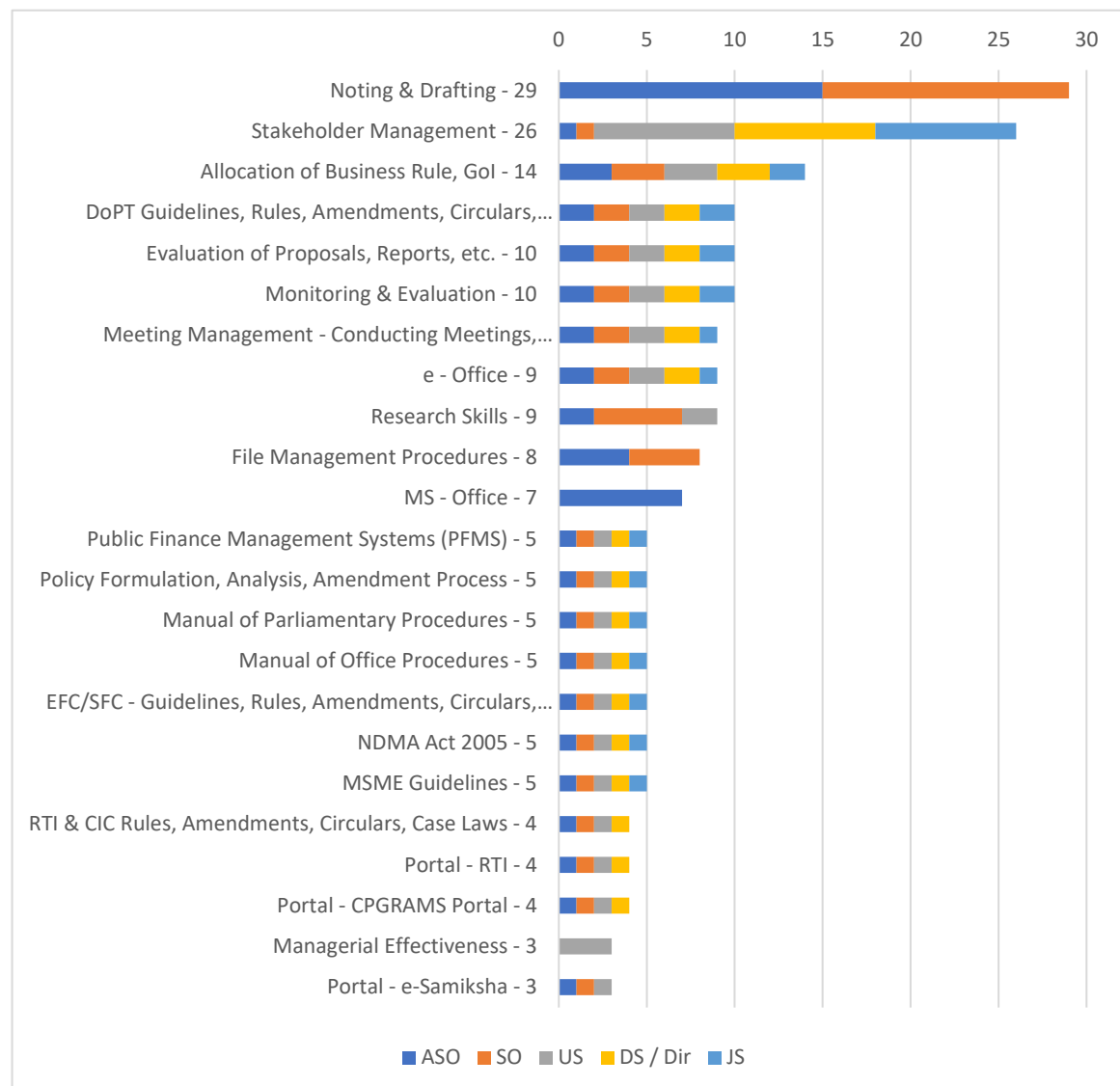
**Figure 36: Domain Competencies of Primary Livelihood Wing**



Along with detailed knowledge of about Ministry and schemes / programs guidelines, the knowledge of NEC Act 1971 as amended in 2002 is a very important domain competency for the wing as it looks after the matters related to NEC. Additionally, to support NE States in areas of primary livelihood, the knowledge to undertake sectoral analysis, sustainable livelihood framework, etc., are key domain competencies identified for the wing-level officials.

The functional competencies specific to the wing is presented below:

**Figure 37: Functional Competencies of Primary Livelihood Wing**

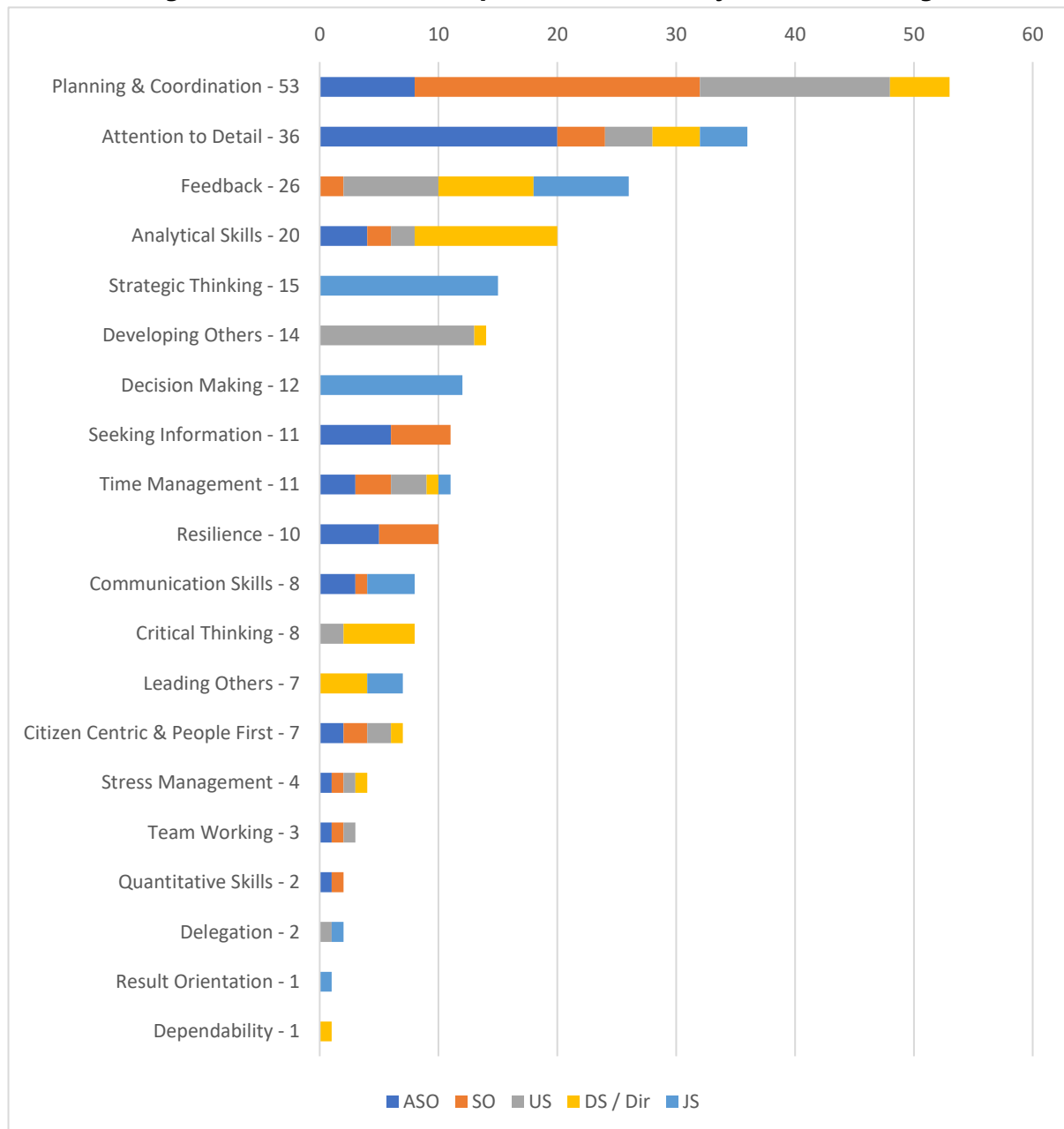


Like the previous wings, 'Noting and Drafting' competency at ASO and SO-level is the most identified functional competency. While working closely with NEC, the wing also coordinates with all the eight NE States particularly regarding their project proposals for technical and financial assistance. Therefore, 'Stakeholder Management' and 'Evaluation of Proposals, Reports, etc.', are also got identified as functional competencies.

As the wing also handles the administrative matters of NEC, the knowledge of guidelines, rules, circulars, notifications, etc., issued by the DoPT, Govt. of India is very important for the officials working at Primary Livelihood wing.

The behavioural competencies specific to the wing is presented below:

**Figure 38: Behavioural Competencies of Primary Livelihood Wing**



Along with 'Planning and Coordination' and 'Attention to Details', 'Feedback' which includes sub-competencies such as reviewing skills, proof-reading, vetting skills, etc., is identified as one of the top five behavioural competencies for the wing for the officials of SO-level and above. Similarly, 'Analytical Skill' particularly at the levels of officials of Director and above, is identified as another important competency. During the discussions, it was informed that 'Analytical Skill' are very important particularly while assessing the proposals submitted by the State Governments and handling the matters of NEC.



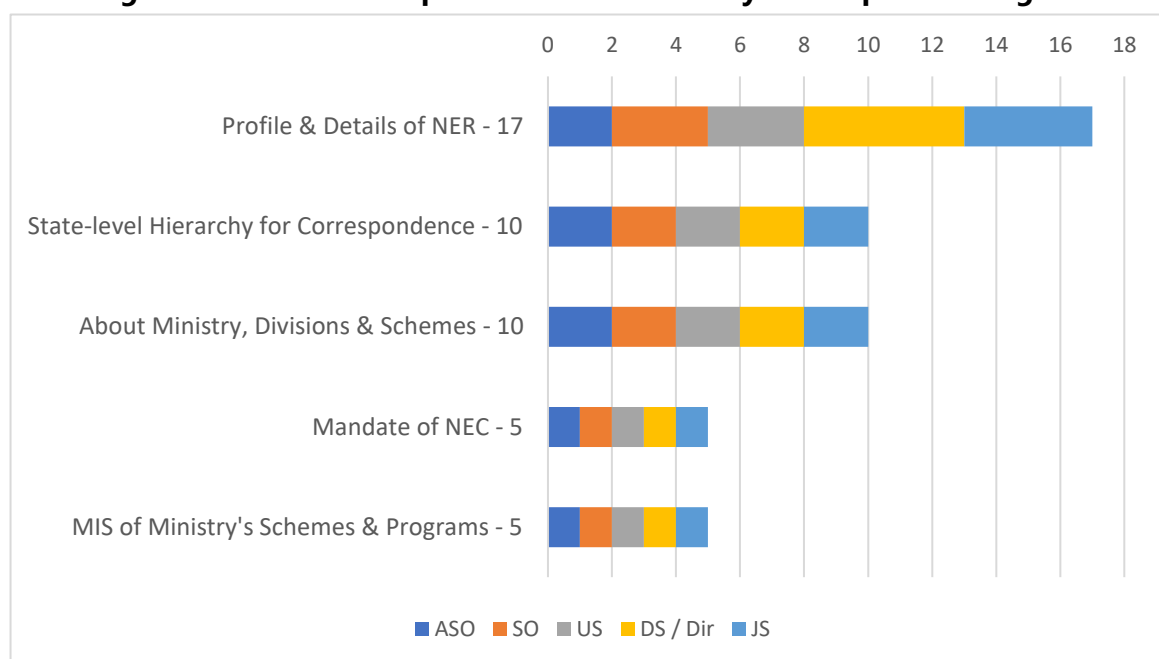
- **Community Development, Administration Wing:**

- **Community Development**

As mentioned in previous section, the community development division as part of the wing is responsible for the community development related aspects at NER. It is also tasked with matter related to capacity building of Ministry as well as of NE States which includes implementation of Mission Karmayogi. This wing looks after matters related to Welfare of Special Categories and coordinates/facilitates with Central Ministries and NE State Government concerned for various schemes/projects.

The Domain competencies specific to the wing is presented below:

**Figure 39: Domain Competencies of Community Development Wing**

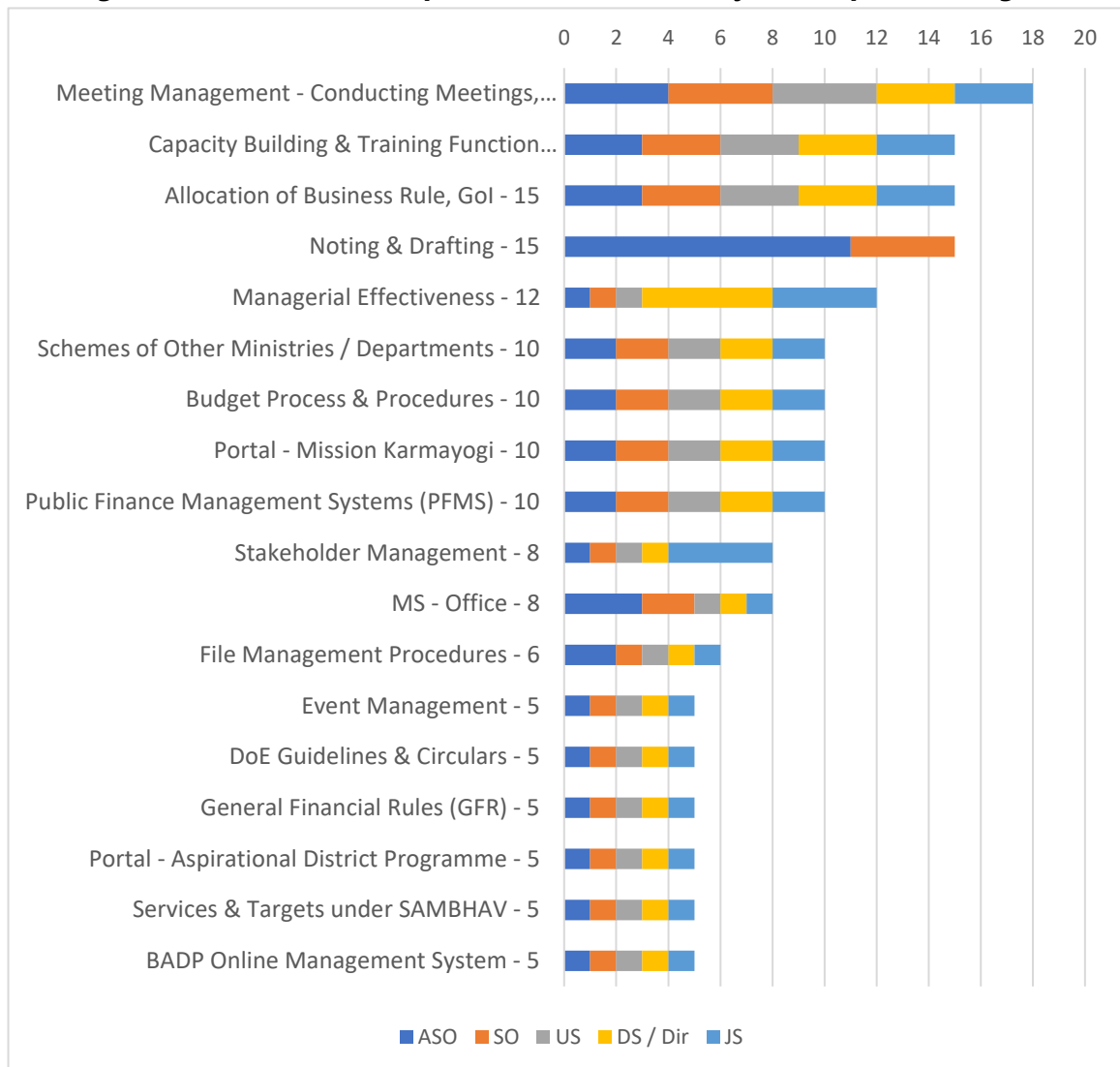


Knowledge of Ministry's schemes / programs implemented in NER is one of the main competency requirements for the wing. To support the NE States in the areas of community development, the knowledge of NER profile with details about each NE State as competency is very important.

As the division deals with capacity building requirements of all eight NE State Governments, it is important to have adequate knowledge of 'State-level Hierarchy for Correspondence' for reaching the Department/Section concerned at State-level for capacity building related matters.

The functional competencies specific to the division is presented below:

**Figure 40: Functional Competencies of Community Development Wing**

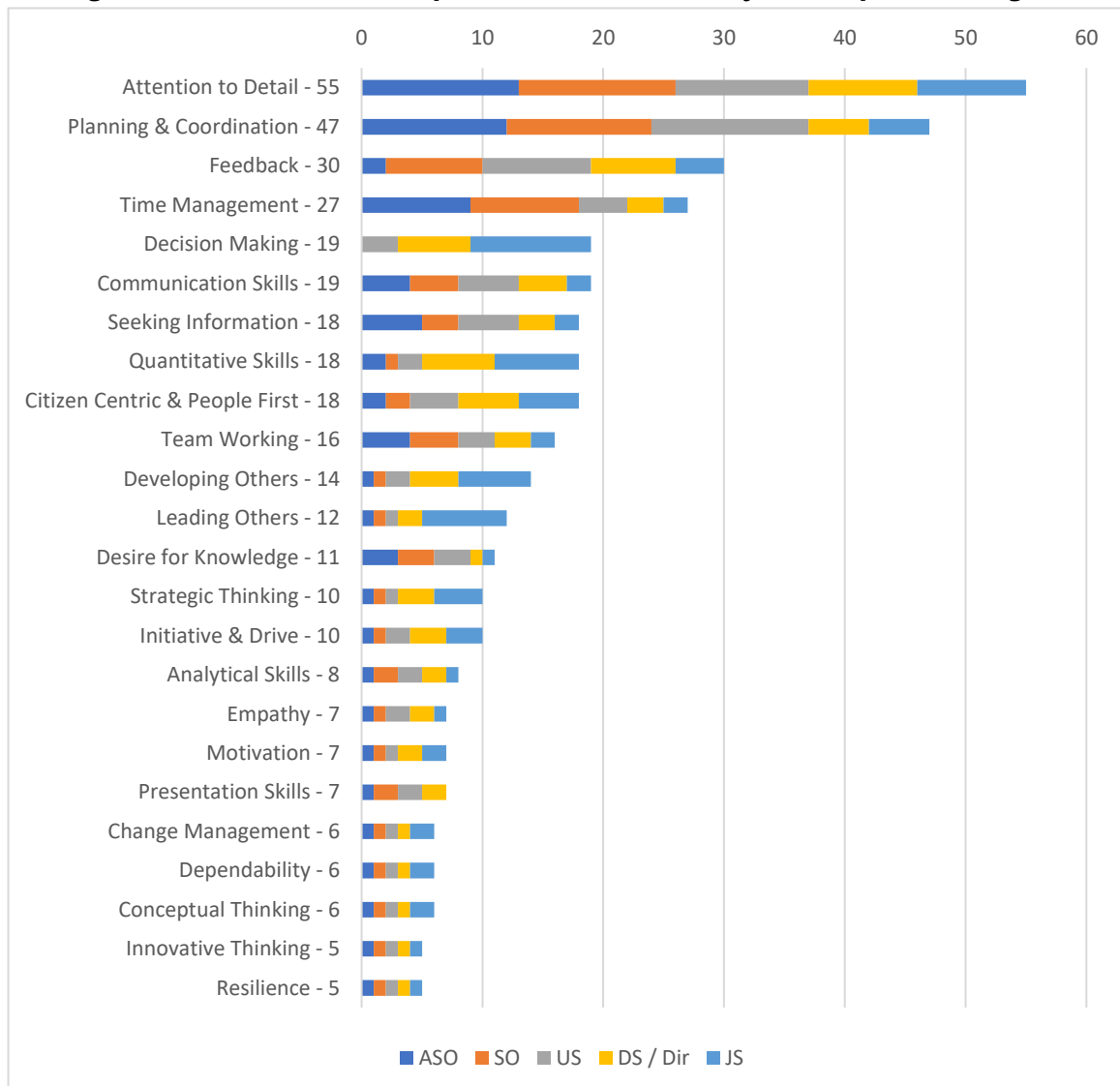


As the division deals with capacity building aspects of not only the Ministry but the NE State Governments, the knowledge of 'Capacity Building Concepts' which includes training function management, Mission Karmayogi, etc., are essential and thus it is being identified as one of the Functional competencies of the division. Meeting Management, which includes organizing meetings/training programs is one of the most identified Functional competencies.

As the wing is also responsible for the coordinating with the Ministry of Home Affairs, Govt. of India for implementation of BADP and Sambhav Projects, the knowledge of 'Service & Targets under Sambhav' and 'Online Management System of BADP' is also important.

The behavioural specific to the wing is presented below:

**Figure 41: Behavioural Competencies of Community Development Wing**



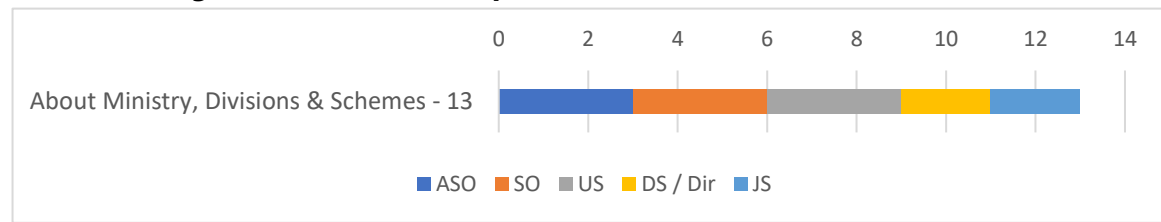
'Attention to Details', 'Planning & Coordination' and 'Feedback' (for the reasons explained in other wings) are identified for the division based on the functions undertaken. In addition, 'Time Management' and 'Decision Making' are other Behavioural competencies required for the wing.

#### ○ **Establishment & Cash**

The Establishment and Cash division deals with all service-related matters in respect of officers/official of the Ministry such as recruitment, promotion, pension related matters, etc. And also deals with salary and related matters of officials working at the Ministry.

The domain competencies specific to the division is presented below:

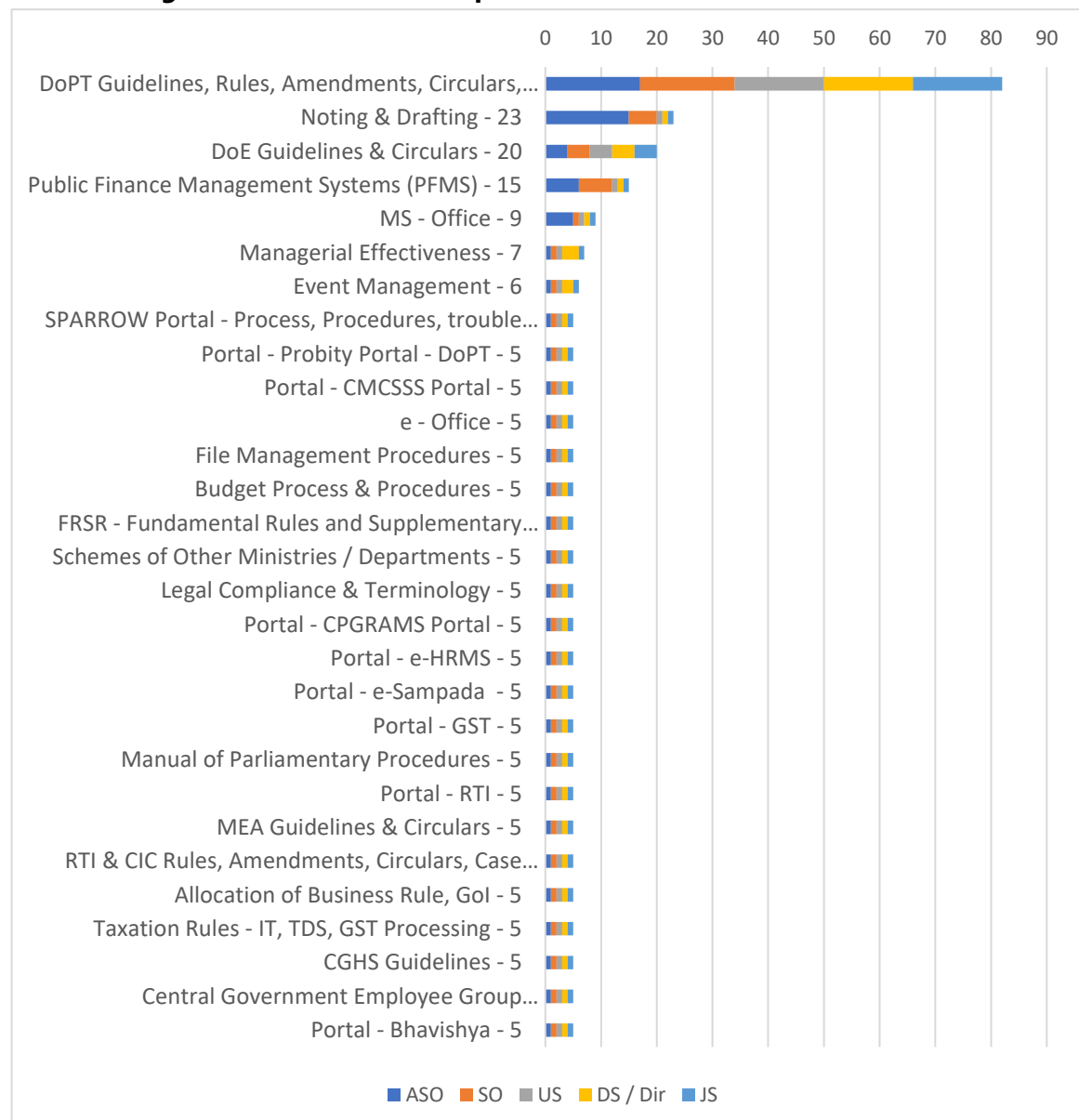
**Figure 42: Domain Competencies of Establishment & Cash**



As the section deals with establishment matters of the Ministry including work allocation, knowledge about Ministry and its mandate is important as it will support the officials at the division to undertake its functions more efficiently.

The functional competencies specific to the division is presented below:

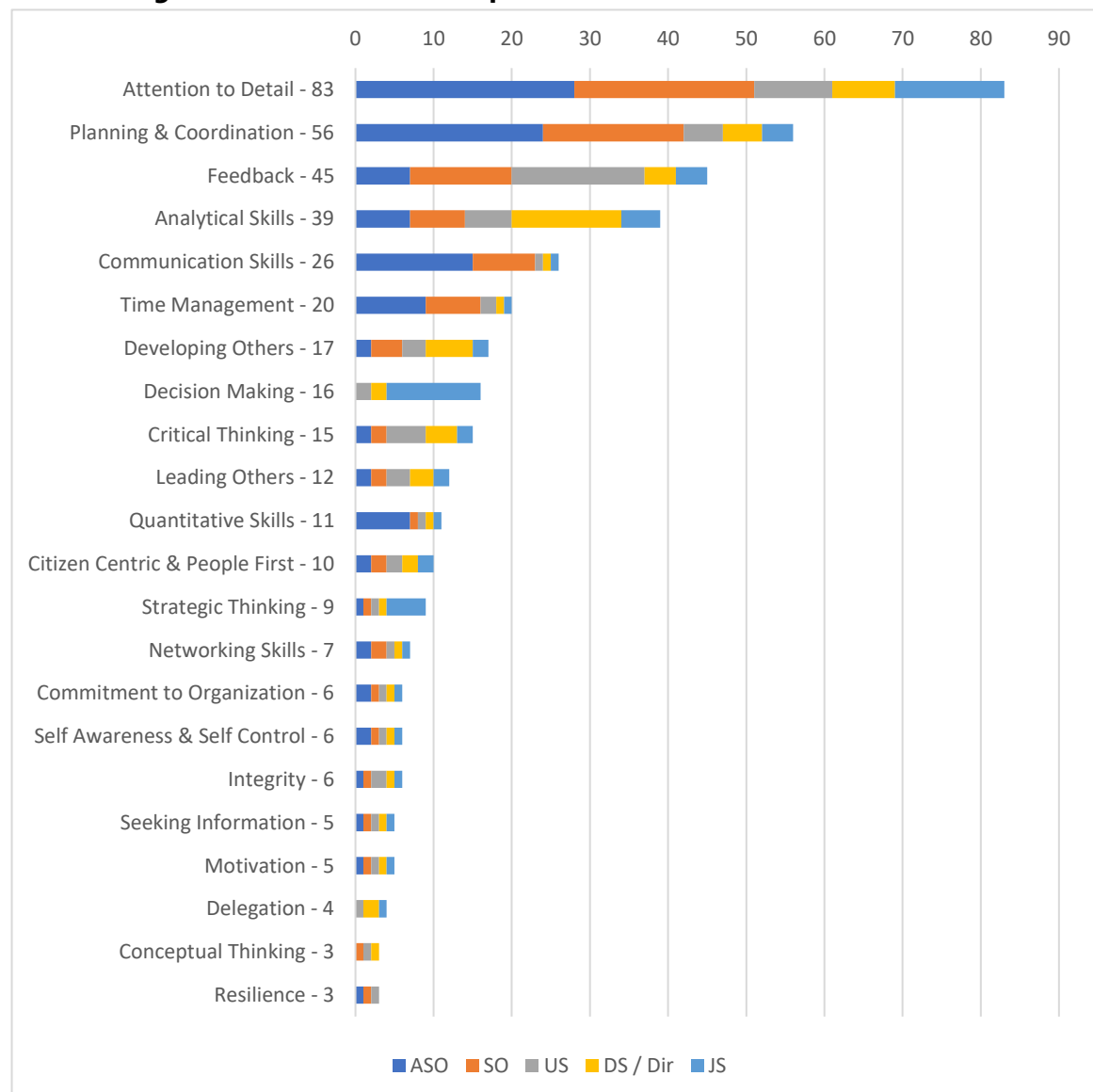
**Figure 43: Functional Competencies of Establishment & Cash**



As mentioned, the division handles the establishment matters of officials, the up-to-date knowledge of guidelines, rules, their subsequent amendments, circulars, notifications, etc., related to all services (AIS, CCS, CSSS), issued time to time by the DoPT, Govt. of India is the most important as well as identified Functional competencies for all the officials of the division. Along with 'Noting & Drafting', the detailed knowledge of 'PFMS' is essential at the division-level particularly for ASO and SO who also serves as DDO.

The behavioural competencies specific to the division is presented below:

**Figure 44: Behavioural Competencies of Establishment & Cash**



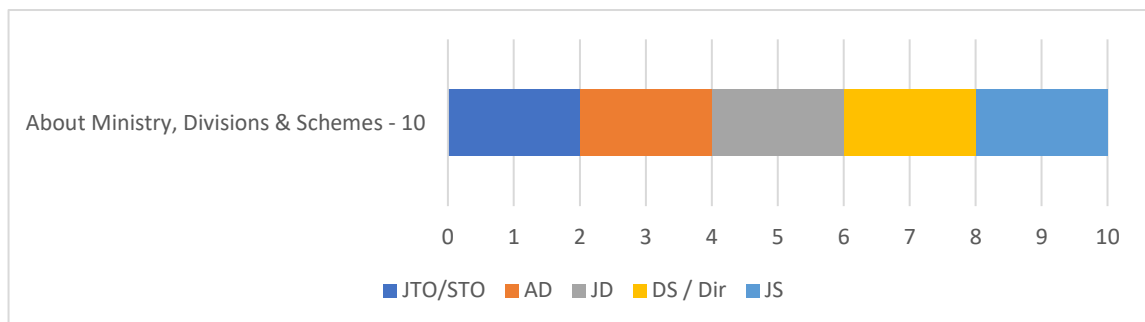
While dealing with establishment matters of various services, 'Attention to Details' regarding guidelines, rules, etc. of DoPT, Govt. of India, Income Tax rules, Allowance, Insurance Rules, etc., is most identified behavioural competency particularly at the levels of ASO and SO.

### ○ Official Language

To ensure the usage of Hindi in the official work, there is a separate Official Language / Hindi division which is responsible for translation (English to Hindi and vice-versa) of reports, parliament questions, documents, etc. and implementation of Official Language Policy of the Govt. of India in the Ministry.

The domain competencies specific to the division is presented below:

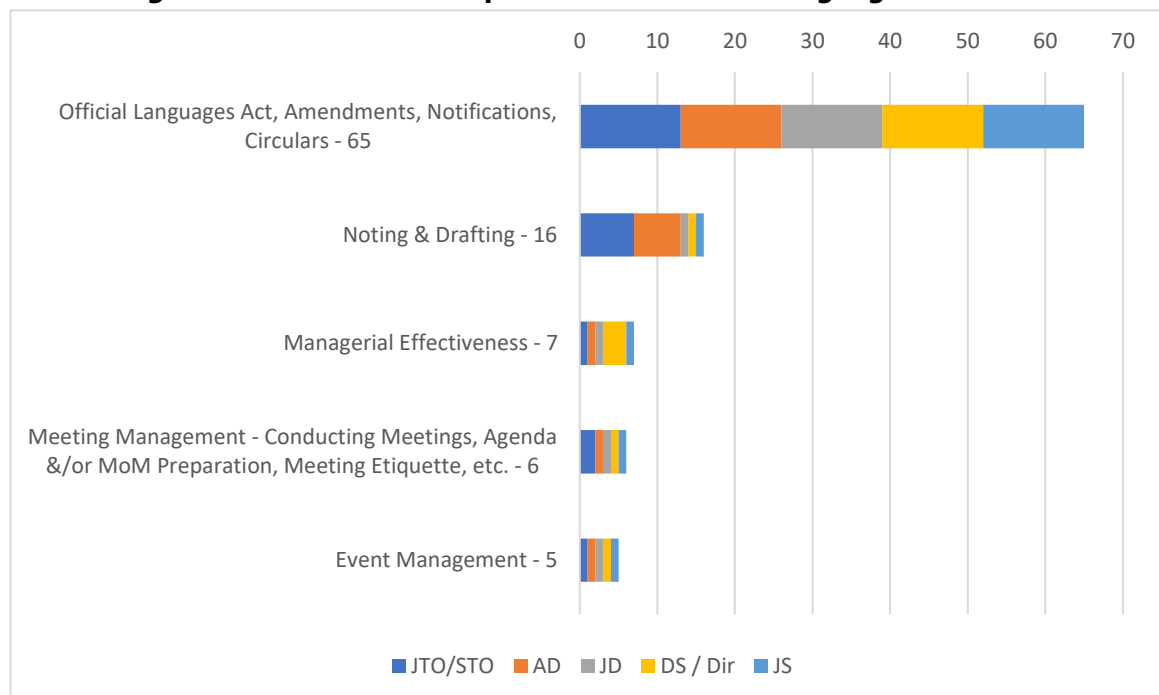
**Figure 45: Domain Competencies of Official Language / Hindi**



As the section deals mainly with usage of Hindi, knowledge about Ministry, its mandate, various schemes and their objectives, etc., is important as it will support the officials at the division to undertake their functions particularly translation related more effectively.

The functional competencies specific to the division is presented below:

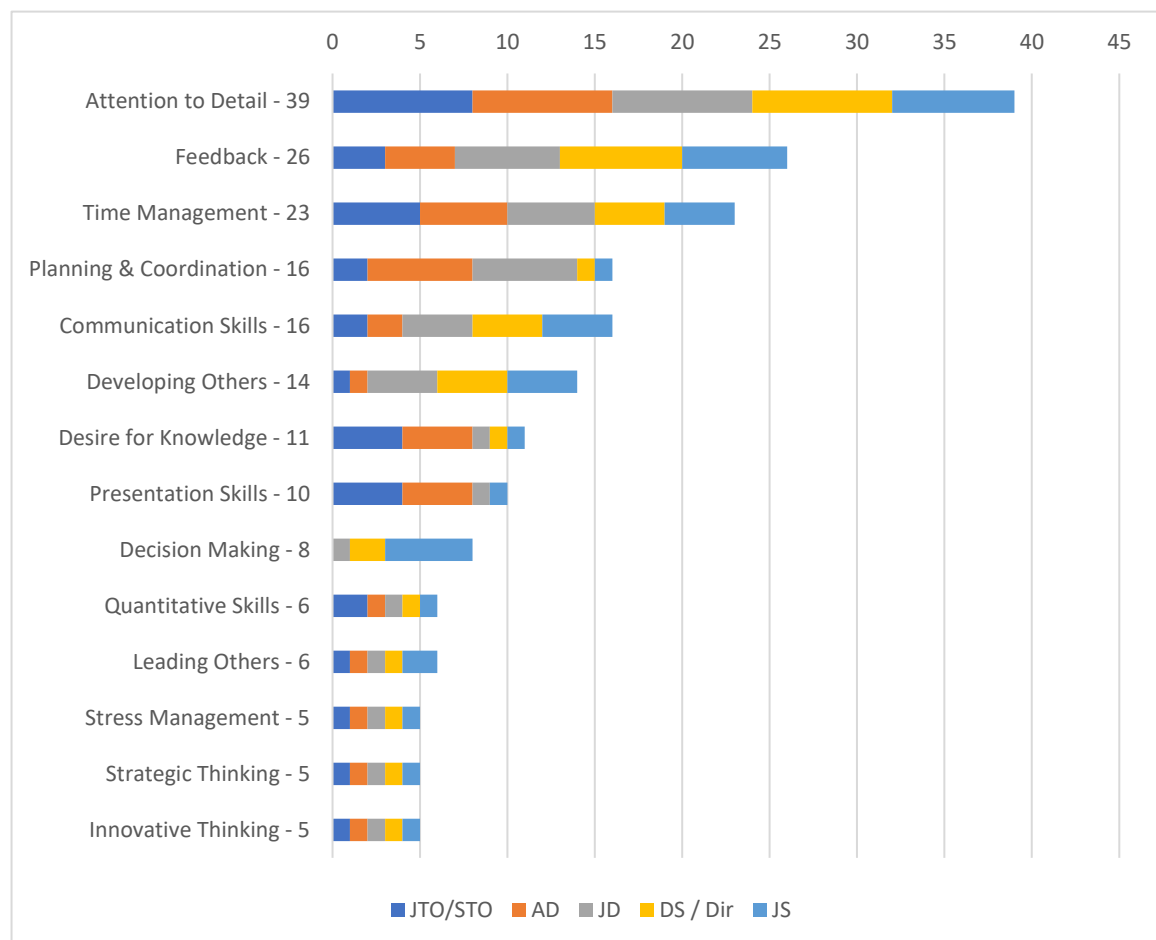
**Figure 46: Functional Competencies of Official Language / Hindi**



As the division is tasked with promotion of use of Hindi, the detailed knowledge of Official Language Act with all subsequent amendments and circulars and notifications issued is the most frequently identified Function competency. As the division organizes Hindi Samiti and other meetings along with some events as part of Hindi Pakhwada, 'Meeting Management' and 'Event Management' are identified as other Functional competencies.

The behavioural competencies specific to the division is presented below:

**Figure 47: Behavioural Competencies of Official Language / Hindi**

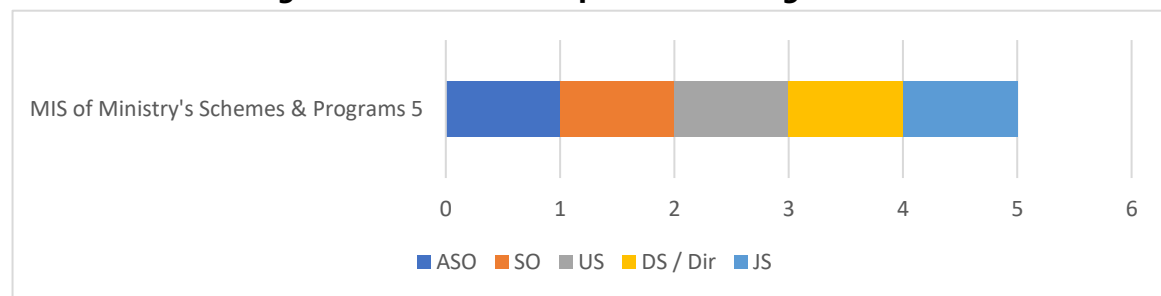


#### ○ **Vigilance**

The Vigilance section is responsible for vigilance activities in the Ministry 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 domain competencies specific to the division is presented below:

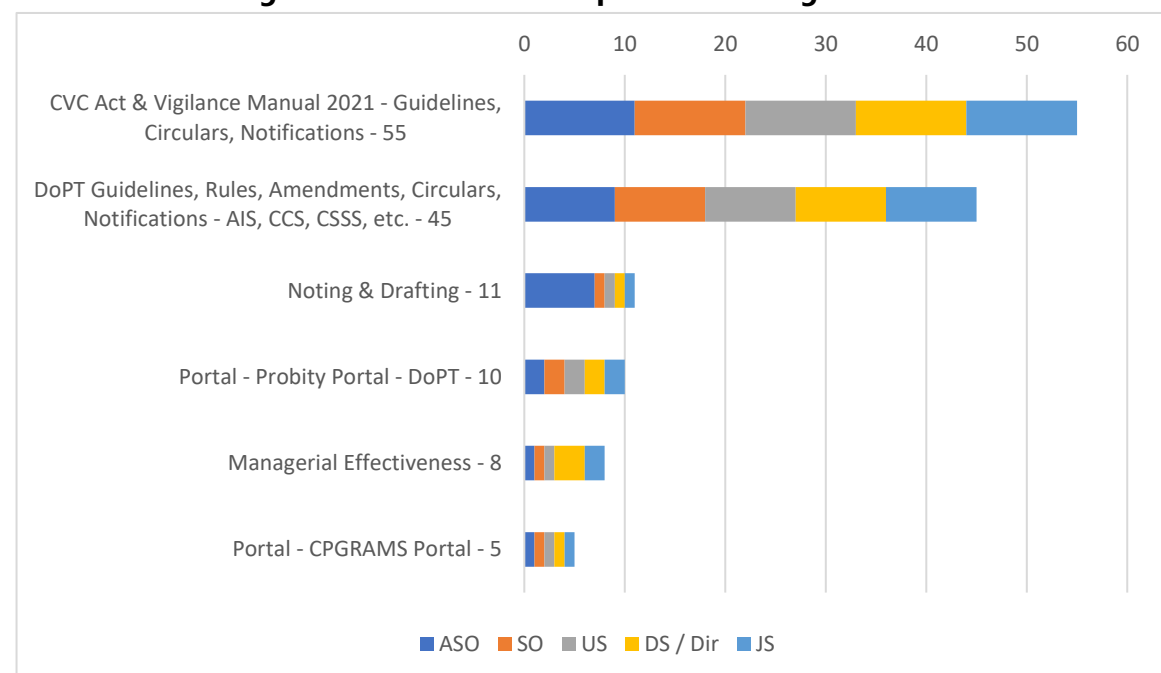
**Figure 48: Domain Competencies of Vigilance**



The vigilance division is responsible for vigilance activities in the Ministry for all levels of officials and all cadres under the general superintendence of the CVC, depending on case-to-case basis, the knowledge of Ministry, objectives along with expected outputs/outcomes with assigned resources is very useful for officials working as part of the section.

The functional competencies specific to the division is presented below:

**Figure 49: Functional Competencies of Vigilance**

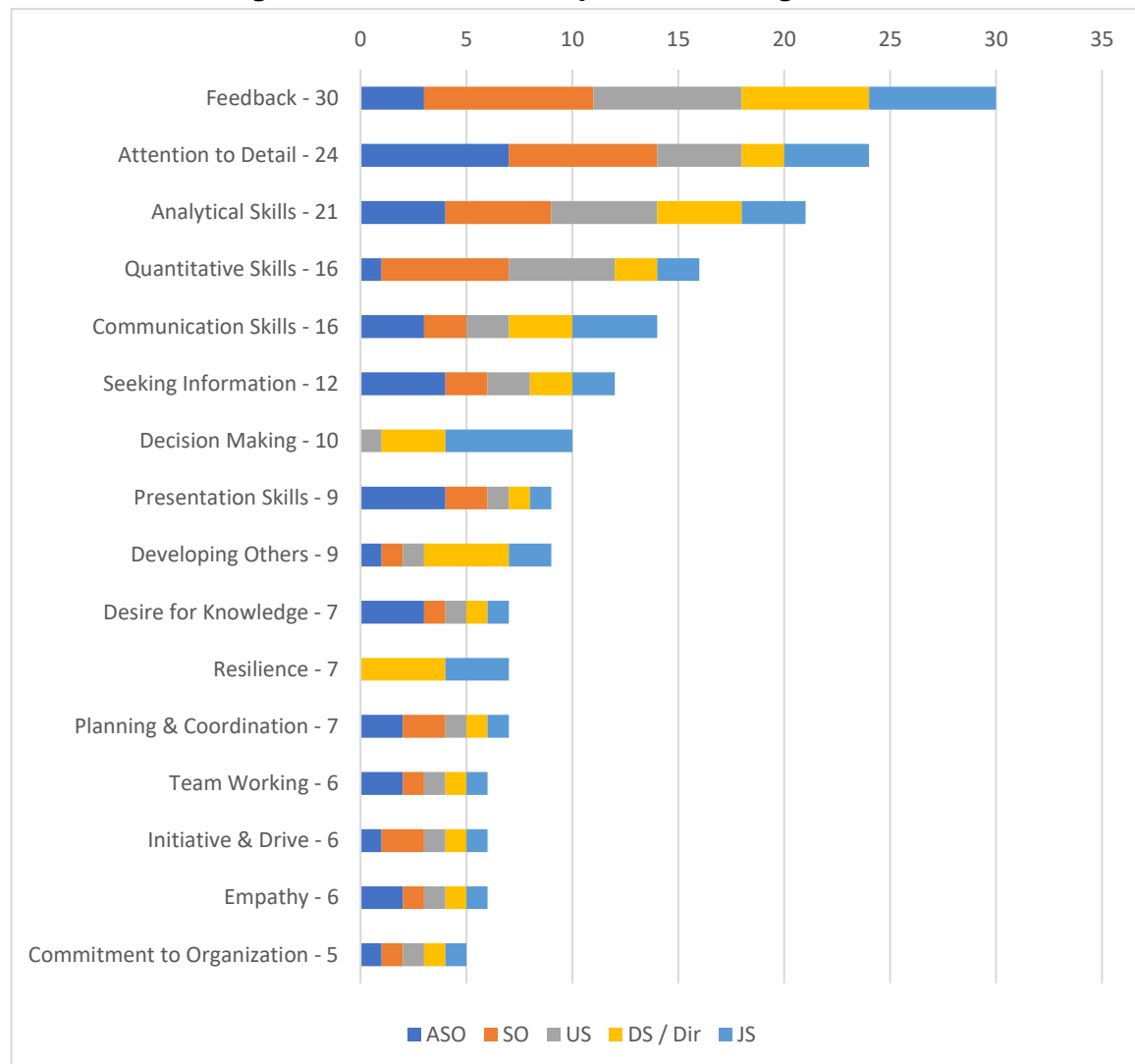


The vigilance division acts as a link between Ministry and the CVC. While handling the complaint/case reported to this division, it is important to establish the vigilance angle and for this the division it is important for the officials to be aware and keep themselves updated with all the 'CVC Guidelines and Procedures'.



The behavioural competencies specific to the division is presented below:

**Figure 50: Behaviour Competencies of Vigilance**



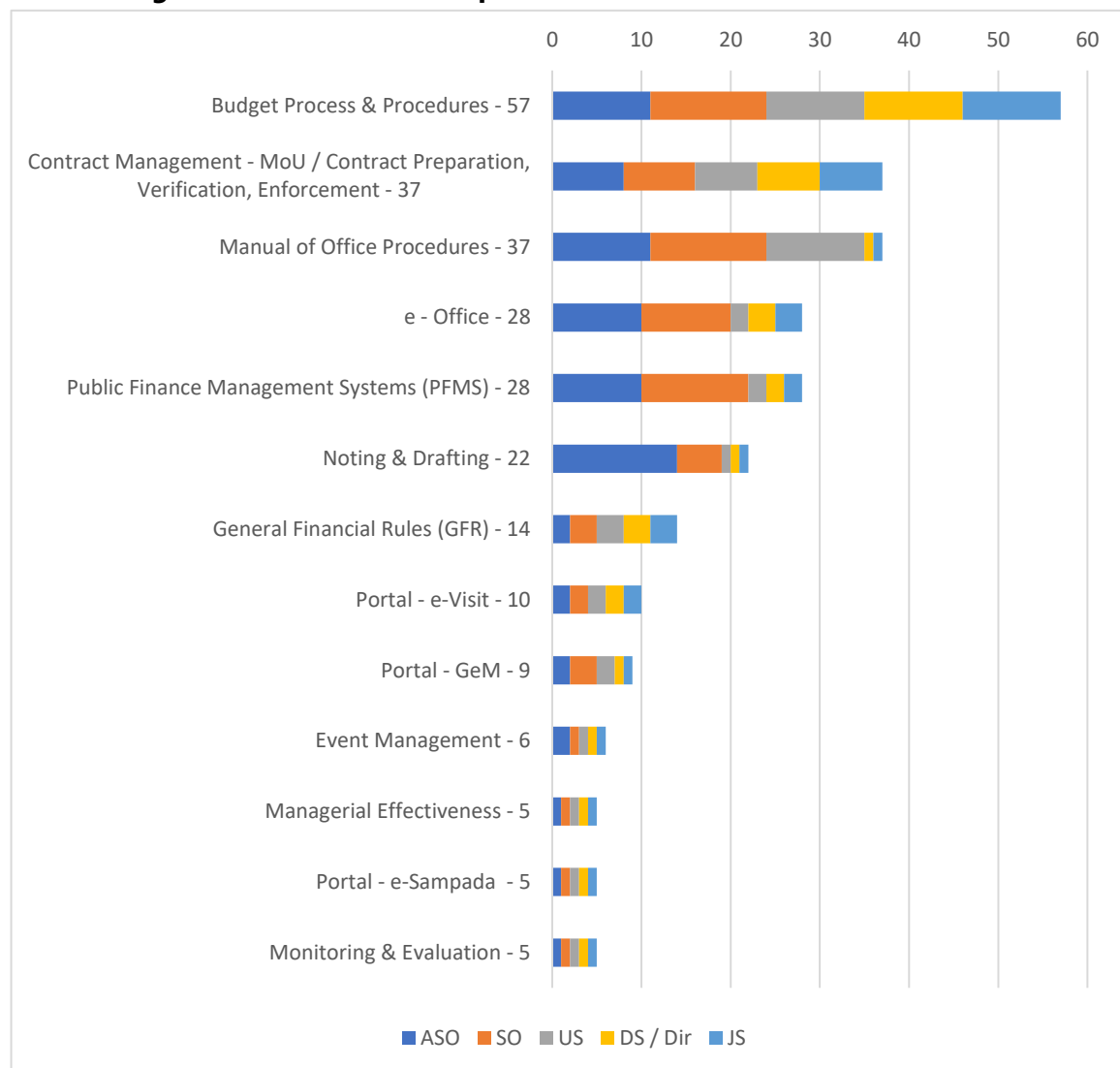
As part of behavioural competencies, while scrutinizing the complaints for confirmation and compliance in alignment with the Vigilance guidelines, it is important to analyze the case from multiple dimensions and put-up the file with suitable recommendation/s on whether to drop the complaint or proceed further. Hence, being aware of 'CVC Guidelines and Procedures' coupled with the 'Analytical Skill' is an important competency for the officials working in the division.

#### ○ **General Administration**

The general administrative section of the Ministry coordinates various activities required for seamless functioning of Ministry's work on day-to-day basis without any problems.

The functional competencies specific to the division is presented below:

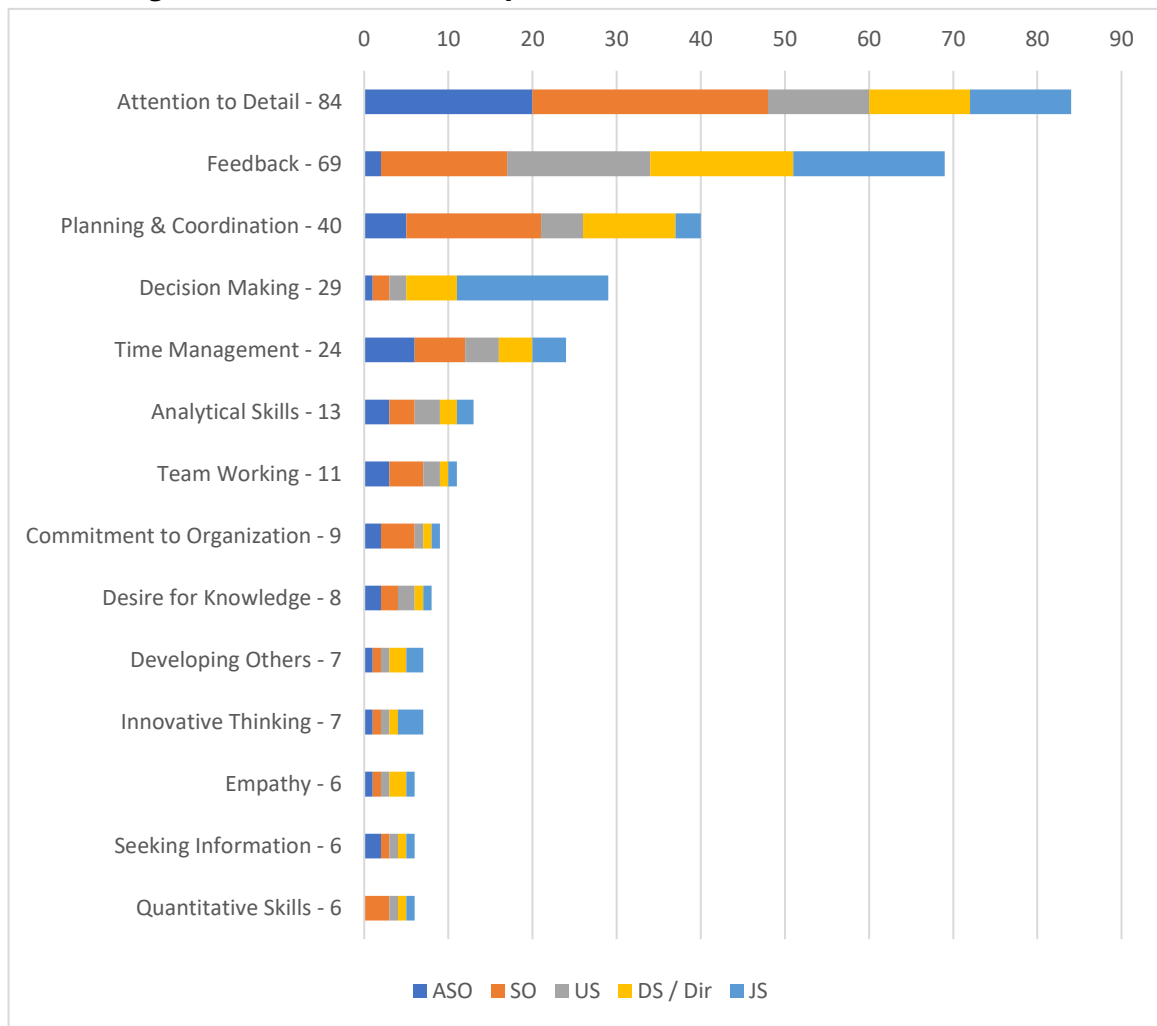
**Figure 51: Functional Competencies of General Administration**



Along with 'Budget Process and Procedures' which includes sub-competencies such as budget procedures, head-wise knowledge of budget allocation, etc., it is important for the officials of General Administration division to have understanding or skill for 'Contract Management' as the division deals with Annual Maintenance Contracts (AMCs) and procures various goods/services for the Ministry.

While procuring goods and services for the Ministry, the officials are required to have detailed understanding about relevant sections of 'General Financial Rules (GFR)' and 'PFMS' along with 'GeM Portal' particularly at ASO, SO and US-levels.

The functional competencies specific to the division is presented below:

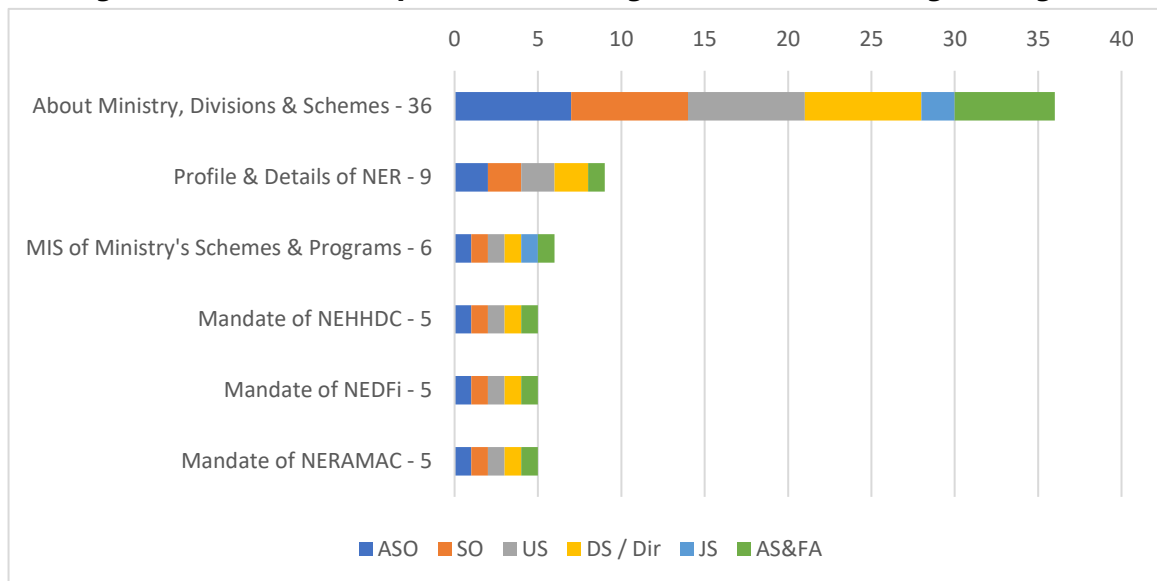
**Figure 52: Behavioural Competencies of General Administration**

While undertaking the functions of the division, the official should be very cautious about the budget provisions, requirements, terms and conditions of the AMCs/goods procured, etc., and therefore pay utmost attention and undertake necessary due diligence.

- **Integrated Finance & Budget Wing:**

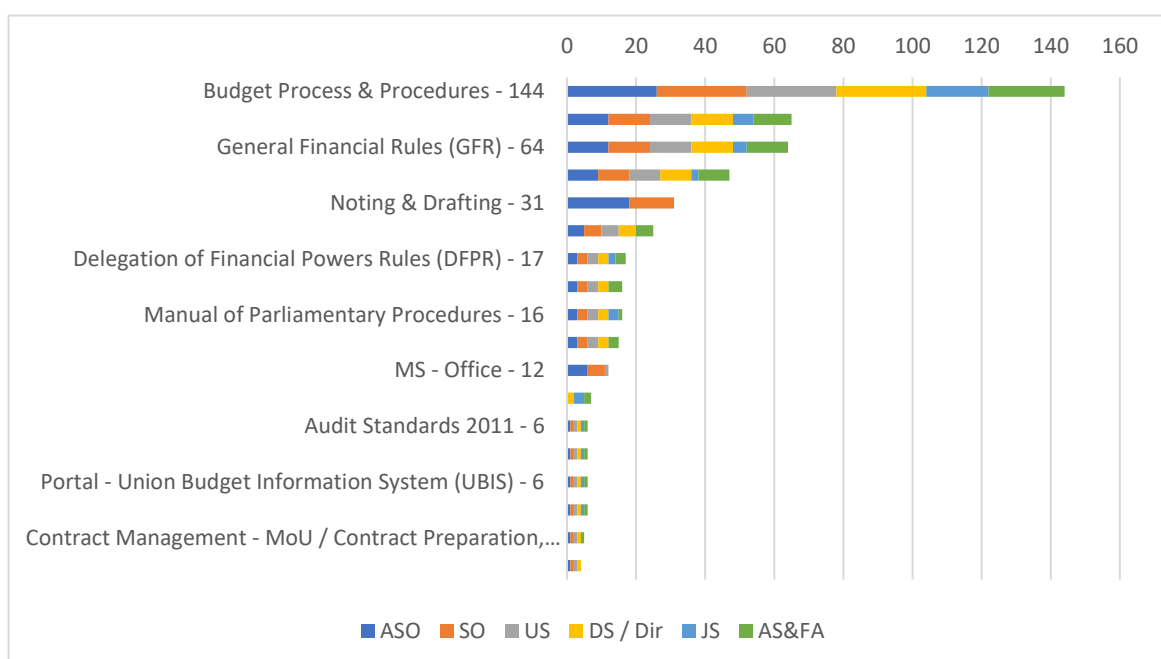
Integrated finance and budget wing coordinates with all the wings of Ministry for collecting various information for undertaking activities such as preparation of annual budgets, Detailed Demand for Grants (DDG), reappropriation of accounts, supplementary budget, etc. It also looks after the function of financial concurrence for the proposals received from the wings for releasing funds under Ministry's schemes and other maintenance activities.

The Domain competencies specific to the wing is presented below:

**Figure 53: Domain Competencies of Integrated Finance & Budget Wing**

As per the procedural requirements, various proposals for technical and financial support (including release of installments for already approved projects) received from the NE State Governments under the various schemes of the Ministry are forwarded to Integrated Finance and Budget wing for concurrence and comments, therefore, it is important for officials of the wing to have detailed knowledge of scheme guidelines and status of scheme/project implementation. While undertaking budget procedures including preparation of DDG, it is important for the officials to have knowledge of mandates of allied institutions and CPUs of Ministry.

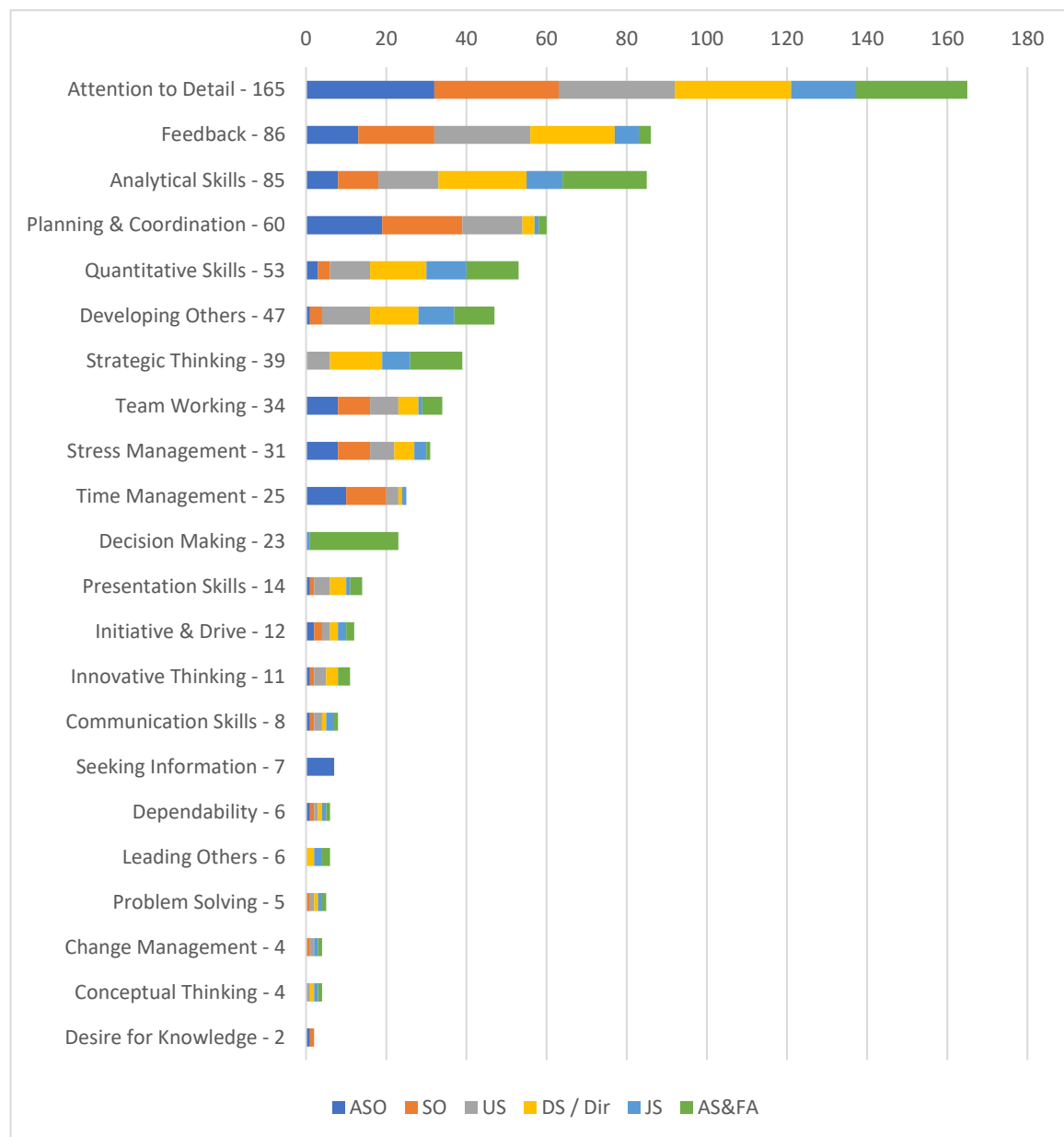
The functional competencies specific to the wing is presented below:

**Figure 54; Functional Competencies of Integrated Finance & Budget Wing**

The wing, *inter alia*, is tasked with budget preparation and its associated activities, therefore, detailed understanding of the 'Budget Preparation Processes and Preparation' is the key Functional competency for the officials working at the wing. For the purpose, officials are also required to have detailed knowledge of various provision of 'GFR', Delegation of Financial Power Rules (DFPR), etc., along with functional knowledge of portal of Union Budget Information System (UBIS).

The behavioural competencies specific to the wing is presented below:

**Figure 55: Behavioural Competencies of Integrated Finance & Budget Wing**



Along with 'Attention to Details' which is an important behavioural competency identified for the wing, 'Analytical' and 'Quantitative' skills are identified as the next competencies.

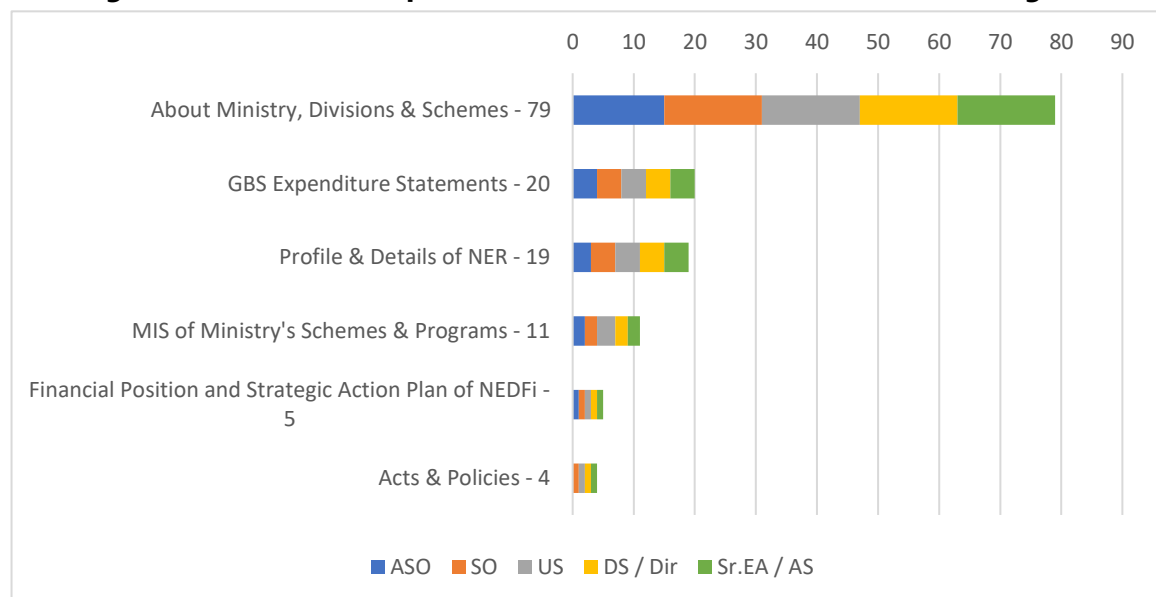
These behavioural competencies are put in use very frequently for analyzing the proposal, providing recommendation/comments on financial matters put by the other wings, and undertaking budget preparation process.

- **Financial & Economic Affairs Wing:**

As mentioned earlier, this wing support and facilitate to all other wings of Ministry, it is tasked to look after and recommend on economic and financial aspects related to infrastructure, social development, primary and secondary livelihoods, community development and other aspects handled by other wings of Ministry. This wing is vested with another major responsibility of handling the matters related to 10% Gross Budgetary Support (GBS) of Central Ministries and Departments. In addition, the wing will also look after the implementation of the recently approved Prime Minister's Development Initiative for North-East Region (PM-DevINE).

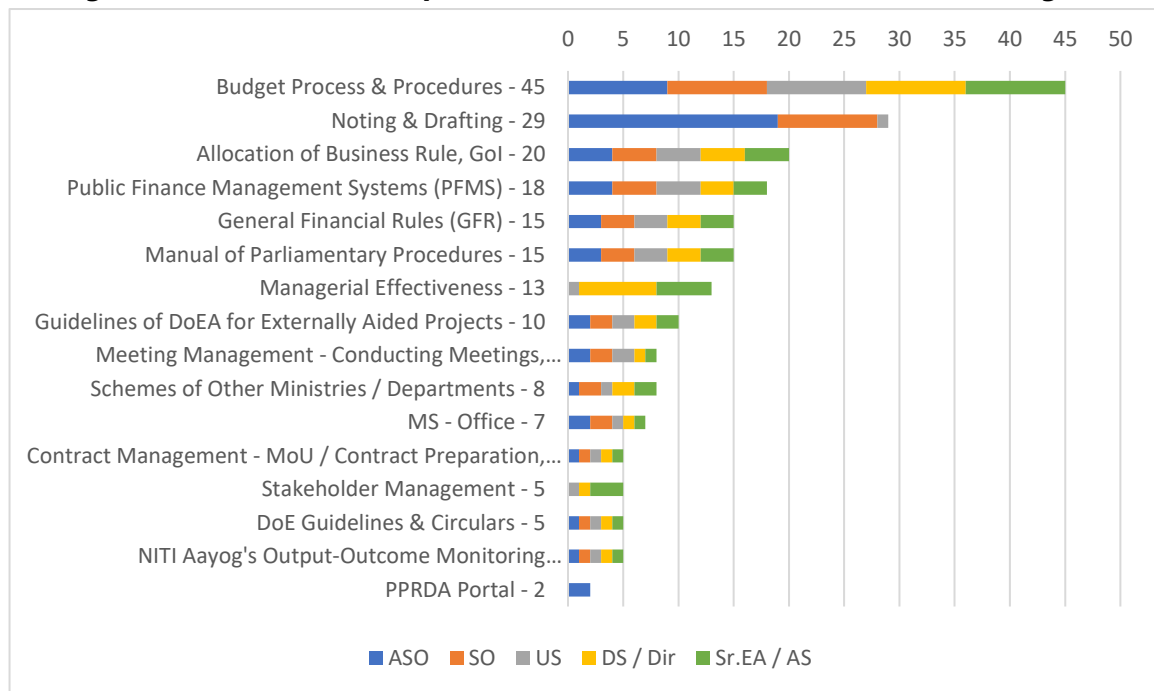
The domain competencies specific to the wing is presented below:

**Figure 56: Domain Competencies of Finance & Economic Affairs Wing**



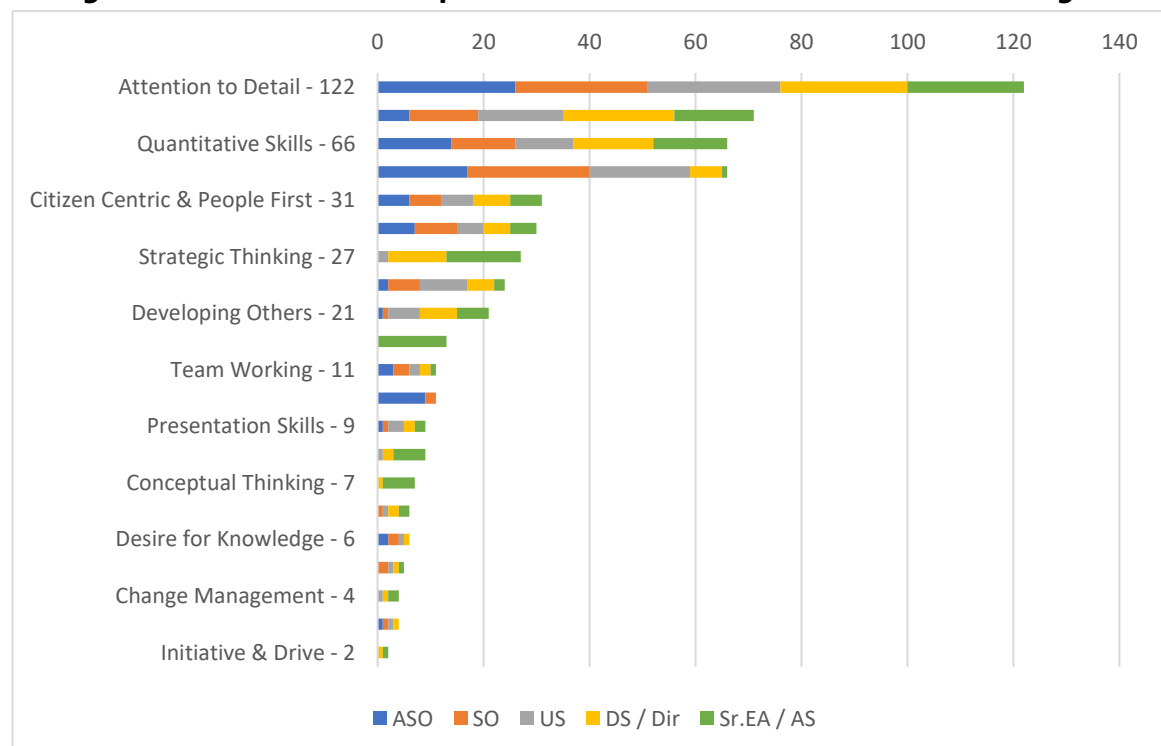
Knowledge of the process of developing GBS Expenditure Statement which is used by the Ministry for monitoring and coordination with Central Ministries / Departments is the most important domain knowledge for the wing. As it deals with matters relating to NEDFi (including extending working capital loan), knowledge of NEDFi's financial position with status of action plan is another Domain competency which is needed at wing level. As the wing is tasked with implementation of PM-DevINE, knowledge of schemes / programs guidelines along with PM-DevINE will be a very important Domain competency.

The Functional competencies specific to the wing is presented below:

**Figure 57: Functional Competencies of Finance & Economic Affairs Wing**

Similar to other wings, along with knowledge of 'Budget Process & Procedures', 'GFR', 'PFMS', etc., detailed knowledge about the guidelines issued by the Dept. of Economic Affairs and Dept. of Expenditure, Govt. of India is very important for the wing along with portals of external agencies for uploading the proposals.

The domain competencies specific to the wing is presented below:

**Figure 58: Behavioural Competencies of Finance & Economic Affairs Wing**

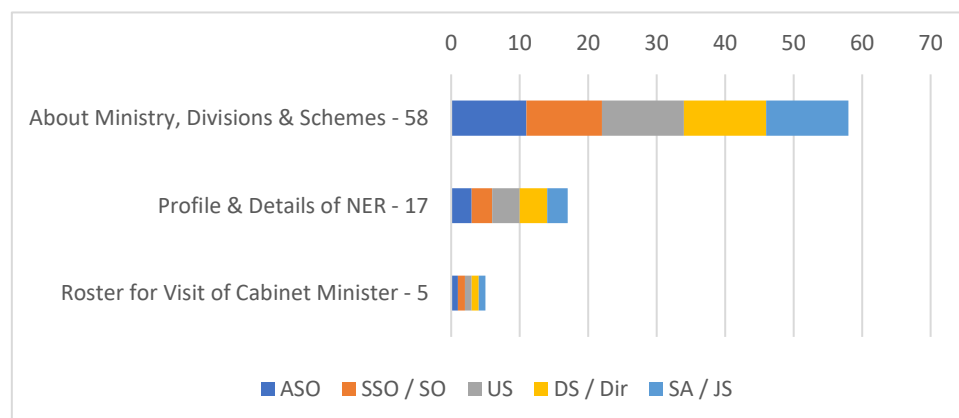
As the wing is entrusted with implementation of recently approval PM-DevINE which will address issues related infrastructure, social development, livelihood activities and fill the development requirements based on felt needs, the 'Citizen Centric and People First' approach / behavioural competency will be a key for the officials working at the wing.

- **Statistics & Information Wing:**

This wing primarily responsible for the all statistical requirements of Ministry which includes preparation / compilation of NER profile, State / other profiles, periodic reports, preparation of brochures related to schemes and activities undertaken by the Ministry, etc. One of the major responsibilities of the wing is to coordinate with Union Ministers for their tours/visits to NE State periodically. This wing also looks after parliament related matters, VIP and other references, etc.

The domain competencies specific to the wing is presented below:

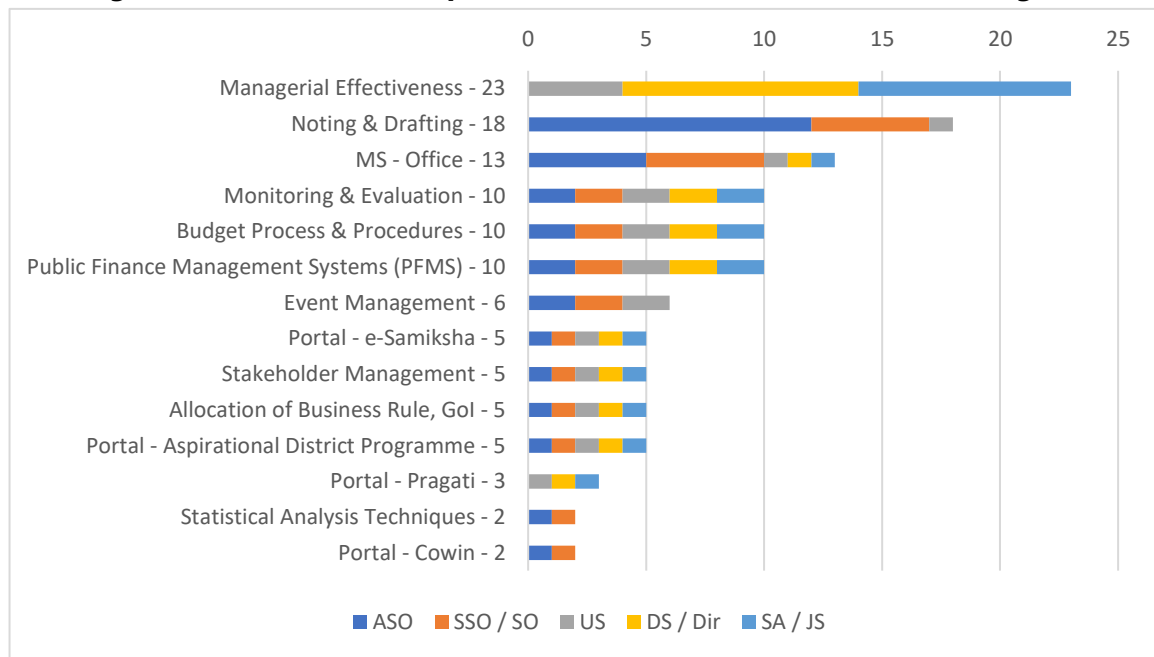
**Figure 59: Domain Competencies of Statistics & Information Wing**



As Cabinet Ministers visit NE States on regular basis, a roster is prepared and communicated to them seeking their convenience. The process of developing the roster and follow-up with all Hon'ble Cabinet Ministers will be a key competency required at the wing-level. In addition, as the wing is tasked with preparation of NER and NE States profiles, knowledge of NER profile is an important Domain competency for officials of this wing as well.

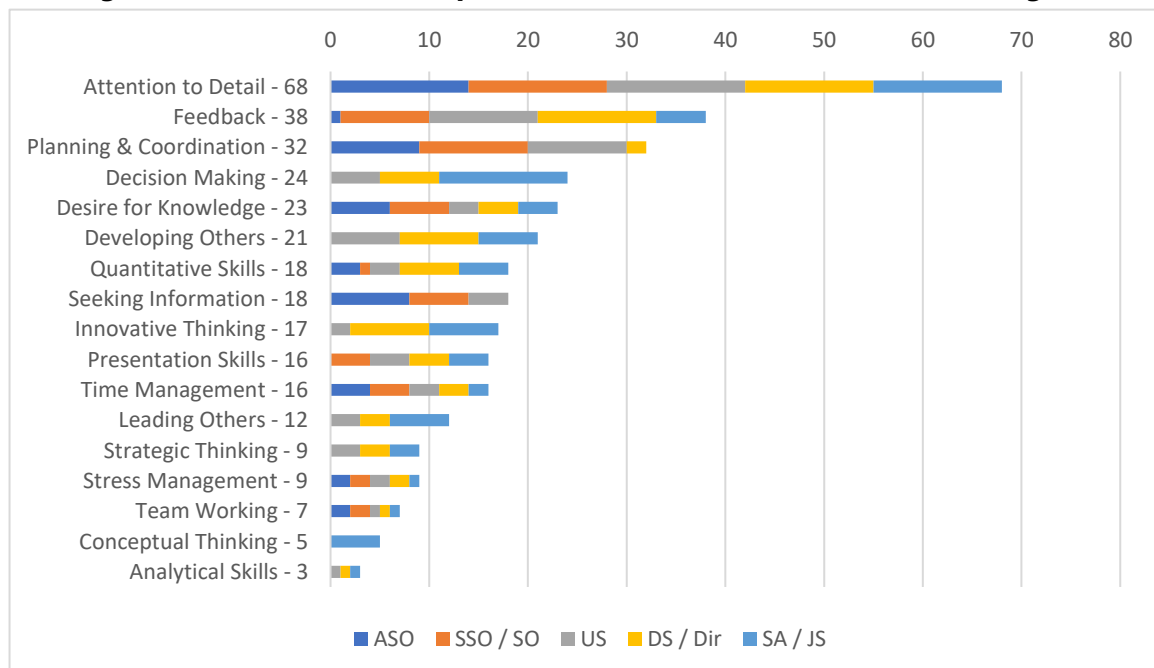
The functional competencies specific to the wing is presented below:



**Figure 60: Functional Competencies of Statistics & Information Wing**

'Managerial Effectiveness' is being identified as one of the frequently used Functional competencies which is important for coordinating the visits of Hon'ble Cabinet Ministers to NE States.

The behavioural competencies specific to the wing is presented below:

**Figure 61: Behavioural Competencies of Statistics & Information Wing**

Along with “Attention to Details”, ‘Planning & Coordination” is being identified as one of the most frequently used behavioural competency not only the visits of Hon’ble Cabinet Ministers but for compiling various data and information for the wings, allied institutions and NE State Governments for preparing profiles on timely basis.

The Ministry-level functional and behavioural competencies as presented in the previous sections of this report is a compendium of competencies grouped after collecting the requirements from all the wings of this Ministry as explained in Chapter 3. The exhaustive list (de-grouped) of functional and behavioural competencies of all these wings are provided in Annexure IV.

As discussed previously, ancillary/support wings namely Integrated Finance Division (IFD) and sections such as Establishment & Cash, Official Languages, Vigilance, and General Administration, etc., provide support to other wings in fulfilling the core mandate of the Ministry. While there are no or very limited domain specific competencies identified. During the interactions it emerged that refresher training on various legislative Acts/Polices related to the Ministry may be required. Similarly, induction trainings imparting domain knowledge on respective Acts that prescribe the requirements to be followed such as Vigilance Act for Vigilance Section; Official Languages Act for Official Language Section, etc. may be required.

#### **5.4 Designation-wise Capacity Needs Analysis**

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 the discussions, observations, understanding, the roles of different designations are mapped which are common across the Ministry. Every designation plays one major role and a few minor roles. The common roles played by different designations and their respective key competencies across the Ministry are depicted below:

Table 24: Designation-wise Role Mapping &amp; Capacity Needs Analysis

Designation	Role	Domain	Competencies Functional	Behavioural
Assistant Section Officer (ASO)	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>NER History, Culture &amp; Lifestyle</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Noting &amp; Drafting</li> <li>Budget Process &amp; Procedures</li> <li>Public Finance Management Systems (PFMS)</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>MS - Office</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Planning &amp; Coordination</li> <li>Time Management</li> <li>Seeking Information</li> <li>Analytical Skills</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Initiator</li> <li>Implementor</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Reviewer</li> <li>Verifier</li> </ul>			
Section Officer (SO)	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> </ul>	<ul style="list-style-type: none"> <li>Noting &amp; Drafting</li> <li>Budget Process &amp; Procedures</li> <li>Public Finance Management Systems (PFMS)</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Planning &amp; Coordination</li> <li>Feedback</li> <li>Time Management</li> <li>Analytical Skills</li> <li>Leadership</li> </ul>
	<ul style="list-style-type: none"> <li>Verifier</li> <li>Reviewer</li> </ul>			

Designation	Role	Domain	Competencies Functional	Behavioural
	<b>Minor Role</b>	<ul style="list-style-type: none"> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS, etc.</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>General Financial Rules (GFR)</li> </ul>	<ul style="list-style-type: none"> <li>Team Building</li> </ul>
<b>Under Secretary (US)</b>	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>Public Finance Management Systems (PFMS)</li> <li>General Financial Rules (GFR)</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Feedback</li> <li>Planning &amp; Coordination</li> <li>Developing Others</li> <li>Analytical Skills</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Verifier</li> <li>Reviewer</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Initiator</li> <li>Decision Maker</li> </ul>			

Designation	Role	Domain	Competencies Functional	Behavioural
			<ul style="list-style-type: none"> <li>DoE Guidelines &amp; Circulars</li> </ul>	
<b>Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)</b>	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Acts &amp; Policies</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> <li>Managerial Effectiveness</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Stakeholder Management</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>Public Finance Management Systems (PFMS)</li> </ul>	<ul style="list-style-type: none"> <li>Attention to Detail</li> <li>Feedback</li> <li>Analytical Skills</li> <li>Quantitative Skills</li> <li>Developing Others</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<ul style="list-style-type: none"> <li>Strategiser</li> <li>Decision Maker</li> </ul>			
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Verifier</li> </ul>			
<b>Statistical Officer (SA) / Joint</b>	<b>Major Role</b>	<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Attention to Detail</li> </ul>

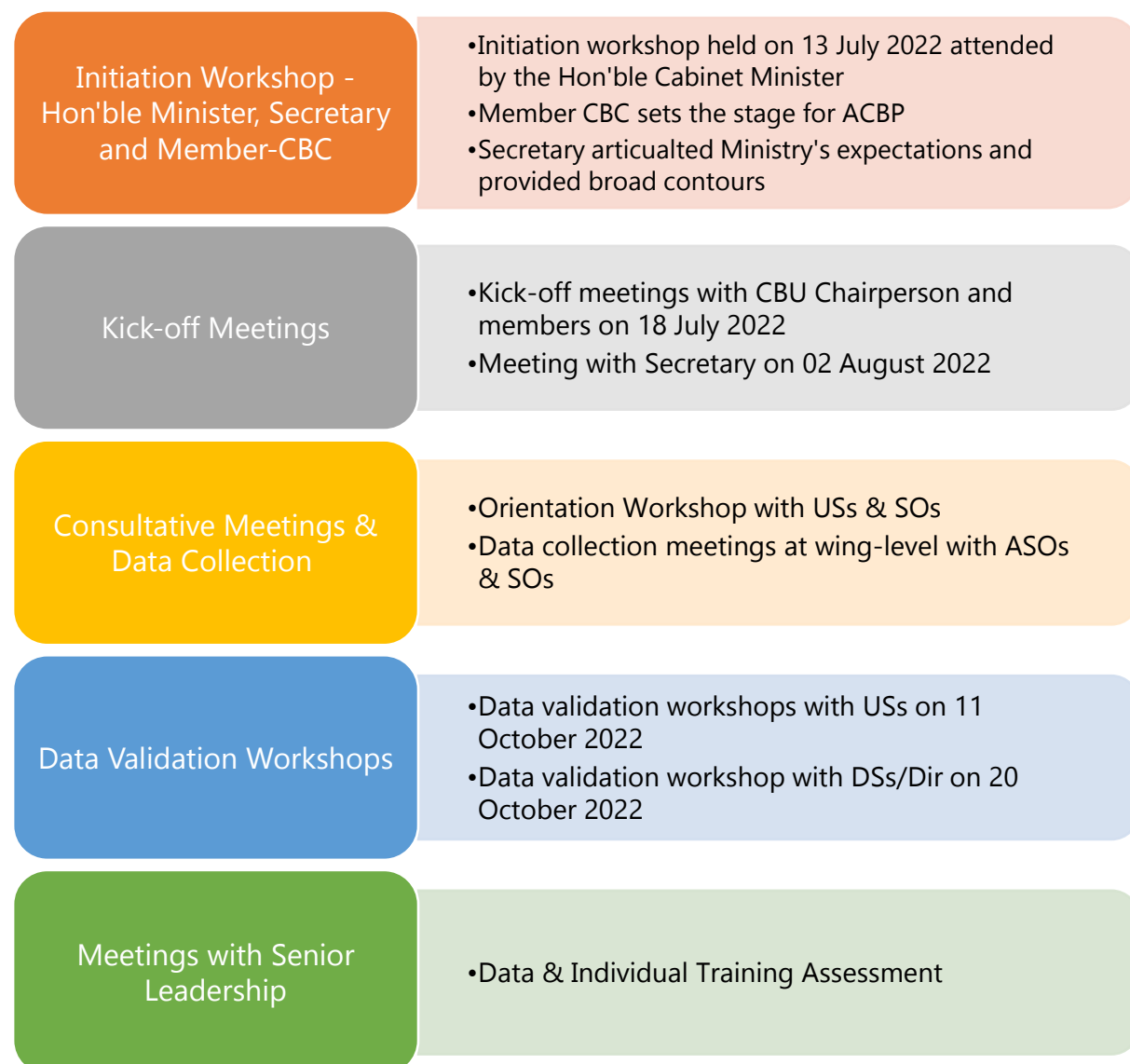
Designation	Role	Domain	Competencies Functional	Behavioural
<b>Secretary (JS) / Sr. Economic Adviser (SrEA) / Additional Secretary (AS)</b>	<ul style="list-style-type: none"> <li>Decision Maker</li> </ul>	<ul style="list-style-type: none"> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Sectoral Analysis</li> </ul>	<ul style="list-style-type: none"> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Managerial Effectiveness</li> <li>Stakeholder Management</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>General Financial Rules (GFR)</li> </ul>	<ul style="list-style-type: none"> <li>Feedback</li> <li>Strategic Thinking</li> <li>Quantitative Skills</li> <li>Developing Others</li> <li>Leadership</li> <li>Team Building</li> </ul>
	<b>Minor Role</b>			
	<ul style="list-style-type: none"> <li>Strategiser</li> </ul>			

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

## 5.5 Workshop Anecdotal Experiences

Preparation of ACBPs of the Ministries/Departments is an unique experience involving several steps – both at the Ministry and the CBC-level. ACBPs are being prepared under active initiative of the CBC. The process begins with an ice-breaking workshop / meeting between the Members of the Commission with the Secretary of Ministry for which ACBP is proposed to be prepared by the CBC.

This is followed by several interactions between Ministry and the appointed consulting group led by the CBC points of contacts. The whole process is designed to be consultative and iterative to develop hands-on plan that is simple and yet comprehensive enough to enable the Ministry to achieve and contribute to the vision of the Hon'ble Prime Minister of India in achieving Atmanirbharata, \$ 5 trillion economy and other identified national priorities. Following different levels of interactive workshops/consultations were held in preparing the ACBP of MoDONER, Govt. of India.



During the initial interaction, Secretary, MoDONER, Govt. of India has stressed on the need that ACBPs should also be prepared for associated organizations of the Ministry along with Ministry's ACBP. One of the senior officials expressed that the capacity building exercise should result in making "a better version of ourselves" which could be in terms of personal growth, achievement, health, or any other area of professional and personal life.

The Ministry 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 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. This set of competencies along with other discussion points were then presented to their next higher-up officials seeking to validate the correctness and mid-course correction. For example, the set of competencies listed for the ASOs and SOs were presented to the Under Secretary and DSs / Director officers for validations.

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 officers quickly comprehending the need to identify a particular set of competencies – either at domain or functional level was easy. The DSs / Director and Joint Secretary-level data validation workshops / meetings helped in driving the context and utility of a comprehensive ACBP plan being prepared by CBC.

When guided meetings/workshops were held with different level of officers with a cumulative decadal experience between them, it is inevitable that strong opinions are expressed aimed either at identifying the course correction of the competencies identified or reinforcing the correctness of the data being presented. Bringing their personal experiences as a 'nominated trainee' at a generic training sponsored/nominated by the department was common. During such interactions, parallels on the generic nature of training and their (ir)relevance to their function/role were drawn. A common point observed during these workshops was the appreciation of CBC's efforts in developing relatable role-based capacity building plans that would not only help their present roles but also prepare them for future needs.

## **5.6 Summary**

The central focus of ACBP lies in the Competency Framework and Capacity Needs Analysis, which are discussed in this chapter. The chapter provides an outline of the Ministry's current competency structure and highlights the crucial gaps that exist. Additionally, a comprehensive analysis of the Ministry's capacity needs is presented, which encompasses competencies



identified through a consultative process involving different levels of functionaries. The competencies are classified into three categories and the critical competencies required to perform wing-specific functions/sub-functions are identified under each category.

The Ministry-wide competency sets are followed by a detailed presentation of the competencies required at the domain, functional and behavioural level for both individuals and the organization at the wing-level. As explained in Chapter 3 of the approach and methodology, the ACBP prepared by CBC for MoDONER, Govt. of India is distinct in identifying the capacity needs of each role in the department. These role-specific competencies are identified for both current and future needs of the department, considering technological and non-training interventions.

## 6 Capacity Building Plan

### 6.1 Prioritized Competencies

The Ministry-level competencies under all three categories, i.e., domain, functional and behavioural are presented in the previous chapter. And, based on the frequency (number of times the competency used by an official for carrying out functions and sub-functions) of each competency, the top five competencies are selected as priority training areas for Ministry based on the consultation with Sr. Economic Adviser, Joint Secretaries, Statistical Adviser, Director and Deputy Secretaries (as described in Approach and Methodology of ACBP Preparation – Chapter 3). The priority areas under the domain, functional and behavioural are listed below:

**Figure 62: Identified Ministry-level Training Priorities**

Prioritized Domain Competencies	
<ul style="list-style-type: none"> <li>About Ministry, Divisions &amp; Schemes</li> <li>MIS of Ministry's Schemes &amp; Programs</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Indigenous Tribal Community</li> <li>Acts &amp; Policies</li> <li>Sectoral Analysis</li> <li>Roster for Visit of Cabinet Minister</li> <li>New and Innovative Technologies</li> <li>GBS Expenditure Statements</li> </ul>
Prioritized Functional Competencies	
<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>Noting &amp; Drafting</li> <li>Meeting Management - Conduct of the Meeting, Agenda &amp; MoM Preparation, Meeting Etiquette, etc.</li> <li>Managerial Effectiveness</li> <li>General Financial Rules (GFR)</li> <li>Public Finance Management Systems (PFMS)</li> <li>Stakeholder Management</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Proposals, Reports, etc.</li> <li>Contract Management - MoU / Contract Preparation, Verification, Enforcement</li> <li>Computer Literacy / MS-Office</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> </ul>
Prioritized Behavioural Competencies	
<ul style="list-style-type: none"> <li>Planning &amp; Coordination</li> <li>Analytical Skills</li> </ul>	<ul style="list-style-type: none"> <li>Developing Others</li> <li>Desire for Knowledge</li> </ul>

<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Quantitative Skills</li> <li>• Attention to Detail</li> <li>• Time Management</li> <li>• Team Working</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Seeking Information</li> <li>• Communication Skills</li> <li>• Strategic Thinking</li> <li>• Innovative Thinking</li> <li>• Decision Making</li> <li>• Team Building</li> </ul>
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*A detailed Individual-wise Individual Training Need Assessment is provided as Annexure VII.*

## 6.2 Immediate Priority Interventions (Quick-wins)

As part of the consultations and discussions, Ministry officials were requested to share the immediate felt needs in terms of capacity building interventions. They were asked to suggest such training programs which can deliver immediate results regarding competency requirements. Based on these discussions, the following training programs have been identified as immediate priority (quick wins) for the Ministry:

**Table 25: Priority Interventions**

#	Priority Focus Areas	Targeted Designations	Rationale
1.	PM Gatishakti Master Plan	Senior Leadership (Sr. EA, JS and SA) and Director & Deputy Secretaries	Training program to be useful for effective implementation of ongoing sectoral projects and in the areas of work allocation with improved understanding of PM Gatishakti Master Plan and innovative projects / approaches implemented by other national and international organizations
2.	Sectoral Best Practices as per the Wing / Work Allocation		
3.	General Financial Rules (GFR)	USs, SOs and ASOs	Training will be useful for project sanctioning, assessment, disbursement of project funds/grants.
4.	Delegation of Financial Power Rules (DFPR)		
5.	MS-Office	SOs and ASOs	Training will be useful in efficiently completing the day-to-day works
6.	HR Audit (Non-Training)	Ministry-level	To undertake a detailed assessment of workload of every wing including the immediate future interventions to identify the optimal number of staff required for each wing. It can be done through Time Motion study or Human Resource (HR) Audit.

### 6.3 Designation-wise Competency Specific Training Suggestions

Based on the identified competencies, following are the suggested training interventions:

**Table 26: Designation-wise Competency-based Specific Training Suggestions**

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
<b>Assistant Section Officer (ASO), Section Officers (SO) &amp; Under Secretary (US)</b>	<ul style="list-style-type: none"> <li>• Induction Training / Manual with               <ul style="list-style-type: none"> <li>○ About Ministry, Wings &amp; Schemes</li> <li>○ Mandate of Allied Institutions</li> <li>○ Profile &amp; Details of NER</li> <li>○ Local Governance in NER</li> <li>○ NER Economy</li> <li>○ Status of Basic Services in NER</li> <li>○ NER History, Culture &amp; Lifestyle</li> <li>○ Knowledge of Indigenous Tribal Community</li> </ul> </li> <li>• MIS of Ministry's Schemes</li> </ul>	<ul style="list-style-type: none"> <li>• Noting &amp; Drafting</li> <li>• General Financial Rules (GFR)</li> <li>• Public Finance Management Systems (PFMS)</li> <li>• MS – Office</li> <li>• Regional Planning</li> <li>• Project Formulation</li> <li>• Project Management</li> <li>• Project Evaluation</li> <li>• Public Procurement (Life Cycle Costing)</li> </ul>	<ul style="list-style-type: none"> <li>• Course to Develop Behaviour Competencies</li> <li>• Planning &amp; Coordination</li> <li>• Time Management (as part of Change Management)</li> <li>• Analytical Skills</li> </ul>
<b>Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)</b>	<ul style="list-style-type: none"> <li>• Induction Training / Manual with               <ul style="list-style-type: none"> <li>○ About Ministry, Wings &amp; Schemes</li> <li>○ Mandate of Allied Institutions</li> <li>○ Profile &amp; Details of NER</li> <li>○ Local Governance in NER</li> <li>○ NER Economy</li> <li>○ Status of Basic Services in NER</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Budget Process &amp; Procedures</li> <li>• Managerial Effectiveness</li> <li>• DoPT Guidelines, Rules, Amendments, Circulars, Notifications</li> <li>• Stakeholder Management</li> <li>• Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical Skills Development</li> <li>• Effective Communication</li> <li>• Team Building</li> <li>• Leadership</li> </ul>

Designation	Suggested Training Interventions		
	Domain	Functional	Behavioural
	<ul style="list-style-type: none"> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>Acts &amp; Policies</li> <li>Sectoral Best Practices (Wing/Work Allocation Specific)</li> </ul>	<ul style="list-style-type: none"> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> </ul>	
<b>Statistical Officer (SA) / Joint Secretary (JS) / Sr. Economic Adviser (Sr.EA) / Additional Secretary (AS)</b>	<ul style="list-style-type: none"> <li>Induction Training / Manual with               <ul style="list-style-type: none"> <li>About Ministry, Wings &amp; Schemes</li> <li>Mandate of Allied Institutions</li> <li>Profile &amp; Details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> </ul> </li> <li>Sectoral Analysis</li> <li>Sectoral Best Practices (Wing/Work Allocation Specific)</li> </ul>	<ul style="list-style-type: none"> <li>PM Gati-Shakti Master Plan</li> <li>Budget Process &amp; Procedures</li> <li>DoPT Guidelines, Rules, Amendments, Notifications</li> <li>Managerial Effectiveness</li> <li>Stakeholder Management</li> <li>Monitoring, Evaluation, and Learning (MEL)</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> </ul>	<ul style="list-style-type: none"> <li>Data Driven decision making in Government</li> <li>Strategic Planning / Strategic Thinking</li> <li>Team Building</li> <li>Leadership</li> </ul>

## 6.4 Organizational Competency Suggestions

In the process of interactions and data collection with various divisions, 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 27: Organization-level Capacity Building Interventions**

#	Interventions	Description of Interventions
1.	Policy for Mandatory Induction Training	<ul style="list-style-type: none"> <li>There should be a policy at Ministry-level that each and every official working at the Ministry should undergo induction training which would provide a comprehensive overview of the Ministry, its mandate, wings, allied institutions, schemes/programs, dashboards, etc. Steps may be taken to organize induction training program for the officials who have recently joined the Ministry and need induction training.</li> <li>Any employee who has been posted in the Ministry on account of first appointment/transfer/promotion/deputation, should undergo detailed induction training with provision for exposure visits to allied institutions, PSUs under the Ministry and NE States.</li> <li>As part of the policy, it should be mandated to attend the induction training within a specific time (preferably within one week or fortnight from the time of reporting).</li> <li>Based on the feasibility, the employee may be permitted to undertake visit and spend certain time interacting with stakeholders to understand how the Ministry mandate is implemented at the field/unit level.</li> </ul>
2.	Training for Consultants and PMU Staffs	<ul style="list-style-type: none"> <li>Owing to the scheme/program specific requirements, Project Management Units (PMUs) are established in the Ministry with outsourced staffs/consultants. Even though consultants with specific domain knowledge and experience are hired, knowledge of procedures of Govt. of India and specific requirements of NE States remains a challenge. Consultants working in the Ministry as part of PMUs on long term basis (preferably two years or more) may also be considered for training under ACBP and other training initiatives of the Ministry. A decision in this regard may be taken.</li> </ul>

#	Interventions	Description of Interventions
3.	Immersion Program	<ul style="list-style-type: none"> <li>Many officials opined that they constantly work with allied institutions (i.e., NEC, NEHHDC, NEDFi and other) of the Ministry which includes various procedures. Therefore, it will be suggested to conceive immersion programs so that officials at the Ministry and officials of allied institutions can understand each other's procedural requirements in a better way while comprehending the challenges faced.</li> <li>A similar program can also be conceptualized with relevant Departments of NE State Governments.</li> </ul>
4.	Collaboration between Institutions Located at NER	<ul style="list-style-type: none"> <li>There are institutions of repute located in NER such as IIT-Guwahati, IIM-Shillong, etc., and the Ministry may collaborate with these institutions for utilizing their academic strengths. It could be in the form of technical support to NE States while preparing project proposals, Monitoring and Evaluation of projects, etc.</li> </ul>
5.	Knowledge Management	<ul style="list-style-type: none"> <li>Value Chain Approach; Global Value chains; Theory of Change; Market Linkages; mobilizing non-budgetary resources; Building Partnerships; regular sessions by sectoral experts / line departments; immersion programs on emerging technologies; Sustainability; Citizen Engagement; Compilation of Best Practices, Concept Notes, etc.; capacity needs of tribals, weavers, artisans, etc.</li> </ul>
6.	Process Improvement	<ul style="list-style-type: none"> <li>Workflow based online systems; Convergence; Interoperability; Innovation; use of geospatial platforms</li> </ul>
7.	Information Flow	<ul style="list-style-type: none"> <li>Granularity of data; capturing data at source; data-driven governance; metadata standards; Data Governance; cyber security; Unified dashboard</li> </ul>

## 6.5 Ministry-level Institutional Interventions

During a Secretary-level presentation of draft ACBP, a series of strategic Ministry-level institutional interventions were discussed and proposed to be incorporated, encompassing a detailed approach to bolstering capacity building endeavours at Ministry. The suggested interventions are as follows:

**Table 28: Ministry-level Institutional Interventions**

#	Interventions	Description of Interventions
1.	Capacity Building Unit	Meeting of CBU of MoDoNER at least once a quarter to review progress of capacity building initiatives and once a year to assess capacity needs; Capacity needs of NEC and other

#	Interventions	Description of Interventions
		CPSEs/organizations of MDoNER/NEC also to be reviewed with the CBUs of these organizations; Preference for officials who have worked in the NER
2.	Rules, Norms & Culture	Partnerships with other regional and premier institutes in NER; team building exercises (indoor and outdoor); North-East specific sectoral roadmaps/concept notes; engagement with citizens and industry to crowdsource ideas/solutions; Training Policy
3.	Monitoring & Evaluation	Platform for monitoring progress against baseline; regular 3 <sup>rd</sup> party assessments; Performance Measurement

## 6.6 Non-Training Interventions

In addition to the training interventions, other interventions, which are of non-training nature which can improve the performance of the officials of the Ministry are captured through free-wheel discussions, group discussions and personal interactions. These non-training interventions are grouped into five categories and presented below:

**Table 29: List of Identified Non-Training Interventions**

Categories	Suggested Interventions
<b>Technology &amp; Data</b>	<ul style="list-style-type: none"> <li>• <b>App for Coordinating Visits of Hon'ble Cabinet Ministers to NE States:</b> Development of an app with dashboard for efficiently managing the fortnightly visits of Hon'ble Cabinet Ministers to NE States. It may have features which communicates the roster of visit with proposed dates and NE States with Hon'ble Cabinet Minister. Once confirmed by the Hon'ble Minister, the information can be communicated to identified NE State and officials concerned.</li> <li>• <b>Common Platform for Data Sharing:</b> As part of its coordination and monitoring activities, Ministry seeks various data and information from the eight NE States, which is either used only by the Ministry or after processing forwarded to Prime Minister's Office (PMO) or other Ministries. To avoid calling for information on ad hoc basis, a common platform should be developed which can be accessed by all NE States to update all relevant data / information including project approval/sanction; release and utilization of funds, submission of UCs, etc. It may also provide an option where State can indicate issues and challenges faced by them.</li> </ul>



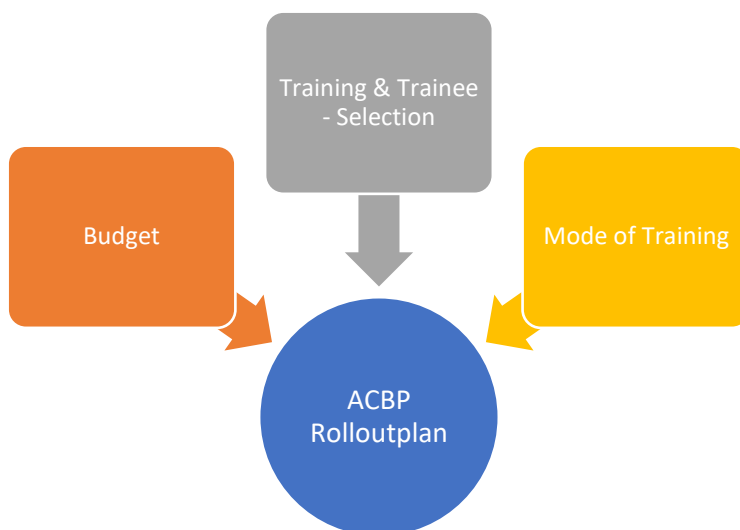
Categories	Suggested Interventions
<b>Systems &amp; Processes</b>	<ul style="list-style-type: none"> <li>• <b>Exposure / Immersion Visit to Associated Organizations and NE State Governments:</b> Organizing exposure visits for officials of Ministry to all allied institutions and vice versa with the objective of comprehending work culture. It will help the Ministry and allied intuitions to understand each other's requirements as far as administrative procedures are concerned. Similar visits can also be conceptualized with NE State Governments. Such visits will particularly be useful for USs, SOs &amp; ASOs in gaining better understanding of the issues faced by NE States. It will also help in creating personal rapport and smooth interaction with the State Government Officials.</li> <li>• <b>Knowledge Sharing Interactive Sessions:</b> A regular interactive sessions / discussions between all level of officials should be conceived and organized during which Secretary and other senior officers can apprise about the ongoing activities and the future roadmap of the Ministry.</li> </ul>
<b>Resources &amp; Assets</b>	<ul style="list-style-type: none"> <li>• <b>Improving Workplace Environment:</b> The workplace infrastructure like proper seating arrangement, etc. plays an important role on the performance of an official. Considering this, a proper seating arrangement with focus on space, desk, etc., should be made available. In addition, all the officers working in a wing are seated together at one place.</li> </ul>
<b>Partnerships &amp; Relationships</b>	<ul style="list-style-type: none"> <li>• <b>Institutional Collaboration:</b> Ministry may collaborate with institutions of repute particularly located at NER such as IIT, Guwahati, IIM-Shillong, etc. Ministry may also use their technical and other expertise in Ministry and allied institutions- related work. E.g., the marketing division of IIM-Shillong may devise a marketing plan for NEHHDC.</li> </ul>
<b>Personnel Management</b>	<ul style="list-style-type: none"> <li>• <b>HR Audit:</b> To undertake a detailed assessment of workload of every wing including the immediate future interventions to identify the optimal number of staff required for each wing. It can be done through Time Motion study or Human Resource (HR) Audit.</li> <li>• Retired officers having good experience in the Ministry may be hired to do secretarial work.</li> </ul>

## 7 Operational Plan

### 7.1 ACBP Rollout Plan

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

**Figure 63: Aspects of ACBP Rollout Plan**



- **Budget**

Budget allocation is a crucial aspect of implementing an annual capacity building plan. Without adequate funds, it may be difficult to execute the plan effectively, resulting in incomplete or suboptimal implementation. Here are a few reasons why budget allocation is important for implementing an annual capacity building plan:

- Resource mobilization: Budget allocation provides the necessary resources to execute the plan, including funds for training, equipment, materials, and staffing. It helps to ensure that the necessary resources are available to achieve the desired outcomes.
- Prioritization: Budget allocation helps to prioritize the activities and initiatives that are most critical to achieving the objectives of the capacity building plan. It allows for a more strategic approach to planning and implementation, ensuring that the most important activities are given adequate funding.
- Accountability: Budget allocation helps to establish accountability for the implementation of the capacity building plan. It provides a clear framework for tracking the use of funds and measuring progress towards the plan's objectives.

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 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 training

- **Training & Trainee - Selection**

As a component of the ACBP preparation process, a training calendar is prepared. Nonetheless, it may not be feasible to launch all the listed training programs concurrently. Consequently, CBU could form a committee consisting of representatives from various wings to prioritize the training requirements for each designation and introduce the training programs gradually. The selection of training should be based on the division's necessities and the specific competencies necessary for each position and individual. The CBU may consider the following aspect while undertaking selection/prioritization of trainees:

- individual competency evaluations,
- 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 off-line or hybrid mode. With the availability of iGOT Karmayogi online training programme specially designed for Government employees.

Online, offline, and hybrid modes of training offer distinct advantages and disadvantages. Online training offers convenience, flexibility, and cost effectiveness but may lack personalized interaction and hands-on practice. Offline training offers personalized interaction and hands-on practice but can be costly and time-consuming. Hybrid training combines both online and offline methods, allowing for the flexibility of online training with the personalized interaction and hands-on practice of offline training. Hybrid training can offer a more comprehensive learning experience by combining the strengths of both online and offline training. However, it can also present technical and logistical challenges, as trainees may need to balance both online and offline components of the training. Ultimately, the choice of training mode depends on the specific needs and objectives of the training program, as well as the availability and preferences of the trainees. Following could be training sources for online and off-line trainings.

- Online Trainings – iGOT Karmayogi / any other relevant online platforms
- Offline / Hybrid Trainings – ISTM / Central Training Institutes (CTIs) / Administrative Training Institutes (ATIs) / Ministry attached institutions / institutes of excellence

The online training programs through iGOT Karmayogi platform are practicable due to the following benefits:

- **Improved skills and knowledge:** iGOT training programs offer a range of courses covering a variety of topics relevant to the Ministry. By completing these courses, employees can gain new skills and knowledge that can help them perform their jobs more effectively.
- **Accessible and convenient:** The iGOT platform is an online learning platform that is accessible to government employees across the country. This makes it easier for employees to access training programs without having to travel to a physical location. Employees can complete courses at their own pace, on their own time, and from any location with an internet connection.
- **Cost-effective:** iGOT training programs are free to government employees, making them a cost-effective way to support employee development and capacity building.
- **Improved job performance:** By gaining new skills and knowledge through iGOT training programs, employees can improve their job performance and productivity, which can lead to better service delivery to citizens.
- **Enhanced career development:** Completing iGOT training programs can also help employees enhance their career development prospects within the government sector by improving their knowledge, skills, and experience.
- **Standardization of training:** The iGOT platform offers standardized training programs across various departments and ministries, which ensures that employees receive consistent and quality training.

## 7.2 Calendar

As per the Approach and Methodology adopted for ACBP preparation, a year-wise indicative training calendar based on individual assessment undertaken is provided below:

**Table 30: Training Calendar for the Ministry:**

Type of Competency	Year I	Year II	Year III
<b>Domain</b>	<ul style="list-style-type: none"> <li>About Ministry, Wings and Schemes</li> <li>MIS of Ministry's schemes &amp; programs</li> <li>Profile and details of NER</li> <li>Local Governance in NER</li> <li>NER Economy</li> <li>Status of Basic Services in NER</li> <li>NER History, Culture &amp; Lifestyle</li> <li>Knowledge of Indigenous Tribal Community</li> <li>Acts and Policies</li> <li>Sectoral Analysis</li> <li>Roster for Visit of Cabinet Minister</li> <li>Mandate of NEC</li> <li>Mandate of NEDFi</li> <li>Mandate of NEHHDC</li> <li>Mandate of NERAMAC</li> </ul>	<ul style="list-style-type: none"> <li>Value Chain Analysis</li> <li>Sustainable Livelihood Framework</li> <li>New and Innovative Technologies</li> <li>GBS Expenditure Statements</li> <li>State-level Hierarchy for Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Financial Position and Strategic Action Plan of NEDFi</li> </ul>
<b>Functional</b>	<ul style="list-style-type: none"> <li>Budget Process &amp; Procedures</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; Evaluation</li> <li>Delegation of Financial Powers Rules (DFPR)</li> </ul>	<ul style="list-style-type: none"> <li>Portal - Mission Karmayogi</li> <li>BADP Online Management System</li> <li>Audit Standards 2011</li> </ul>

Type of Competency	Year I	Year II	Year III
	<ul style="list-style-type: none"> <li>DoPT Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS, etc.</li> <li>Noting &amp; Drafting</li> <li>Use of Indices (MPI, SDGs, Etc.) for Goal-based Planning, Gap-based Prioritization and Outcome-based Targeting</li> <li>Regional Planning</li> <li>Project Formulation</li> <li>Project Management</li> <li>Project Evaluation</li> <li>Public Procurement (Life Cycle Costing)</li> <li>Meeting Management - Conduct of the Meeting, Agenda Preparation, MoM, Meeting Etiquette, etc.</li> <li>Managerial Effectiveness</li> <li>DoE Guidelines &amp; Circulars</li> <li>Manual of Parliamentary Procedures</li> <li>Official Languages Act, Amendments, Notifications, Circulars</li> </ul>	<ul style="list-style-type: none"> <li>Schemes of Other Ministries</li> <li>FRSR - Fundamental Rules and Supplementary Rules</li> <li>Manuals related to Procurement of Goods &amp; Services</li> <li>Portal of Audit Para Monitoring System (APMS)</li> <li>Statistical Analysis Techniques</li> <li>Portal - Union Budget Information System (UBIS)</li> <li>Portal - CPGRAMS Portal</li> <li>Central Government Employee Group Insurance Scheme</li> <li>Portal - e-Visit</li> <li>Portal - e-Samiksha</li> <li>Portal - Cowin</li> <li>CGHS Guidelines</li> <li>Portal - e-HRMS</li> <li>Portal - Pragati</li> <li>Training Function Management</li> <li>Portal - CMCSSS Portal</li> <li>Portal - Aspirational District Program</li> <li>Taxation Rules - IT, TDS, GST Processing</li> </ul>	<ul style="list-style-type: none"> <li>Research skills</li> <li>Guidelines for DAE for EAP</li> <li>MoU / Contract Preparation, Verification, Enforcement</li> <li>Manual of Office Procedures</li> <li>PPRDA Portal</li> <li>MEA Guidelines &amp; Circulars</li> <li>Preparation of Reports, Proposals, etc.</li> <li>Legal Compliance &amp; Terminology</li> <li>MSME Guidelines</li> <li>Portal - e-Sampada</li> <li>Policy Formulation, Analysis, Amendment Process</li> <li>NDMA Act 2005</li> <li>NITI Aayog's Output-Outcome Monitoring Framework (OOMF)</li> </ul>

Type of Competency	Year I	Year II	Year III
	<ul style="list-style-type: none"> <li>• General Financial Rules (GFR)</li> <li>• MS - Office</li> <li>• Public Finance Management Systems (PFMS)</li> <li>• e - Office</li> <li>• Stakeholder Management</li> <li>• Evaluation of Proposals, Reports, etc.</li> <li>• Contract Management - MoU / Contract Preparation, Verification, Enforcement</li> <li>• RTI &amp; CIC Rules, Amendments, Circulars, Case Laws</li> <li>• File Management Procedures</li> <li>• Portal - RTI</li> <li>• CVC Act &amp; Vigilance Manual, 2021 - Guidelines, Circulars, Notifications</li> <li>• Portal - GeM</li> <li>• Services &amp; Targets under SAMBHAV</li> <li>• Event Management</li> <li>• Portal - Probity Portal - DoPT</li> <li>• SPARROW Portal - Process, Procedures, trouble shooting</li> </ul>	<ul style="list-style-type: none"> <li>• EFC/SFC - Guidelines, Rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.</li> <li>• Portal - Bhavishya</li> <li>• Portal - GST</li> </ul>	

Type of Competency	Year I	Year II	Year III
	<ul style="list-style-type: none"> <li>• Allocation of Business Rule, GoI</li> <li>• Cabinet Note Preparation Procedure</li> </ul>		
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Planning &amp; Coordination</li> <li>• Leadership</li> <li>• Team Building</li> <li>• Analytical Skills</li> <li>• Feedback</li> <li>• Quantitative Skills</li> <li>• Attention to Detail</li> <li>• Time Management</li> <li>• Team Working</li> <li>• Developing Others</li> <li>• Desire for Knowledge</li> <li>• Seeking Information</li> <li>• Communication Skills</li> <li>• Presentation Skills</li> <li>• Strategic Thinking</li> <li>• Innovative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Leading Others</li> <li>• Commitment to Organisation</li> <li>• Stress Management</li> <li>• Initiative and Drive</li> <li>• Conceptual Thinking</li> <li>• Citizen Centric &amp; People First</li> <li>• Resilience</li> <li>• Dependability</li> <li>• Integrity</li> <li>• Self Awareness &amp; Self Control</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Empathy</li> <li>• Change Management</li> <li>• Cost Conscious</li> <li>• Delegation</li> <li>• Result Orientation</li> <li>• Problem Solving</li> <li>• Negotiation</li> <li>• Networking Skills</li> </ul>



It is important to note that the CBU in consultation with wing-heads may revise the order of organizing the training programs provided as part of the training calendar based on the felt and immediate priority / requirement of the Ministry under the guidance of the Secretary.

It should also be noted that the training programs which are identified to be organized in the first year are the prioritized training programs of the Ministry based on demand, urgency and need and in case due to any reason, if these programs could not be organized in the first year itself than such leftover training programs will 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 will be given opportunity to attend the training programs in subsequent years as per the training calendar. For the implementation of training calendar, officials may be encouraged to take-up online training programs available at iGOT platform as this will ensure rolling-out / participation in higher number of training programs.

### **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 from the inputs received from Senior Leadership. During the interactions, the domain, functional and behavioural competencies were identified based on activities undertaken by each of the Section. The functional and behavioural competencies identified were mapped with the relevant training modules and capacity building programs offered by various training institutes including Central Training Institutes (CTIs).

- **Domain Competencies**

It is observed that for the Ministry specific Domain competencies such as Mandate of NEC, NEHHDC, NEDFi, etc.; Ministry & NEC supported schemes and programs, etc.; there are no training modules which are readily available. Therefore, it is recommended that the Ministry with support of CBC may develop specific module, induction manual / training program, etc.

- Functional Competencies**

The identified functional competencies with identified training institutions is as follows:

**Table 31: Mapping of Identified Functional Competencies with Training Modules/Courses**

#	Competency	Training / Module name	Training Institute	Mode of Training
1.	Audit Standards 2011	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance	Offline
2.	Cabinet Note Preparation Procedure	Workshop on preparing cabinet notes	ISTM	Offline
3.	Central Government Employees Group Insurance Scheme (CGEGIS)	Central Government Employees Group Insurance Scheme (CGEGIS)	iGOT	Online
4.	CGHS Guidelines	Central Government Health Scheme (CGHS) & Central Services (MA) Rules	iGOT	Online
5.	Contract Preparation, verification, enforcement	Contract Management	RCUES Lucknow	Offline
6.	CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	Training Programme in Administrative Vigilance	ISTM	Offline
7.	e - Office	Workshop on e-Office	ISTM	Offline
		Orientation Training Programme on eOffice Management	MCRHRD	Offline
8.	Evaluation of Proposals, Reports etc	Certificate programme in Project management	Institute of Management in Government, Kerala	Offline
		WORKSHOP ON PROJECT FORMULATION AND APPRAISAL	ISTM	Offline
9.	File Management	Record management and right to information	ISTM	Offline
10.	FRSR - Fundamental Rules and Supplementary Rules	Fundamental Rules (FR) and Supplementary Rules (SR)	Department of Expenditure	Offline
11.	General Financial Rules (GFR)	GFR and vigilance	Indian Statistical Service Training Division	Offline

#	Competency	Training / Module name	Training Institute	Mode of Training
12.	Legal Compliance & Terminology - Case laws of SC, CAT etc.	Legal Workshop	National Industrial Security Academy	Offline
13.	Managerial Effectiveness	Training Programme on Managing Work Effectively: A Behavioural Approach	VV Giri National Labour Institute	Offline
		Managerial Effectiveness	ISTM	Offline
14.	Manual of Office Procedures	Office Procedure	iGOT	Online
		Training Programme on Office Procedure under SCTP	ISTM	Offline
15.	Manual of Parliamentary Procedures	Parliamentary Procedures	iGOT	Online
		Handling Parliamentary Matters	ISTM	Offline
16.	Manual of Procurement of Goods & Services	Public Procurement Framework of GOI	Department of Expenditure	Offline
		MDP on Public Procurement	AJNIFM	Offline
17.	Monitoring & Evaluation	Monitoring and evaluation of govt schemes	ISTM	Offline
18.	MS - Office	MS office	ISTM	Offline
		Advanced MS Office	MCRHRD	Offline
19.	NDMA Act 2005	Disaster Management and Crises Management	ISTM	Offline
20.	Noting & Drafting	Workshop on Noting & Drafting	ISTM	Offline
		Training Programme on Noting & Drafting Skills	MCRHRD	Offline
		Noting & Drafting	iGOT	Online
21.	Official Languages Act, Amendments, Notifications, Circulars	Training Programme on Official Language	Department of official language	Offline
22.	Policy Formulation, Analysis, amendment process	Policy analysis, Policy formulation	NACIN National Academy of Customs Indirect Taxes And Narcotics	Offline
		Public Policy & VUCA World	Indian Institute of Public Administration	Offline
		Workshop on Policy Formulation to Legislation	ISTM	Offline

#	Competency	Training / Module name	Training Institute	Mode of Training
23.	Portal of RTI	Right to Information Act 2005 - Part 2	iGOT	Online
24.	Preparation of Reports, Proposals, Analysis etc	Report Writing	Lal Bahadur Shastri National Academy of Administration	Offline
25.	Public Finance Management Systems (PFMS)	Training Videos of PFMS modules	Ministry of Electronics and Information Technology	Online
26.	Research skills	Training Programme on Research Methodology & Introduction to SPSS	VV Giri National Labour Institute	Offline
27.	RTI & CIC Rules, amendments, circulars, case laws	Right to Information Act 2005 - Part 1	iGOT	Online
		Right to Information Act 2005 - Part 2	iGOT	Online
28.	Stakeholder Management - Vendors, Multilateral funding agencies, Institutions, partners etc.	Stakeholders in Governance	ISTM	Offline
29.	Taxation Rules - IT, TDS, GST Processing	Workshop on Income Tax	ISTM	Offline
		Workshop on Goods and Services Tax		
30.	Public Procurement (Life Cycle Costing)	Public Procurement Framework of GOI	iGOT	Online
31.	Project Formulation	Project Management	iGOT	Online
32.	Project Management	Project Management	ISTM	Online
33.	Project Evaluation	Fundamentals of Program & Project Management	QCI	Online

- **Behavioural Competencies**

The identified behavioural competencies with identified training institutions is as follows:

**Table 32: Mapping of Identified Behavioural Competencies with Training Modules/Courses**

#	Topics	Training Module/s	Training Institutions	Mode of Training
1	Adaptability	Level-III CSSS Course to Develop Behaviour Competencies	Institute of Secretariat Training & Management (ISTM)	Offline
2	Analytical Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT Karmayogi Platform (iGOT)	Online
		Big Data Analysis	Dr. MCR Human Resource Development Institute of Telangana (MCRHRD), Hyderabad	Offline
3	Attention to Detail	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Attention to Detail	Indian Institute of Public Administration (IIPA)	NA
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
4	Change Management	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Management Development Training Programme	Yashwantrao Chavan Academy of Development Administration (YASHADA)	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Advance Management Programme/ Change Management / Leadership	Administrative Staff College of India (ASCI), Hyderabad	Offline
		Change Management	IIPA	NA
		Change Management	MCRHRD	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
5	Commitment to Organisation	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Commitment to the Organisation	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
6	Communication Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Communication and Presentation Skills	YASHADA	Offline
		Workshop on Communication Skills	ISTM	offline
		Effective Communication	IIMB	Online
		Communication Skills	IIPA	NA
		Communication and Presentation Skill	Institute of Public Administration (IPA), Govt. of Himachal Pradesh	Offline
		Office Communication Skills: Noting, Drafting	IPA	Offline
		Communication Skills for Managers	ASCI, Hyderabad	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Effective Usage of Government Communication Channels for Good Governance	MCRHRD	Offline
		Training Program on Noting and Drafting	MCRHRD	Offline
		Communication	Indian Institute of Mass Communication	Offline
		Noting, Drafting & Vigilance	Defence Headquarter Training Institute (DHTI)	Offline
7	Conceptual Thinking	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Conceptual thinking	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
8	Cost Conscious	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
9	Critical Thinking	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Critical Thinking for Strategic Decision Making	ASCI, Hyderabad	Offline
		Critical Thinking & Problem Solving Techniques	ISTM	Offline
10	Decision Making	Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		EDM Effective Decision Making	ATI, WB	Online
		Decision Making for Effective Leadership	ASCI, Hyderabad	Offline
		Decision Making	IIPA	NA
11	Dependability	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
12	Desire for Knowledge	Desire for Knowledge	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
13	Developing Others	Developing Others	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
14	Empathy	Empathy	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
15	Feedback	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline



#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
16	Initiative and Drive	Initiative and Drive	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
17	Innovative Thinking	Managing Creativity and Innovation	ASCI, Hyderabad	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Innovative Thinking	IIPA	NA
18	Integrity	Integrity	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
19	Leading Others	Advance Management Programme/ Change Management / Leadership	ASCI, Hyderabad	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Workshop on Team Building and Leadership	ISTM	Offline
		Enhancing Performance and Well-Being through Leadership	ASCI, Hyderabad	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Six Sigma for Business Leaders	ASCI, Hyderabad	Offline & Online
		Innovation and Change Leadership	ASCI, Hyderabad	Offline
		Leadership Skills Development	ASCI, Hyderabad	Offline
		Organisational Leadership in Adverse Environment	ASCI, Hyderabad	Online
		Leadership Communication, Persuasion and Influence	IIM Lucknow	Offline
		Leadership Development	IIM Lucknow	Offline
		Training Programme on Behavioural Skills for Developing Effective Leadership	VVGNI	Online
		Leading others	IIPA	NA
		Inspiring Leadership Attitude	DHTI	Offline
20	Motivation	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
21	Negotiation	Negotiation Skill and Conflict Resolution	ATI, WB	Online
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Conflict Management and Negotiation Skills	ASCI, Hyderabad	Offline
		Negotiation and Persuasion	IIM Lucknow	Offline
		Negotiation (as part of Change Management)	IIPA	NA
22	Networking Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
23	Citizen Centric & People First	Effective Public Service through RTI Act	ATI, WB	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		People Centric Urban Governance in India	IIPA	NA
		People First	IIPA	NA
24	Problem Solving	Critical Thinking & Problem-Solving Techniques	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Creative Problem Solving	DHTI	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Critical Thinking & Problem-Solving Techniques	ISTM	Offline
25	Planning & Coordination	Strategic planning and consultancy	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Planning & Coordination	IIPA	NA

#	Topics	Training Module/s	Training Institutions	Mode of Training
26	Presentation Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Presentation Skills	DHTI	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Problem Solving	IIPA	NA
27	Quantitative Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
28	Resilience	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
29	Result Orientation	Result Orientation	IIPA	NA
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
30	Seeking Information	Seeking Information	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
31	Self Awareness & Self Control	The Art of Living Training Programme for Building Competence for Personal Excellence	VVGNI	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Self Awareness & Self Control	IIPA	NA
32	Self Confidence	Self Confidence	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
33	Stakeholder Management	Stakeholders in Governance	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
34	Strategic Thinking	Training on leadership and strategic management	Indian Statistical Service Training Division	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Strategic Thinking	IIPA	NA

#	Topics	Training Module/s	Training Institutions	Mode of Training
		Strategic management programme	National Academy of Indian Railways	Offline
35	Stress Management	Stress management and motivation	Central Bureau of Investigation Academy:	Offline
		Managing Stress	DHTI	Offline
		Stress Management	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Stress Management	iGOT	Online
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Relaxation of Working Stress	ATI, WB	Online
		Stress Management and Performance Coaching	ASCI, Hyderabad	Offline
36	Taking Accountability	Taking Accountability	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
37	Team Working	Workshop on Team Building and Leadership	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
		Team Working	IIPA	NA
		Team Building and Leadership	ISTM	Offline
		Interpersonal Effectiveness and Teambuilding	ATI, WB	Online

#	Topics	Training Module/s	Training Institutions	Mode of Training
38	Time Management	Time Management (as part of Change Management)	IIPA	NA
		Level-III Training Programme to Develop Functional Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III Training Programme to Develop Functional Competencies	iGOT	Online
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
39	Transparency	Improving Transparency and Accountability in Public Administration through RTI Act	ATI, WB	Online
		Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline
		Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online
40	Leadership	Leadership	iGOT	Online
		Self Leadership	Art of Living	Online
41	Team Building	Team Building	iGOT	Online

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, the CBU may explore additional institutes which offers training programs for competencies identified. In addition, depending on the feasibility, budgetary provisions, convenience, etc., the CBU may also decide the mode of training viz.,

- inviting the training provider / resource person to the Ministry
- nominating the official/s to attend the program at training institute
- getting a need-based training program developed through a training institute of repute for online delivery in consultation with CBC

## 7.4 Responsibility Allocation

The training function management is one of the critical aspects for the Ministry 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 to the programs/schemes and priorities of the Ministry. Hence, the capacity building is a continuous process for analyzing, planning, and organizing the relevant training programs.

Currently the Ministry has constituted the CBU with Joint Secretary as head with Director and Deputy Secretary level officers and other officials as members to sustain the efforts undertaken as part of ACBP. The detailed list of activities to be undertaken by the CBU has been provided in previous section. From the point of view of ACBP rollout plan, the following are few suggestive responsibilities of CBU that would help in smooth rollout and sustenance of ACBP.

- The CBU Chairperson under the guidance of Secretary should make the capacity building programs **a regular activity** in the Ministry in line with the proposed ACBP.
- The CBU to refer the ACBP and prepare **the annual training plan** with the proposed training modules, prospective employees & with 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 Ministry/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 the of evaluation inputs of the past trainings for the employees for taking necessary corrective measure in future trainings.

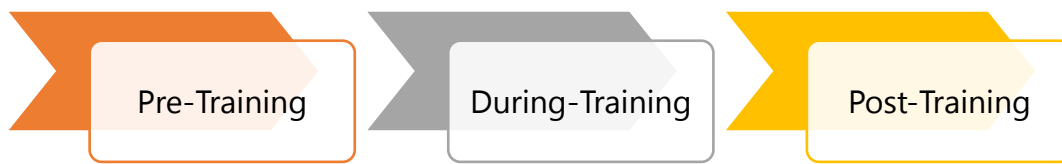


- Seeking the internal feedback from the reporting officers on the trainings attended by their subordinates
  - Corrective measures for the observations/internal feedback from the reporting officers.
  - Planning the tie-ups with the Institutions, Organizations, Multi-lateral agencies for bridging the gap in the planned and available training modules.
  - Continual coordination with Capacity Building Commission for – development of the training module and iGOT related courses for online training modules.
- Review of the existing **course content material** considering the training need and if required take steps for development of course material.
  - Maintain **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 64: Stages of Monitoring**

- **Pre-Training**

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

- **During-Training**

In-Training stage monitoring is conducted while the training is program is on – the activities like initiation of the training program, training delivery and checking 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 evaluation of the training program contents, trainers and training facilities.

In case of nomination of employee for a training program conducted by training institute, training coordinator may ensure attendance of the employee in that training program or substitute others if a particular officer is not able to attend the program.

- **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 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

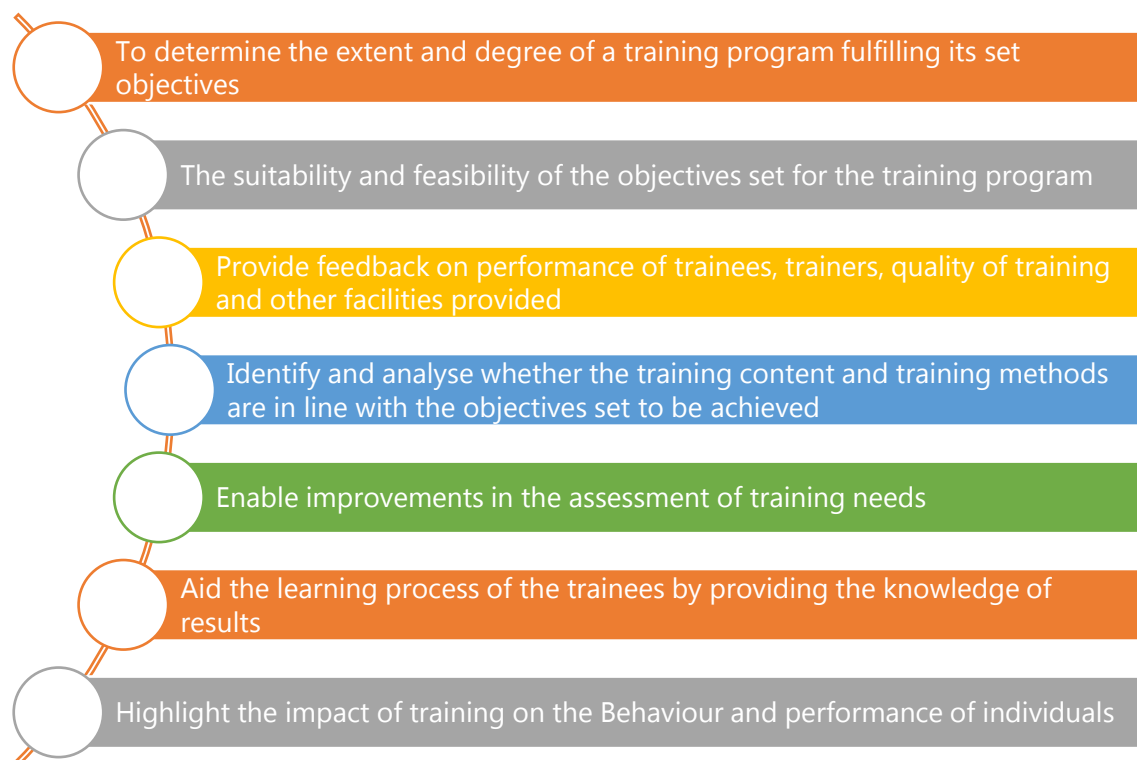
various levels. In government organizations, where training is conducted in big volumes, it is furthermore essential to integrate training evaluation into the training function.

- **Need for Evaluation of Training**

The Ministry 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:

**Figure 65: Needs / Objectives of Evaluation of Trainings**

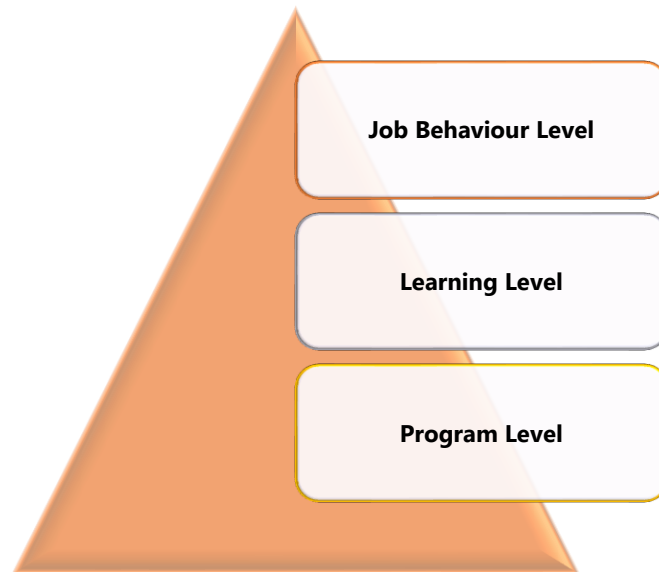


- **Levels of Training Evaluations**

Most of the time training outcomes are assessed in terms of the number of training courses carried out, number of employees trained, extent of training budget utilization and the feedback of the trainees on the course, faculty and training facilities. But, the impact of training on the 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 66: 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 analyzing the results of the feedback given by the trainee at the end of the training program. The key indicators to be monitored and analyzed 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.

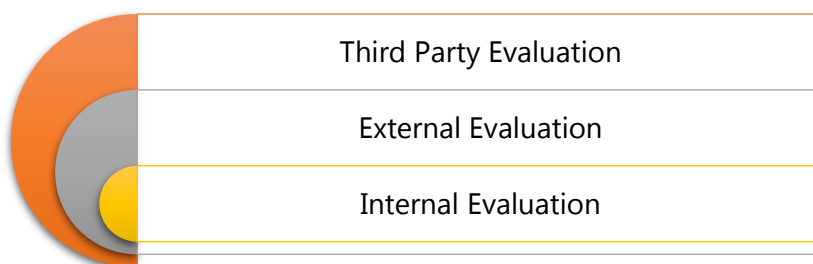
The indicative list of Key Performance Indicators (KPIs) for each level of evaluation are summarized in the following table:

**Table 33: Levels of Evaluation & Related Performance Indicators**

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

- Modes of training evaluation**

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

**Figure 67: 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 design of evaluation criteria to carrying out the process to preparation of the Training Evaluation Report.
- **External Evaluation**  
This is another mode of evaluation, wherein, the evaluation process is carried out by the superior offices that are external to the Department / Ministry. 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 / Ministry. 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**  
While evaluating the training program, the competency-based approach must be kept in mind. The advantage is that the evaluation will establish whether the intended competencies have been developed in the trainees or not, not only with respect to knowledge, but also with respect to skills and behaviours. This will reiterate the need for focus on skills and behaviours. Evaluation with competency approach can throw clear light on whether 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.

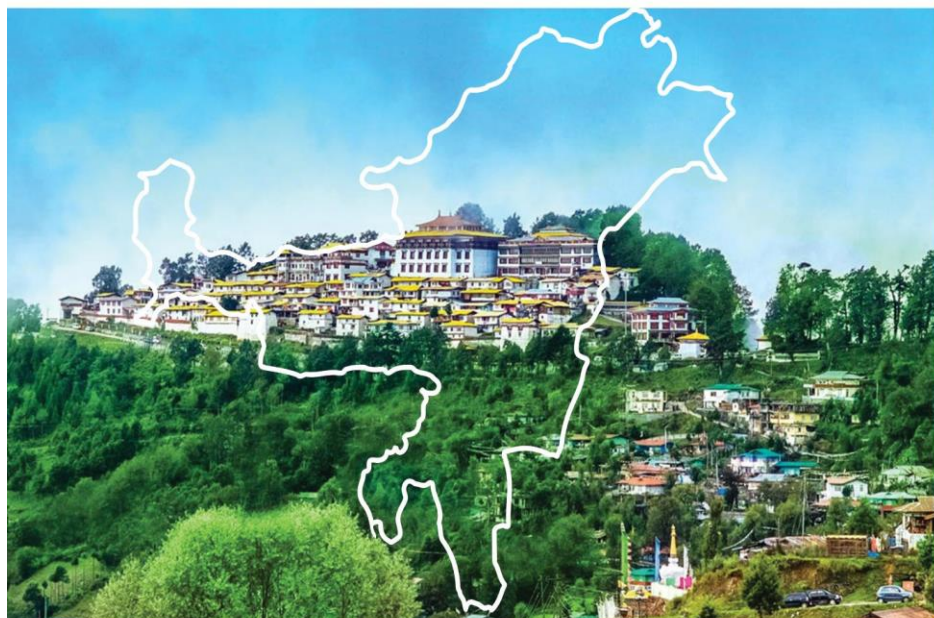
*Sample formats for Training Evaluation is provided as Annexure VIII.*

## 7.6 Key Performance Indicators

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

**Table 34: Proposed Key Progress Indicators**

Key Performance Indicators	Unit of Measurement	Rationale
No. of Training Programs Organised	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	Man days	Total man days spent in training – Target vs. training man-days
Percentage of On-line Training Programs	% of trainings	CBU to fix number of Online trainings to be administered and measure target vs. achievement
Percentage of Officials Attended Training Programs Online	% of attendance	CBU to measure persons nominated vs. attended
Percentage of positive feedback received – Program level, learning level and Job behaviour 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 bench marked target



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