

Annual Capacity Building Plan

2023



जनजातीय कार्य मंत्रालय
MINISTRY OF TRIBAL AFFAIRS
GOVERNMENT OF INDIA



**CAPACITY BUILDING
COMMISSION**

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Abbreviations

ACBP	Annual Capacity Building Plan
ACR	Annual Confidential Report
ADIGRAMS	Adivasi Grants Management System
AI	Artificial Intelligence
AIS	All India Services
AJNIFM	Arun Jaitley National Institute of Financial Management
APAR	Annual Performance Appraisal Report
AS	Additional Secretary
ASO	Assistant Section Officer
ATI	Administrative Training Institute
CAT	Central Administrative Tribunal
CBC	Capacity Building Commission
CBP	Capacity Building Plan
CBU	Capacity Building Unit
CCA	Cadre Controlling Authority
CCS	Central Civil Services
CEE	Committee on Establishment Expenditure
CGEGIS	Central Government Employee Group Insurance Scheme
CGHS	Central Government Health Scheme
CGPA	Cumulative Grade Point Average
CIC	Central Information Commission
CLM	Constitution and Legal Matters
CPGRAMS	Centralised Public Grievance Redress and Monitoring System
CR	Central Repository
CSSS	Central Secretariat Stenographers Service
CTI	Central Training Institute
CVC	Central Vigilance Commission
CVO	Chief Vigilance Officer
CWH	Critical Wildlife Habitats
DA	Dearness Allowance
DBT	Direct Benefit Transfer
DD	Deputy Director
DDG	Deputy Director General
DEO	Data Entry Operator
DFPR	Delegation of Financial Power Rules
Dir.	Director
DMEO	Development Monitoring & Evaluation Office
DoE	Department of Expenditure
DoPT	Department of Personnel and Training
DS	Deputy Secretary
DSD	Deputy Secretary / Director
EA	Economic Advisor

EFC	Expenditure Finance Committee
EHRMS	Electronic-Human Resource Management System
EMRS	Eklavya Model Residential School
FA	Financial Advisor
FC	Functional Competency
FRA	Forest Rights Act
FRAC	Framework of Roles, Activities and Competencies
FRBM	Fiscal Responsibility & Budget Management
FRSR	Fundamental Rules & Supplementary Rules
FY	Financial Year
GEET	GIS-Enabled Entitlement Tracking System
GeM	Government E-Market Place
GFR	General Financial Rules
GIS	Geographic Information System
GOAL	Going Online as Leaders
GoI	Government of India
GPA	Grade Point Average
GST	Goods and Services Tax
HBA	House Building Advance
HDI	Human Development Index
HR	Human Resource
HRM	Human Resource Management
IAP	Integrated Action Plan
ICMR	Indian Council Medical Research
IEC	Information Education and Communication
iGoT	Integrated Government Online training
IICA	The Indian Institute of Corporate Affairs
IIM	Indian Institute of Management
IIPA	Indian Institute of Public Administration
ISTM	Institute of Secretariat Training and Management
IT	Income Tax
ITDA	Integrated Tribal Development Agency
ITDP	Integrated Tribal Development Projects
JD	Joint Director
JNV	Jawahar Navodaya Vidyalaya
JS	Joint Secretary
KPI	Key Performance Indicator
L&D	Learning and Development
LIMBS	Legal Information Management & Briefing System
LTC	Leave Travel Concession
MADA	Modified Area Development Approach
MCRHRD	Dr. Marri Channa Reddy Human Resource Development Institute
MDO	Ministry/Department/Organization

MDP	Management Development Programme
MEL	Monitoring, Evaluation and Learning
MFP	Minor Forest produce
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MIS	Management Information System.
MMIS	Manpower Management Information System
MoM	Minutes of Meeting
MoSPI	Ministry of Statistics and Programme Implementation
MoTA	Ministry of Tribal Affairs
MoU	Memorandum of Understanding
MSP	Minimum Support Price
NCR	National Capital Region
NCST	National Commission for Scheduled Tribes
NEP	New Education Policy
NESTS	National Education Society for Tribal Students
NFHS	National Family Health Survey
NFS	National Fellowship Scheme
NGO	Non-Government Organisation
NICF	National Institute of Communication Finance
NIRD	National Institute for Rural Development
NITI	National Institute for Transformation of India
NOSP	National Overseas Scholarship Portal
NPCSCB	National Programme for Civil Services Capacity Building
NRSC	National Remote Sensing Centre
NSP	National Scholarship Portal
NSTFDC	National Scheduled Tribes Finance and Development Corporation
NTCA	National Tiger Conservation Authority
NTP	National Training Policy
NTRI	National Tribal Research Institute
NVS	Navodaya Vidyalaya Samiti
OOMF	Output-Outcome Monitoring Framework
P&C	Parliament & Coordination
PA & PG	Policy Analysis & Public Grievances
PESA	Panchayat (Extension to Scheduled Areas) Act
PFMS	Public Financial Management Systems
PIB	Public Investment Board
PMAAGY	Pradhan Mantri Adi Adarsh Gram Yojana
PMO	Prime Minister's Office
PMRDFS	The Prime Minister's Rural Development Fellowship
PR	Public Relations
PRI	Panchayati Raj Institutions
PVTG	Particularly Vulnerable Tribal Group
R&R	Relief and Rehabilitation

RCUES	Regional Centre for Urban and Environmental Studies
RFCTLARR	Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013
RO	Research Officer
RRFAMS	Recruitment Rules Formulation, Amendment & Monitoring System
RTI	Right to Information
SC	Scheduled Caste
SC	Supreme Court
SCA	Special Central Assistance
SFC	Standing Finance Committee
SHRM	Strategic Human Resource Management
SMS	Short Message Service
SO	Section Officer
SPARROW	Smart Performance Appraisal Report Recording Online Window
SPSS	Statistical Tool
SS	Sanctioned Strength
ST	Scheduled Tribe
STC	Scheduled Tribe Component
STCMIS	Scheduled Tribe Component Monitoring System
TA	Travel Allowance
TAC	Tribes Advisory Council
TB	Tuberculosis
TDS	Tax Deducted at Source
TNA	Training Need Analysis
TRI	Tribal Research Institute
TRIFED	Tribal Cooperative Marketing Development Federation of India
TSP	Tribal Sub-Plan
TSS	Tribal Sub Scheme
UBA	Unnat Bharat Abhiyan
UBIS	Union Budget Information System
UC	Utilization Certificate
UNDP	United Nations Development Programme
UOM	Unit of Measurement
US	Under Secretary
UT	Union Territory
VCF	Venture Capital Fund
VDY	Van Dhan Yojana
VO	Voluntary Organizations
VVGNI	V. V. Giri National Labour Institute
VVIP	Very Very Important Persons
WCD	Women and Child Development

1 Executive Summary

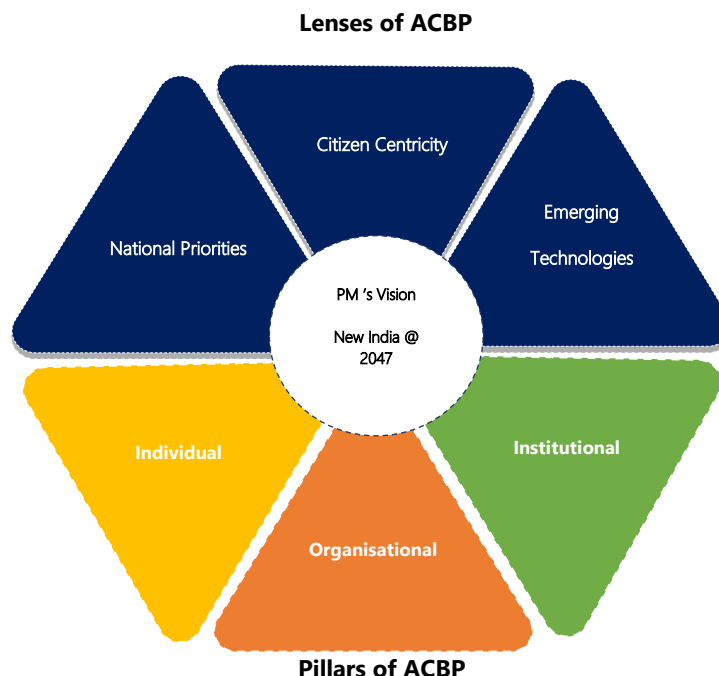
Government of India (GoI) has launched a new initiative Mission Karmayogi – National Programme for Civil Services Capacity Building (NPCSCB) in September 2021. The Mission refocuses emphasis on India’s civil service capacity building and aims to create ‘citizen centric, future ready civil service with right attitudes, skills and knowledge aligned to the vision of new India. The institutional structure of the Mission Karmayogi consists of Prime Minister’s Human Resource (HR) Council at apex level and a Cabinet Secretariat Coordination Unit for monitoring and oversight. The creation of Annual Capacity Building Plans (ACBP) for all the Ministries/Departments is an important step in fulfilling the vision of the Mission and accordingly Capacity Building Commission (CBC) is entrusted with the task.

The CBC was established as an autonomous entity under the institutional framework of the Mission Karmayogi through the Gazette of India. The CBC has been working with Ministries/Departments/Organizations (MDOs) in preparing their ACBPs to facilitate this transformation. Accordingly, the Ministry of Tribal Affairs (MoTA) is working with CBC for preparing ACBP. In the process of ACBP preparation, the Ministry has constituted a Capacity Building Unit (CBU) to lead and facilitate ACBP preparation process under the chairmanship of Additional Secretary.

The MoTA is the nodal ministry for overall policy, planning and coordination of programmes for development of Scheduled Tribes (ST). The Ministry implements various programmes and schemes intended to support and supplement other Central Ministries, State Governments and partly of voluntary organizations, and to fill critical gaps in institutions and programs considering the situation of STs through financial assistance. These schemes comprising economic, educational, and social development through institution building are administered by the Ministry and implemented mainly through the State Governments/Union Territory Administration. The vision of the Ministry is reduction and removal of the gap in the Human Development Indices (HDIs) of the ST population vis-à-vis the general population and help empower the tribal people socially and economically.

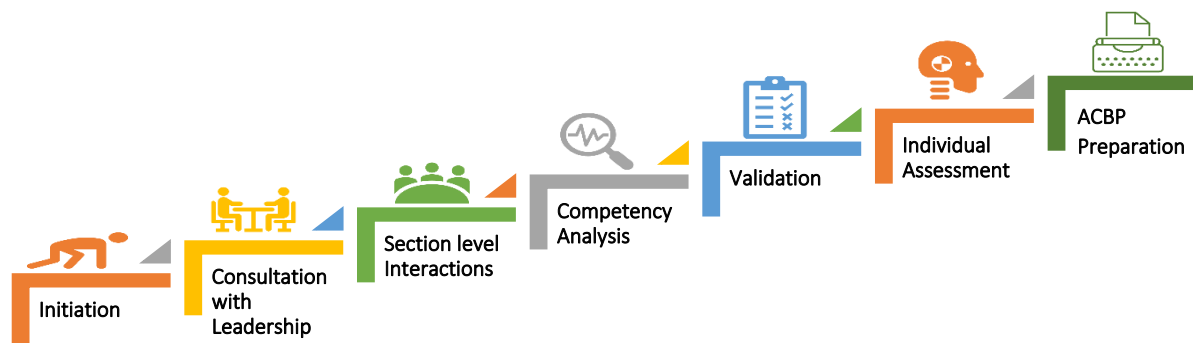
CBC’s Approach for Capacity Building and ACBP Preparation

Capacity building in the Government is an ongoing process of competency enhancement of the civil servants for improvised delivery of citizen centric services and enable Government to attain its goals by optimising available resources. CBC’s approach to capacity building is based on three lenses and three pillars. These lenses cover 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 for preparation of ACBP

ACBP of a Ministry is a document detailing all the interventions required to develop and enhance the competencies of individual officials within that Ministry as well as the collective capacity of that Ministry. Preparing a future ready Capacity Building Plan for the department required meticulous planning and extensive consultation process both at the level of individual as well as elaborate competency validation discussions at the executive officer's level. Broad steps involved in this process are described below:



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

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

Phase-II - Individual Competency Need Analysis

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

The first round of discussions between CBC and Secretary, MoTA and the subsequent initiation meeting played a significant and critical step in setting the background and laying out the broad contours under which the ACBP was to be prepared. This meeting also helped in identifying convergence aspects that complement and foster the vision and mission of the department with that of the CBC's pillars and lenses. Subsequently, the CBC team had detailed discussion with CBU Chairperson and members. The CBU Chairperson advised to interact with senior leadership before initiating division and section level data collection.

As part of ACBP preparation, the process of Competency Analysis was adopted for identifying the Domain, Functional and Behavioural competencies required at various designations of the hierarchy to fulfil the mandate of the Ministry effectively and efficiently. For this purpose, division and section level interactions were conducted to collect information on the functions and sub-functions of and the roles played by different designations. Competencies were identified for each designation and consolidated at the section level, validated by Under Secretary, Deputy Secretary / Director and respective wing heads i.e., DDG / Economic Advisor / Joint Secretary/Additional Secretary and prioritized. This step ensured that the competencies identified during the section level interactions are accurate, robust, and as per the business rules prescribed. As part of the validation exercise a workshop was conducted in September involving Under Secretaries, Deputy Secretaries and Directors. Since the approach assumed by CBC was to collect an exhaustive list of competencies, homogeneous competencies were grouped into relevant categories with generic titles.

Phase II - Assessment of Individual Competency Need Analysis (CNA)

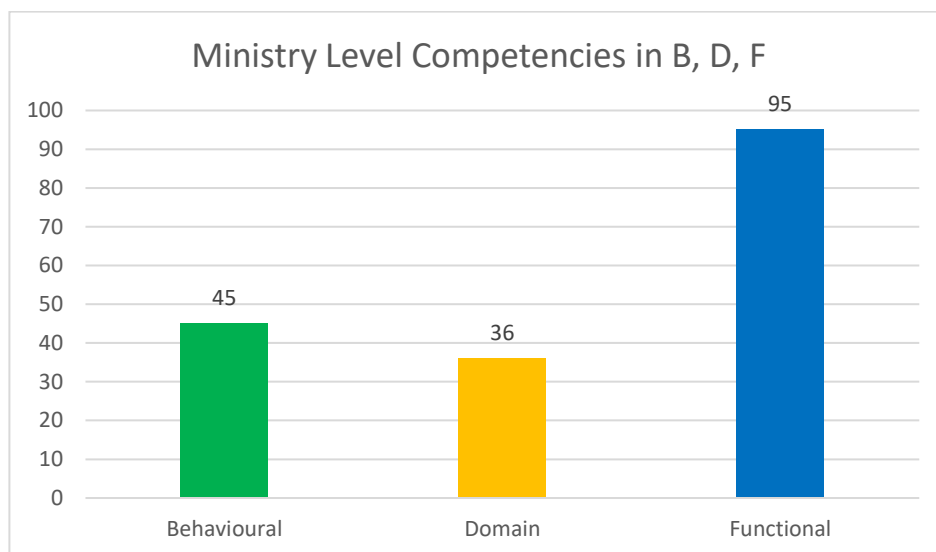
In Phase II of the capacity building plan, individual competency assessments were conducted through self-assessment and feedback from reporting authorities. The forced distribution method was used to categorize competencies into three categories - Training Urgently Required (Category A), Training Required (Category B), and Training not Required (Category C). Weightages were assigned to these categories, and the most important competencies for individual-level enhancement were identified using the Weighted Score Method. In the Plan, a specific illustration has been provided explaining the method.

Competencies were prioritized based on the number of officials requiring them and their urgency at the ministry level using weighted score method. The prioritized competencies are mapped against three years as implementation plan along with mapping of available online and offline courses offered by national and international institutions.

Details of Ministry Level Competencies

As part of ACBP preparation, the Ministry level competency list is generated by consolidating competencies identified for each section and the important competencies are identified based on repetition of the competencies. The list of competencies identified based on the role were elaborate

and exhaustive. During the process of preparing Ministry level competencies, the homogeneous competencies were grouped into relevant categories with generic titles. For MoTA, a total of 176 competencies were identified across three categories (Domain – 36, Functional – 95, Behavioural – 45) as presented in the figure below:



Every designation in the Ministry 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:

Designation	Role	Competencies		
		Domain	Functional	Behavioural
Assistant Section Officer (ASO)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes, Guidelines and Monitoring System) 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures General Financial Rules (GFR) DoPT guidelines, rules, Amendments, Circulars, Notifications 	<ul style="list-style-type: none"> Attention to Detail Planning & Coordination Team-Working Analytical Skills Communication Skills
	<ul style="list-style-type: none"> Initiator Implementor 			
	Minor Role			
	<ul style="list-style-type: none"> Reviewer Verifier 			
Section Officer (SO)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes, Guidelines and Monitoring System) 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures General Financial Rules (GFR) DoPT guidelines, rules, Amendments, Circulars, Notifications 	<ul style="list-style-type: none"> Analytical Skills Team-Working Attention to Detail Planning & Coordination Communication Skills
	<ul style="list-style-type: none"> Verifier Reviewer 			
	Minor Role			
	<ul style="list-style-type: none"> Initiator Implementor Strategiser 			
Under Secretary (US)/Deputy	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes MIS of Ministry's schemes & programmes 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures 	<ul style="list-style-type: none"> Team-Working Attention to Detail Analytical Skills
	<ul style="list-style-type: none"> Verifier Reviewer 			

Designation	Role	Competencies		
		Domain	Functional	Behavioural
Director (DD)	Minor Role	<ul style="list-style-type: none"> Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes, Guidelines and Monitoring System) 	<ul style="list-style-type: none"> Budget Process & Procedures Scheme Review, Monitoring & Evaluation General Financial Rules (GFR) 	<ul style="list-style-type: none"> Planning & Coordination Communication Skills
	<ul style="list-style-type: none"> Initiator Decision Maker 			
Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes, Guidelines and Monitoring System) 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures Scheme Review, Monitoring & Evaluation DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. 	<ul style="list-style-type: none"> Analytical Skills Attention to Detail Team-Working Decision Making Planning & Coordination
	<ul style="list-style-type: none"> Strategiser Decision Maker 			
	Minor Role			
	<ul style="list-style-type: none"> Verifier 			
Deputy Director General (DDG) / Joint Secretary (JS) / Economic	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Overview of Constitutional Provisions for Welfare and protection of tribals MIS of Ministry's schemes & programmes 	<ul style="list-style-type: none"> Scheme Review, Monitoring & Evaluation Budget Process & Procedures Manual of Parliamentary Procedures Manual of Office Procedures 	<ul style="list-style-type: none"> Decision Making Attention to Detail Team-Working Analytical Skills Strategic Thinking
	<ul style="list-style-type: none"> Decision Maker 			
	Minor Role			

Designation	Role	Domain	Competencies	
			Functional	Behavioural
Adviser (EA) / Additional Secretary (AS)	<ul style="list-style-type: none"> Strategiser 	<ul style="list-style-type: none"> Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes, Guidelines and Monitoring System) 		

As part of the ACBP (Annual Capacity Building Plan), a detailed list of competencies and corresponding available training modules is provided. 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.

Non-Training Interventions:

To create a comprehensive capacity building plan, it is important to identify non-training interventions that can strengthen organizational capacities. These interventions were identified during lead workshops and consultative meetings with the executive leadership of the Ministry and interactions with sections. The focus was on initiatives that can reduce bottlenecks in departmental systems and processes and facilitate smooth implementation of programs/schemes. The plan includes a summary of the non-training interventions. Following are the summarized non-training interventions included in the Plan.

Category	Intervention
Systems and Processes	<ul style="list-style-type: none"> • Dedicated Cell for Development Action Plan for Scheduled Tribes (DAPST) of Central Ministries: There should be a dedicated cell in every Ministry/Department for timely sharing of information on Budget allocation and releases, expenditure incurred, project physical progress (PPR), material required for the review meeting, etc. with MoTA. • Awareness about latest developments in the Ministry: Regular meetings among the Bureau Heads of the Ministry are crucial for effective communication and knowledge sharing. These meetings provide an opportunity to discuss the latest policy changes and developments, which can help align the team towards common objectives. Over time, it is recommended that these meetings should be expanded to include input and insights from practitioners and administrators in a phased manner. This can help leverage the tacit knowledge and expertise of the team, leading to more informed decision-making and better outcomes. • Knowledge Management Systems: A common platform accessible to all divisions should be implemented to share and retrieve information to avoid duplication of work and build institutional memory. This system could also be used to share policy changes and updates within the Ministry. • Usage of official personal email id: Only official email IDs should be used for work-related communication to ensure access to previous information and build institutional memory. Personal official email IDs should only be used for personal matters like service matters.
Technology and Data	<ul style="list-style-type: none"> • Updation of e-Governance applications: The E-office system can be enhanced with SMS/email alerts to improve file processing and prioritize pending work. The RTI portal can also have a similar alert system. The LIMBS portal can be integrated with court databases to provide weekly/daily updates on cases due for submission, physical appearance, or

Category	Intervention
	<p>hearing, allowing for timely filing of replies and status tracking. Integration can start with the Supreme Court database and be expanded gradually.</p> <ul style="list-style-type: none"> • Translation from English to Hindi and Tribal Language and vice versa: A tool for translation from English to Hindi and Hindi to English considering the usage of Hindi in Indian context, as well as for Santali Tribe language should be made available. In a phased manner, the tool may be expanded to cover other tribal languages. • Tribal Community mapping using Gati Shakti initiative: The GoI has launched the Prime Minister Gati Shakti – National Master Plan for Multi-modal Connectivity, a digital platform that maps existing and proposed economic zones along with multimodal connectivity infrastructure. MoTA may collaborate with the Department for Promotion of Industry and Internal Trade (DPIIT) to explore opportunities for integrating tribal community mapping with the Gati Shakti initiative. This integration could include various aspects like geospatial data, Infrastructure planning, Resource mapping, Socio-economic data, etc. The integration of tribal community mapping with the Gati Shakti initiative has the potential to complement the efforts undertaken by Ministry for improving the socio-economic development of tribal communities by providing them with better access to infrastructure, resources, and services.
Personnel Management	<ul style="list-style-type: none"> • Staff strength: Steps may be taken for assessment of workload for each division to determine optimal staffing levels and ensure their availability to reduce the stress and maintain a healthy work-life balance of employees.
Partnership & Relationships	<ul style="list-style-type: none"> • Partnerships and Collaboration: The Ministry can collaborate with universities and institutes of repute to establish a knowledge network for conducting research on tribal welfare and development. The focus can be on identifying interventions and policy solutions to address the challenges faced by tribal communities. Additionally, the Ministry can expand its collaboration with the Anthropological Survey of India and include the Ministry of Education to implement the Unnat Bharat Abhiyan (UBA) in tribal areas. The UBA program can facilitate tribal research studies and interventions, leading to better implementation of policies in these areas. • Setting up of Community Radio Stations (CRS) in tribal groups: CRSs can be a valuable tool to address the communication needs of tribal communities, who often face isolation and limited access to information. CRSs can promote indigenous languages and cultures, provide information on indigenous rights and issues, and foster connections among indigenous communities. To establish CRSs in tribal areas, the Ministry can collaborate with the Ministry of Information & Broadcasting (MIB) and encourage local communities, NGOs, and academic institutions to set up

Category	Intervention
	<p>CRSs. Support can be availed through the MIB's "Supporting Community Radio Movement in India" scheme.</p> <ul style="list-style-type: none"> Globalization and modernization of indigenous communities: To address the effects of globalization and modernization on indigenous communities, key interventions may include preserving their cultural heritage, promoting research and understanding of the impacts, implementing legal safeguards for land and resources, and enhancing capacity building and skill development programs to empower their economic participation. These measures aim to ensure the preservation of indigenous identities, promote informed decision-making, protect their rights, and support their sustainable development.
Resources & Assets	<ul style="list-style-type: none"> Workplace infrastructure: The workplace infrastructure in section offices should include a computer with high-speed internet connectivity, high-speed scanner, photocopier, and other necessary equipment. Consumables like printer cartridges should be provided on time, and maintenance and repair work should be done promptly. The possibility of operating from a single location or building may be explored Protection of intellectual property rights (IPR) of indigenous communities: To safeguard the cultural heritage of indigenous communities and prevent the commercialization of their traditional practices, the Ministry may collaborate with the National Institute of Intellectual Property Management (NIIPM). This collaboration will focus on protecting the IPR of indigenous communities and formulating comprehensive guidelines for their preservation. Furthermore, the Council of Scientific & Industrial Research (CSIR)'s initiative, the Traditional Knowledge Digital Library (TKDL), may also be studied to explore additional strategies for preserving indigenous knowledge. Traditional Jurisprudence: The Ministry may consider measures to preserve and safeguard the indigenous legal systems and customary practices of various indigenous communities. These measures may include documenting and codifying traditional jurisprudence, recording customary laws, legal procedures, dispute resolution mechanisms, and traditional decision-making processes. Additionally, supporting research initiatives on traditional jurisprudence will contribute to valuable insights and knowledge about indigenous legal systems. Propagation of traditional tribal knowledge and culture: The initiative focuses on preserving and transmitting the heritage of indigenous communities, encompassing their languages, arts, storytelling, and music. An exemplary instance is the integration of Aboriginal Astronomy in Australia, where the Indigenous Knowledge Institute is creating educational resources for broader awareness. In India, the ministry may

Category	Intervention
	consider strengthening the National Tribal Research Institute, and enhance the coordination among Tribal Research Institutes, and engage in community-driven initiatives for the preservation and promotion of tribal traditions, wisdom, and cultural practices.

Implementation & Sustenance of ACBP Process

The Capacity Building Unit (CBU) led by the Additional Secretary and overseen by the Secretary is responsible for implementing and sustaining the competency-based training process (ACBP) for the Ministry's officials. To ensure sustainability, selected members of the CBU will be trained to conduct competency analysis and assessment for individual officials. The CBU is also tasked with monitoring the implementation and evaluation of the ACBP process to maximize its positive impact on the Ministry's functioning. The ACBP report outlines the competency framework, strategies for sustenance, and measures to update the process annually. The successful implementation of ACBP is expected to benefit both the Ministry and its officials.

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2 Introduction

2.1 Mission Karmayogi

The role of government officials is important for the successful delivery of public services and the effective execution of governance-related tasks. Their involvement in the policy-making process, from formulation to implementation and monitoring, drives the overall functioning of the government. Given the crucial contribution of these officials, it is imperative that they possess the proper attitudes, skills, and knowledge needed to realize the vision of a New India.

Recognizing the importance of capacity building and the need for reforms, GoI has launched National Programme for Civil Services Capacity Building (NPCSCB) – Mission Karmayogi in September 2020. Mission Karmayogi refocuses emphasis on India's civil service capacity building landscape, envisioning a citizen-centric and future-ready civil service including laying out a roadmap to achieve the desired results.

India's 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

Mission Karmayogi aims to not only strengthen the administrative capabilities of the state, but also equip the government officials with the abilities required for future. The government of the future is 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 operationalise the mission, the following institutions have been created:

Figure 1: Mission Karmayogi Institutional Framework



Mission Karmayogi is guided by the following core principles that are applicable to all the capacity building interventions under the program:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Shift from rule to role-based capacity building. • Move to a competency-driven approach. • Democratise and enable continuous, lifelong learning opportunities. • Move beyond silos in the Government. | <ul style="list-style-type: none"> • Shift to the 70-20-10 model. • Link goal setting, planning & achievements. • Establish unbiased systems of evaluation. • Shift the mind set of public officials towards training and capacity building. |
|--|--|

In the above-mentioned institutional structure, Capacity Building Commission (CBC) is the custodian of civil services capacity building ecosystem and is central to the government's ambitious capacity building program. The Mission Karmayogi will aim to transform approximately 1.5 crore government officials across the Centre, the States, and the local bodies.

2.2 Capacity Building Commission (CBC)

CBC was constituted as an independent body through the Gazette of India on 1st 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 landscape. The Vision, Mission and functions of CBC are detailed below:

Table 1: CBC Vision, Mission, and Functions

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

2.3 Annual Capacity Building Plan

Capacity building can be defined as the process of building, developing and enhancing the abilities, talent, competencies, efficiency and qualification of individuals, organisations and institutions to increase the executive capacity of the State to achieve common national goals now and in future. Realizing the importance of capacity building and efforts required to make it a prominent and a regular activity, the GoI has constituted CBC under Mission Karmayogi with clear mandate i.e., facilitate preparation of Annual Capacity Building Plan (ACBP) of ministries / departments / Organisations, among others. The ACBP of a Ministry is a document detailing all the interventions required to develop and enhance the competencies of individual officials within that Ministry as well as the collective capacity of the Ministry.

The CBC has been engaging with and supporting Ministries in preparation of Annual Capacity Building Plans (ACBP). The starting point for the preparation of the ACBP exercise that is aligned with the Mission's stated objective is in developing a ACBP specific to the ministry outlining:

- The larger goals and objectives,
- Identify the competencies required and preliminary gap analyses to understand competencies that require immediate intervention,
- Strategic direction and broad parameters of the CBP for three years, and

- Identify broad systemic requirements for instituting an effective, efficient, and sustainable capacity building framework for the Ministry.

2.3.1 About ACBP – Individual & Organizational

As previously noted, the Indian civil service is instrumental in carrying out government policies, providing public services, and addressing complicated governance issues. The dynamic political, economic, social, and technological environment in India has led to new and evolving demands on the civil service. Furthermore, there is a growing expectation from the public for transparent and accountable governance. All these factors highlight the importance of ensuring that civil servants have the necessary skills and knowledge to effectively handle complex matters and make well-informed decision.

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

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

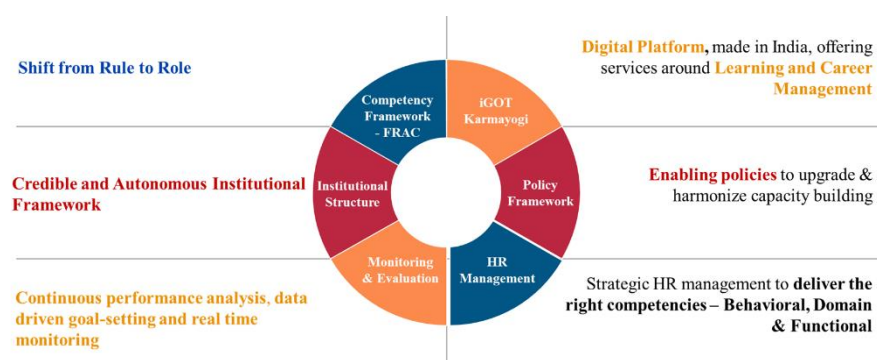
Figure 2: Mission Karmayogi - Policy Framework - Individual



- **Organization Level:** Capacity building is about collective and shared aspects of an organisation such as organisation 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 organization.

¹ Policy Framework of Mission Karmayogi

Figure 3: Mission Karmayogi - Policy Framework - Organisational



- **Institutional level:** Capacity building impacts the policy guidelines and frameworks and the external environment it operates in.

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

2.4 Ministry, Capacity Building Unit and Functions

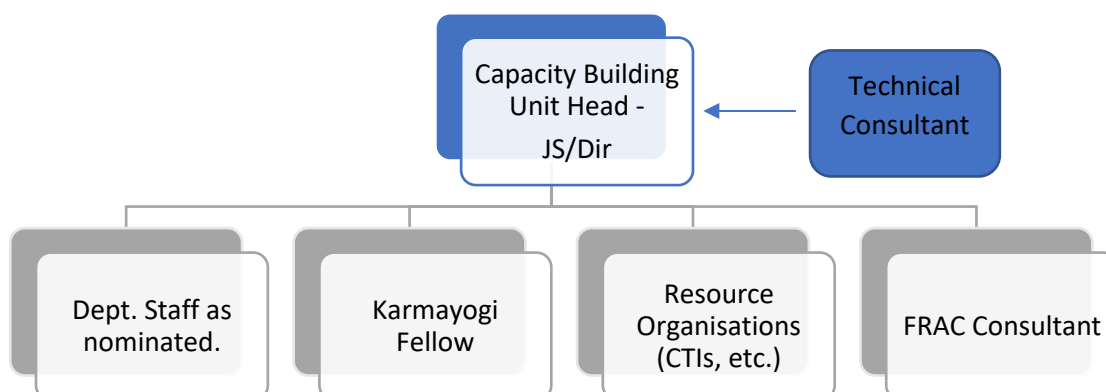
2.4.1 Ministry

Ministry of Tribal Affairs (MoTA) was set up in 1999, after bifurcation of the Ministry of Social Justice and Empowerment. MoTA is the nodal ministry for overall policy, planning and coordination of programmes for development of Scheduled Tribes (ST). The programmes and schemes of the Ministry are intended to support and supplement other Central Ministries, State Governments, and voluntary organizations and to fill critical gaps in institutions and programmes, considering the situation of STs through financial assistance.

MoTA is working closely with CBC for preparation of its ACBP.

2.4.2 Capacity Building Unit and Functions

CBC intends to institutionalise Capacity building by setting up a Capacity Building Unit (CBU) in the Ministry. The CBU would lead efforts in operationalizing competency framework, developing content, curating assessments etcetera. and will work closely with CBC. This CBU will consist of manpower resources from the department, supported by specialist from CBC. Proposed structure of the Ministry CBU is:

Figure 4: Proposed CBU Structure²

A separate team of individuals, having the required knowledge and skills would be deployed in this CBU so that they can carry out the capacity building (training/ organisational) related activities in a continuous manner and standardize and institutionalize the training management processes in the Ministry. 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:** The CBU head will nominate personnel they deem suitable, basis the size and requirements of the Ministry, to become CBU members. The CBU can include the Director (Training) or equivalent of the Ministry'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, Human Resource (HR), or Admin. sections.

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

- **Karmayogi Fellow:** Appointed by the CBC/Ministry for a span of 2 years who acts as a Capacity Building Coordinator to support the CBU head in the establishment, implementation & monitoring of all the functions of the CBU.
- **Resource Organizations:** A representative of the departments own/empaneled training institutes 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 Ministry.

The CBU in every Ministry will undertake the following works:

²ACBP Approach Paper by CBC

Figure 5: Functions of CBU

The detailed list of activities proposed by CBC is given as Annexure 1.

2.4.3 CBU of the MoTA

In accordance with the framework of CBU, the Tribal Affairs Ministry has constituted the CBU with the following staff.

Table 2: CBU Structure of MoTA

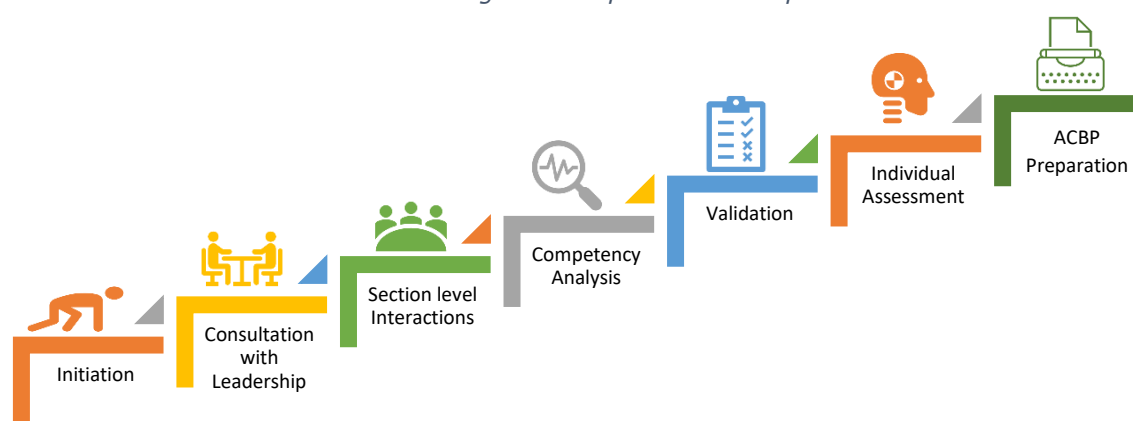
Name	Designation
Ms. R. Jaya, Additional Secretary	CBU Head
Ms. Margaret Gangte, Director	Member
Sh. H. Chinzason, Under Secretary	Member

3 About the Approach of Annual Capacity Building Plan

3.1 Approach & Methodology

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

Figure 6: Steps in ACBP Preparation



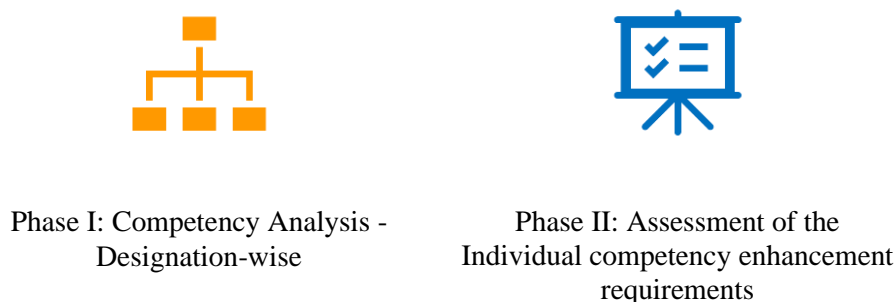
As an initial step, detailed secondary research about the department was carried out and this was followed by consultations/interactions with the senior leadership of the Ministry to understand current challenges and future requirements considering its vision and objectives. Based on the initial discussions,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

3.1.1 Approach

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

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

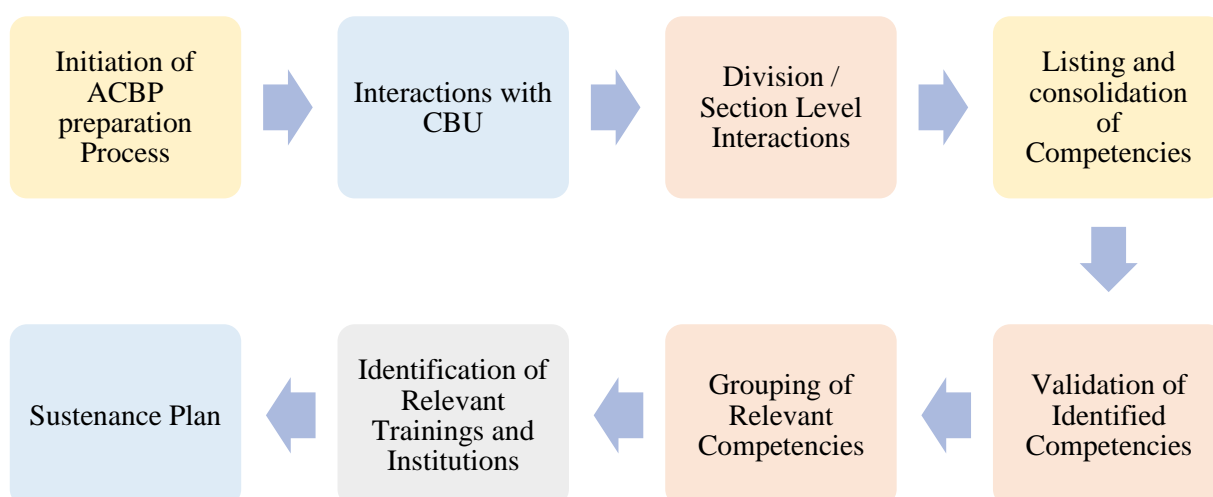
Figure 7: Approach of ACBP



Phase I: Competency Analysis – Designation-wise

Competency Analysis is the process of identifying the Domain, Functional and Behavioural competencies required in an organisation to fulfil its mandate efficiently and effectively. To identify competencies for each designation the following process was adopted.

Figure 8: Identification of Competencies



- **Initiation of ACBP Preparation Process**

The ACBP preparation was initiated through an orientation session of the leadership of the Ministry by the Member of the Capacity Building Commission (CBC). The Ministry was suggested to establish a CBU that will serve as a strategic unit for all the capacity building activities. The core objective of the activity along with the information required with respect to the vision, training and non-training interventions envisaged were also deliberated in this orientation session.

- **Interactions with CBU**

After the establishment of a CBU, further interactions were held with the CBU. During these interactions, the current challenges, short-term and long-term plans of the department were identified and grouped into National Priorities & Programs, Citizen Centric activities, and emerging technologies.

● **Division / Section Level Interactions**

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

Table 3: Function, sub-function, designation, and role mapping

Sl. No.	Function	Sub-Function	Designation	Role
1	F1	SF - 1	AS	Decision Maker
			JS	Strategiser
			DS/Dir	Manager
			US	Verifier
			SO	Implementor
			ASO	Initiator
2		SF - 2	AS	
			JS	
			DS/Dir	
			US	Decision Maker
			SO	Reviewer
			ASO	Implementor

In the above table, F1 represents a function and SF – 1 & SF – 2 represents sub-functions. The roles played by different designations in the sub-function i.e., SF – 1 are depicted in the table. In SF – 2, the process terminates at US level and hence no role was identified for Deputy Secretary / Director, JS or AS. Based on the role played by each designation, the Domain, Functional and Behavioural competencies were identified and classified as basic, intermediary, and advanced. An illustration of the same is mentioned below:

Table 4: Designation wise role and competencies mapping

Designation	Role	Domain Competency (DC)	Domain Level	Functional Competency (FC)	Functional Level	Behavioural Competency (BC)	Behavioural Level
AS	Decision Maker	DC - 1	Basic	FC - 1	Advanced	BC - 1	Intermediary
JS	Strategiser	DC - 2	Intermediary	FC - 3	Advanced	BC - 3	Basic

DSD	Manager	DC - 3	Advanced	FC - 4	Intermediary	BC - 5	Basic
US	Verifier	DC - 2	Basic	FC - 5	Intermediary	BC - 2	Basic
SO	Implementor	DC - 1	Intermediary	FC - 1	Basic	BC - 1	Advanced
ASO	Initiator	DC - 1	Advanced	FC - 2	Basic	BC - 1	Advanced

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

- **Listing and Consolidation of Competencies**

The competencies identified for each designation are consolidated at the section level to arrive at a comprehensive list of competencies for different designations pertaining to the section. At the section level, competencies identified for different designations are mapped along with the levels, as detailed below:

Table 5: Section level competencies

Name of the Division			Division – I			
Name of the Section			Section - I			
	ASO	SO	US	DS/Dir.	JS	AS
Domain Competency						
DC - 1	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
DC - 2	Advanced	Intermediary	Intermediary	Basic	Basic	
DC - 3	Intermediary	Basic	Advanced	Advanced	Advanced	
DC - 4	Intermediary	Intermediary	Intermediary	Intermediary		

The competencies identified for a specific designation are listed in the order of their importance for fulfilling the responsibilities of that designation. For each section, the competencies and their frequency are identified, and the competencies that are repeated more frequently can be considered as important for that designation within that section. A report showing the list of competencies for each designation is presented below.

Table 6: Count of competencies across levels

Designation	ASO			
Level of Competency	Advanced	Intermediary	Basic	Grand Total
Domain				
DC – 5	5	3	2	10
DC – 8	42	2	5	9
DC – 1	4	3	2	9
DC – 2	4	2	2	8
DC – 4	3	2		5

Designation	ASO			
Level of Competency	Advanced	Intermediary	Basic	Grand Total
DC – 3	1			1
DC – 7		1		1
DC – 6			1	1

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

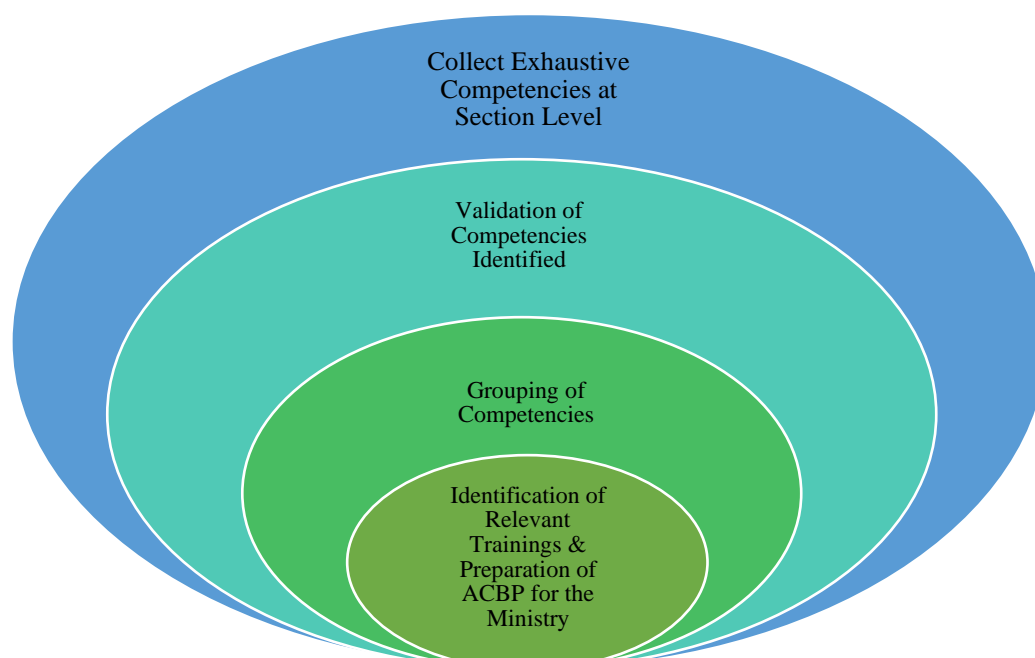
- **Validation & Prioritization**

The competencies identified at the section level were presented to the respective Under Secretary, Deputy Secretary or Director and JS/AS for validation. Post validation and after necessary updation, the department level, section level and designation wise competencies were finalised.

- **Grouping of Competencies**

The competencies that were identified based on the role were elaborate and detailed. The homogeneous competencies were grouped into relevant categories with generic titles.

Figure 9: Grouping of competencies



- **Identification of the Relevant Trainings**

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

- ***Sustenance Plan***

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

Phase – II: Assessment of Individual Competency Requirements

Once the designation-wise competencies have been identified, the competency requirement of the individuals in various designations was identified based on self-assessment and feedback by the reporting officer. The competencies identified in Phase – I of the process were used as a reference for identifying individual training requirements.

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

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

The competencies that an employee needs to improve upon are categorized as 'Training Urgently Required' (category A). Those who only need a refresher course are categorized as 'Training Required' (category B) and employees who already possess expert level competencies are grouped as 'Training Not Required in the Near Future' (category C). The competency grouping carried out for individuals in the Ministry was consolidated at the Ministry level.

The competency enhancement requirement was prioritized based on the urgency and number of individuals requiring it and this was done through the Weighted Score Method. Wherein, the Code A, i.e., Training Urgently required was assigned weightage of '3', Code B, i.e., Training is required was assigned weightage of '2' and Code C, i.e., Training not required in the near future was assigned weightage of '1'. By this method, priority list of competencies was arrived, and this was further mapped to Year I, Year II and Year III programs. A sample illustration is shown below to explain the entire process.

Illustration:

There are three ASOs named X, Y and Z working in Section A1 and six domain competencies in the order of their importance along with their frequency are listed below.

Competencies in order of importance with frequency, identified for ASO in Section 'A1':

Table 7: Competencies in order of importance with frequency

Competencies	Frequency
DC – 5	6
DC – 6	5
DC – 1	4
DC – 3	3
DC – 2	2
DC – 4	1

The Individual Priority List marked by the employee:

Table 8: Individual Training Priority List

Competencies	Frequency	Name of the Employees		
		X	Y	Z
DC – 5	6	A	A	B
DC – 6	5	C	C	C
DC – 1	4	B	A	C
DC – 3	3	A	A	A
DC – 2	2	C	A	C
DC – 4	1	B	B	A

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

Table 9: Compilation of Competencies based on Categorisation

Competencies	A	B	C
DC – 5	2	1	0
DC – 6	0	0	3
DC – 1	1	1	1
DC – 3	3	0	0
DC – 2	1	0	2
DC – 4	1	2	0

As mentioned above, assignment of weighted score across categories A, B and C:

Table 10: Assigning Weightages

Competencies	A	B	C	Weighted Score
DC – 5	2 x 3 = 6	1 x 2 = 2	0 x 1 = 0	8
DC – 6	0 x 3 = 0	0 x 2 = 0	3 x 1 = 3	3
DC – 1	1 x 3 = 3	1 x 2 = 2	1 x 1 = 1	6
DC – 3	3 x 3 = 9	0 x 2 = 0	0 x 1 = 0	9
DC – 2	1 x 3 = 3	0 x 2 = 0	2 x 1 = 2	5
DC – 4	1 x 3 = 3	2 x 2 = 4	0 x 1 = 0	7

Prioritised list of Competencies for conduct of trainings is as below:

Table 11: Prioritized list of Competencies

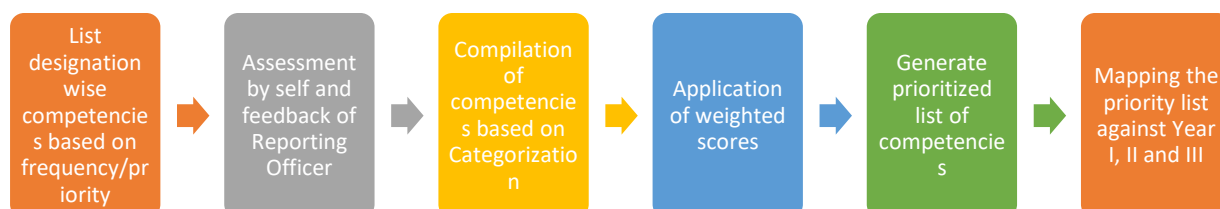
Competencies	Weighted Score	Training Year
DC – 3	9	I
DC – 5	8	I
DC – 4	7	I
DC – 1	6	II
DC – 2	5	II
DC – 6	3	III

Inference:

It may be observed that in Table 7, the competencies DC – 5 and DC - 6 have highest frequencies indicating that they are important competencies needed by all the ASOs in that Section. After applying weighted scores, it is seen that only the competency DC-5 has appeared in the top three of the Prioritized List. This is because many employees felt the need for enhancement or strengthening of knowledge in this competency. Though the competency DC – 6 is identified as one of the important competencies in table 7, it appears last in the list of prioritized competencies indicating that most employees already have a good knowledge of it. Same is the case with other competencies.

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

Figure 10: Assessment and prioritization of competency enhancement requirements



3.1.2 Methodology

Design and Development of ACBP involved collaborative consultation and adoption of various techniques to collect information/data which are as follows:

Figure 11: Techniques adopted for data collection



- **Secondary Research**

To initiate the activities of preparation of ACBPs, it is essential to have an understanding about the mandate of the organisation, nomenclature, schemes & programmes, etc. A detailed study was undertaken to collate information of the department such as Business Rules, Organogram, work allocation orders, information about schemes/programmes, achievements, etc. This information was collected using a structured format.

- **Collaborative Consultations & Personal Interviews**

Collaborative consultations were carried out with various levels of employees in the ministry to understand current challenges and perceived vision of the ministry. The discussions with leadership of the Ministry have given lead for further collection of information from different wings, divisions and sections of the ministry. For the consultation meetings, a structured format was used.

- **Structured interview with Divisions / Sections**

Further discussions were held with Divisions/Section staff, for collection of the information pertaining to functions, sub-functions, designation wise roles, competencies and the level at which it is required. A separate format was developed for collecting this information.

- **Free wheel Discussions**

Freewheel discussions were carried out with various levels of the employees to understand priorities, vision, current challenges & possible solutions. These details were used as a basis for non-training interventions for improvement/strengthening of functioning of the Ministry.

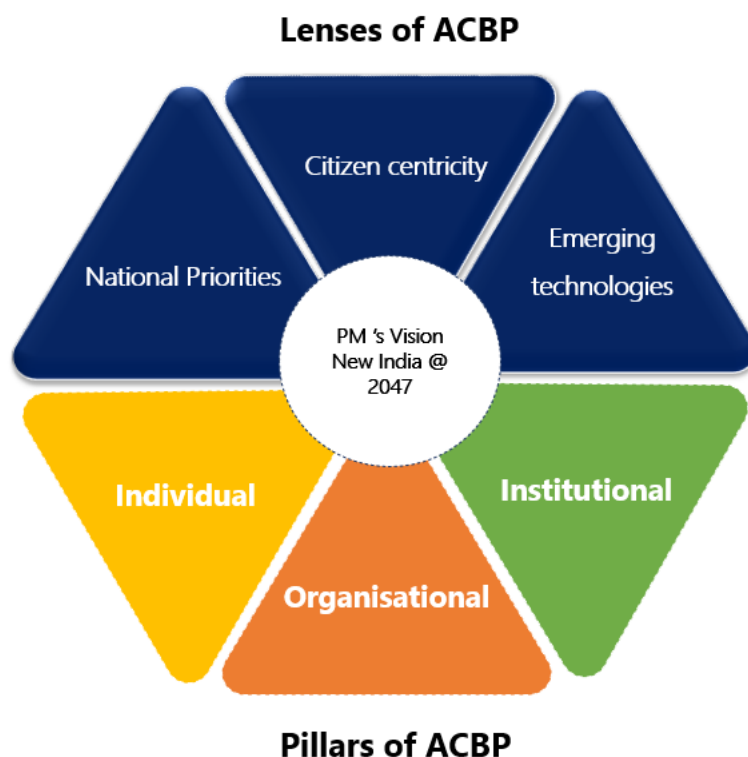
- **Validation of Competency Requirements**

Validation exercise was carried out for all the sections with the respective Director or Deputy Secretary and Joint Secretary/Additional Secretary. The validation was undertaken with the objective of seeking concurrence on the identified functions, sub-functions and corresponding competencies and levels so identified.

3.2 Three Lenses and Pillars for ACBP

The approach of Capacity Building Plans is based on three lenses and three pillars which are depicted and detailed below.

Figure 12: Three lenses and pillars of ACBP



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 and pillars of ACBP are depicted below:

a. Three Lenses of Capacity Building

Every Ministry needs to identify its capacity building goals and to facilitate this process, the following focus areas are considered under the lenses aspect of ACBP.

Figure 13: Three lenses of ACBP



National Priorities

b. The Three pillars of the Capacity Building

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

Figure 14: Three pillars of ACBP

For individual level, detailed competency analysis was carried out to identify relevant competency enhancement measures to improve the efficiency of the individual officials. Similarly, to strengthen the Organizational effectiveness, non-training interventions were identified as potential areas for improvement. It may be noted that the scope of ACBP does not cover institutional level interventions.

3.3 ACBP Framework

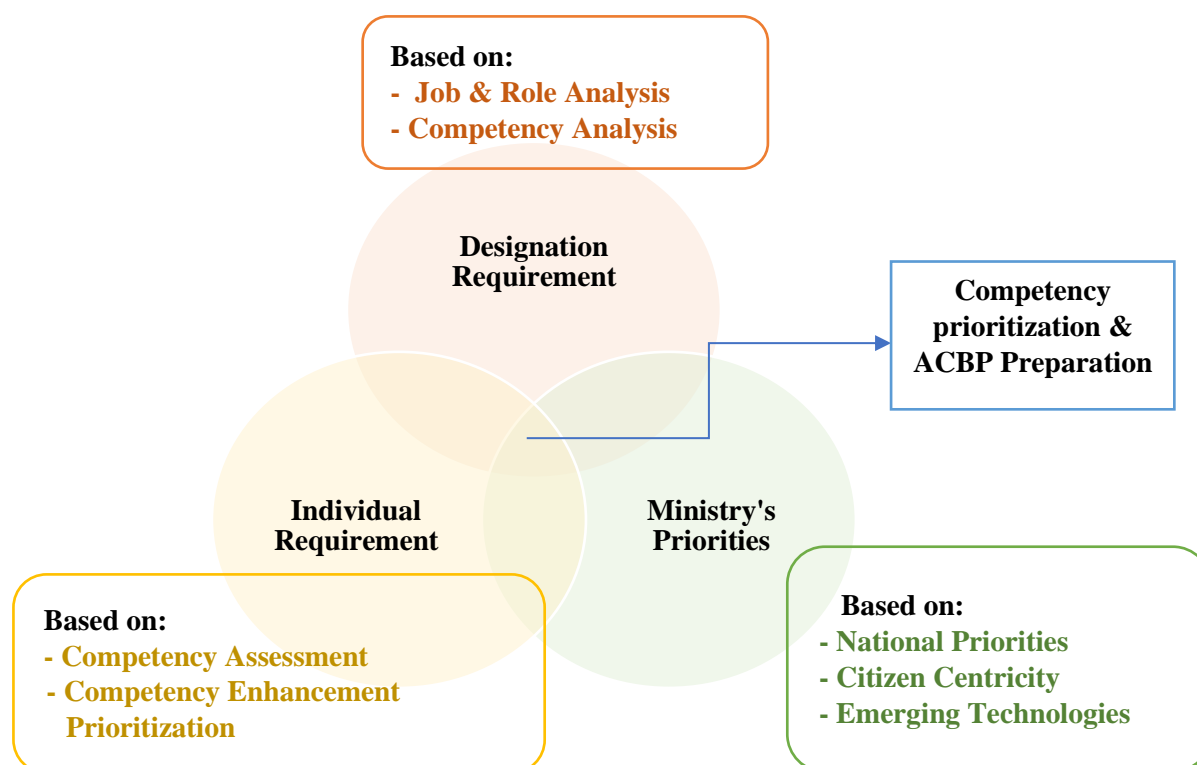
Every role within an organization has a specific purpose and it is important that the person filling that role has the necessary competencies to deliver services efficiently and effectively. To ensure that employees are equipped with the relevant competencies, it is important to clearly identify and define the competencies required for each role. Competency analysis is the process of identifying relevant competencies required to do the work. Based on the competency requirements of any designation and the individual occupying that position, relevant capacity building programs are to be developed and made available to enhance the competencies of the incumbent to perform better.

Ministry is required to select such capacity building program that can yield optimal benefit to it i.e., identify and organise capacity building programs that are required by majority of employees so that the competencies are strengthened and this in turn helps in achieving the core mandates/objectives of that Ministries/Departments. The elements of ACBP preparation are depicted below.

3.3.1 Elements of ACBP Development

ACBP development is collation and analysis of three dimensions namely alignment of Ministry's mandate with National priorities, Citizen centricity, Emerging Technologies.

Figure 15: Elements of ACBP Development

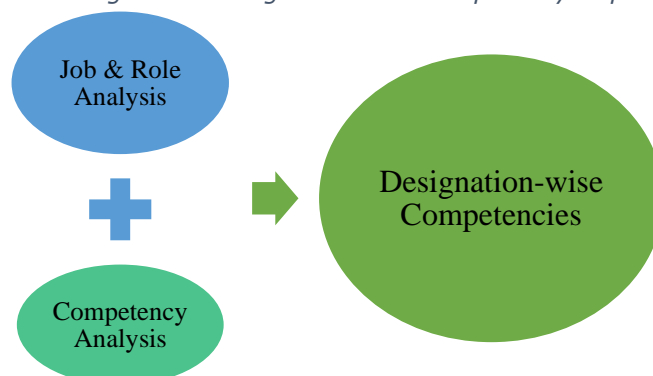


ACBP lists out the prioritized capacity building programs that would encompass the requirements of all the three dimensions.

- **Designation wise Competency Requirement**

A designation wise job analysis and competency analysis was carried out in all sections of the ministry considering its mandate. All the section level competency requirements were collated to arrive at Ministry level competency requirements.

Figure 16: Designation wise competency requirement



- **Individual Competency Requirement:**

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

Figure 17: Individual Competency Requirement



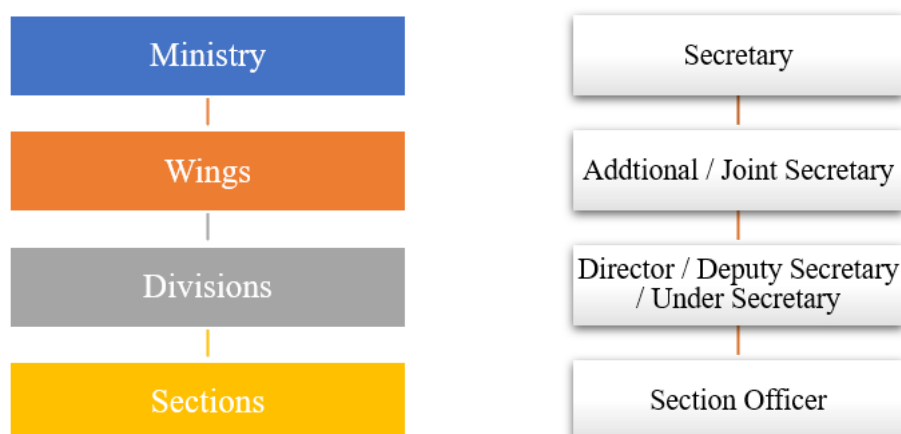
- **Ministry Level Priorities:**

The priority of competencies at ministry level is a culmination of the competency enhancement requirements identified at the individual level and which were collated at the section level.

3.3.2 About Wings – Divisions – Sections

The Functional and functionary hierarchy of the ministry considered for the ACBP is:

Figure 18: Functional and Functionary Hierarchy



A Ministry/Department³ is responsible for formulation of policies/schemes of the Government in relation to business allocated to it and for their implementation, monitoring and review. For the efficient disposal of business allotted to it, a Ministry/Department is divided into Wings, Divisions, Branches and Sections/Units/Cells. A Ministry/Department is normally headed by a Secretary to the Government of India who acts as the administrative head of the Department and Principal Adviser of the Minister on all matters of policy and administration within the Department.

The work in a Ministry/Department is divided into wings with a Special Secretary/Additional Secretary/Joint Secretary in charge of each Wing. They are entrusted with the necessary measure of independent functioning and responsibility in respect of all business of the Wing, subject to his/her general responsibility of the Joint Secretary for the administration of the wing as a whole. A Wing comprises of a number of Divisions each functioning under the charge of an officer of the level of Director/Joint Director/Deputy Secretary or equivalent officer, called Division Head. The Division Head is responsible for the disposal of Government Business dealt within the Division under his charge. A Division may have branches, each under the charge of an Under Secretary or equivalent officer, as Branch Officer. Each Branch consist of one or more Sections and, in respect thereof, the Under Secretary exercises control both in regard to the dispatch of business and maintenance of discipline.

A Section or a Desk is the lowest unit in a Department with a well-defined area of work and Sections are supervised by a Section Officer or an equivalent officer. While the above represents the commonly adopted pattern of organization of a Ministry there may be certain variations.

To build capacities at the individual level, it is essential to consider the competencies required for each position. For instance, a Deputy Secretary/Director heading Administration Division within a Ministry would require competencies such as budget administration, public procurement, etc. based on the roles undertaken by that position currently Ex: administrative division. However, to meet the emerging needs of the Ministry, this role may require

³<https://darpg.gov.in/sites/default/files/PDF%20file%20of%20CSMOP-1.pdf>

competencies in emerging technologies and other IT tools. Identifying these gaps and also 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 fulfilment of the functions and sub-functions assigned to that designation. In this context, a function may be defined as a specific activity undertaken by a section in the Ministry and a sub-function, on the other hand, is a smaller and more specific component of a function. It is a subcategory that contributes to the overall purpose of the main function. For example, the primary function of a program division within a ministry might be monitoring the scheme implementation, works like coordination with states, updation of information on the MIS portal and report generation are sub-functions.

During the competency analysis, the following roles were considered and description of the same is presented below:

Table 12: Roles and description

Role	Definition
Decision Maker	The role of taking decision pertaining to the sub-function
Strategist	The role of strategic planning and implementation, which involves the development of a plan considering various dependencies, variables, potential risks, and mitigation strategies, and executing the plan to achieve a specific objective.
Manager / Supervisor	The role of resource optimization and implementation, which involves ensuring the effective execution of a plan by allocating resources optimally, continuously monitoring progress, and making necessary adjustments to ensure the achievement of the specific objective.
Verifier / Reviewer	The role that involves adding value to already completed or ongoing activities by making corrections, ensuring adherence to established practices, rules, and regulations, and striving for overall improvement
Initiator / Implementor	A role where a file or an activity is initiated, where 1 st 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 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). At the time of data collection, where employees from other cadre are positioned with a different designation (like Research Officer, Assistant Director, etc.), equivalent of the pre-defined designations such as ASO, SO, US/DD, DS/Dir., JS, AS were used.

The work of the ministry is assigned to various sections and each section is staffed by employees with varying levels of seniority, from ASO to AS. In certain cases, officers from other cadres may be posted in common designations referred below, and in such situations, the designations may be altered, but the role and responsibilities will remain the same as defined for those positions and the required competencies will still be the same. For example, a division in the ministry may be headed by a Joint Director belonging to Statistical Cadre, but the role to be performed and competencies required would remain same as defined for DS/Dir.

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

Table 13: Designation-wise Role Mapping

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

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

3.3.5 Competencies

Competency is defined⁴ as the combination of attitudes, knowledge and skill 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 analysis are domain, functional and behavioural and their definitions are mentioned below:

- **Domain:**

These competencies enable individuals to effectively perform roles within a specialised discipline or field. Domain competencies are generally applicable to the core work of a Ministry or set of related ministries / departments. For example, public health policy development and water resources management.

⁴As per ACBP approach paper by CBC

- **Functional:**

These competencies support the operational needs of the Ministry in areas such as administration, procurement, financial management, and more. These competencies are relevant across various government departments and include skills such as 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 in a ministry. For example, empathy and leadership.

3.3.6 Frequency of Competencies

During the interactions with Sections, the 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 is computed based on number of times the competency is repeated at each level, viz., designation, division / section, Ministry levels.

3.3.7 Levels of Competencies

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

Table 14: Levels of competencies and definition

Level of Competency	Definition
Basic	The required competency level is Basic, meaning the person must understand the topic and may seek guidance from others if necessary.
Intermediary	Working Knowledge of the competency is defined as Intermediary, when the individual does not require any support in utilizing the competency.
Advanced	The competency level requirement is Advanced, when the individual has a deep understanding of the subject, and it may be required to guide others on this competency.

3.3.8 Training & Non-Training Interventions

The purpose of this study was to identify the competency requirements and develop the ACBP. As part of this, interactions were carried out with the officials for identification of competencies required against various roles played by different designations and analysis of the same was undertaken. During the process, different aspects of interventions that can have significant impact on functioning of the Ministry were also identified and categorised as training and non-training interventions.

● Training Interventions

Training interventions refer to structured learning opportunities provided to individual officials. These interventions have clearly defined learning objectives and are based on the design of learning materials, delivery mode, and assessments. In this study, the training interventions were captured in a scientific manner with flow and analysis of the data collected at each stage and final validation by the leadership. Training interventions are majorly in the form of identification and recommendation of the training programs offered by various institutes of national repute. Some of the training interventions are as follows:

Figure 19: Training Interventions



It is important to mention that The Integrated Government Online Training (iGOT) initiative is an online training platform launched by the Government of India to provide continuous learning opportunities for government employees. The platform aims to enhance the skills and knowledge of government employees and help them adapt to new technologies, processes, and procedures.

● Non-Training Interventions

These are actions or events designed to bring change and improvement and thereby facilitating the achievement of desired objective. Some of the interventions that can improve performance of the employees in the ministry were also captured through free-wheel discussions, and personal interactions and were grouped into following five ⁵ segments. The Ministry specific observations and recommendations under these categories are detailed in a separate chapter.

⁵ Source: ACBP Approach paper by CBC

Figure 20: 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 function in the Ministry. The proposed vision, mission and objectives of the same are mentioned below for consideration by the Ministry:

Table 15: Training Vision, Mission and Objectives

Vision	Mission
<ul style="list-style-type: none"> Continuous Development of competencies of the personnel to enable the Ministry to place Right Person in the Right Job with Right Competencies for optimum utilization of resources in achievement of the mandate of Ministry. 	<ul style="list-style-type: none"> 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 to acquire relevant and required competencies to perform better.
Objectives	
<ul style="list-style-type: none"> Ensure competency culture in the ministry and enable competency-based training function management. Identification of relevant competencies for each designation. Competency Analysis on periodic basis. Preparation of ACBP. Assessment of the employees every year to identify competency enhancement requirements. Monitoring implementation of Capacity Building Plans and undertake mid-course corrections. Training evaluation on periodic basis. 	

4 An overview of the Ministry

4.1 About Ministry

With the objective of providing more focused approach on the integrated socioeconomic development of the Scheduled Tribes (STs), Ministry of Tribal Affairs (MoTA) was set up in 1999, after bifurcation of the Ministry of Social Justice and Empowerment. The Ministry has been identified as the nodal ministry for overall policy, planning and coordination of programmes for development of STs.

The Ministry implements various programmes and schemes intended to support and supplement other Central Ministries, State Governments and partly of voluntary organizations, and to fill critical gaps in institutions and programs considering the situation of STs through financial assistance. These schemes comprising economic, educational, and social development through institution building are administered by the Ministry and implemented mainly through the State Governments/ Union Territory Administrations.

Employees are the torch bearers of the Ministry and the entire functioning and successful implementation, and achievement of the objectives depends on performance of these employees. Building the capacities of the employees is an important aspect in this direction.

MoTA is working with CBC in preparation of its ACBP.

4.2 Business Rules, Purpose of the Ministry

Ministry of Tribal Affairs (MoTA) is the nodal ministry for overall policy, planning and coordination of programmes for development of STs. To this end, the Ministry has undertaken activities that follow from the subjects allocated under the GoI (Allocation of Business) Rules, 1961 as mentioned below:

1. Social security and social insurance with respect to the ST.
2. Tribal Welfare: Tribal welfare planning, project formulation, research, valuation, statistics and training.
3. Promotion and development of voluntary efforts on tribal welfare.
4. STs, including scholarship to students belonging to such tribes.
5. Development of STs.
- 5A. All matters including legislation relating to the rights of forest dwelling STs on forest lands.
6. (a) Scheduled Areas.
(b) regulations framed by the Governors of States for Scheduled Areas.
7. The National Commission for STs.
(a) Commission to report on the administration of Scheduled Areas and the welfare of the STs.
and
(b) issue of directions regarding the drawing up and execution of schemes essential for the welfare of the STs in any State.
8. Implementation of the Protection of Civil Rights Act, 1955 (22 of 1955) and the SCs and the STs (Prevention of Atrocities) Act, 1989 (33 of 1989), excluding administration of criminal justice in regard to offences in so far as they relate to STs.

9. Monitoring of Tribal Sub-Plan⁶, based on the framework and mechanism designed by National Institute for Transformation of India (NITI) Aayog.

4.3 Vision, Mission, and Objectives

Table 16: Vision, Mission and Objectives of the Ministry

Vision	Reduction and removal of the gap in the Human Development Indices (HDIs) of the ST population vis-à-vis the general population and help empower the tribal people socially and economically.
Mission	The Ministry is fully committed for development and protection of tribal people through: <ul style="list-style-type: none"> • Formulation and Promotion of Legislative and Executive interventions, • Facilitating the upgradation of levels of administration in Scheduled Areas through area and population targeted approaches, • Furthering socio-economic and livelihood opportunities
Objective	To provide more focused approach towards the integrated socio-economic development of the STs (the most underprivileged section of the Indian Society) in a coordinated and planned manner.

4.4 Goals of the Ministry vis-à-vis National Priorities of the Government of India

As mentioned in Approach & Methodology, during the secondary research about and interactions with the Ministry, information about national programs & priority, citizen centricity and technological interventions was collected. This section provides an overview of the same.

The tribal population as per 2011 census is 10.45 crore and constitute 8.6% of the country population. India has second⁷ largest tribal population in the World. There exists a gap in human development indices of Tribal population when compared with the general population of the country.

India will prosper when our tribal communities prosper, Welfare of tribal communities is our foremost priority.

Prime Minister, Narendra Modi

As per UNDP, the HDI⁸ was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone.

In the journey towards Aatmanirbhar Bharat (self-reliant India), tribal population (with 8.6% of the country population, 59% literacy rate, 19% youth [15-24 years]) play a significant role. Their traditional knowledge and practices can contribute to natural resource management, sustainable

⁶ Tribal Sub-Plan came into existence in 1974-75 as a strategy for the development of areas having tribal concentration. After merger of Plan and Non-Plan, the TSP was renamed as Scheduled Tribe Component (STC) by Ministry of Finance. Later, STC is renamed as Development Action Plan for STs (DAPST). The words STC/DAPST are used interchangeably.

⁷ Source:

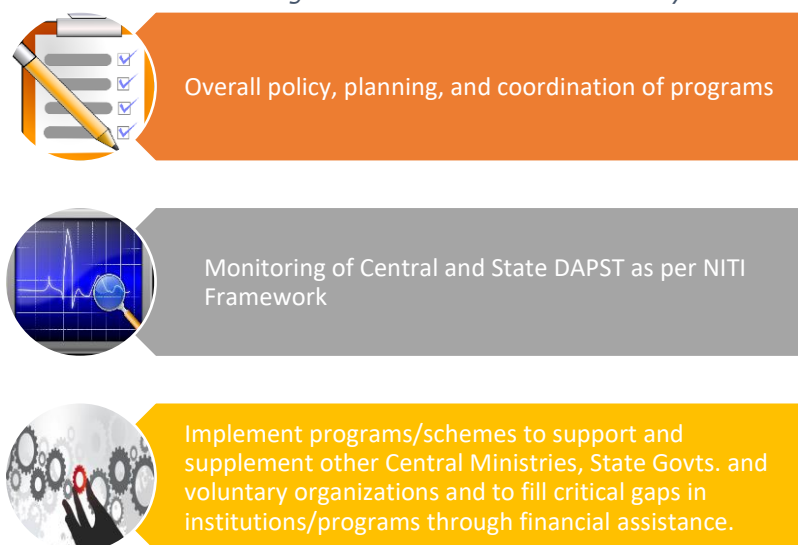
<https://pib.gov.in/FeaturesDeatils.aspx?NotelId=151222&ModuleId%20=%202#:~:text=India%20has%20the%20second%20largest%20tribal%20population%20in%20the%20world.>

⁸ <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

agriculture and organic farming, handicrafts and handloom production, and eco-tourism. Promoting and supporting the development of the tribal population through education, healthcare, and basic infrastructure can ensure their overall well-being and enable them to contribute to the country's development.

In view of the commitment and priority accorded by the GoI for welfare and empowerment of the Tribal population by creation of separate Ministry and reiteration of the same by Hon'ble Prime Minister and the vision statement i.e., reduction and removal of gaps in human development indices of tribal population with general population, the Ministry undertakes various initiatives presented below:

Figure 21: Activities undertaken by MoTA.



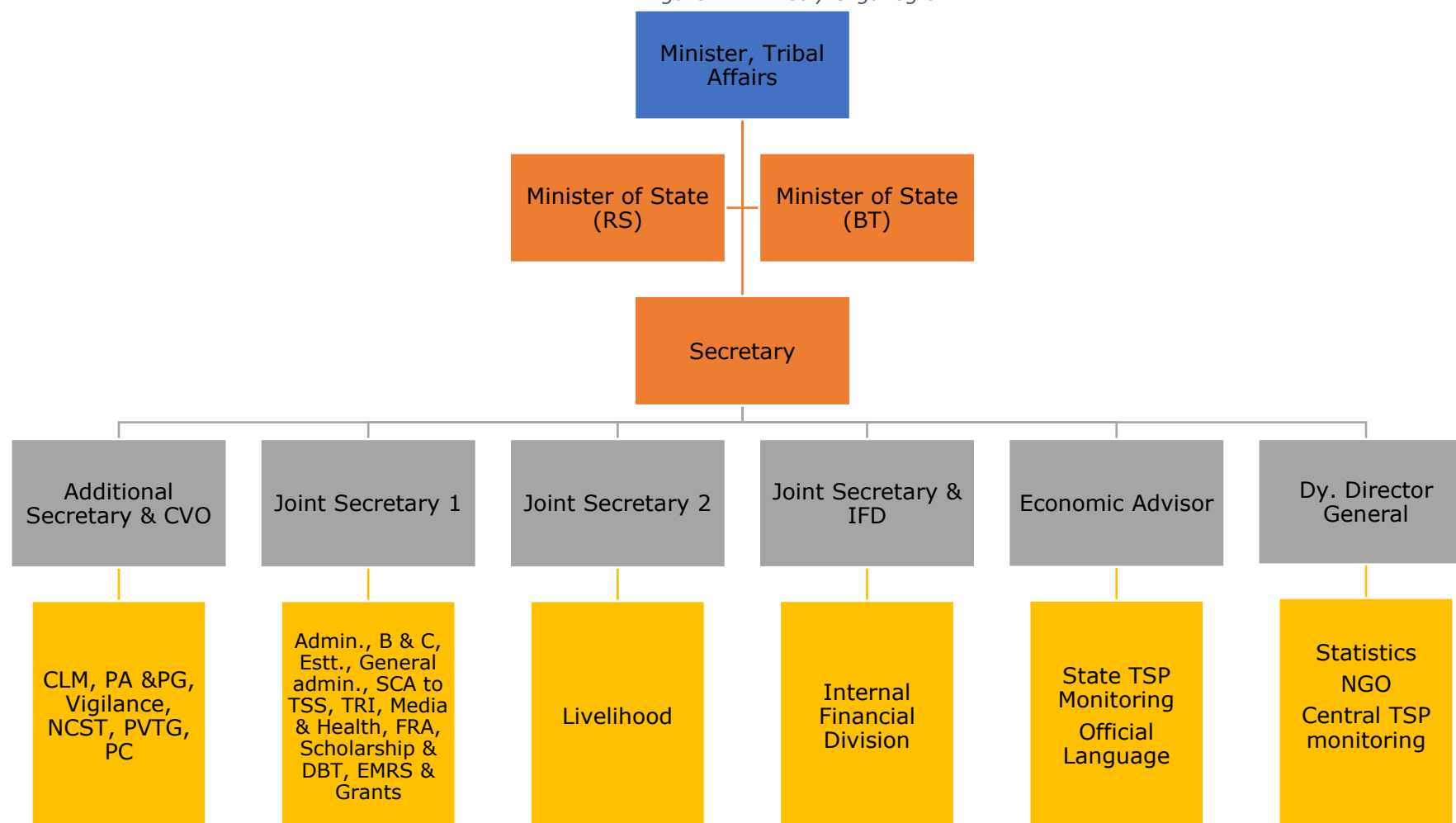
4.5 Organogram

The Ministry adopts a well-defined structure i.e., the administrative head of the Ministry is the Secretary and is supported by one Additional Secretary, two Joint Secretaries, one Deputy Director General and one Economic Advisor. One Joint Secretary & Financial Advisor (JS&FA) has also been assisting the Ministry in the internal finance and budget matters and the Chief Controller of Accounts helps in budget / expenditure control.

The organizational structure of the MoTA is designed to address the unique challenges faced by tribal communities in India. The ministry's structure is built around its core mission of promoting the socio-economic development of tribal communities, preserving their cultural heritage, and ensuring their protection and welfare. The ministry is headed by a cabinet minister and supported by two Ministers of State, a team of senior officials and advisors. The ministry has also established various subordinate offices like National Scheduled Tribes Finance and Development Corporation, and the Tribal Cooperative Marketing Development Federation of India (TRIFED). To oversee the implementation of various safeguards provided to STs under the constitution or under any other law or under any other order of the Govt. and to evaluate the working of such safeguards, GoI has set up NCST in 2004. The Ministry, Commission and associated offices work in tandem with state governments, local self-governments, and other stakeholders to ensure effective policy implementation and program delivery. Overall, the

organizational structure of the Ministry of Tribal Affairs is well-suited to achieve its objectives of empowering and uplifting tribal communities in India. The organisation structure and work allocation is given below:

Figure 22: Ministry Organogram



4.6 Divisions

● **Constitution & Legal Matters (C&LM):**

The C&LM division of the ministry is entrusted the work relating to:

- All Schedule V Areas, including Governors' Report and Tribal Advisory Councils (TACs).
- Panchayat Raj Institutions (PRI) / Provisions of the Panchayats (Extension to the Scheduled Areas) Act (PESA)
- Integrated Tribal Development Program (ITDP)/ Integrated Tribal Development Agency (ITDA), Modified Area Development Agency (MADA) Cluster
- Legal and constitutional matters relating to scheduling/rescheduling of list of STs.
- Scheduling / rescheduling of list of STs.
- Matters pertaining to Reservation for STs

● **Forest Rights Act (FRA):**

The MoTA is the nodal agency for implementation of Forest Rights Act and is empowered to issue directions in this regard from time to time. The list of works undertaken by the division are:

- Forest Rights Act
 - Provide clarifications and directions to resolve the challenges in the implementation of the Act.
 - Monitor the progress in recognition of rights and vesting of titles across all the states.
 - Conduct review meeting with States
- Participate in meetings conducted by other ministries
- Land and Rehabilitation & Resettlement (R&R) issues
- Mining related issues
- Bio-diversity issues
- Preservation of local flora and fauna in tribal areas, Gene bank etc.

● **National Commission for Schedule Tribes (NCST):** The NCST division of the ministry deals with all the matters relating to

- NCST including administrative activities, appointment of staff for NCST,
- Atrocities on ST and Regulations
- Laying of NCST report in Parliament along with action taken memorandum

● **Tribal Research Institute (TRI), Research & Media**

The TRI, Research & Media division of the ministry is entrusted with the responsibility of various interventions and schemes meant for development of STs and to promote and preserve their culture. This includes:

Figure 23: TRI Division Schemes/interventions

Intervention/Scheme	Details
Support to TRI	Support to setup new and strengthen existing TRI in the States.
Centres of Excellence	Identify institutes/ organizations of Centre of Excellence and involve them in long term and policy-oriented research studies for the development of tribals of the country
Research Projects/Studies	Support to Institutions/Universities/NGOs for undertaking activities like research/evaluation Projects, seminar/workshops, and publication of books in the field of Tribal development.
Affirmative Action	Affirmative Action of National Tribal Research Portal aims to seek information/best practices from various organisations working for the upliftment of tribal communities without receiving any funding from Ministry

The division also deals with matters relating to Tribal Museums, Media and Tribal Festival including National Tribal Carnival.

- **Particularly Vulnerable Tribal Groups (PVTG):**

There are certain groups among tribal population who have been categorised as PVTG based on certain characteristics like pre-agriculture level of technology, stagnant or declining population, low literacy and subsistence level of economy. 75 such groups exist in 18 states and one UT. For PVTGs, GoI implements scheme for development of PVTG. The implementation of the scheme, i.e., project appraisal, release of funds and its monitoring and appraisal is undertaken by the PVTG division.

- **Official Language:**

To ensure the usage of Hindi language in official work, there is a separate Hindi division headed by Economic Advisor. This division is responsible for entire translation work of reports, parliament questions, documents, etc. and implementation of Official Language Policy of the Govt. of India in the Ministry and its attached/subordinate offices. Other activities undertaken by the Division include training of officers on usage of Hindi, organizing Hindi Month, monitoring the implementation of Official language, etc.

- **Parliament and Coordination:**

This Division deals with the following subjects:

- Parliament matters
- Coordination within Ministry
- Matters relating to Prime Minister's Office and Cabinet Secretariat,
- Cabinet notes / EFC / SFC memo received from other Departments / Ministries
- E - Samiksha related works
- Monitoring of legal information management & briefing system(LIMBS)
- Republic Day – Organising Call on with VVIPs, visit of Tribal Guest to various places in Delhi- National Capital Region, Agra-Mathura etc.

- RTI matters – Nodal Division for forwarding these applications to concerned division

- **Internal Finance**

The main activities of the Division include tendering financial advice on all matters involving government expenditure/concurrence to financial proposals of the Ministry, preparation of budget, works in respect of Grant No.100 of the Ministry, Financial performance, monitoring of outcomes, etc.

- **Establishment:**

The Establishment Division deals with all service-related matters in respect of officers/official of the MoTA such as recruitment (where Ministry is cadre controlling authority for posts like Sr. Investigator, Research Officer), promotion, pension related matters, nomination of officers for various training programmes, leave travel concession, maintenance of leave record, annual performance appraisal reports, immovable property returns, framing and reviewing of Recruitment Rules for the posts under MoTA, etc.

- **Vigilance:**

The Chief Vigilance Officer (CVO) post in the Ministry is currently headed by Additional Secretary and provide assistance to the Secretary of the Ministry in all matters pertaining to vigilance and acts as a link between the Ministry and the Central Vigilance Commission (CVC).

The CVO looks after the vigilance work in addition to his/her normal duties as Wing Head in the Ministry. The division undertakes ‘Vigilance Awareness Week’ and during this occasion, all Officers and staff members are administered pledge. The division regularly forwards Probity and Quarterly Performance Report on vigilance activities of the Ministry to DoP&T and CVC.

- **Eklavya Model Residential Schools (EMRS):**

Realising the importance of education in improving the socio-economic status of tribals and to improve access to education, GoI has sanctioned 288 EMRS schools under Article 275(1) in 1998. The scheme has been revamped and separate budget allocation has been made in 2018-19 to establish 452 schools in every block having more than 50% ST population and at least 20,000 tribal persons (as per census 2011). The administrative activities of the EMRS scheme, monitoring the progress of implementation, signing of MoU with NESTS, release of funds, etc. are handled by this division.

- **Livelihood:**

The Livelihood Division of the Ministry provides assistance towards strengthening sustainable livelihood for tribal populations under three major livelihood schemes:

- Institutional support for development and marketing of tribal products/produce
- Marketing of minor forest produce (MFP) through minimum support price (MSP) and development of value chain for MFP

- Equity support to national/state scheduled tribes finance and development corporation (NSTFDC/STFDCs)

- **NGO:**

Considering the significant role of Voluntary Organizations (VO)/Non-Government Organizations (NGO) owing to their local roots and reach in service deficient areas becoming altogether more important, GoI implements Grants in Aid to NGO scheme through NGO division. Grants are provided to NGOs who are working in the areas of health, education and livelihood.

The NGO division has automated the entire process starting from proposal submission to release of grants. Some of the activities undertaken by the division include grading of the NGOs based on performance, processing of proposals, release of funds, monitoring the progress of projects implementation, etc.

- **Schedule Tribe Component (STC) Monitoring**

The Government allocates funds for different schemes/programmes across 41 Ministries/ Departments for targeted financial and physical benefits to the Scheduled Tribes. The Ministry of Tribal Affairs being the nodal ministry, through STC division regularly monitors the amount of funds allocated and actual releases made by different ministries/department. For this purpose, the Ministry launched an online portal - Scheduled Tribe Component Management Information System (STCMIS). The Ministry also monitors physical progress of the schemes having Development Action Plan for Scheduled Tribes (DAPST)/ Scheduled Tribe Component (STC) allocation. The Ministry along with NITI Aayog and Ministry of Finance takes various steps for better implementation of DAPST.

- **Statistics:**

The Statistics division is responsible for the following activities:

- Annual Report of the Ministry
- Evaluation of Programmes
- Gender Budgeting Issues
- Statistics including infrastructure Gaps; Maps; Analysis of Data
- Output Outcome Monitoring Framework (OOMF)

- **Grants:**

Under the programme of Proviso to Article 275(1) of Constitution, grants are released to 26 States, having ST population for raising the level of administration in Scheduled Areas and for the welfare of Scheduled Tribes. The funds are released based on proposals received from the State Governments considering the needs of ST population to bridge the gap in infrastructure activities in sectors like education, health, livelihood, etc. This is a Special Area Program, and 100% grants are provided to States. The receipt of proposals from States, processing, monitoring of the progress, etc. are coordinated by the Grants division.

- **Pradhan Mantri Aadi Adarsh Gram Yojana (PMAAGY):**

To provide basic services and facilities in villages, the GoI has revamped the existing scheme of Special Central Assistance to Tribal Sub-Scheme (SCA to TSS) to PMAAGY. Under this scheme, financial assistance will be provided to 36,428 villages having at least 50% ST population and 500 STs in initial phase. The implementation of scheme, monitoring physical and financial progress, field visits, providing technical support to states, etc. are undertaken by the PMAAGY division.

- **General Administration:**

The administrative division of the ministry coordinates various activities required for day to day to functioning without any problems. List of subjects dealt by the division include:

- All housekeeping matters pertaining to the secretariat of the Ministry.
- Management of Vehicles / Telephone / Newspapers / DTH, etc.
- Procurement of Hardware/Software (furniture/computer/stationery etc.)
- Organizing various meetings / farewells / conferences in and outside Ministry
- Record Room
- CR Section
- Tour & travel matters / Travel Allowance (TA)–Dearness Allowance (DA) bills / House Building Advance (HBA)

- **Health:**

Considering the gap in health outcomes of Tribal population vis-à-vis general population, the Ministry has undertaken many initiatives under various schemes and even set up a dedicated health cell. The health cell coordinates various activities relating to

- health action plan and coordination with states,
- development of Swasthya portal for presenting the health and nutrition related data and information of the tribal population,
- joint Action Plan on Tuberculosis (TB) and Tribal Health Collaborative
- sharing health data of aspirational districts through dashboard and quarterly newsletter
- coordination with other Ministries,
- monitoring of health sector under Development Action Plan for Scheduled Tribes (DAPST) of ministries/departments,
- coordination for Tribal Health Collaborative plan,
- screening of Sick Cell disease among tribals, research studies, etc.

- **Policy Analysis & Public Grievance (PA & PG):**

This Division deals with subjects like Public Grievances, Citizens' Charter, National Tribal Policy, High Level and Other Committees meant for Tribal Development and Policy matters pertaining to STs not handled by any other sections.

- **Scholarship & DBT:**

One of the core mandates of the Ministry is to provide scholarship to the students belonging to the Tribal Community. The Scholarship & Direct Benefit Transfer (DBT) division of Ministry of Tribal Affairs (MoTA), GoI fulfils this important mandate.

This division deals with the strategic, tactical and implementation activities pertaining to providing scholarships to eligible students. This section provides financial assistance to the students through various schemes such as Centrally Sponsored Schemes and Central Sector Schemes. About 30 lakh Scheduled Tribe students get the benefit of scholarship schemes implemented by Scholarship & DBT Division of Ministry of Tribal Affairs.

- **Budget & Cash:**

The budget & Cash sections deals with processing of salary bills, TA bills, LTC, travel claims of ministers, budget related works, medical bill reimbursement, processing of retirement benefits, advances, preparation of bills of different sections, release of payments to vendors and taxation related works.

- **State TSP Monitoring:**

MoTA is the nodal Ministry to monitor Tribal Sub Plan (TSP) funds which are earmarked by State Governments under various schemes for welfare and development of STs. The division coordinates with States on various Development Action Plan for Scheduled Tribes (DAPST) related aspects like adequacy of allocation and spending, constitution of an Executive Committee at the state level chaired by the Chief Secretary to appraise and monitor DAPST, critical gap analysis to ascertain the development gaps between STs and other communities, installation of MIS tools to make available DAPST related data in public domain, details of Schemes, and Department wise allocations and expenditure from dedicated Minor Heads of account.

4.7 Current activities of the Ministry

4.7.1 Citizen Centricity

Range of initiatives undertaken by the Ministry target individuals to institutions, and this include providing scholarship to students through direct benefit transfer (DBT) and construction of schools for education, financial support to institutions for providing livelihood, grants for TRIs for undertaking research and preserving tribal art and culture, etc. The following section summarises the list of such interventions and the thrust area it focuses on:

Table 17: Centrally Sponsored Scheme and Thrust Area

Category	Scheme name	Thrust Area
Scholarship	Pre-Matric Scholarship and Post Matric Scholarship for ST Students	Education
	Fellowship and Scholarship for Higher Education of ST Students	
	Scholarship to the ST Students for studies abroad	

Category	Scheme name	Thrust Area
Grants to Institutions	National Education Society for Tribal Students (NESTS) for Eklavya Model Residential Schools (EMRS)	Education
	Aid to Voluntary Organizations working for the welfare of Scheduled Tribes	Education, Health and Livelihood
	Support to National/State Scheduled Tribes Finance and Development Corporation	Livelihood
	Pradhan Mantri Jan Jatiye Vikas Mission – TRIFED	
	Grants to Tribal Research Institutes	Conservation of language, script and culture
	Tribal Research Information, Education, Communication and Events (TRI – ECE)	
Grants to States	Development of Particularly Vulnerable Tribal Groups	
	Special Central Assistance to Integrated Tribal Village Development - Pradhan Mantra di Adarsh Gram Yojana	Infrastructure
	Grants to under Article 275(1) of Constitution	Education, health, and livelihood

● Empowering the Tribal Communities

The programmes and schemes of the Ministry are intended to support and supplement other Central Ministries, State Governments and voluntary organizations and to fill critical gaps in institutions and programmes, considering the situation of STs through financial assistance. Description of some of the initiatives⁹ is mentioned below:

⁹<https://pib.gov.in/PressNoteDetails.aspx?Noteld=151222>

Figure 24: Ministry's initiatives for empowering tribal communities



- **Educational Empowerment**

To provide quality education to tribal students, *EMRSs* are being setup in every block having more than 50% ST population and atleast 20,000 tribal persons. As on date, 401 schools are functional, and more than 1,00,000 lakhs students are enrolled of which 51% are girl students. To address the incidence of dropout from elementary to secondary school, and to encourage the students to pursue post matric education, Pre and Post Matric scholarships are provided. Similarly, National Fellowship, Top Class and National Overseas Scholarships are provided to ST students for different levels of higher education and studies abroad.

- **Economic Empowerment**

Ministry provides funds to State Government and institutions with the objective of ST Welfare. Funds are released to States under Article 275(1) of the Constitution based on the specific proposal received by the Ministry. The Ministry also ensures Minimum Support Price (MSP) for Minor Forest Produce, and marketing support for tribal products through the Pradhan Mantri Jan Jatiya Vikas Mission (PMJJVM).

Additionally, financial aid is provided to Voluntary Organizations working for the welfare of STs. The support is provided for projects in education, health and livelihood in service deficient areas.

Ministry provides financial assistance to Tribal Cooperative Marketing Development Federation of India (TRIFED), towards retail marketing for livelihood development among tribal communities of India. This includes the Van Dhan Yojana (VDY), which has over nine lakh beneficiaries in 340 districts across the country.

- **Improved Infrastructure and Livelihood Opportunities**

From the year 2022 onwards, the Pradhan Mantri Adi Adarsh Gram Yojana (*PMAAGY*) scheme has been introduced under which all the identified tribal villages will be provided with basic infrastructure. The Ministry also administers a scheme ‘*Development of Particularly Vulnerable Tribal Groups (PVTG)*’ specifically for the PVTG population. The scheme aims at planning socio-economic development of PVTGs in a comprehensive manner while retaining the culture and heritage of the communities by adopting habitat-level development approach.

- **Other Initiatives for Holistic Welfare of Tribal Communities**

- **Better Health Outcomes:** The Ministry provides financial support to Indian Council of Medical Research (ICMR) for screening of sickle cell disease among tribal students. Similarly, Under the National Health Mission of Ministry of Health and Family Welfare comprehensive guideline for control and prevention of Haemoglobinopathies, including Sickle Cell Disease, were prepared and disseminated to the states.

Other steps taken by the Ministry include special focus on Adivasi Communities under Mission Indra Dhanush (immunization for children up to 2 yrs. and pregnant women), free vaccines against COVID-1 and Nikshay Mitra initiative (for additional diagnostic, nutritional, and vocational support to those on tuberculosis treatment).

- **Research, documentation, training and capacity-building:** The Support to Tribal Research Institute (TRI) scheme aims to strengthen TRIs to carry out research, documentation, training and capacity-building activities and serve as a thinktank supporting all the endeavors of tribal welfare.
- **Schemes of other ministries:** The Ministry also focuses on initiatives across multiple sectors and domains under other ministries of the Government. These initiatives include providing housing and road connectivity through the Pradhan Mantri Awas Yojana and Pradhan Mantri Gram Sadak Yojana, financial empowerment through Jan Dhan accounts and MUDRA Yojana, promoting cleanliness through the Swachh Bharat initiative, promoting rural livelihoods through the Gobardhan Scheme, and supporting maternal health through the Pradhan Mantri Matru Vandana Yojana, among others.

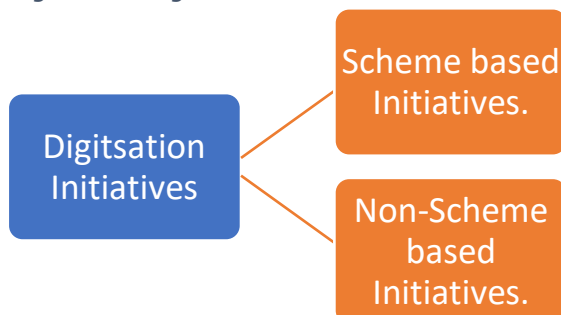
Many of these schemes are implemented through State Governments and certain scholarship schemes are implemented directly by the Ministry. In any of the schemes where a monetary benefit is provided to the citizen, suitable measures are in place to ensure that the amount is transferred directly to the bank account of beneficiary through DBT. Through these scheme/programs, the Ministry covers more than 30 lakh citizens.

4.7.2 Technology

Realizing the importance of technology in optimization of resources, enhancing efficiency, transparency and accountability and its commitment to the GoI national program *Digital India*, the Ministry has taken various steps to design, develop and host various e-governance tools.

All the schemes of the Ministry are automated. The digitization initiatives undertaken by the ministry can be classified as:

Figure 25: Digitisation Initiatives of the MoTA



Digitisation of Schemes

The Ministry has undertaken digitization of schemes and the details of the same are presented below:

Table 18: Scheme based eGov Applications of the Ministry

#	Scheme	e-gov application
1-2	Pre-Matric Scholarship for STs and Post Matric Scholarship for STs	dbttribal.gov.in
3	National Fellowship and Scholarship for Higher Education of ST Students	fellowship.tribal.gov.in/scholarships.gov.in/
4	Scholarship to the ST Students for Studies Abroad	overseas.tribal.gov.in/
5	Support to Tribal Research Institute	tritribal.gov.in/ repository.tribal.gov.in/ adiprashikshan,tribal.gov.in
6	Development of Particularly Vulnerable Tribal Groups (PVTGs)	grants.tribal.gov.in/
5	Special Central Assistance to Tribal Sub-Scheme (SCA to TSS)	
6	Grants to States under Article 275(1) of Constitution	
7	Aid to Voluntary Organizations working for the welfare of Scheduled Tribes	ngo.tribal.gov.in/
8 a	Grants to tribal research institutions	tritribal.gov.in/
b	Tribal Research Information, Education, Communication and Events (TRI-ECE)	
c	Tribal Document Repository	repository.tribal.gov.in
d	Media Portal	adiprasaran.tribal.gov.in/

#	Scheme	e-gov application
e	Training Portal	Adiprashikshan.tribal.gov.in
f	Migration Portal	shramshakti.tribal.gov.in/
9	Eklavya Model Residential Schools (EMRS)	emrs.tribal.gov.in/
10	Support to NSTFD and development Corporation/Venture Capital Fund for STs	Nstfdc.net
11	Pradhan Mantri Jan Jatiye Vikas Mission (PMJJVM) – TRIFED	Trifed.tribal.gov.in

An overview of certain features and benefits accrued to the Ministry on account of digitization of various schemes is presented below:

- **Pre- and Post-Matric Scholarships:**

- **Standardisation of processes:** With standardization of processes, formats and automation, the data reported by each state is aggregated at Ministry level and there is no requirement of sending or receiving paper communications.
- **Transparency:** Detailed information like district-wise beneficiaries, fund released, no. of beneficiaries, etc. is placed in public domain through the performance dashboard and will be used for evaluating performance of States on various parameters.

- **National Fellowship, Scholarship and National Overseas Scholarship:**

- **Integration and prevention of fraudulent cases:** The integration of Aadhaar and digital locker, along with the integration of universities, has improved the verification process by preventing fake and fraudulent cases. This has also facilitated faster communication and more efficient resolution of grievances.

- **Aid to Voluntary Organizations**

- **Reduced processing time and timely release of grants:** With automation of end-to-end process, there is a drastic reduction in processing time of every application and ministry is able to release major portion of the grants in the same fiscal year.

- **Strengthening and capacity building of TRIs and Research Organisations**

- The Ministry is able to monitor the progress of the research projects, the manner in which the funds are utilized and also the quality of research projects.
- The document repository facilitates cross learning by TRIs and is useful for researchers and persons interested in tribal-related data and policy makers for making developmental plans for tribal communities and tribal areas in the future.

Digitisation of Non-Scheme Initiatives

Considering the importance of data as an enabler of decision making and in fulfillment of its mandate i.e., of monitoring Central and State DAPST and other works, the Ministry has developed Scheduled Tribe Monitoring System. Also, the ministry has undertaken development of various tools for non-scheme interventions in the area of health, livelihood, education, etc. List of non-scheme initiatives that have been digitized by the ministry are presented below:

Table 19: Non-Scheme based eGov applications (Other MIS/ Dashboards/ e-services)

#	Scheme	e-gov application
1.	Scheduled Tribe Component (STC) Monitoring System	stcmis.gov.in/
2.	Performance Dashboard	dashboard.tribal.gov.in/
3.	Going Online As Leaders (GOAL)	goal.tribal.gov.in/
4.	Swasthya Portal	54tilisat.tribal.gov.in/home
5.	Sickle cell Support Corner	scdcorner.in/
6.	Forest Rights Portal	forestrights.nic.in/
7.	GIS Enabled Entitlement Tracking System (GEET)	geet-undp.com/
8.	Spring Water Atlas	thespringsportal.org/
9.	Gap Analysis dashboard	dashboard.tribal.gov.in/ gapanalysis.aspx
10.	Population analysis dashboard	dashboard.tribal.gov.in/
11.	Swasthya Dashboard	https://swasthya.tribal.gov.in/dashboard
12.	NFS and NOS on UMANG Mobile App	https://play.google.com/store/apps

Some of the features and benefits accrued to the ministry on account on digitization of non-scheme initiatives are mentioned below:

- **STC MIS:**

Information of allocation by every ministry and expenditure incurred is captured directly from PFMS. Timely monitoring of under allocation and under utilisation of funds helps the Ministry coordinate with concerned sectoral ministry and plan for specific intervention.

- **Performance dashboard**

Of all the eGovernance initiatives referred to above, Performance dashboard sets the stage for monitoring output and outcome indicator of every scheme/program implemented by the Ministry and also the performance of states and implementing agencies. The dashboard has

been a remarkably effective tool in data driven decision making and monitoring of various schemes based on trend and patterns visualized in graphical interface.

- **Swasthya health and nutrition portal**

This portal is the single point source for all health and nutritional related information in respect of tribal population from 177 tribal dominated districts. This portal is linked with websites of MoHFW and MoWCD for regular updation.

Information relating to infrastructure, availability of doctors, health workers, disease burden is also shared on the portal through a monitoring dashboard.

- **Gap Analysis Dashboard.**

Village level infrastructure data of 1,17,000 villages has been mapped on 17 parameters on this dashboard. This dashboard has been extremely useful not only for MoTA but other Ministries also. The data from this dashboard can be used for preparing village development plan and for convergence of schemes of different ministries. This dashboard will be key for implementation of PMAAGY scheme of the Ministry.

The Ministry is making every effort to update the systems as per the felt needs and changes in guidelines of schemes.

4.8 Future Roadmap of the Ministry

The Ministry undertakes regular monitoring and evaluation of the programs and interacts with the stakeholders like State Governments, Sectoral Ministries, Sectoral Group of Secretaries and various thinktanks like NITI Aayog. Based on the felt needs, feedback from stakeholders, suggestions of thinktanks and analysis of information, Ministry either

- changes guidelines in the existing scheme/program or design a new scheme or
- take measures to upgrade the existing IT systems or develop new systems

Through interactions with various divisions and senior leadership, the following initiatives were identified and work in this direction has already commenced. This section provides information about the list of such initiatives both in the area of citizen centricity and technology and the outcomes envisaged.

4.8.1 Citizen Centricity

a. Schemes and Interventions

- **Venture Capital Fund (VCF) for Scheduled Tribes:** From the year 2021-22, the scheme of ‘Venture Capital Fund for Scheduled Tribes’ (VCF-ST) has been taken up by the Ministry with a corpus fund of ₹50.00 crore for a period of five years. The scheme would be a social sector initiative to promote ST entrepreneurship and to support and incubate the start-up ideas by ST youth.

The Ministry has identified a leading bank as fund manager and work of preparing terms of reference of the scheme and utilisation of the funds is under progress and scheme would be operational in the coming months.

- **National Tribal Research Institute (NTRI):** To mentor Tribal Research Institutes (TRIs) located in various States and to ensure quality and uniformity in research works, evaluation studies, training, awareness generation among tribals, showcasing of rich tribal heritage including languages, habitats etc. the Ministry has established NTRI and was inaugurated on 07.06.2022. Currently the institute is operating from IIPA Campus, New Delhi with staff hired on a contract basis.
Proposal for allocation of land, construction of own building, appointment of permanent staff, etc. is under active consideration of GoI. Once fully operational, the NTRI and efforts of Ministry towards development of Tribal community are expected to make a significant progress.
- **Museums:** To recognise contribution of tribals in freedom fight movements and to preserve and promote tribal culture and heritage, Ministry is in the process of setting up ten (10) tribal museums across the country and the target is to establish 50 museums in coming years.
- **Resource Centre:** Tribal Ministry is working actively to develop Rashtriya Manav Sangrahalay (National Museum of Humankind) of Ministry of Culture as its resource centre for the Ministry.
- **Eklavya Model Residential School (EMRS):** To provide quality education, GoI has launched EMRS scheme to setup school in every block having more than 50% ST population and atleast 20,000 tribal persons. Considering the previously sanctioned 288 schools under the old scheme, the Government has planned to setup 452 new EMRS across country and total number of schools to be set up becomes 740 (288+452).

It is envisaged that by 2025 every block with more than 50% ST population or at least 20,000 ST persons would have EMRS functioning from its own building with 480 students each. Currently, 682 schools have been sanctioned and 401 schools are functional providing education to 77,670 students. Efforts are being made to establish the remaining 281 schools as per the plan.

- **Strengthening of EMRS:** At the time of conceptualization of EMRS, it was envisaged that EMRSs would be at par with Navodaya Vidyalaya's with special facilities for preserving local art and culture besides providing training in sports and skill development. For this purpose, a collaboration with Navodaya Vidyalaya Samiti (NVS) under the name EMRS Mentorship Program was undertaken. The Ministry intends to work closely with NVS and Education Ministry through regular interactions and adoption of best practices and thereby strengthen EMRSs.

Starting from FY 2023-24 onwards, recruitment of 38,800 teachers and support staff for 740 EMRS would be undertaken.

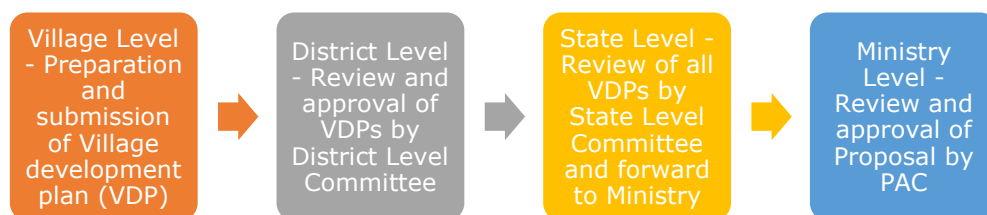
- **Revision of NGO scheme guidelines:** The Ministry provides grant in aid to voluntary organisations working for the welfare of STs in the field of health, and education. To strengthen the scheme with the objective of enhancing transparency, reach more tribals in the service deficient areas, strengthen the monitoring mechanism and to ensure compliance with norms of DoE, the Ministry is in the process of revising scheme guidelines. Currently, the work is under progress.
- **Interaction with embassy officials:** The Ministry has been implementing national overseas scholarship scheme and, in this scheme, students are placed in universities around the world. Payment of tuition fee and other requirements are routed through the Indian embassy office in the country where the students are placed. To serve the students in a better way, the scholarship division intends to interact with all the embassy officials occasionally through Videoconference and provide information about the overseas scholarship scheme and address their issues. This would help in delivering better experience for overseas students especially during release of payments and resolution of issues reported by them.
- **Removal of cap on beneficiaries under Top Class Scholarship scheme:** Under Top class scholarship the cap on number of students eligible for the scholarship has been removed. Going forth all the eligible students will be provided with scholarship on saturation basis and this will be implemented from 2022-23 academic year onwards.
- **Sickle Cell Anemia Elimination Mission:** A mission to eliminate Sickle Cell Anemia by 2047 would be launched from the FY 2023-24 onwards. Under this mission activities like creating awareness, universal screening of people in the age group of 0 to 40 years in tribal affected areas, will be undertaken.
- **Pradhan Mantri PVTG Development Mission:** The Pradhan Mantri PVTG Development Mission will be introduced to enhance the socio-economic status of vulnerable tribal groups. The mission aims to provide basic facilities, such as safe housing, clean drinking water, sanitation, education, healthcare, nutrition, road and telecom connectivity, and sustainable livelihood options. An amount of Rs.15,000/- crore would be allocated over the next three years under the Development Action Plan for the STs.
- **Provision of Electricity and Roads:** The Ministry is actively collaborating with relevant sectoral ministries to address the issue of electricity and road access for tribals residing in remote and isolated areas. The ministry is making diligent efforts for relaxation of certain norms like population size, no. of households, etc.; that typically hinder the provision of roads and electricity in remote and isolated areas. By continuing to work closely with other ministries, the Ministry aims to overcome these challenges and ensure that tribals have improved access to essential infrastructure, thereby enhancing their connectivity and quality of life.

4.8.2 Technology

- **Online system for PMAAGY:** Under PMAAGY scheme, support is provided to for creation and improvement of infrastructure in identified villages with focus on priority areas like health and nutrition, drinking water and sanitation, education, road, and telecom/mobile connectivity.

The process to be followed for approval of proposals by the Ministry is:

Figure 26: PMAAGY Proposal submission and approval



The Ministry is planning to automate the entire process starting from proposal submission to project approval and discussions are in progress with IT service provider.

- **Updation of scholarship data on dashboard portal:** The Ministry implements five different scholarship schemes for tribal students. The performance of the scheme is regularly monitored by PMO through a dedicated dashboard. Under the National fellowship scheme, currently the data is extracted separately in coordination with the IT service provider and is updated on the PMO dashboard at regular interval.

The Ministry plans to automate the process of data updation and include additional features on the scholarship portal for the stakeholders and Ministry as part of ease of work, information dissemination to public, and data driven decision making.

- **Short Videos on Scholarship Portal:** The scholarship division plans to develop informative videos of short duration explaining the entire scholarship process starting from submission of application to release of amount to student, institutions, etc. These videos would be designed considering various stakeholders (student, university, State Governments).
- **Data driven decision making:** To ensure better scheme (Pre and post matric— central sponsored scheme) implementation, design targeted interventions and in the backdrop of NITI Aayog advisories, communication has been forwarded to all the States to ensure proper systems in place and to provide additional information like student's previous year performance, % of drop out among male and female students, % of Aadhar seeding, % of PVTG students, % of disabled students, etc. in the annual report submitted to the Ministry. Going forth this data would be uploaded on the website along with performance dashboard. Similar efforts are being made for National fellowship, national scholarship (top-class) through NSP.

- **Central STC Monitoring:** The Ministry monitors funds earmarked under various schemes by 40 Ministries/Departments as part of DAPST. For the purpose, an online tool <https://stcmis.gov.in> has been developed and currently this tool provides financial and physical output and outcome reports. Tribal Ministry works closely with other ministries/departments to get the details of project wise physical progress and this is time consuming. With the objective of monitoring the project wise progress, the ministry intends to automate the process of receiving project progress reports in a timely manner. For this purpose, the Ministry has been continuously impressing upon obligated Ministries/Departments to provide details of physical progress through the portal. Because of this effort, the Ministry has started receiving details of many projects through their portals.

It is important to mention that all the interventions (citizen centric and technology based) mentioned above would benefit the tribal citizens by way of:

- Encourage entrepreneurship, support and incubate the start-up ideas by ST youth through Venture Capital Fund (VCF).
- Enhance the quality and uniformity of research works, evaluation studies, training, and awareness generation among tribals through NTRI
- Preserve and promote the rich tribal culture and heritage
- Through construction of EMRSs, there will be a school in every block having more than 50% ST population and atleast 20,000 tribal persons. This will enhance access to school, improve quality of education and increase literacy rate among tribals.
- With changes to scheme guidelines, ensure more transparency and accountability by which ministry will be able to reach out to more under-served areas and benefit more no. of tribal citizens.

The ministry has always been ahead in use of technology to streamline various schemes and interventions. This ensures faster processing of proposals, timely monitoring of the projects progress, data driven decision making, etc. which will enhance access to various services and consequently benefit higher number of tribal citizens.

To strengthen the Ministry's efforts towards informed decision-making, the implementation of advanced technologies presents a host of opportunities. The following points are some of the areas the Ministry may consider exploring:

- a. Automation of data collection and updation:** In the journey towards data driven decision making, the Ministry should fasten the steps being taken for identifying various data sources and reducing manual data updation to the minimum possible extent. The ultimate objective should be to automate all the process. This helps in ensuring that the data used for decision making is up-to-date, accurate, and trustworthy.
- b. Data integrity and security:** It is important to ensure data integrity and its security. For this purpose, the data should be moved to a blockchain enabled environment. Blockchain ensures data integrity and security by storing data in multiple locations and providing

cryptographic protection. This makes it difficult for an attacker to alter or delete the data without being detected. While using blockchain, it is also important to follow best practices and implement all security measures to help prevent data theft.

- c. **Processing of Data:** With the implementation of the dashboard and other IT initiatives, the Ministry now has access to vast amounts of data, both current and historical. By utilizing cutting-edge technologies such as Artificial Intelligence and Big Data Analytics, this data can be automatically processed, analyzed and valuable insights can be extracted. This is a significant improvement from the traditional manual process, which saves time and resources, thereby enabling the Ministry to make data-driven decisions more efficiently.
- d. Similarly **predictive analysis** technology can be used for processing historical data and make predictions about future trends or outcome. For instance,
 - the data of infrastructure gap at village can be processed and analyzed to determine the order of priority of villages for providing infrastructure.
 - this technology can also help in predicting the requirement of scholarship for the subsequent financial year both in terms of no. of students and amount, budget estimates for next financial year, etc.
 - Track the reasons for underutilization of budget and suggest prospective areas for utilisation.
- e. **Standardisation of UOM:** In the State wise report of STCMIS dashboard, unit of measurement may be standardized. In the main website the amount is shown in Crores while in the drilldown reports the amount is shown in lakhs.
- f. **Categorisation of information:** The dashboard and the breadth of information available demonstrate the Ministry's commitment towards making information available and easily accessible to everyone. Currently, the dashboard offers a variety of categories of information, including:
 - State-wise and project-wise physical data (e.g., number of projects, beneficiaries) and financial data (e.g., amount released, UC submissions)
 - Performance of states based on various parameters.
 - Demographic information of Scheduled Tribes
 - Health Information
 - Gap Analysis
 - Unique initiative-related information, and more.

When users navigate to the dashboard's homepage and click on any of the links, the information for that category is displayed in an insightful and analytical format. Currently, all the links to various types of information are displayed as a single menu on the homepage without any clear differentiation between them.

For better organization and ease of use, the placement of links to different types of information needs to be reorganized with clear differentiation. For example, the dashboard could have different categories such as Scholarship, Demographic Information, Gap

Analysis, Health Section, etc. Subcategories can be added within each category as needed. Additionally, other aspects such as the order of information display and enhancement of visual appeal may be looked into based on the type of information being displayed. By categorizing information on the dashboard under different headings, the information becomes more organized, easily accessible, and easy to understand.

Steps may be taken to track the most visited sections of the dashboard, frequently referred information and its usage by other government departments.

- g. Integration of database:** The Ministry may take steps for integration of various databases as this has various benefits like improvement in data quality, increase in efficiency, improved decision making, enhanced collaboration, and better data security. This will also help the Ministry to track beneficiaries through the schemes.

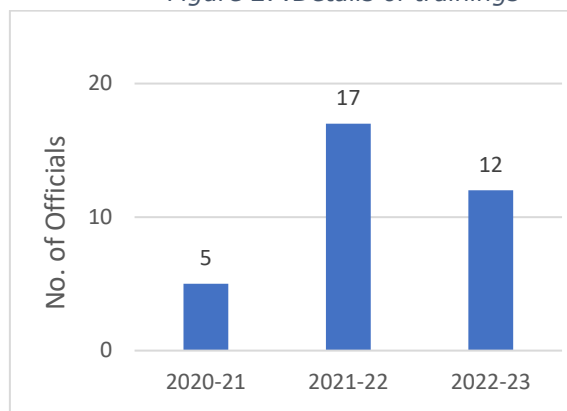
4.9 Current Training Management Function of Ministry

Discussions have been held with officials to understand the existing training policy for staff working in the Ministry Secretariat. Summary of the discussions are:

- **No training policy:** At present, Ministry does not have any specific training policy and any training institute for addressing the capacity building requirements of officials posted in the Ministry. It has also been observed that staff posted in the Ministry on account of transfer/promotion/first appointment do not undergo any Ministry-specific induction/domain-specific training and learns the nuances of work as on the job training.
- **Trainings conducted by Cadre Controlling Authority (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.
- **Pro-active participation:** Certain training institutions publish their training calendar and disseminate information through e-mail, website, etc. Few employees pro-actively keep track of these notifications and attend these programs after seeking permission from the Ministry.
- **Nomination:** Certain institutions conduct training programs and request the Ministry for the sponsor of nominations. Accordingly, employees are nominated to attend the training programs based on the instruction of the Establishment Division or reporting manager. Due to this, only few employees get the opportunity to attend training programs.
- **Training Cell:** Earlier the Ministry does not have a dedicated training cell as mentioned in NTP 2012. Now the Ministry has constituted a Capacity Building Unit with three members to drive the capacity building initiative in coordination with CBC.
- **Details of training programs**

Details of the training programs attended by the officials during the last three years (given as annexure 2) is mentioned below:

Figure 27:Details of trainings



From the details shared by the Ministry it can be inferred that:

- 34 officials have been nominated by the Ministry against 20 training programs during the last three years
- More than 50% of the training programs were conducted by the cadre controlling authority through ISTM
- Few participants have attended the online trainings
- Realizing the importance of strengthening the knowledge of employees, new courses like Data driven decision making, big data, AI and Block chain have been started by a few institutes.

4.9.1 Mapping of Designation wise Roles

The work of the ministry is assigned to various sections and each section is staffed by employees with varying levels of seniority, from ASO to AS. In certain cases, officers from other cadres may be posted in common designations referred below, and in such situations, the designations may be altered, but the role and responsibilities will remain the same as defined for those positions and the required competencies will still be the same. For example, a division in the ministry may be headed by a Joint Director belonging to Statistical Cadre, but the role to be performed and competencies required would remain same as defined for DS/Dir .

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

Table 20:Designation-wise Role Mapping

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

Designation	Major Role	Minor Role
DDG/Economic Advisor/Joint Secretary/ Additional Secretary	Decision Maker, Strategiser	Reviewer

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

4.10 Conclusion

In conclusion, the Ministry of Tribal Affairs plays a crucial role in the development and empowerment of the tribal communities in India. With a vision to reduce the gap in the Human Development Indices of the tribal population and empower them socially and economically, the Ministry has taken several initiatives aimed at promoting education, livelihood opportunities, and overall well-being of the tribals. These initiatives include setting up Eklavya Model Residential Schools, providing scholarships, providing support for livelihood and development activities, among others. The Ministry also interacts and obtains feedback from stakeholders and think tanks and makes necessary changes to existing programs or designing new ones. Few such steps in this direction are Venture Capital Fund for Scheduled Tribes, National Tribal Research Institute, setting up of museums, etc.

Additionally, the Ministry is continuously working to improve the delivery of its programs and initiatives by digitizing its processes and making them more accessible to the citizens. Through these efforts, the Ministry of Tribal Affairs is committed to ensuring that the tribals in India have access to the resources and opportunities they need to thrive and lead fulfilling lives.

5 Competency Framework and Capacity Needs Analysis

5.1 Current Competency Structure and Capacity Needs Analysis

The competency structure can be referred to as the domain, functional and behavioural competencies of employees and the related systems and processes. A clearly defined competency structure can help the Ministry in the achievement of its goal.

Ministry of Tribal Affairs does not have any specific training policy and any dedicated training institute to support the capacity building needs of its employees. Additionally, staff posted in the Ministry on account of transfer/promotion/first appointment do not undergo any Ministry-specific induction/domain-specific training and learn the nuances of work as on the job training. Currently, training of employees is majorly supply driven wherein officers attend the trainings to comply with the condition of attending mandatory trainings to be eligible for promotion.

Going forth 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 the combination of attitudes, knowledge and skills that enable an individual to perform a job or task effectively. The competencies identified through interactions with Ministry have been categorised as domain, functional and behavioural and their definitions are mentioned below:

- **Domain**

These competencies enable individuals to effectively perform roles within a specified discipline or field. Domain competencies are generally applicable to the core work of a Ministry or set of related ministries/departments. For example, public health policy development and water resources management.

- **Functional**

These competencies help cater to the operational requirement of a ministry such as administration, procurement, financial management, and so on. Functional competencies are applicable across a wide range of ministries/departments of the Government. Examples of functional competencies include project management, data analysis, etc.

- **Behavioural**

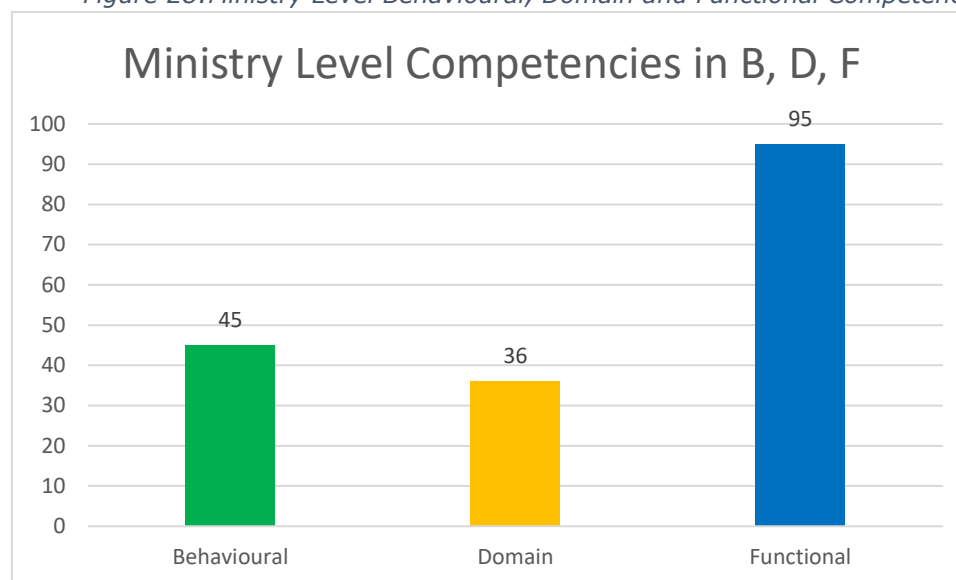
These are a set of benchmarked behaviours displayed (or observed/felt) by individuals across a range of roles within a ministry. For example, empathy and leadership.

As part of ACBP preparation, the Ministry level competency list is generated by consolidating competencies identified for each section and the important competencies are identified based on repetition of the competencies.

The list of competencies identified based on the role were elaborate and exhaustive. During the process of preparing Ministry level competencies, the homogeneous competencies were grouped into relevant categories with generic titles (given as annexure 3).

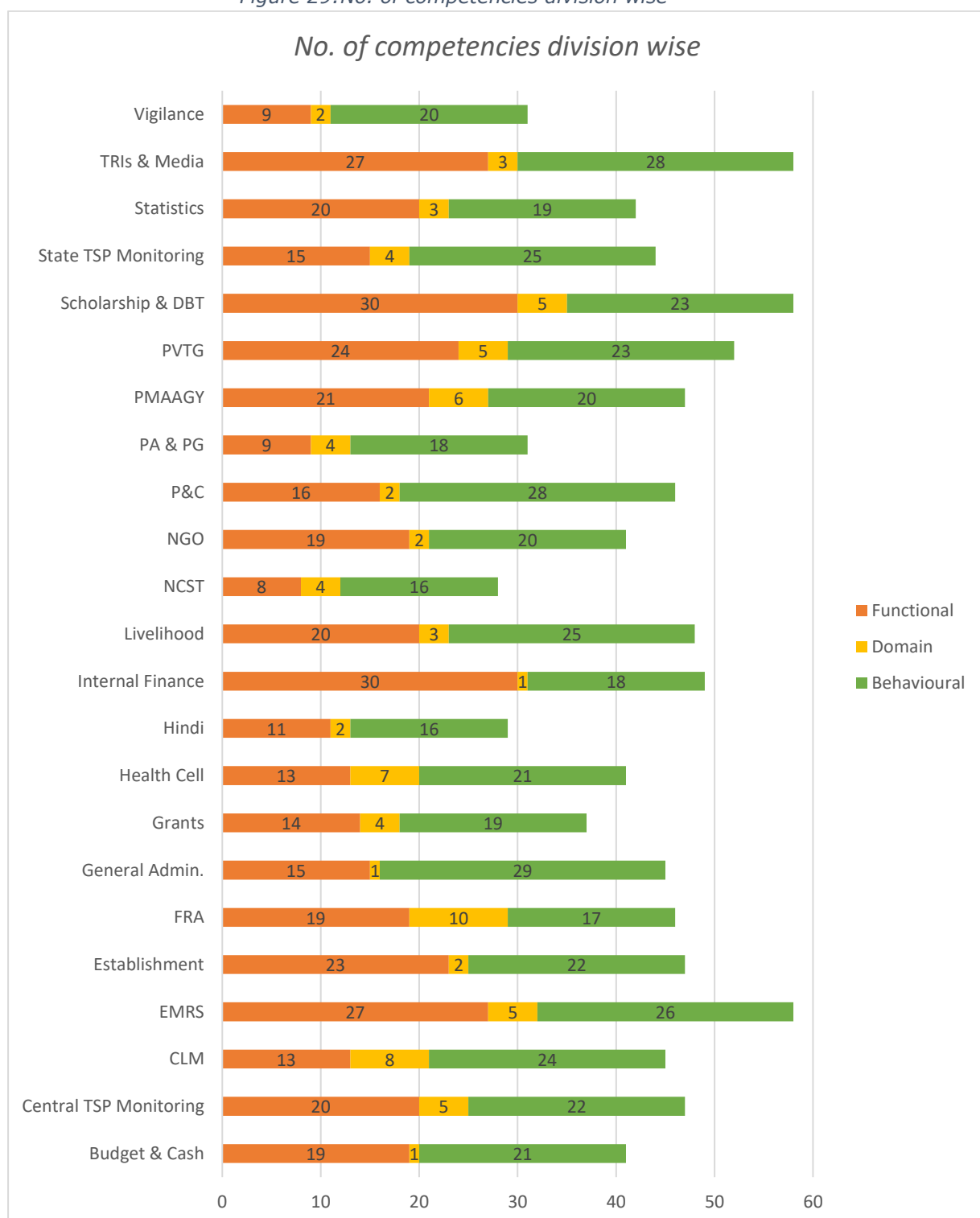
For MoTA, a total of 176 competencies were identified across three categories (Domain - 36, Functional - 95, Behavioural - 45) and the same is presented below:

Figure 28: Ministry Level Behavioural, Domain and Functional Competencies



As mentioned above, the Ministry level competencies is generated by consolidating competencies identified for each division, and the number of competencies (Behavioural, Domain and Functional) identified in all the 23 divisions of the Ministries is mentioned below:

Figure 29: No. of competencies division wise



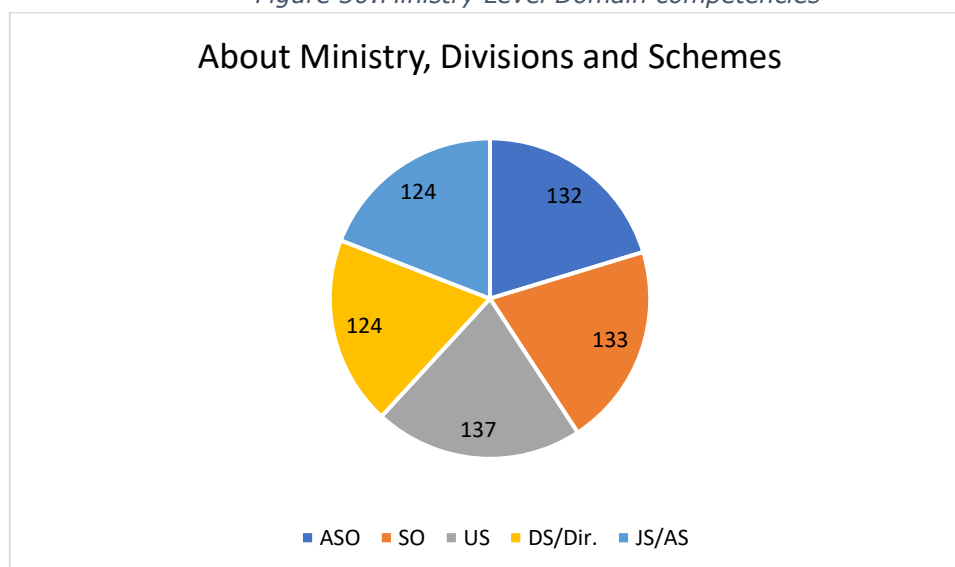
The subsequent sections provide an analysis of the Ministry level competencies.

In the following sections of this chapter, the Ministry-level competencies under these three categories are analyzed and discussed. The top 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:

In domain category, a total of 36 competencies were identified and have been listed in order of frequency of identification during interactions. Under this category, the competency titled “About Ministry, Divisions and Schemes” appears highest number of times i.e., 650 times. Since all the officials working in different sections require knowledge about the Ministry, its mandate and schemes, this particular competency repeating as the highest identified competency is imperative.

Figure 30: Ministry Level Domain competencies



While the above discussed competency is of top priority, there are other competencies staked below this competency. This includes:

- Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.)
- Overview of Constitutional Provisions for Welfare and protection of tribals
- MIS of Ministry's schemes & programmes
- Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Schemes with DAPST, Guidelines and Monitoring System)
- State level Correspondence Hierarchy
- Forest Rights Act, Rules, guidelines and executive directions
- Demography/Census Details
- National Scholarship Portal
- National Commission for Scheduled Tribes (NCST)
- Fellowship Portal

The competencies identified in the subsequent order constitute the tribal domain knowledge required for implementation of the mandate and core programs of the ministry. The figures below explain the complete list of domain competencies identified in the order of their appearance during the interactions.

Figure 31: Ministry Level Domain Competencies (Top 10)

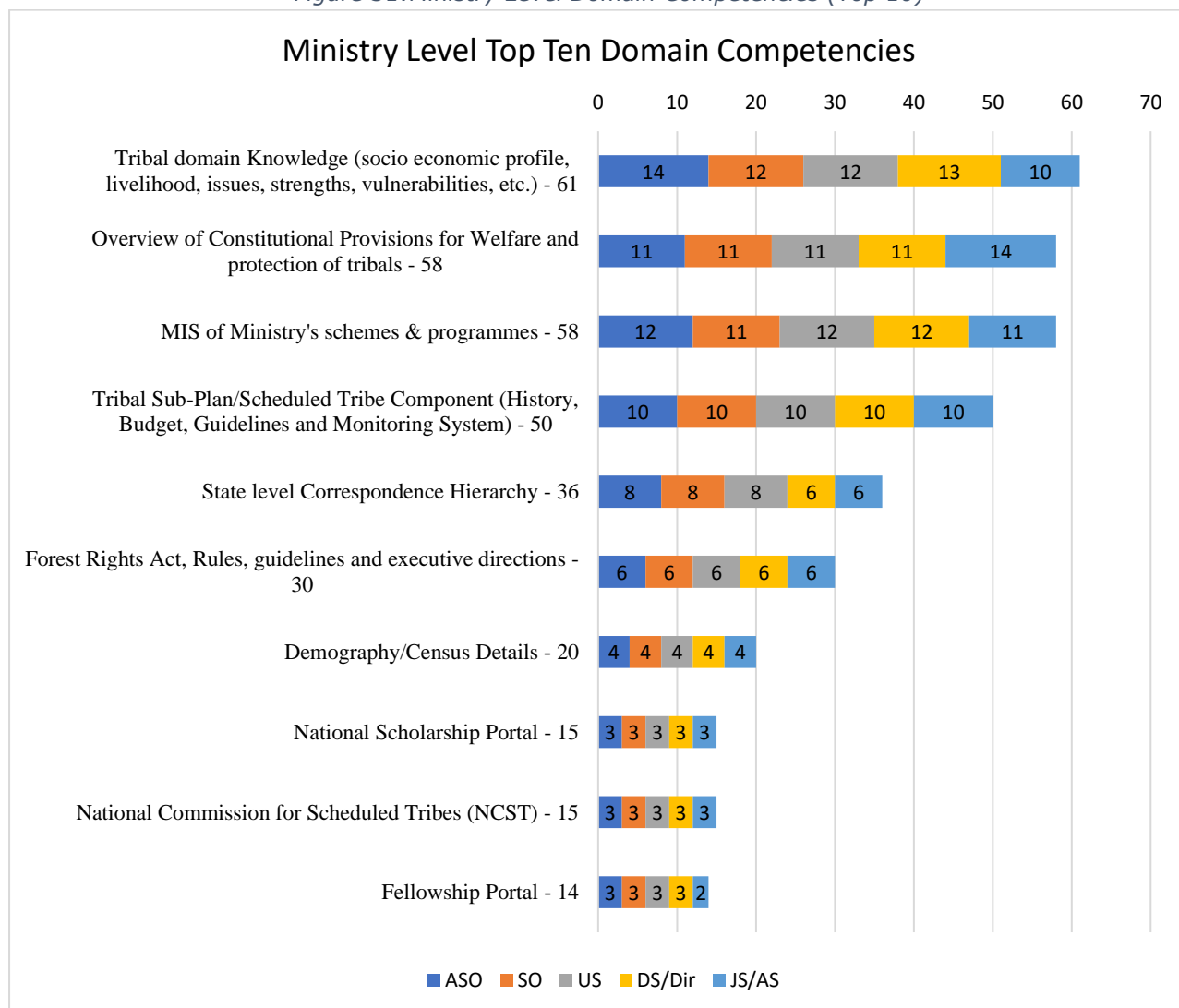
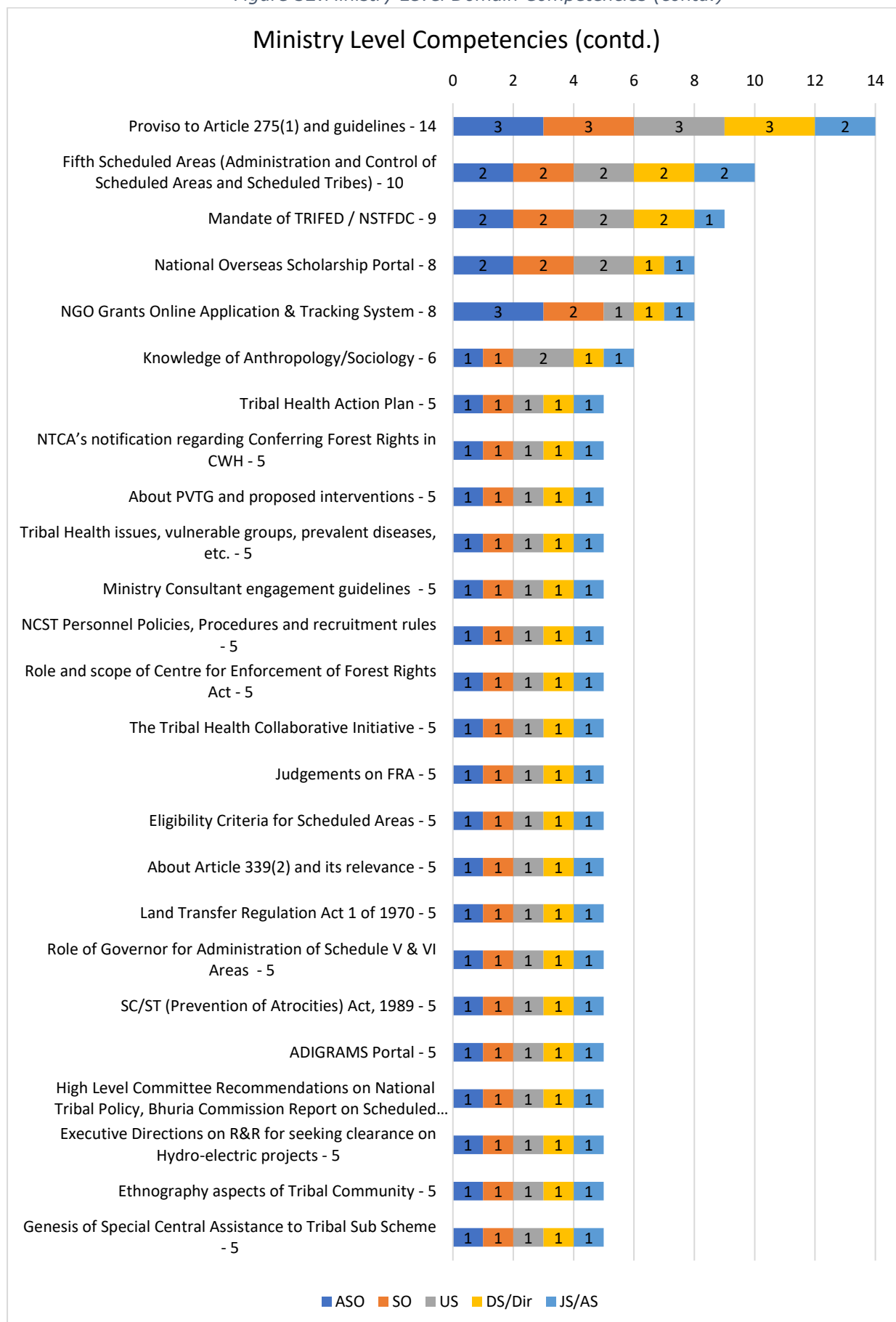


Figure 32: Ministry Level Domain Competencies (contd.)



While the competency frequency and its significance in terms of most required is presented above, Designation-wise requirement of Domain competencies are provided in detail in the following table. Against each identified competency, the number of times this is registered as most required by each designation is presented.

Table 21: Ministry Level Domain Competencies

Domain Competencies	ASO	SO	US	DS D	JS	Grand Total
About Ministry, Divisions and Schemes	132	13 3	13 7	124	124	650
Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.)	14	12	12	13	10	61
Overview of Constitutional Provisions for Welfare and protection of tribals	11	11	11	11	14	58
MIS of Ministry's schemes & programmes	12	11	12	12	11	58
Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System)	10	10	10	10	10	50
State level Correspondence Hierarchy	8	8	8	6	6	36
Forest Rights Act, Rules, guidelines and executive directions	6	6	6	6	6	30
Demography/Census Details	4	4	4	4	4	20
National Scholarship Portal	3	3	3	3	3	15
National Commission for Scheduled Tribes (NCST)	3	3	3	3	3	15
Fellowship Portal	3	3	3	3	2	14
Proviso to Article 275(1) and guidelines	3	3	3	3	2	14
Fifth Scheduled Areas (Administration and Control of Scheduled Areas and Scheduled Tribes)	2	2	2	2	2	10
Mandate of Tribal Cooperative Marketing Development Federation of India (TRIFED) / National Scheduled Tribes Finance and Development Corporation (NSTFDC)	2	2	2	2	1	9
National Overseas Scholarship Portal	2	2	2	1	1	8
NGO Grants Online Application & Tracking System	3	2	1	1	1	8
Knowledge of Anthropology/Sociology	1	1	2	1	1	6
Tribal Health Action Plan	1	1	1	1	1	5
National Tiger Conservation Authority (NTCA) notification regarding Conferring Forest Rights in Critical Wildlife Habitats (CWH)	1	1	1	1	1	5
About PVTG and proposed interventions	1	1	1	1	1	5
Tribal Health issues, vulnerable groups, prevalent diseases, etc.	1	1	1	1	1	5

Domain Competencies	ASO	SO	US	DS D	JS	Grand Total
Ministry Consultant engagement guidelines	1	1	1	1	1	5
National Commission for Scheduled Tribes (NCST) Personnel Policies, Procedures and recruitment rules	1	1	1	1	1	5
Role and scope of Centre for Enforcement of Forest Rights Act (FRA), 2006	1	1	1	1	1	5
The Tribal Health Collaborative Initiative	1	1	1	1	1	5
Judgements on Forest Rights Act, 2006	1	1	1	1	1	5
Eligibility Criteria for Scheduled Areas	1	1	1	1	1	5
About Article 339(2) and its relevance	1	1	1	1	1	5
Land Transfer Regulation Act 1 of 1970	1	1	1	1	1	5
Role of Governor for Administration of Schedule V & VI Areas	1	1	1	1	1	5
SC/ST (Prevention of Atrocities) Act, 1989	1	1	1	1	1	5
ADIGRAMS (Adivasi Grants Management System) Portal	1	1	1	1	1	5
High Level Committee Recommendations on National Tribal Policy, Bhuria Commission Report on Scheduled Areas and STs, Dhebar Commission Report on Scheduled Areas and STs	1	1	1	1	1	5
Executive Directions on Relief and Rehabilitation (R&R) for seeking clearance on Hydro-electric projects	1	1	1	1	1	5
Ethnography aspects of Tribal Community	1	1	1	1	1	5
Genesis of Special Central Assistance to Tribal Sub Scheme	1	1	1	1	1	5

During a strategic review meeting conducted by senior leadership i.e., the Secretary and CBC, it was emphasized that Ministry officials should possess comprehensive knowledge covering various aspects related to tribal communities. These aspects encompass a wide range, including a deep understanding and awareness of the unique needs and challenges faced by tribal communities, respect for their cultures and traditions, fostering empathy and cultural sensitivity, active community engagement and empowerment, preservation and promotion of indigenous knowledge systems, establishing valuable partnerships and networks, as well as effectively mobilizing tribal communities. The details of competencies and the rationale for the same is presented below:

- Understanding of Tribal Cultures and Traditions:** Officials need to have a deep understanding of tribal cultures and traditions as this knowledge allows them to appreciate the diversity and richness of tribal communities' cultural heritage and helps in formulating policies and programs that are in line with their customs, rituals, and social structures.

- **Empathy and Cultural Sensitivity towards Tribal Communities:** Officials should be empathetic and cultural sensitivity towards tribal communities. This enables them to understand the unique challenges faced by tribal populations and ensures that their voices and concerns are heard and respected.
- **Community Engagement and Empowerment in Tribal Areas:** Community engagement and empowerment are essential for the overall development of tribal areas. Officials need to actively engage with tribal communities, involve them in decision-making processes, and empower them to take ownership of their development. This approach ensures that policies and programs are tailored to the specific needs and aspirations of tribal communities, leading to sustainable and inclusive development.
- **Preservation and Promotion of Indigenous Knowledge Systems (e.g., FRLHTS):** Indigenous knowledge systems, including traditional healing practices, agricultural techniques, and ecological wisdom, are invaluable treasures of tribal communities. Officials should prioritize the preservation and promotion of these knowledge systems. Collaborating with organizations like the Foundation for Revitalization of Local Health Traditions (FRLHT) helps in documenting and disseminating indigenous knowledge, ensuring its continuity and integration into development initiatives.
- **Building Partnerships and Networking with Tribal Communities:** Building partnerships and networks with tribal communities, local leaders, and community-based organizations is crucial for effective policy implementation. Officials should establish strong relationships to foster collaboration, exchange knowledge, and promote inclusive development. By working together, officials can leverage local expertise, ensure community participation, and address the unique challenges faced by tribal communities.
- **Mobilizing Tribal Communities:** Mobilizing tribal communities is vital for their active participation and involvement in their own development. Officials should possess the skills to mobilize and empower tribal communities through capacity-building programs, awareness campaigns, and skill development initiatives. By enabling tribal communities to take charge of their development, officials can create a sense of ownership and sustainability in the implementation of policies and programs.

In the meeting certain non-training interventions that would help the indigenous communities have also been identified. These interventions have been explained in subsequent chapters.

5.2.2 Functional Competencies:

Of the total 176 competencies identified at ministry level, 54% (approx.) competencies are from functional category i.e., 95 competencies.

Under this category, Noting and Drafting has been identified 206 times and appears first in the list. Requirement of this competency is high among ASO, and US/DD level officials followed by SO. Every work in the section requires initiation of file duly mentioning the requirement, explaining the rule position and the available options. Hence, the functional competency Noting and Drafting is used frequently and is first in the order followed by Manual of Parliamentary Procedures. The top ten competencies appearing in the order are presented below:

- Noting & Drafting (421 times)
- Manual of Parliamentary Procedures (204 times)
- Budget Process & Procedures (166 times)
- General Financial Rules (GFR) (148 times)
- Scheme Review, Monitoring & Evaluation (147 times)
- DoPT (Department of Personnel and Training) guidelines, rules, Amendments, Circulars, Notifications – AIS (All India Services), CCS (Central Civil Services), CSSS (Central Secretariat Stenographers Service), etc. (142 times)
- Manual of Office Procedures (137 times)
- Allocation of Business Rules, GoI (124 times)
- Preparation of Reports, Proposals, Analysis etc. (111 times)
- Right to Information (RTI) & Central Information Commission (CIC) Rules, amendments, circulars, case laws (106 times)

Further analysis of the functional competencies at Ministry level reveals that the competencies appearing next in the order relate to specific competencies required to act upon the domain competencies. The Functional competencies with total and designation-wise usage/repetition is presented below:

Figure 33: Ministry Level Functional Competencies (Top 10)

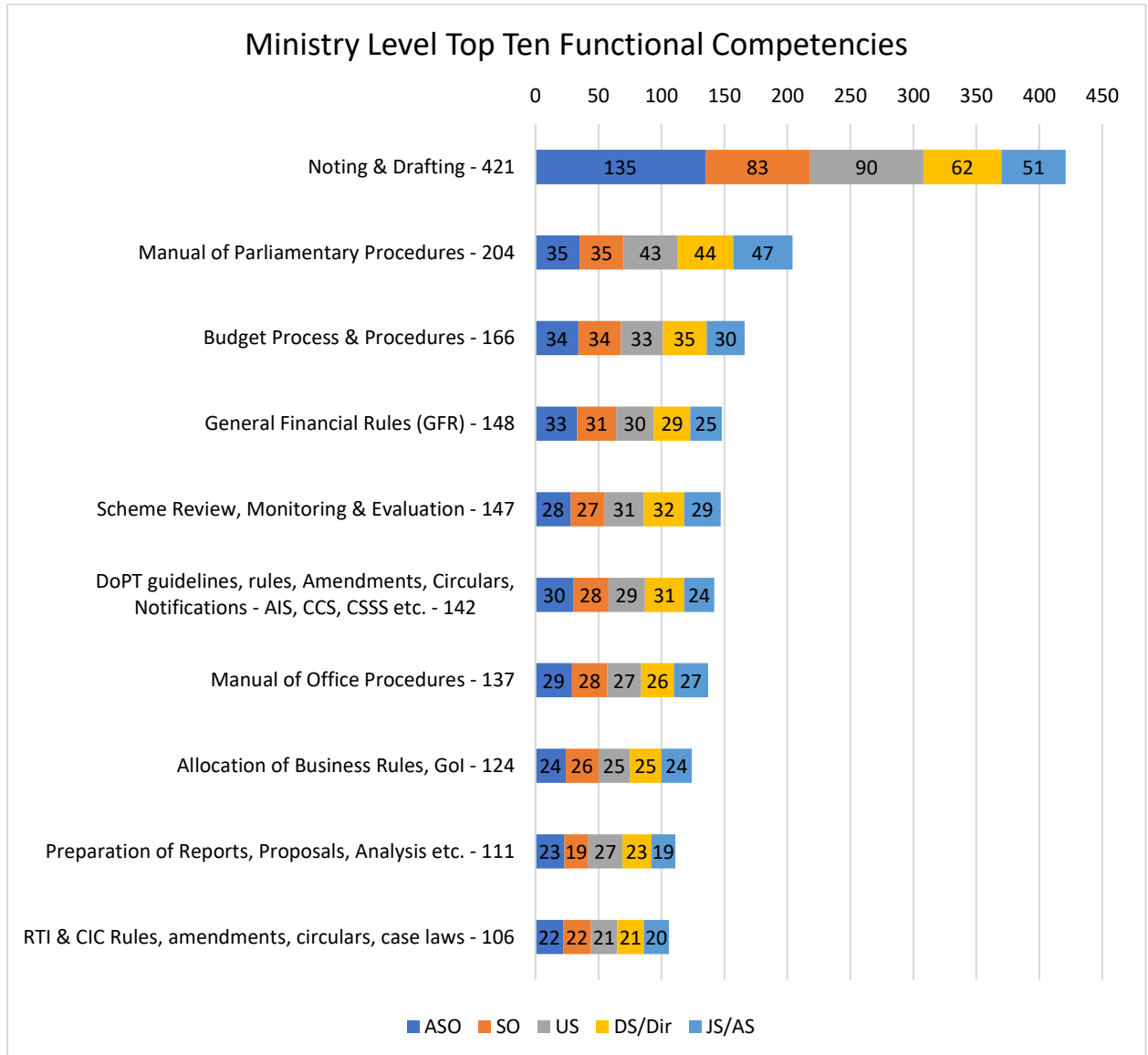


Figure 34: Ministry Level Functional Competencies (contd.)

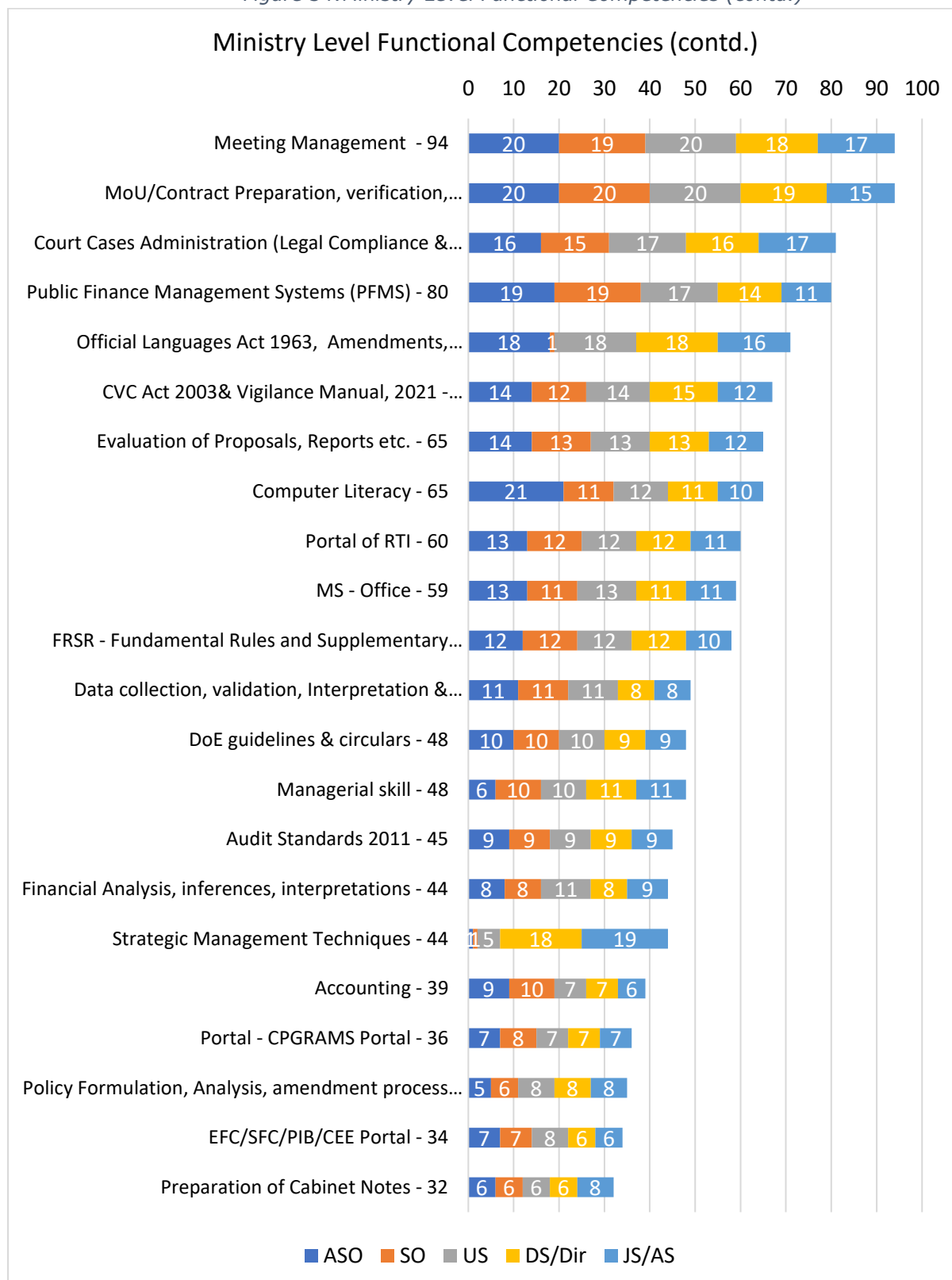


Figure 35: Ministry Level Functional Competencies (contd.)

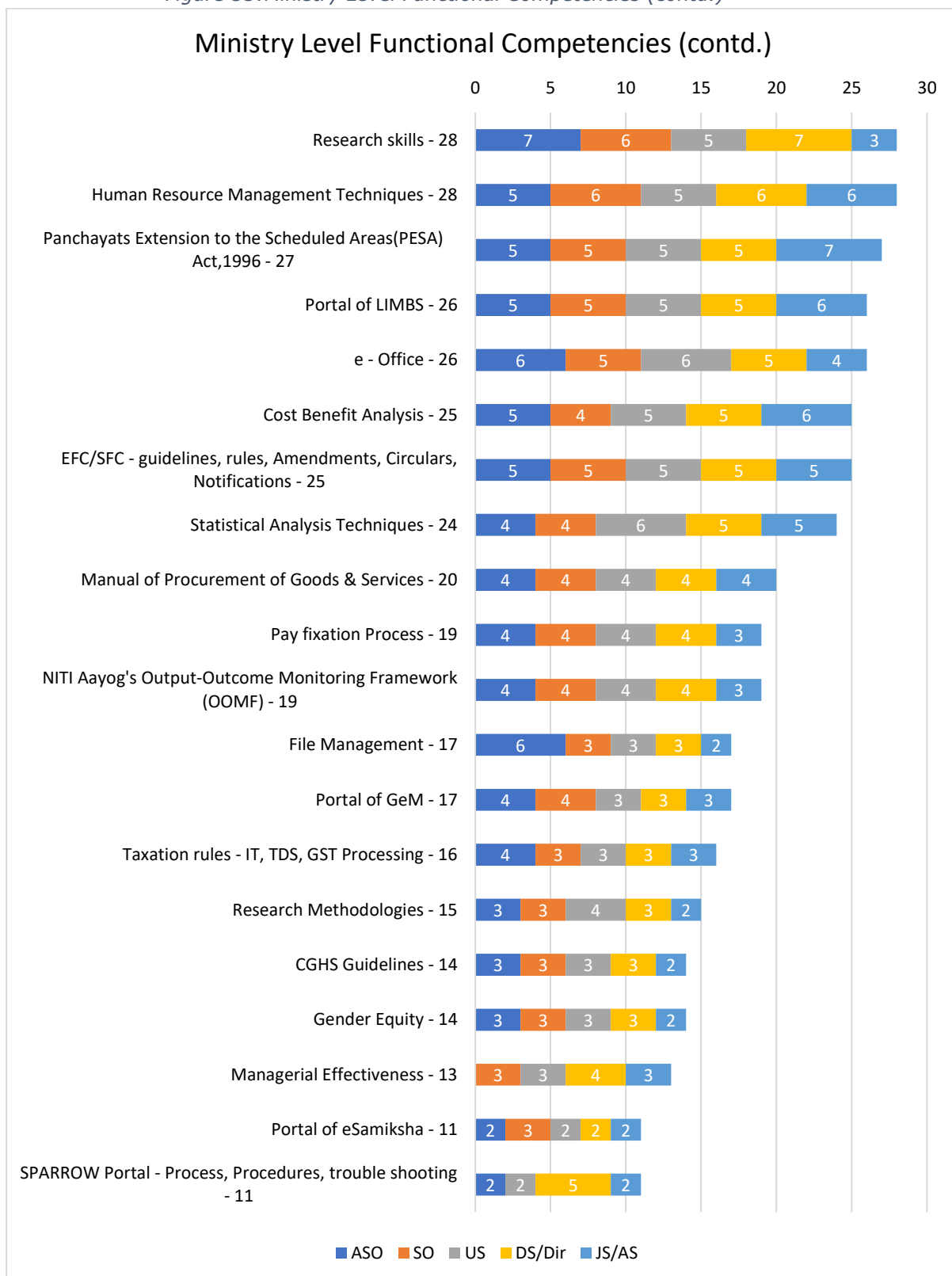


Figure 36: Ministry Level Functional Competencies (contd.)

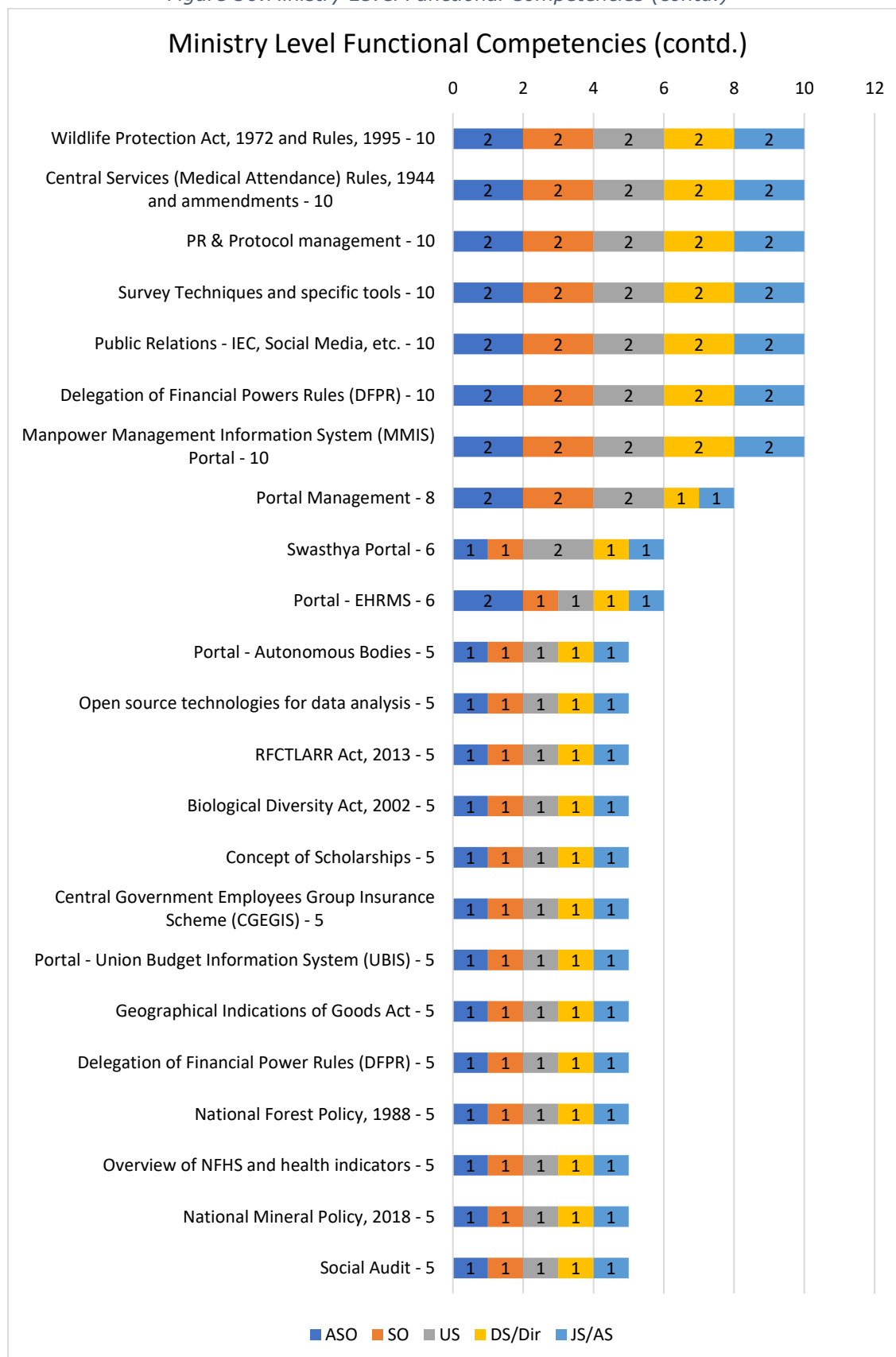
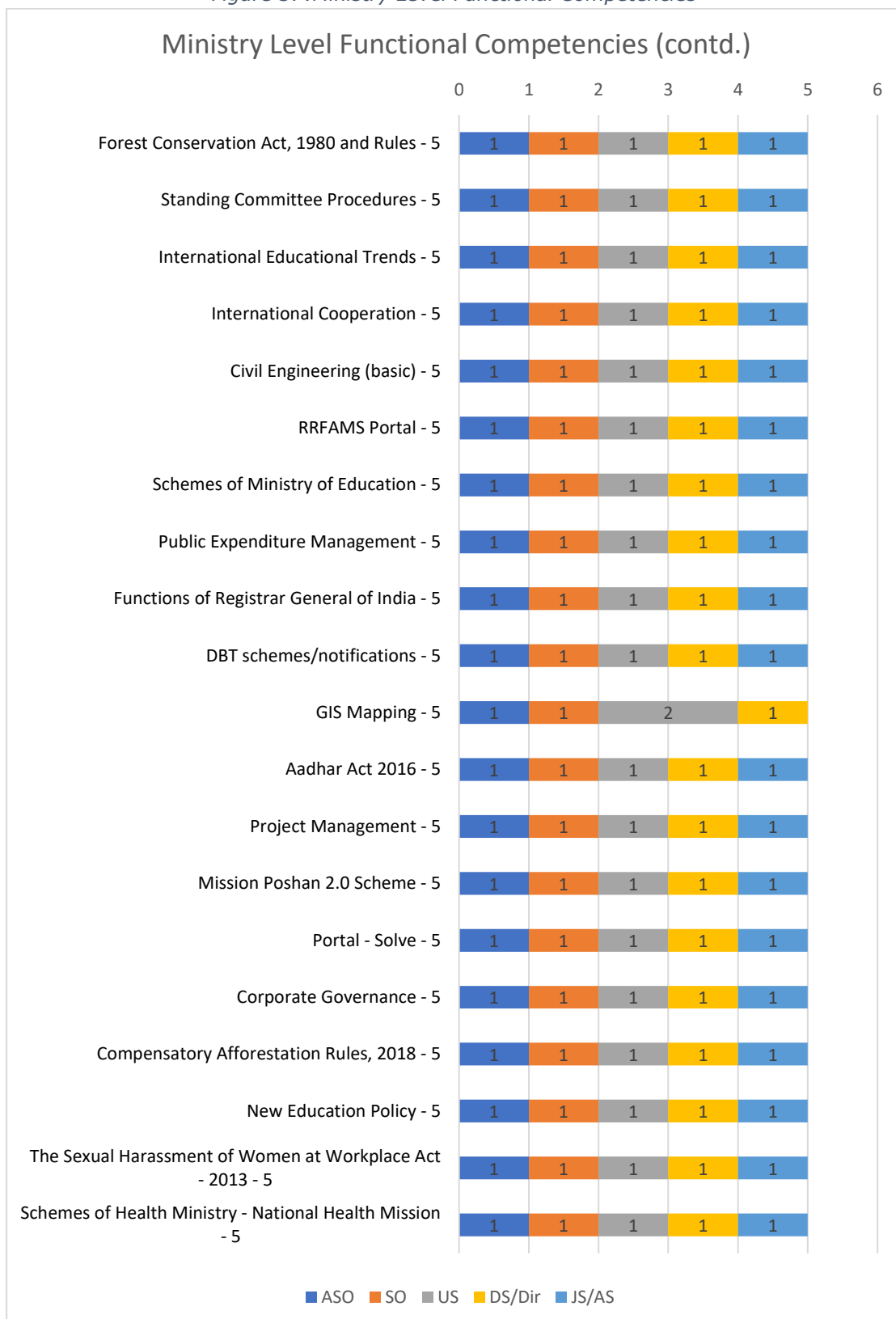


Figure 37: Ministry Level Functional Competencies



While the competency frequency and its significance in terms of most required 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 this is registered as most required by each designation is presented:

Table 22: Ministry Level Functional Competencies

Competencies	ASO	SO	US	DS D	JS	Grand Total
Noting & Drafting	135	83	90	62	51	421
Manual of Parliamentary Procedures	35	35	43	44	47	204
Budget Process & Procedures	34	34	33	35	30	166
General Financial Rules (GFR)	33	31	30	29	25	148
Scheme Review, Monitoring & Evaluation	28	27	31	32	29	147
Department of Personnel and Training (DoPT) guidelines, rules, Amendments, Circulars, Notifications – All India Services (AIS), Central Civil Services (CCS), Central Secretariat Stenographers Service (CSSS), etc.	30	28	29	31	24	142
Manual of Office Procedures	29	28	27	26	27	137
Allocation of Business Rules, GoI	24	26	25	25	24	124
Preparation of Reports, Proposals, Analysis etc.	23	19	27	23	19	111
Right to Information (RTI), 2005& Central Information Commission Rules, amendments, circulars, case laws	22	22	21	21	20	106
Meeting Management - Conduct of the Meeting, Agenda Preparation, Minutes of Meeting (MoM), Meeting Etiquette etc.	20	19	20	18	17	94
MoU / Contract Preparation, verification, enforcement	20	20	20	20	19	94
Court Cases Administration (Legal Compliance & Terminology - Case laws of Central Administrative Tribunal (CAT), Supreme Court (SC), etc.)	16	15	17	16	17	81
Public Finance Management Systems (PFMS)	19	19	17	14	11	80
Official Languages Act 1963, Amendments, Notifications, Circulars	18	1	18	18	16	71
CVC Act 2003 & Vigilance Manual, 2021 - guidelines, circulars, notifications	14	12	14	15	12	67

Competencies	ASO	SO	US	DS D	JS	Grand Total
Evaluation of Proposals, Reports etc.	14	13	13	13	12	65
Computer Literacy	21	11	12	11	10	65
Portal of RTI	13	12	12	12	11	60
MS - Office	13	11	13	11	11	59
FRSR - Fundamental Rules and Supplementary Rules	12	12	12	12	10	58
Data collection, validation, Interpretation & Database Management	11	11	11	8	8	49
DoE guidelines & circulars	10	10	10	9	9	48
Managerial skill	6	10	10	11	11	48
Audit Standards 2011	9	9	9	9	9	45
Financial Analysis, inferences, interpretations	8	8	11	8	9	44
Strategic Management Techniques	1	1	5	18	19	44
Accounting	9	10	7	7	6	39
Portal - CPGRAMS Portal	7	8	7	7	7	36
Policy Formulation, Analysis, amendment process	5	6	8	8	8	35
EFC/SFC/PIB/CEE Portal	7	7	8	6	6	34
Preparation of Cabinet Notes	6	6	6	6	8	32
Research skills	7	6	5	7	3	28
Human Resource Management Techniques	5	6	5	6	6	28
Panchayats Extension to the Scheduled Areas (PESA) Act 1996	5	5	5	5	7	27
Portal of LIMBS	5	5	5	5	6	26
e - Office	6	5	6	5	4	26
Cost Benefit Analysis	5	4	5	5	6	25
EFC/SFC - guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	5	5	5	5	5	25

Competencies	ASO	SO	US	DS D	JS	Grand Total
Statistical Analysis Techniques	4	4	6	5	5	24
Manual of Procurement of Goods & Services	4	4	4	4	4	20
Pay fixation Process	4	4	4	4	3	19
NITI Aayog's Output-Outcome Monitoring Framework (OOMF)	4	4	4	4	3	19
File Management	6	3	3	3	2	17
Portal of GeM	4	4	3	3	3	17
Taxation rules - IT, TDS, GST Processing	4	3	3	3	3	16
Research Methodologies	3	3	4	3	2	15
CGHS Guidelines	3	3	3	3	2	14
Gender Equity	3	3	3	3	2	14
Managerial Effectiveness		3	3	4	3	13
Portal of eSamiksha	2	3	2	2	2	11
SPARROW Portal - Process, Procedures, trouble shooting	2		2	5	2	11
Wildlife Protection Act 1972 and Rules 1995	2	2	2	2	2	10
Central Services (Medical Attendance) Rules	2	2	2	2	2	10
PR & Protocol management	2	2	2	2	2	10
Survey Techniques and specific tools	2	2	2	2	2	10
Public Relations - IEC, Social Media, etc.	2	2	2	2	2	10
Delegation of Financial Powers Rules (DFPR)	2	2	2	2	2	10
Manpower Management Information System (MMIS) Portal	2	2	2	2	2	10
Portal Management	2	2	2	1	1	8
Swasthya Portal	1	1	2	1	1	6
Portal – EHRMS	2	1	1	1	1	6
Portal - Autonomous Bodies	1	1	1	1	1	5

Competencies	ASO	SO	US	DS D	JS	Grand Total
Open-source technologies for data analysis	1	1	1	1	1	5
Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act, 2013	1	1	1	1	1	5
Biological Diversity Act, 2002	1	1	1	1	1	5
Concept of Scholarships	1	1	1	1	1	5
Central Government Employees Group Insurance Scheme (CGEGIS)	1	1	1	1	1	5
Portal - Union Budget Information System (UBIS)	1	1	1	1	1	5
Geographical Indications of Goods Act 1999	1	1	1	1	1	5
Delegation of Financial Power Rules (DFPR)	1	1	1	1	1	5
National Forest Policy, 1988	1	1	1	1	1	5
Overview of NFHS and health indicators	1	1	1	1	1	5
National Mineral Policy, 2018	1	1	1	1	1	5
Social Audit	1	1	1	1	1	5
Forest Conservation Act 1980 and Rules	1	1	1	1	1	5
Standing Committee Procedures	1	1	1	1	1	5
International Educational Trends	1	1	1	1	1	5
International Cooperation	1	1	1	1	1	5
Civil Engineering (basic)	1	1	1	1	1	5
RRFAMS Portal	1	1	1	1	1	5
Schemes of Ministry of Education	1	1	1	1	1	5
Public Expenditure Management	1	1	1	1	1	5
Functions of Registrar General of India	1	1	1	1	1	5
DBT schemes/notifications	1	1	1	1	1	5
GIS Mapping	1	1	2	1		5

Competencies	ASO	SO	US	DS D	JS	Grand Total
Aadhar Act 2016	1	1	1	1	1	5
Project Management	1	1	1	1	1	5
Mission Poshan 2.0 (women and child nutrition) Scheme	1	1	1	1	1	5
Portal – Solve	1	1	1	1	1	5
Corporate Governance	1	1	1	1	1	5
Compensatory Afforestation Rules, 2018	1	1	1	1	1	5
New Education Policy	1	1	1	1	1	5
The Sexual Harassment of Women at Workplace Act - 2013	1	1	1	1	1	5
Schemes of Health Ministry - National Health Mission	1	1	1	1	1	5

5.2.3 Behavioural Competencies

A total of 45 behavioural competencies have been identified and analytical skills (522 times) are appearing first in the order followed by Attention to Detail (507 times).

Analytical skill is an important competency for the officials as they are required to deal with critical issues and also analyze various types of data and information. In the context of Tribal Affairs Ministry, this could mean analyzing information on social, cultural and economic issues of tribal population, performance of a scheme, etc. Based on the analysis, the officials would be able to take informed decisions.

Similarly, working in the Government entails compliance with various rules and regulations. For instance, release of funds involves compliance with GFR, award of tender involves compliance with procurement guidelines, etc. As part of these works, attention to every aspect like completeness of information provided, documents submitted, etc. is of utmost priority and hence this competency appears second in the order. Details of top ten behavioural competencies are mentioned below:

- Analytical Skills (522 times)
- Attention to Detail (507 times)
- Team-Working (494 times)
- Planning & Coordination (386 times)
- Communication Skills (352 times)
- Decision Making (268 times)
- Time Management (233 times)
- Citizen Centric & People First (200 times)
- Feedback (188 times)

- Presentation Skills (185 times)

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 usage):

Figure 38:Ministry Level Top Ten Behavioural Competencies

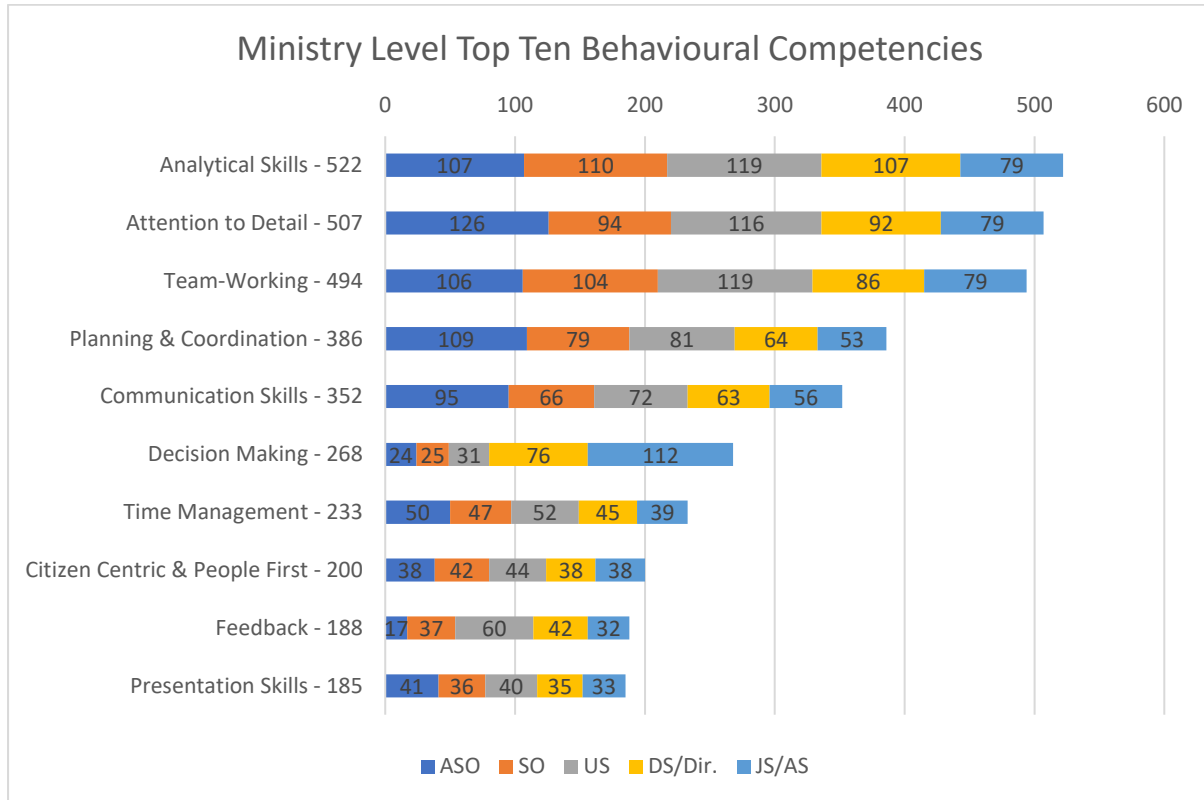


Figure 39: Ministry Level Behavioural Competencies (contd.)

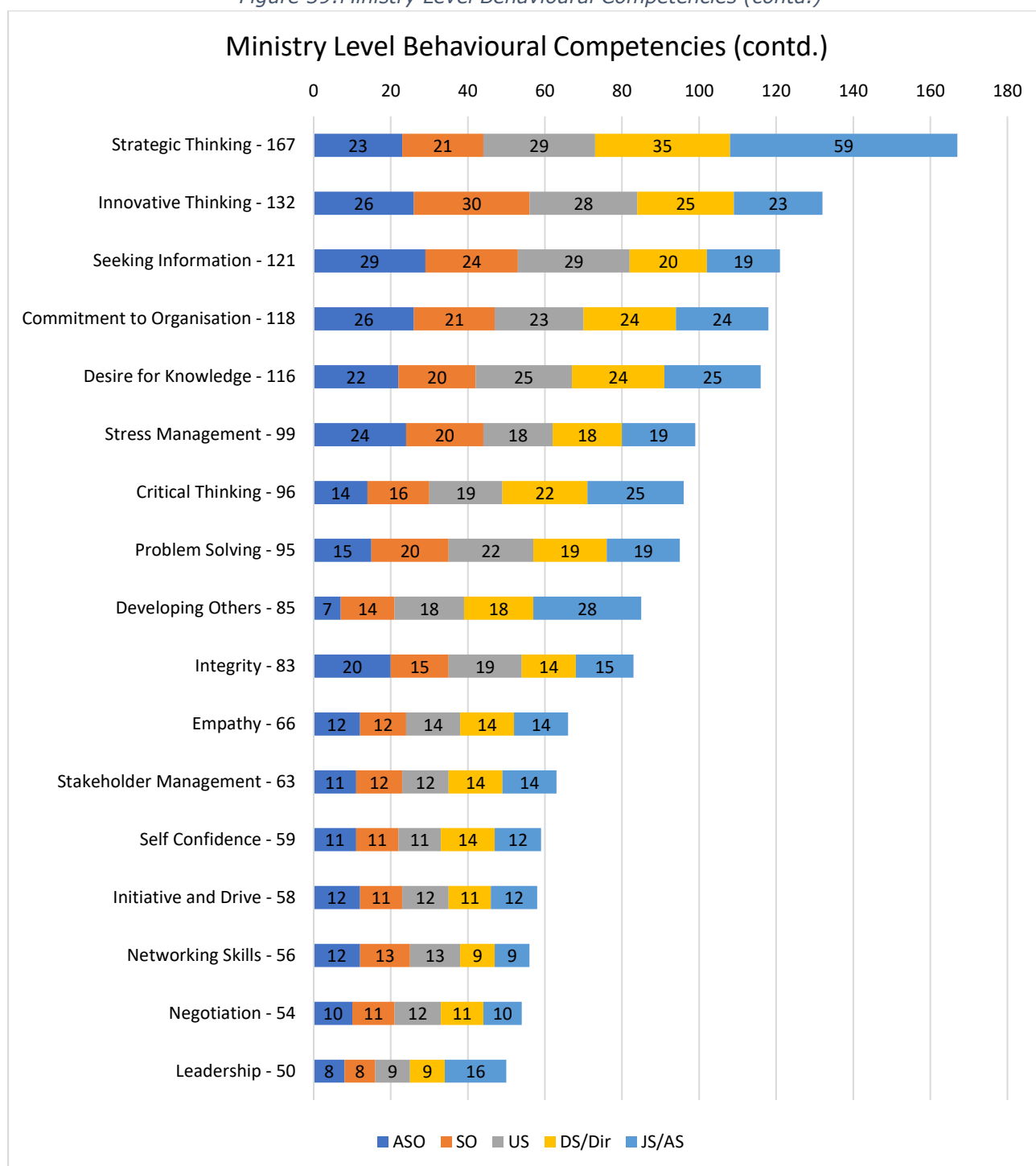
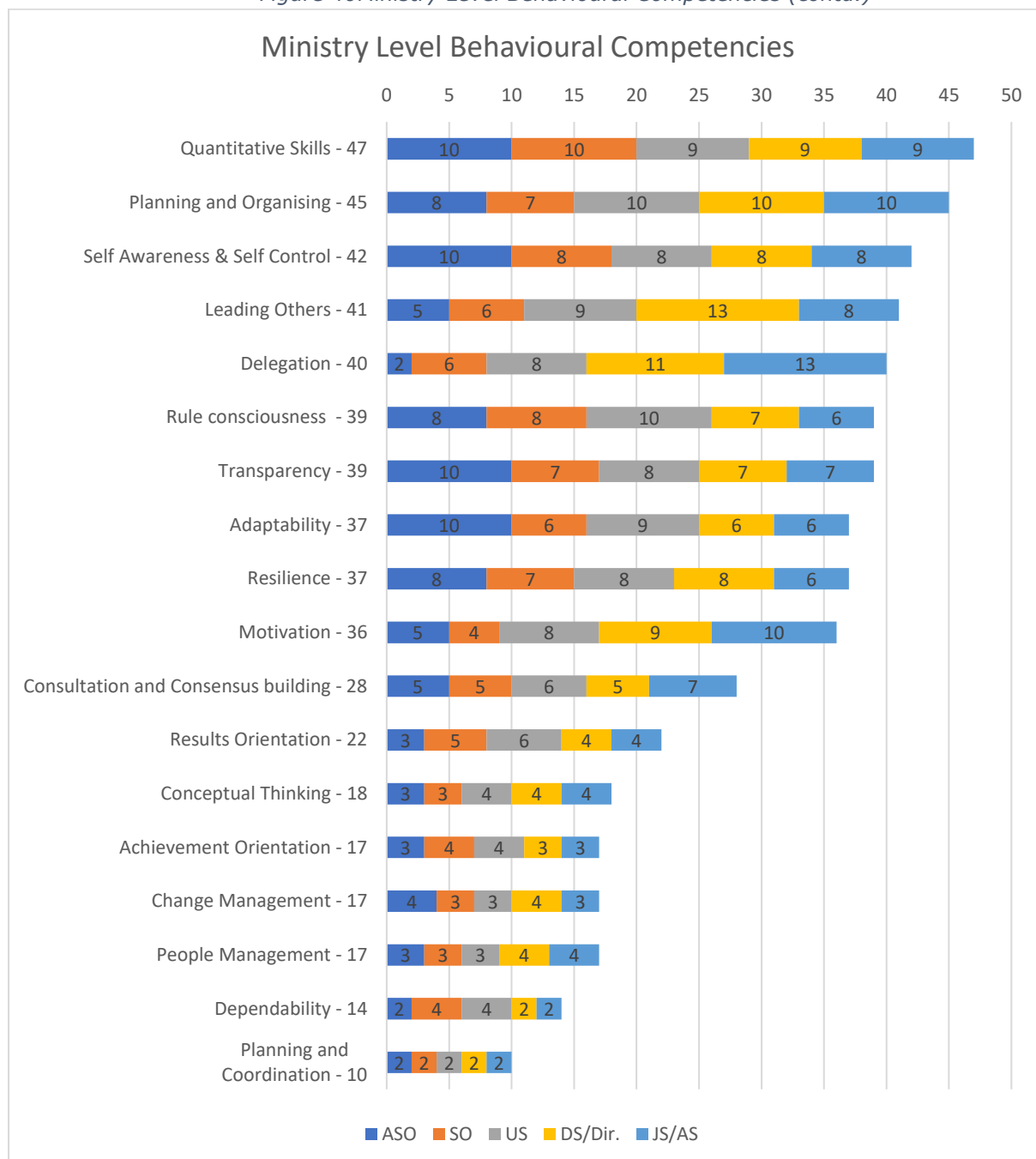


Figure 40 Ministry Level Behavioural Competencies (contd.)



While the competency frequency and its significance in terms of most required is presented above, Designation-wise use/requirement of Behavioural competencies are provided in detail in the following table. Against each identified competency, the number of times this is registered as most required by each designation is presented:

Table 23: Ministry Level Behavioural Competencies

Competencies	ASO	SO	US	DS D	JS	Grand Total
Analytical Skills	104	106	115	103	75	522

Competencies	ASO	SO	US	DS D	JS	Grand Total
Attention to Detail	126	94	116	92	79	507
Team-Working	106	104	119	86	79	494
Planning & Coordination	109	79	81	64	53	386
Communication Skills	95	66	72	63	56	352
Decision Making	24	25	31	76	112	268
Time Management	50	47	52	45	39	233
Citizen Centric & People First	38	42	44	38	38	200
Feedback	17	37	60	42	32	188
Presentation Skills	41	36	40	35	33	185
Strategic Thinking	23	21	29	35	59	167
Innovative Thinking	26	30	28	25	23	132
Seeking Information	29	24	29	20	19	121
Commitment to Organisation	26	21	23	24	24	118
Desire for Knowledge	22	20	25	24	25	116
Stress Management	24	20	18	18	19	99
Critical Thinking	14	16	19	22	25	96
Problem Solving	15	20	22	19	19	95
Developing Others	7	14	18	18	28	85
Integrity	20	15	19	14	15	83
Empathy	12	12	14	14	14	66
Stakeholder Management	11	12	12	14	14	63
Self Confidence	11	11	11	14	12	59
Initiative and Drive	12	11	12	11	12	58
Networking Skills	12	13	13	9	9	56
Negotiation	10	11	12	11	10	54

Competencies	ASO	SO	US	DS D	JS	Grand Total
Leadership	8	8	9	9	16	50
Quantitative Skills	10	10	9	9	9	47
Planning and Organising	8	7	10	10	10	45
Self-Awareness & Self Control	10	8	8	8	8	42
Leading Others	5	6	9	13	8	41
Delegation	2	6	8	11	13	40
Rule consciousness	8	8	10	7	6	39
Transparency	10	7	8	7	7	39
Adaptability	10	6	9	6	6	37
Resilience	8	7	8	8	6	37
Motivation	5	4	8	9	10	36
Consultation and Consensus building	5	5	6	5	7	28
Results Orientation	3	5	6	4	4	22
Conceptual Thinking	3	3	4	4	4	18
Achievement Orientation	3	4	4	3	3	17
Change Management	4	3	3	4	3	17
People Management	3	3	3	4	4	17
Dependability	2	4	4	2	2	14
Planning and Coordination	2	2	2	2	2	10

5.3 Section Level Competency Analysis

The Ministry is organized into Divisions and Sections, and they have been categorised based on the nature of work being handled. And the details are mentioned below:

Table 24: List of Sections

Implementing Development Schemes/Programs	Dealing with Constitutional and Legal matters	Undertaking Monitoring of Tribal Sub-Plan/ DAPST and Statistical work	Providing General Administration, Operational and Functional Support
<ul style="list-style-type: none"> ● Eklavya Model Residential Schools (EMRS) ● Grants ● Livelihood ● NGO ● Particularly Vulnerable Tribal Groups (PVTG) ● Scholarship ● Tribal Research Institute (TRI), Media and Health Cell ● Pradhan Mantri Adi Adarsh Gram Yojana (PMAAGY) 	<ul style="list-style-type: none"> ● Constitution and Legal Matters (CLM) ● Forest Rights Act (FRA) ● National Commission for Scheduled Tribes (NCST) ● Policy Analysis and Public Grievances divisions (PA & PG) 	<ul style="list-style-type: none"> ● Central Tribal Sub-Plan (TSP) Monitoring ● Statistics ● State STC Monitoring 	<ul style="list-style-type: none"> ● Budget & Cash ● Establishment ● General Administration ● Internal Finance ● Official Language ● Parliament and Coordination ● Vigilance

The mandate of the ministry is implemented through the 23 divisions (22 divisions and one cell attached with TRI division) mentioned in table 20. Each division has various functionaries, from Assistant Section Officer to Joint Secretary/Addl. Secretary, who play different roles in handling the assigned work. These roles vary from Initiator to Decision Maker (as mentioned in approach and methodology). For every position and based on the role, different domain, functional and behavioural competencies are required.

As mentioned in table 20 above, of all the divisions in this ministry, few divisions handle the core work/mandate of the Ministry while other divisions are handling the work of general administration, operational and functional support to the Ministry.

For divisions that are handling the core work, the domain competencies specific to the core work of the ministry and associated functional and behavioural competencies were identified through extensive discussions. Likewise, for the other divisions that provide general administration, operational, and functional support to the Ministry, specific domain, functional, and behavioural competencies have been identified. These competencies are necessary for carrying out the division's duties and responsibilities effectively.

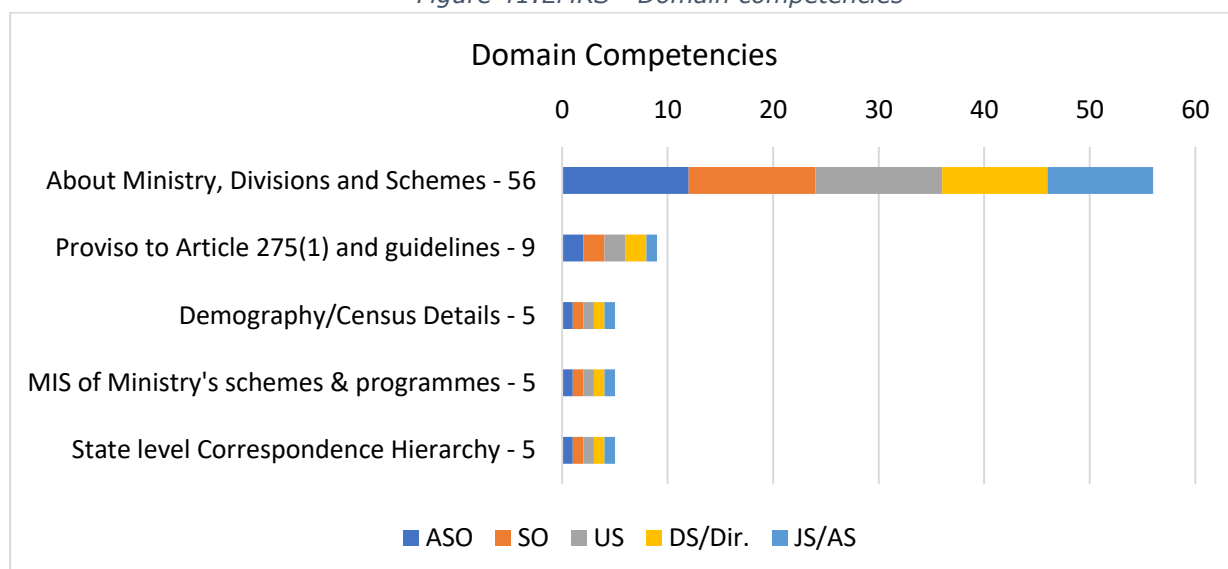
The domain competencies required for these divisions may not be as specific as those needed for the core work of the Ministry but are still crucial to ensure that the division's activities align with the Ministry's objectives. The next section provides a short description of the work undertaken by each division, followed by an analysis of select competencies .

Division wise list of functions and sub-functions and domain, functional and behavioural competencies are given as annexure 4 and 5.

5.3.1 Eklavya Model Residential Schools (EMRS)

Realising the importance of education in improving the socio-economic status of tribals and to improve access to education, Government is in the process of establishing 452 schools in every block having more than 50% ST population and at least 20,000 tribal persons (as per census 2011).The administrative activities of the EMRS scheme, monitoring the progress of implementation, signing of MoU with NESTS, release of funds, etc. are undertaken by this division. The domain competencies identified for EMRS division and analysis of certain competencies of the division is presented below:

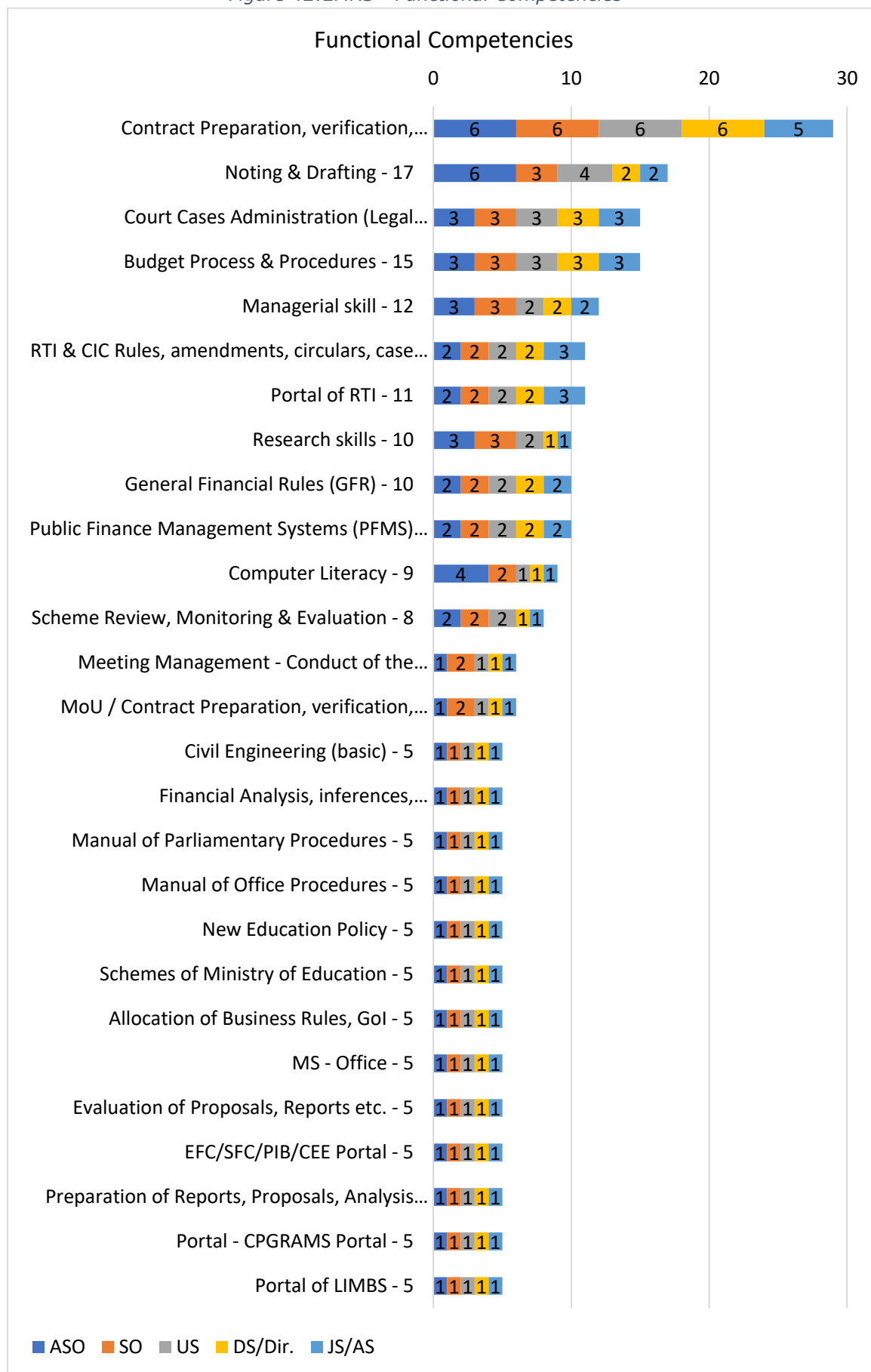
Figure 41:EMRS - Domain competencies



- **About Ministry, Divisions and Schemes:** EMRS is a program implementation division and entire implementation process of the program depends on the Scheme/Program Guidelines, hence thorough understanding of the scheme/program is essential for every official and this competency has been identified 56 times.

Similarly, other competencies required for implementation of the scheme are presented in the picture.

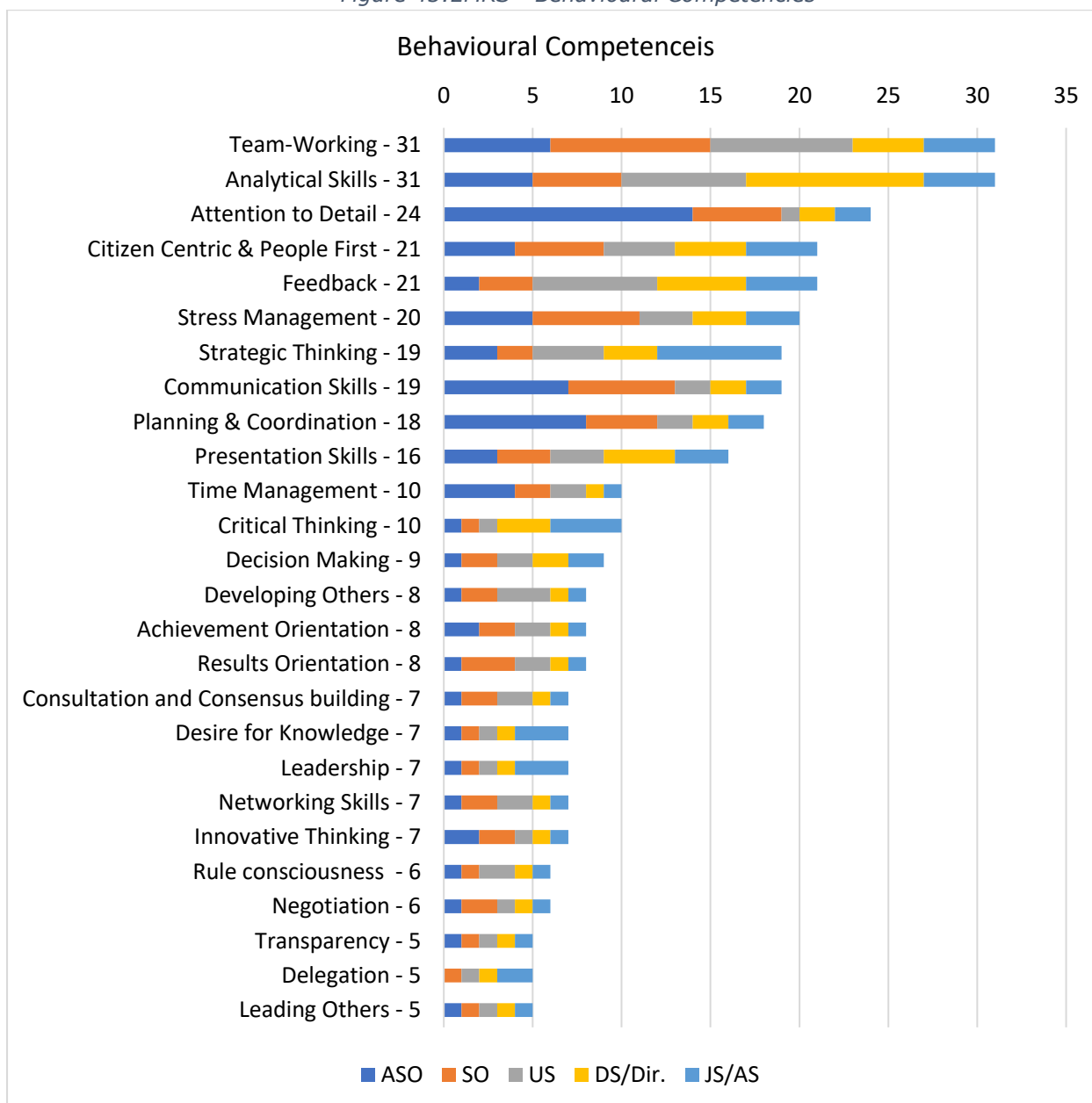
Figure 42: EMRS - Functional Competencies



- **Contract Preparation, verification, enforcement:** Ministry implements the scheme/program through National Education Society for Tribal Students (NESTS). For this purpose, the ministry signs an MoU with NESTS specifying the general and specific conditions, detailed terms of reference, etc. As all the financial releases to States are made through NESTS, a thorough understanding of the MoU/Contract along with Terms of Reference is important and this competency has been identified 29 times respectively.

Behavioural competencies are also presented below:

Figure 43: EMRS - Behavioural Competencies

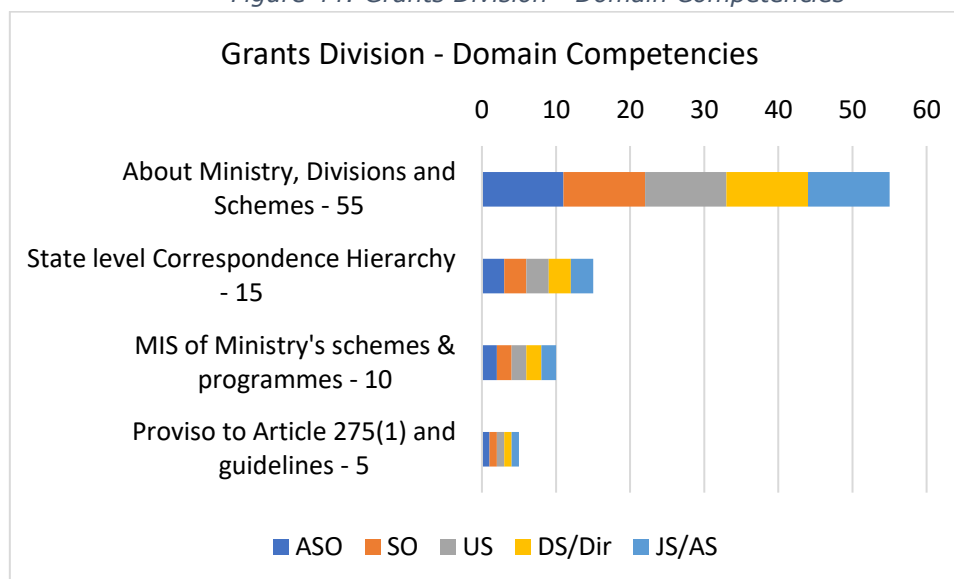


5.3.2 Grants

Under Proviso to Article 275(1) of Constitution, grants are released to States having ST population for raising the level of administration in Scheduled Areas and for the welfare of STs. The receipt of proposals from States, processing, monitoring of the progress, etc. are

coordinated by the Grants division. To carry out these tasks, competencies have been identified for the Grants division and analysis of certain competencies is presented below:

Figure 44: Grants Division - Domain Competencies



- About Ministry, Divisions and Schemes and Proviso to Article 275(1) and guidelines:** The division releases grants to the states against various initiatives in the area of education, health, livelihood, etc. Generally, States submit proposals for fulfillment of a particular component as part of any major initiative or felt needs of the tribal citizens.

This proviso of Article 275(a) under the constitution is meant for complementing the initiatives and efforts undertaken by States. Knowledge of the schemes of the Ministry coupled with this competency would help in convergence and better assessment of requirement indicated by the states in proposals. Knowledge about schemes/programs has been identified 55 times and it is one of the top competency.

- MIS of Ministry Schemes & Programs:** It is important to be aware of MISs of Ministry schemes and programs for several reasons like efficient monitoring and evaluation, timely decision making, etc. leading to better outcomes for the intended beneficiaries.

Competencies identified in other categories i.e., Functional and Behavioural are presented below.

Figure 45: Grants - Functional- Functional Competencies

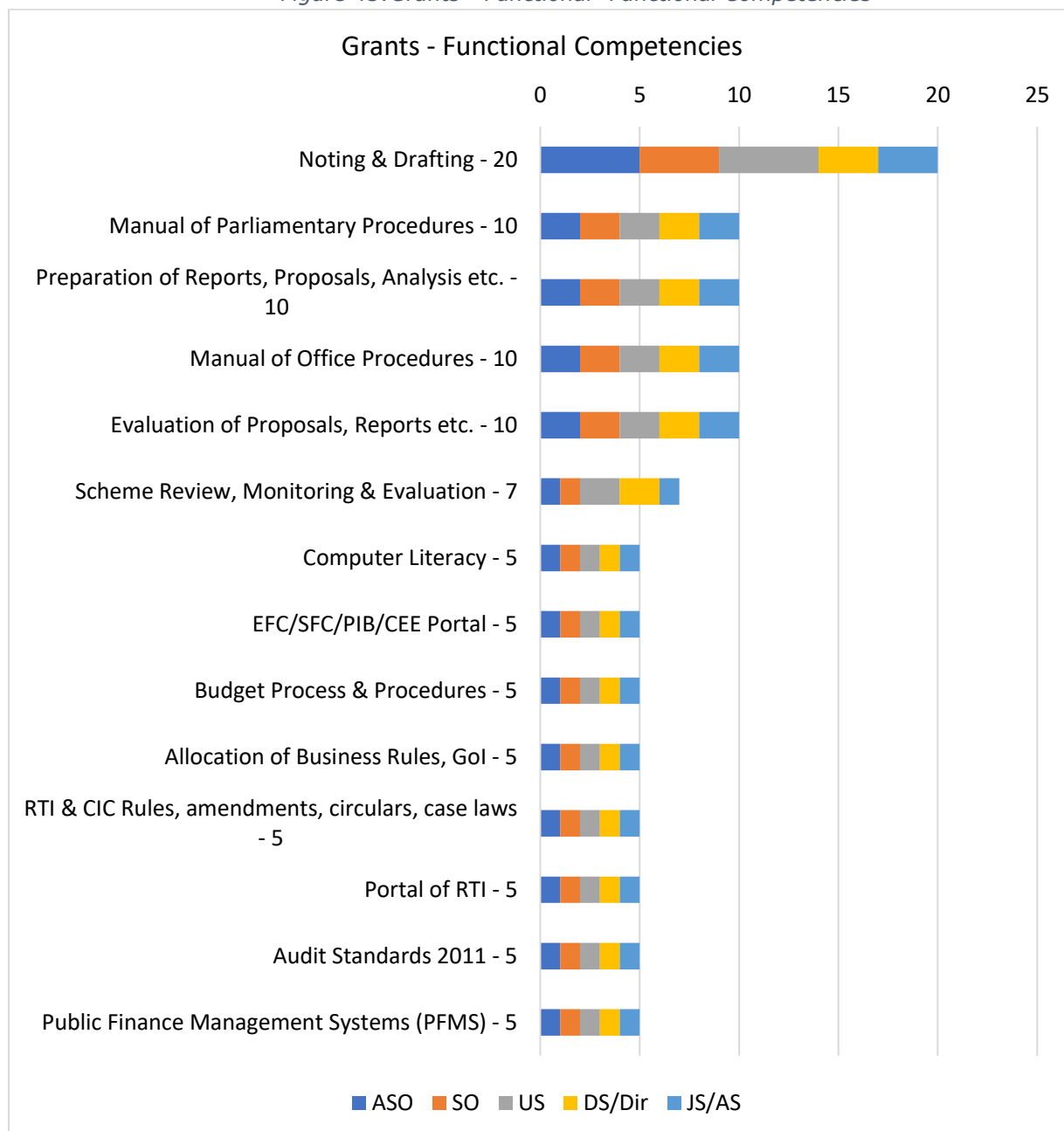
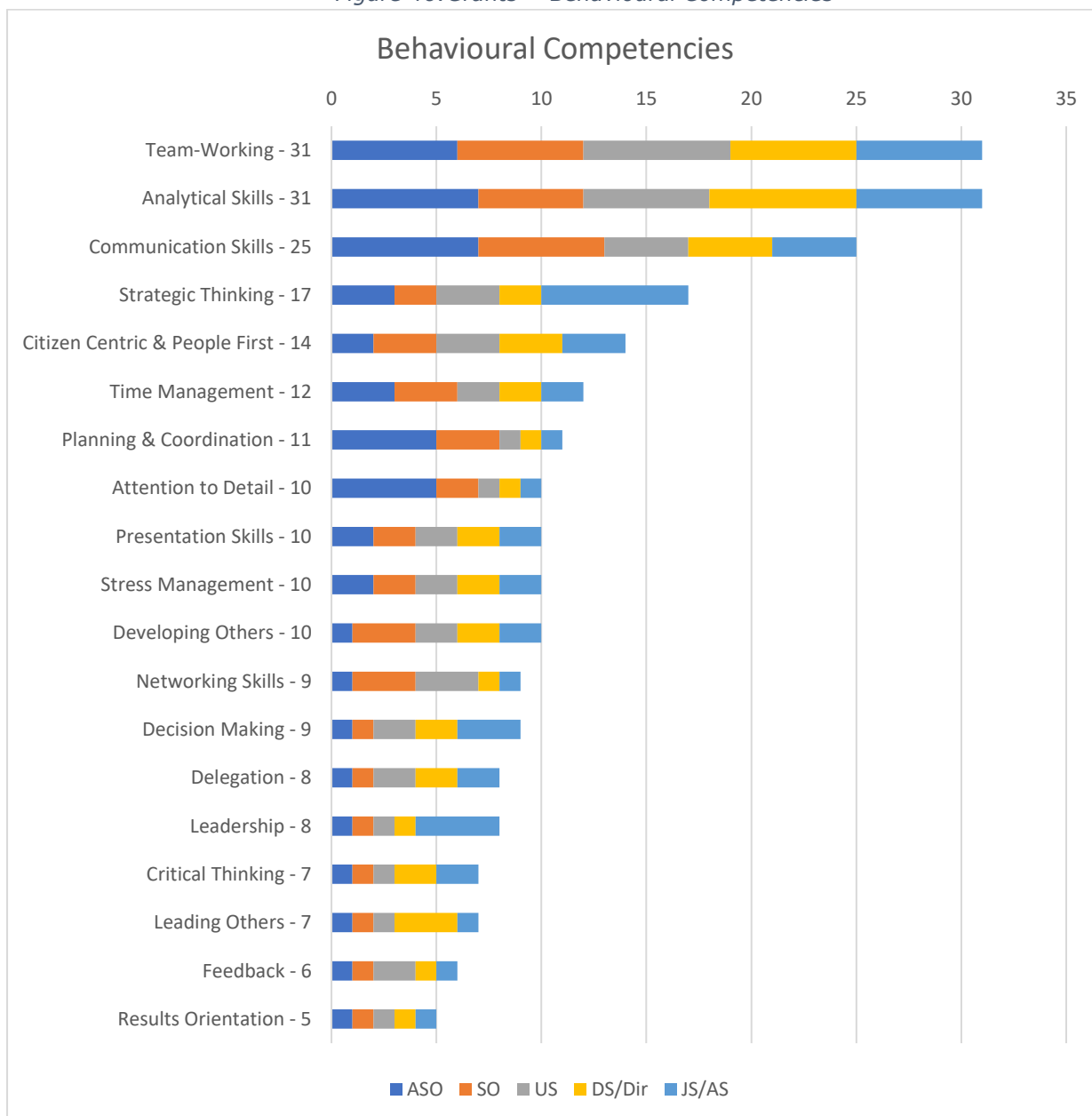


Figure 46: Grants - Behavioural Competencies



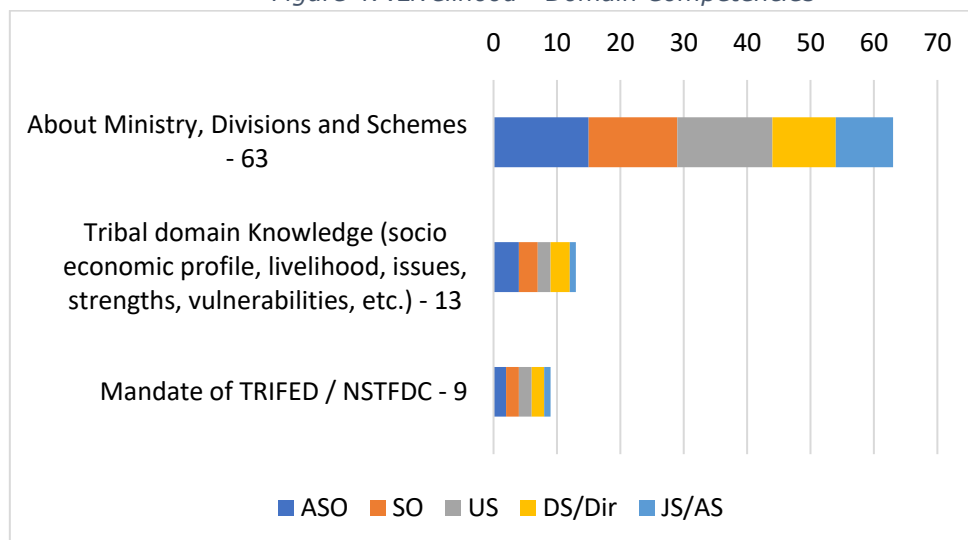
5.3.3 Livelihood

The Livelihood Division of the Ministry provides assistance towards strengthening sustainable livelihood for tribal populations under three major livelihood schemes:

- Institutional support for development and marketing of tribal products/produce
- Marketing of minor forest produce (MFP) through MSP and development of value chain for MFP
- Equity support to NSTFDC/STFDCs

The domain competences identified for this division and analysis of certain competencies are presented below:

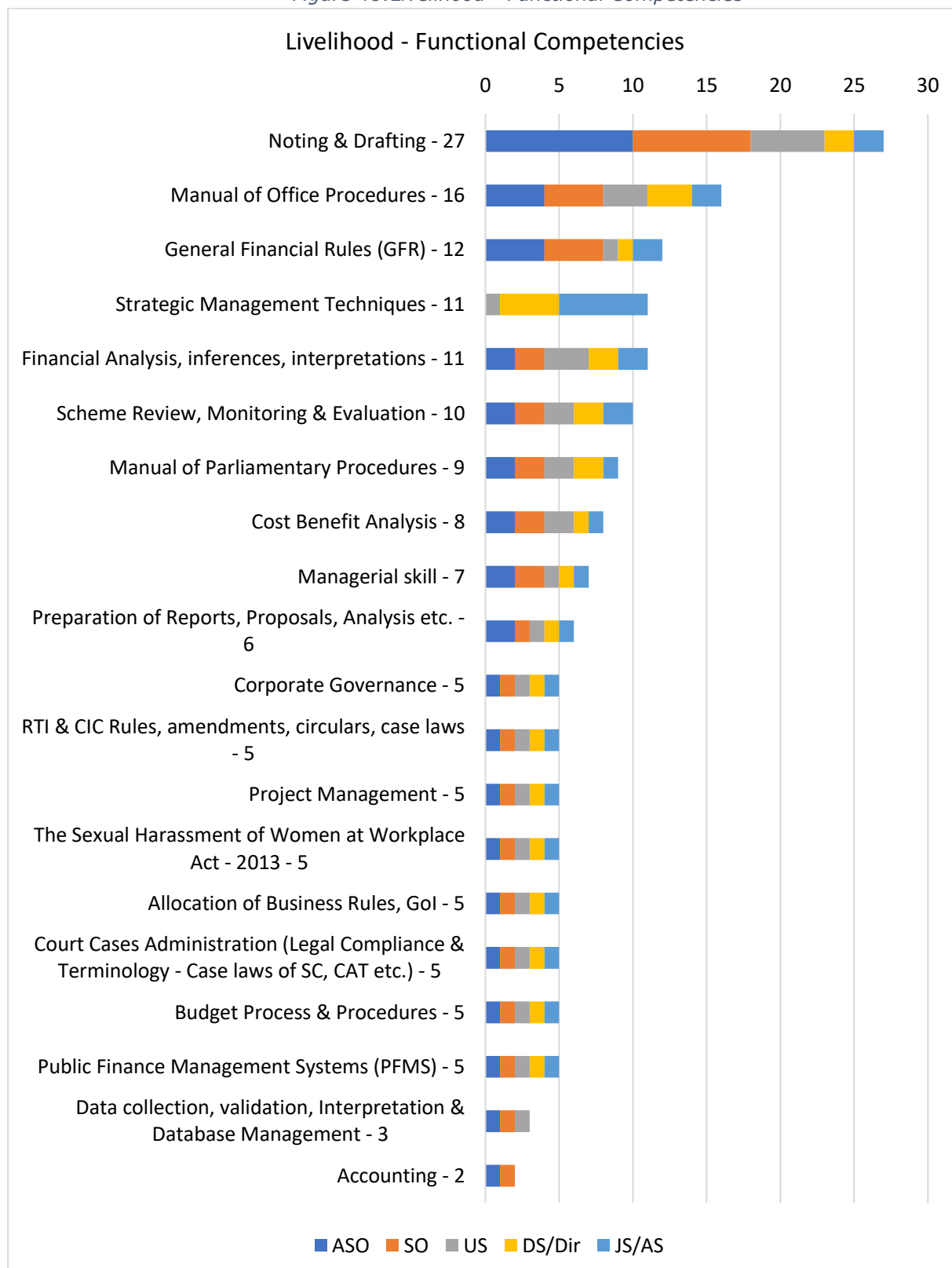
Figure 47: Livelihood - Domain Competencies



- **About Ministry, Divisions and Schemes and Mandate of TRIFED, NSTFDC:**

One of the functions undertaken by the division is to provide grants to TRIFED and equity support to NSTFDC/STFDCs. It is important to have thorough knowledge of Schemes/Programs under which grants are released to these institutions and also knowledge of functioning of TRIFED, NSTFDC and activities undertaken by them. Hence, these competencies have been identified 63 and 9 times, respectively.

Figure 48: Livelihood - Functional Competencies



- Corporate Governance:** NSTFDC is a fully owned Public Sector Enterprise of Government of India, with 100% equity share capital contribution by the MoTA. To review the performance of NSTFDC and the reports submitted as part of various compliances, knowledge of Corporate Governance is required. This enables better

analysis and identification of any deviations from the principles of corporate governance that the company is required to follow like balancing interests of different stakeholders, management, government, etc. and this competency appeared 5 times.

The behavioural competencies identified for the division are presented below.

Figure 49: Livelihood - Behavioural Competencies

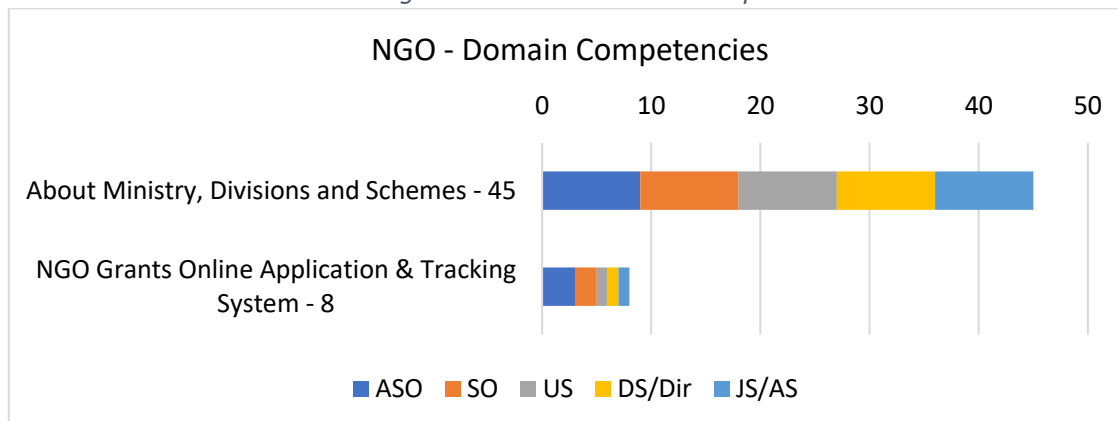


5.3.4 NGO

Considering the important role of Voluntary Organizations (VO)/Non-Government Organizations (NGO) owing to their local roots and reach in service deficient areas, GoI

provides grants to NGOs working in the domain of health, education and livelihood. Some of the activities undertaken by the division include grading of the NGOs based on performance, processing of proposals, release of funds, monitoring the progress of projects implementation, etc. The domain competences identified for this division are presented below:

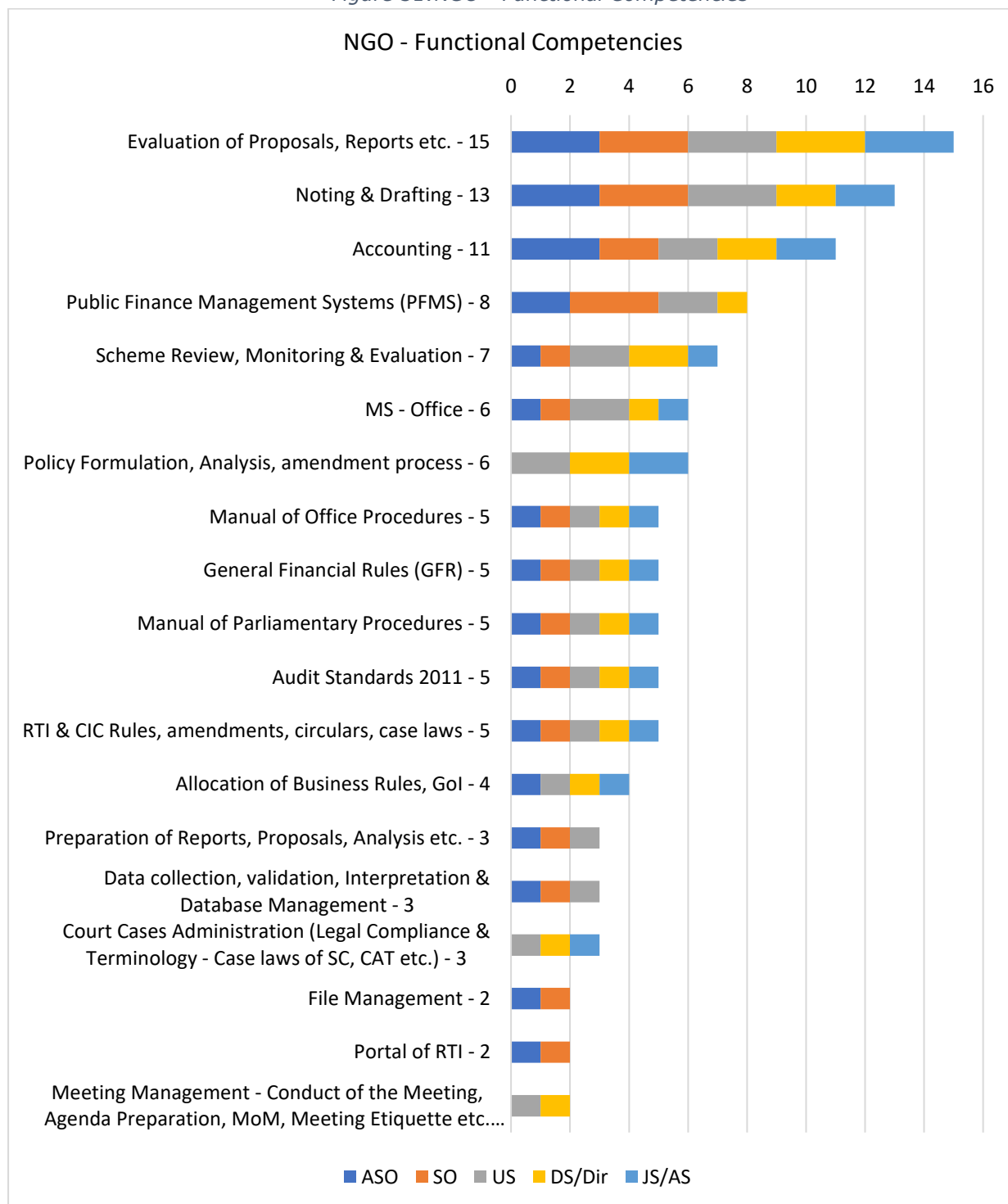
Figure 50: NGO - Domain Competencies



- NGO Grants Online Application and Tracking System:** Through this portal all the NGOs across the country submit the application and entire processing like scrutiny, tracking, grievance redressal, and release of funds are done online. Hence, the staff working in this division need to have detailed knowledge of how to operate this portal and should be able to guide NGOs with regards to application submission and troubleshoot any issues that may arise.

The functional and behavioural competencies are presented below:

Figure 51: NGO - Functional Competencies

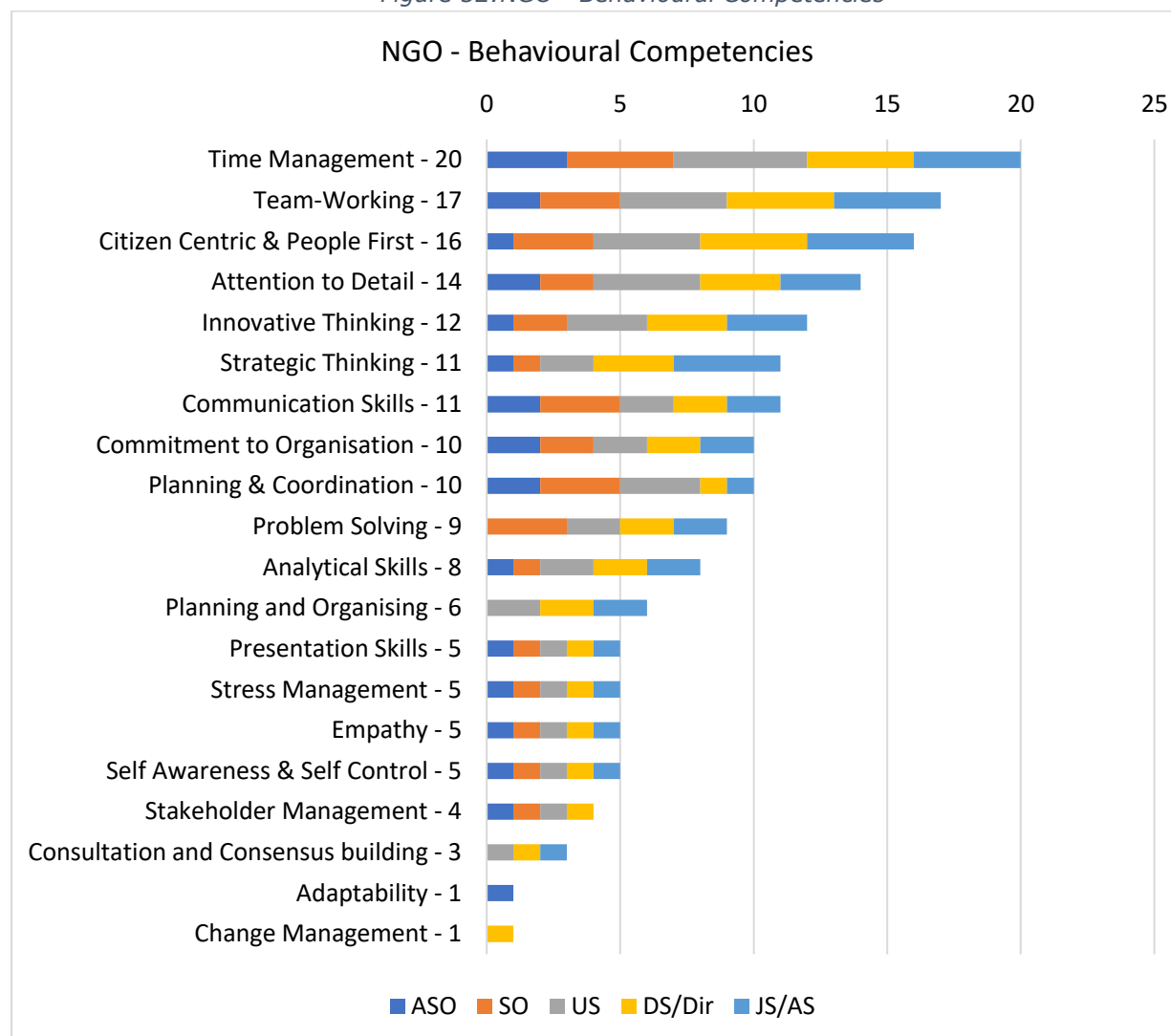


- Accounting:** The division releases grants to NGOs only after receipt of account statements. Knowledge of this competency would enable the officials to scrutinize and analyse the account statements in the backdrop of accounting principles and this competency has appeared 11 times during the interactions.
- Policy Analysis, Formulation and Amendment process:** With the objective of ensuring transparency and benefiting more tribals, the division undertakes review of the scheme guidelines and propose changes. Policy analysis competency would help in

holistic review of the scheme guidelines and propose changes that are in line with the objectives of division and maximizing the benefit to tribals.

The behavioral competencies of the NGO division are mentioned below.

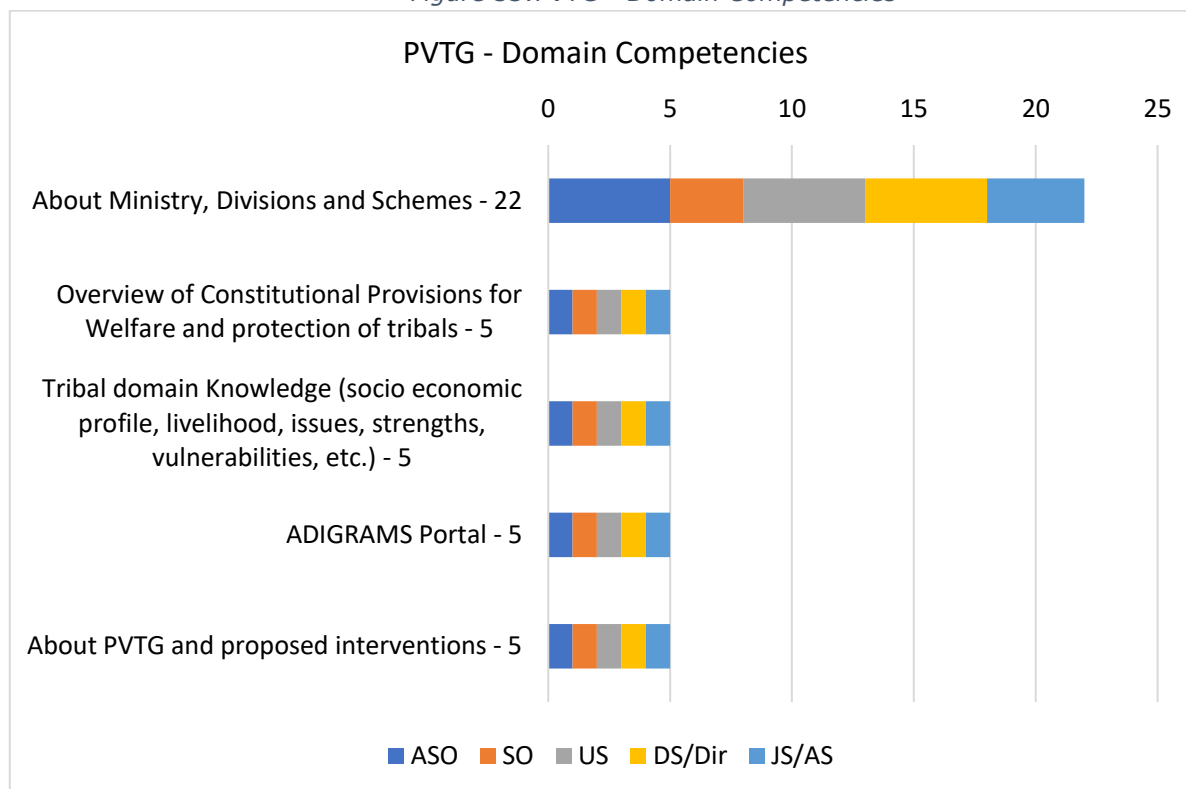
Figure 52: NGO - Behavioural Competencies



5.3.5 Particularly Vulnerable Tribal Groups (PVTG)

There are certain groups among tribal population categorised as PVTGs based on certain characteristics and the GoI implements specific schemes for their development. The implementation of the scheme, i.e., project appraisal, release of funds and its monitoring and appraisal is undertaken by the PVTG division. The domain competences identified for this division are presented below:

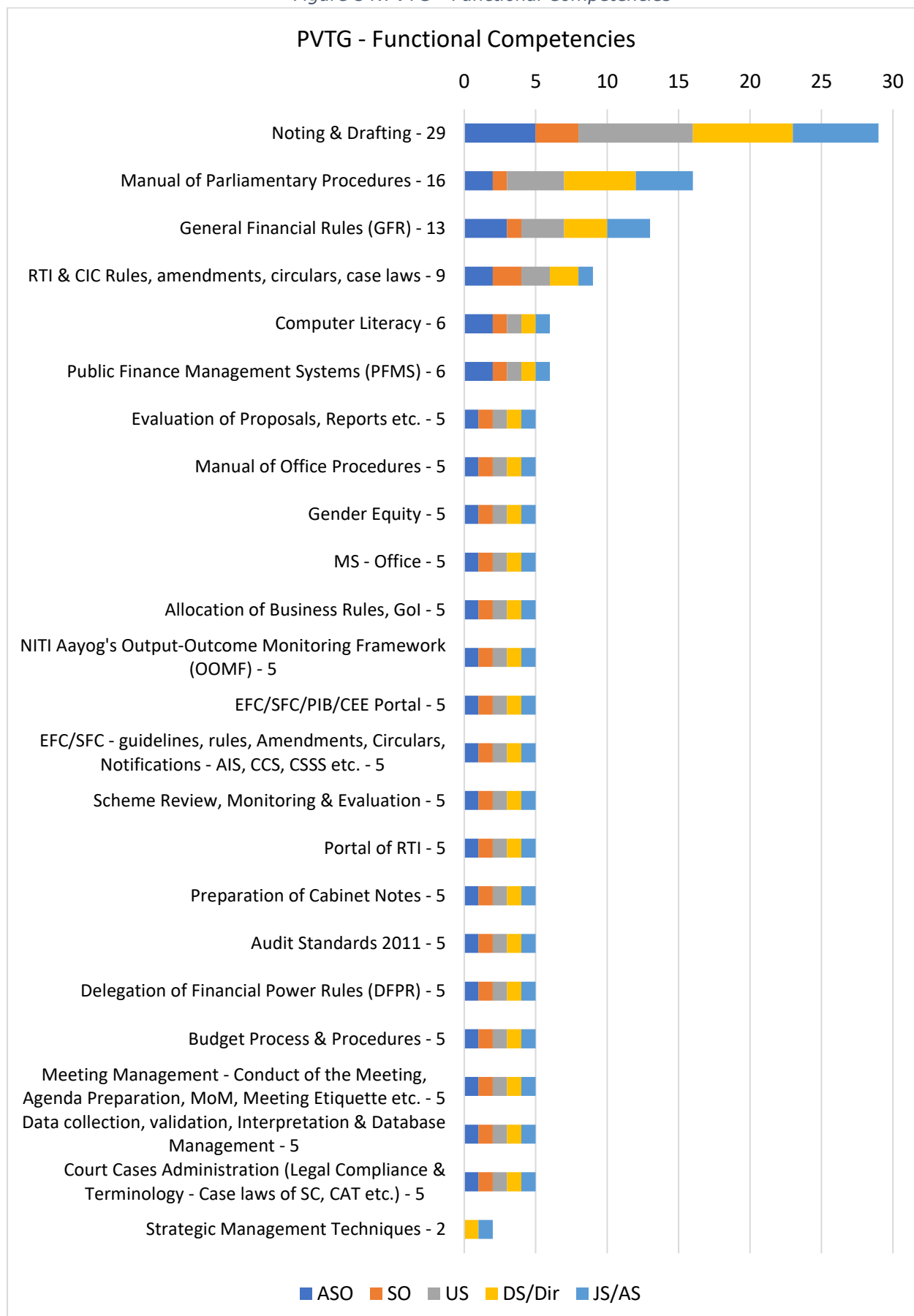
Figure 53:PVTG - Domain Competencies



- About Ministry, Divisions, Scheme and interventions proposed for PVTG development:** As these vulnerable groups require specialized interventions to address their vulnerabilities and poor living conditions, it is crucial that officials have a comprehensive knowledge of the specific interventions planned by the Government of India. By being aware of this competency, officials can better implement the schemes and programs aimed at the development of PVTGs, and ensure that the interventions are effective and impactful in addressing the needs of these communities.

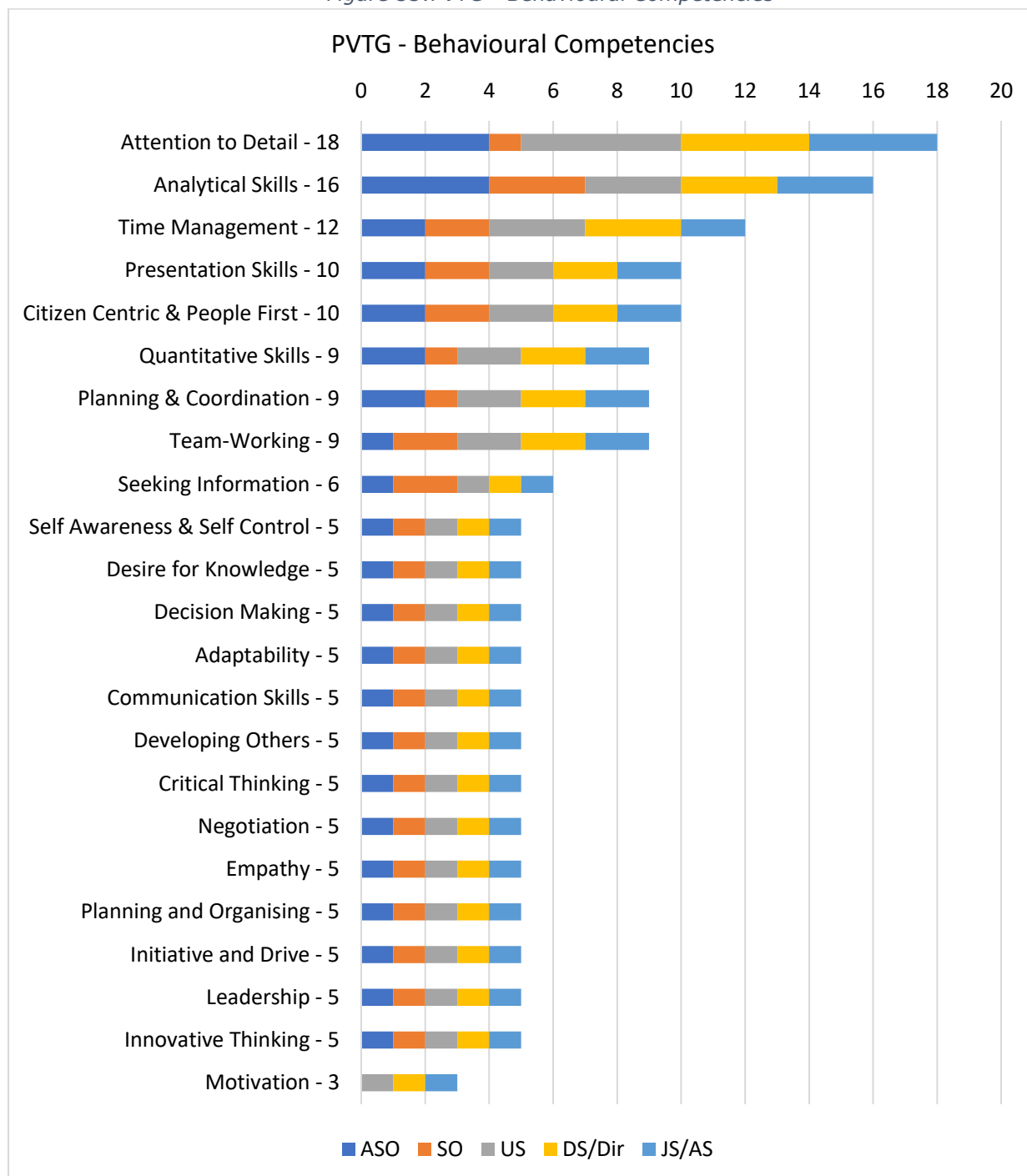
The functional and behavioural competencies identified for this division are presented below.

Figure 54: PVTG - Functional Competencies



- **NITI Aayog OOMF:** It is important to review the performance of the scheme against its objectives and targets. It is in this context that NITI Aayog has developed the concept of OOMF, and this involves updating and regularly reviewing scheme-specific outputs and outcomes.. Hence, knowledge of OOMF coupled with the domain above competency would help in better implementation of the scheme and undertake mid-course correction when required.

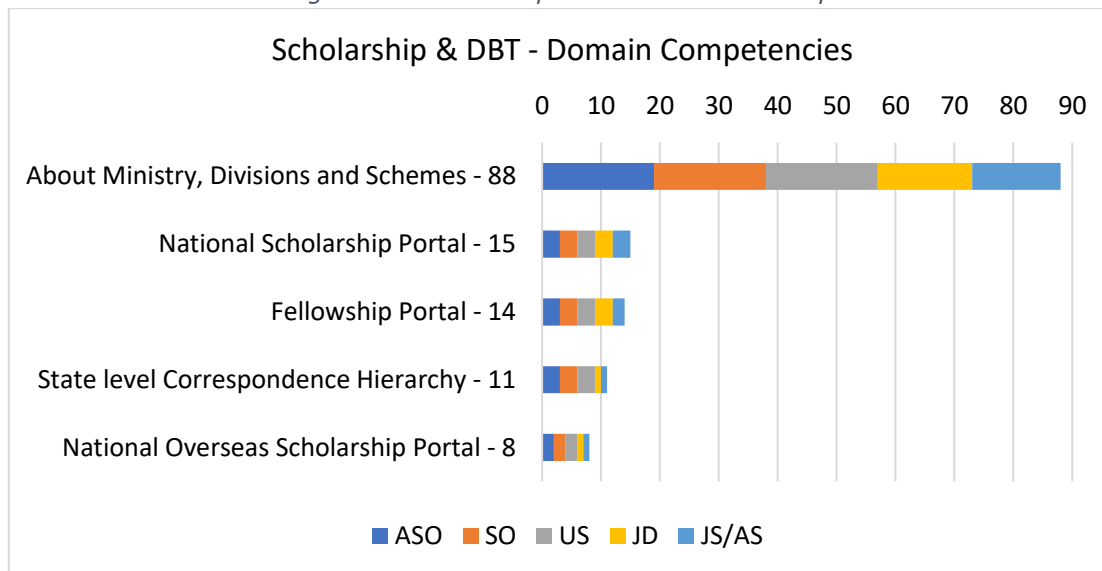
Figure 55:PVTG - Behavioural Competencies



5.3.6 Scholarship & DBT

One of the core mandates of the Ministry is to provide scholarship to students belonging to the Tribal Community. Through the scholarship provided by MoTA, about 30 lakh ST students benefit every year. The domain competencies identified for this division and analysis of certain competencies are presented below:

Figure 56: Scholarship & DBT - Domain Competencies



- Schemes** - Entire implementation process of the Scholarship scheme depends on the Scheme / Program Guidelines, hence thorough understanding of the scheme / program is essential for officials working in the division. Some of the schemes implemented by this divisions are Pre-Matric (Classes IX – X), Post Matric (any recognized course from a recognized institution for which qualification is Matriculation/Class X or above), National Scholarship (top class) for higher education, National Fellowship and National Overseas scholarship.
- State level Correspondence Hierarchy** – Some of the functions of the section require close coordination with the State Governments and it becomes essential to understand the State level correspondence hierarchy to enable hassle free coordination. This competency becomes even more important for the new entrants into the section.
- Awareness of operating Various Portals** – The Scholarship & DBT division is required to operate various portals such as National Scholarship Portal (NSP), National Overseas Scholarship Portal (NOSP), Fellowship portal etc., which are the medium for receipt of applications, processing and release of scholarships. The officials working on these portals need detailed knowledge regarding operating these portals and should be able to guide others also.

Figure 57: Scholarship & DBT - Functional Competencies

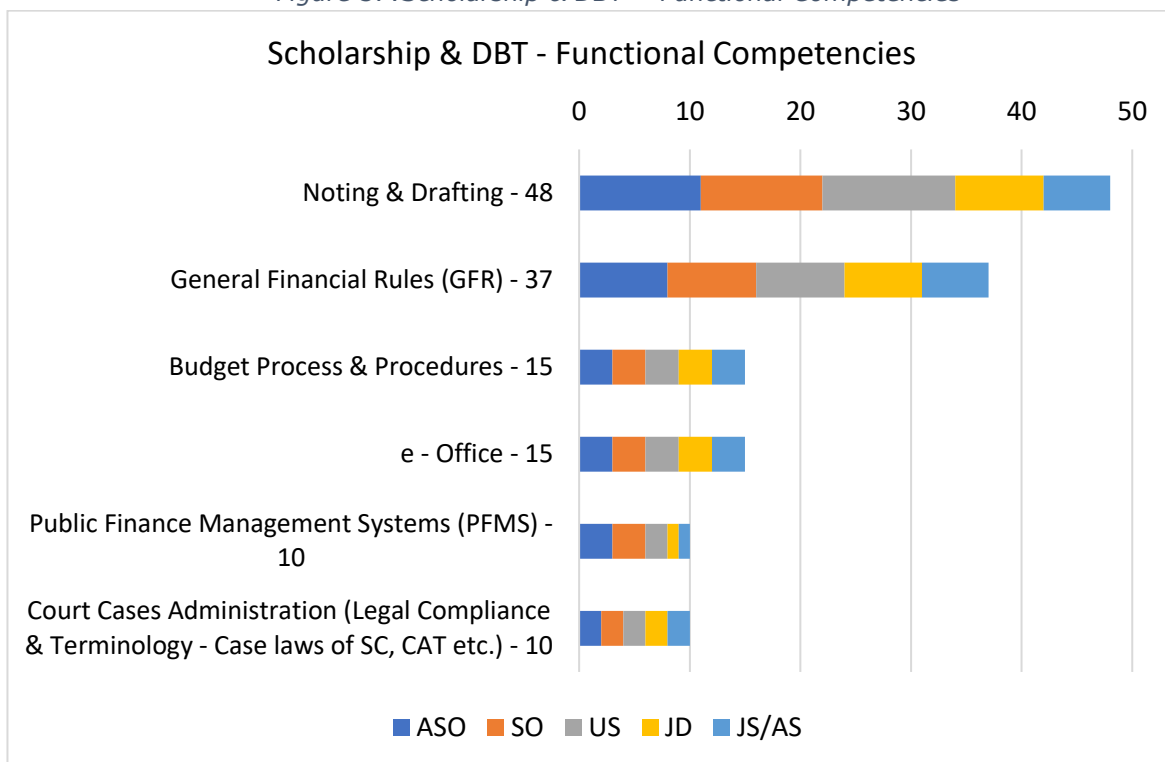
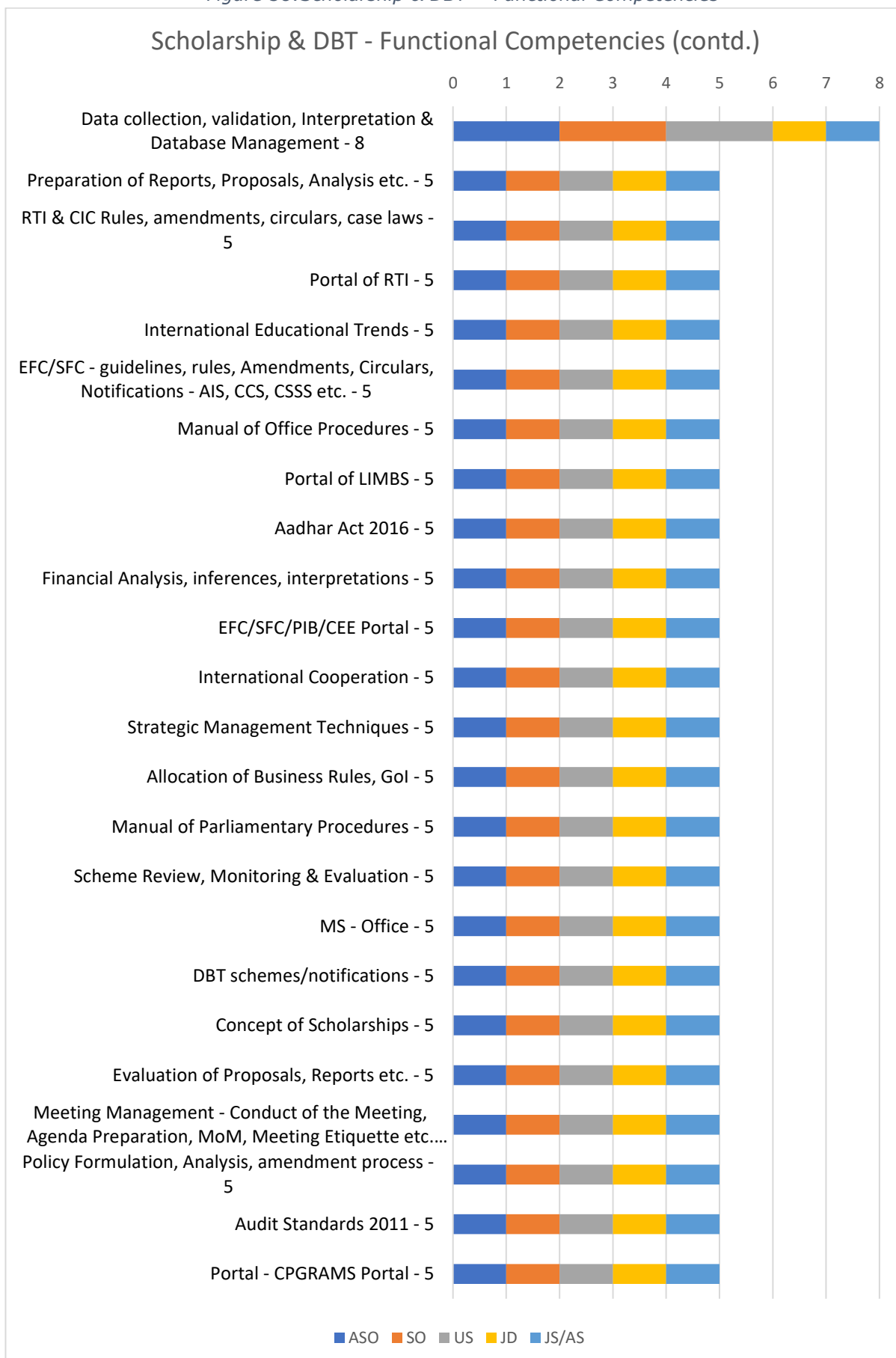


Figure 58: Scholarship & DBT - Functional Competencies



- **International Educational Trends** – One of the functions of the division is processing Overseas Scholarships and the need to understand the Basics of International Educational Trends that would enable hassle free processing of the applications. For example, process of calculation of Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA) would enable the concerned to understand the level of achievement of the student, since most of the overseas scholarships depend on the performance of the student in the previous academic year.

Similarly, the behavioural competencies identified for the division are:

Figure 59:Scholarship & DBT - Behavioural Competencies

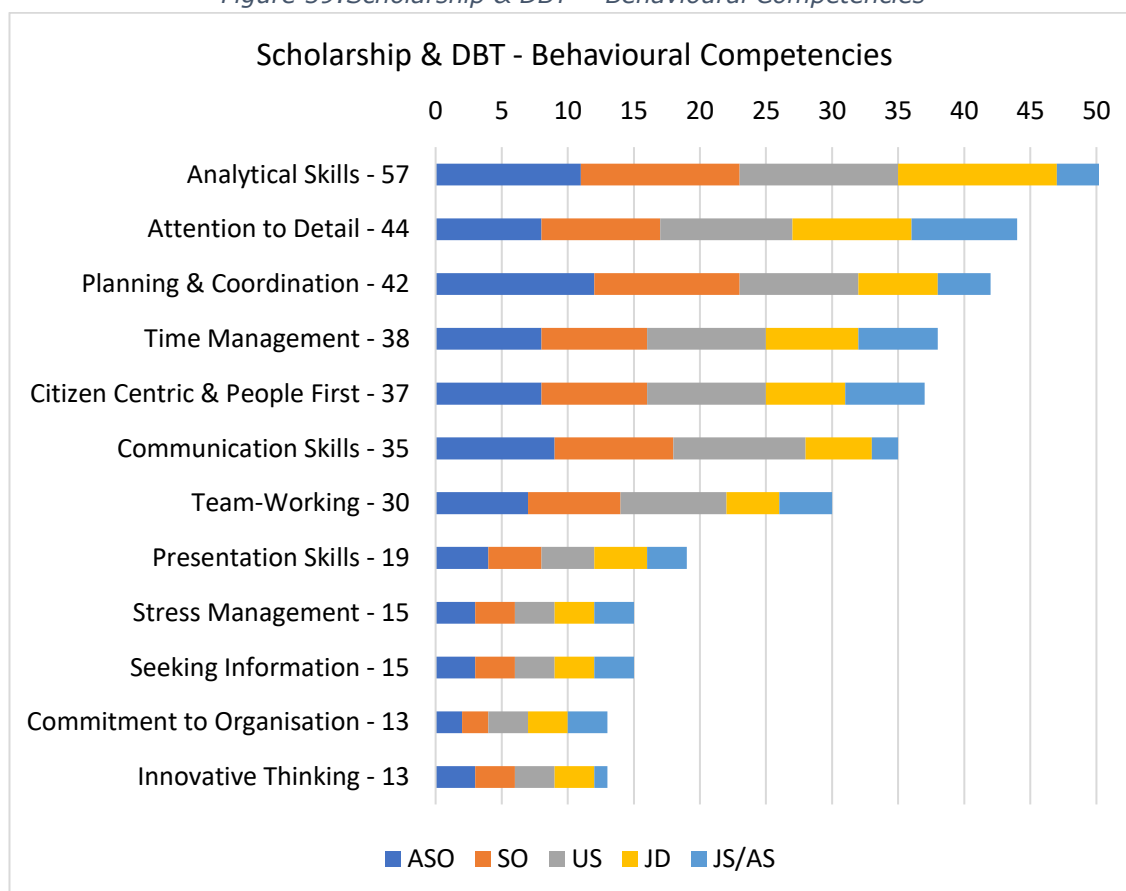
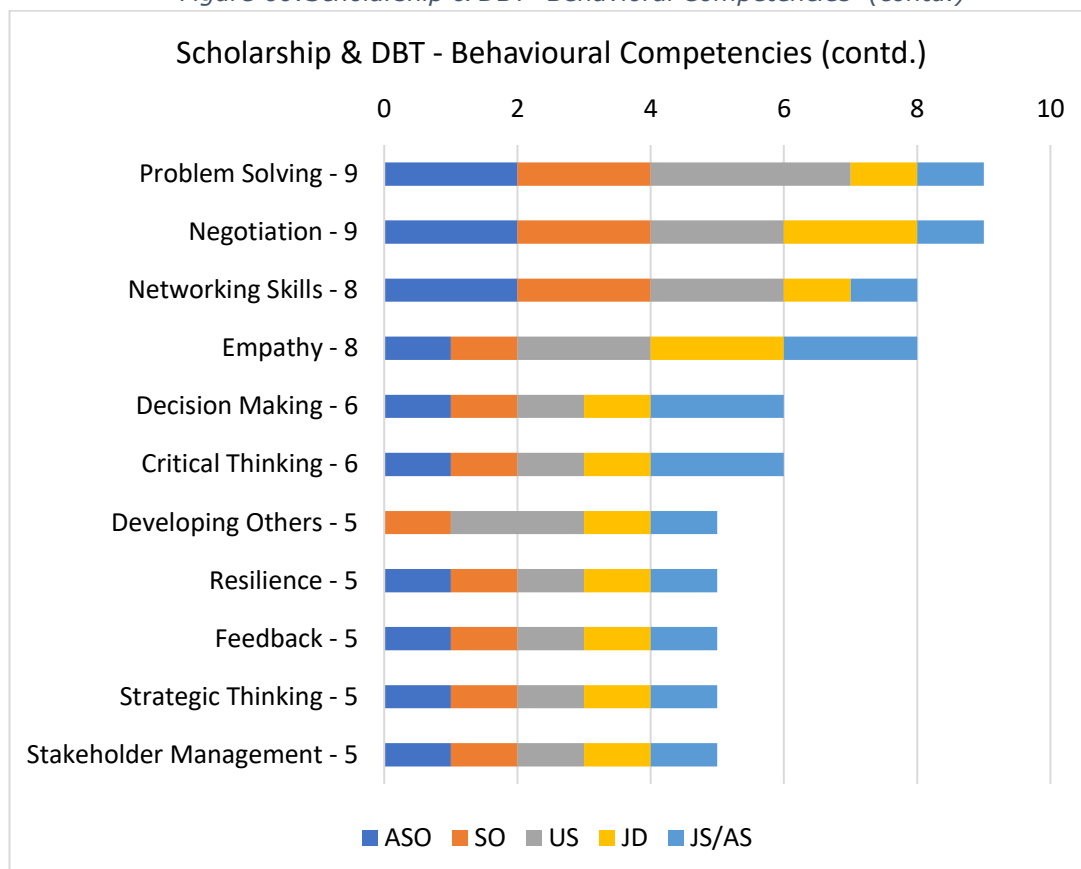


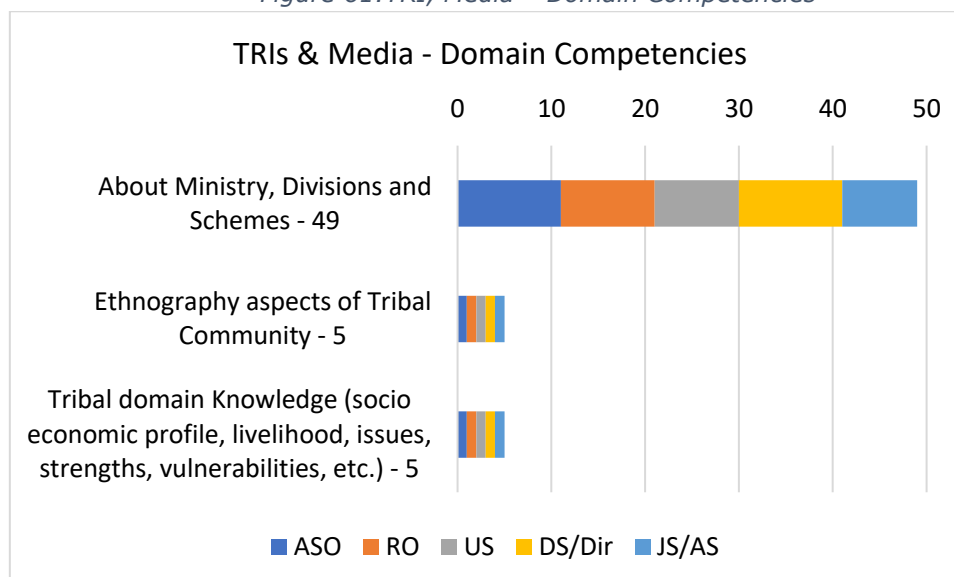
Figure 60: Scholarship & DBT -Behavioral Competencies (contd.)



5.3.7 TRI, Research, Media

The TRI, Research & Media division of the ministry is entrusted with the responsibility of various interventions and schemes meant for development of STs and to promote and preserve their culture. The division also deals with matters relating to Tribal Museums, Media and Tribal Festival including National Tribal Carnival. The domain competencies identified for this division and analysis of certain competencies are presented below:

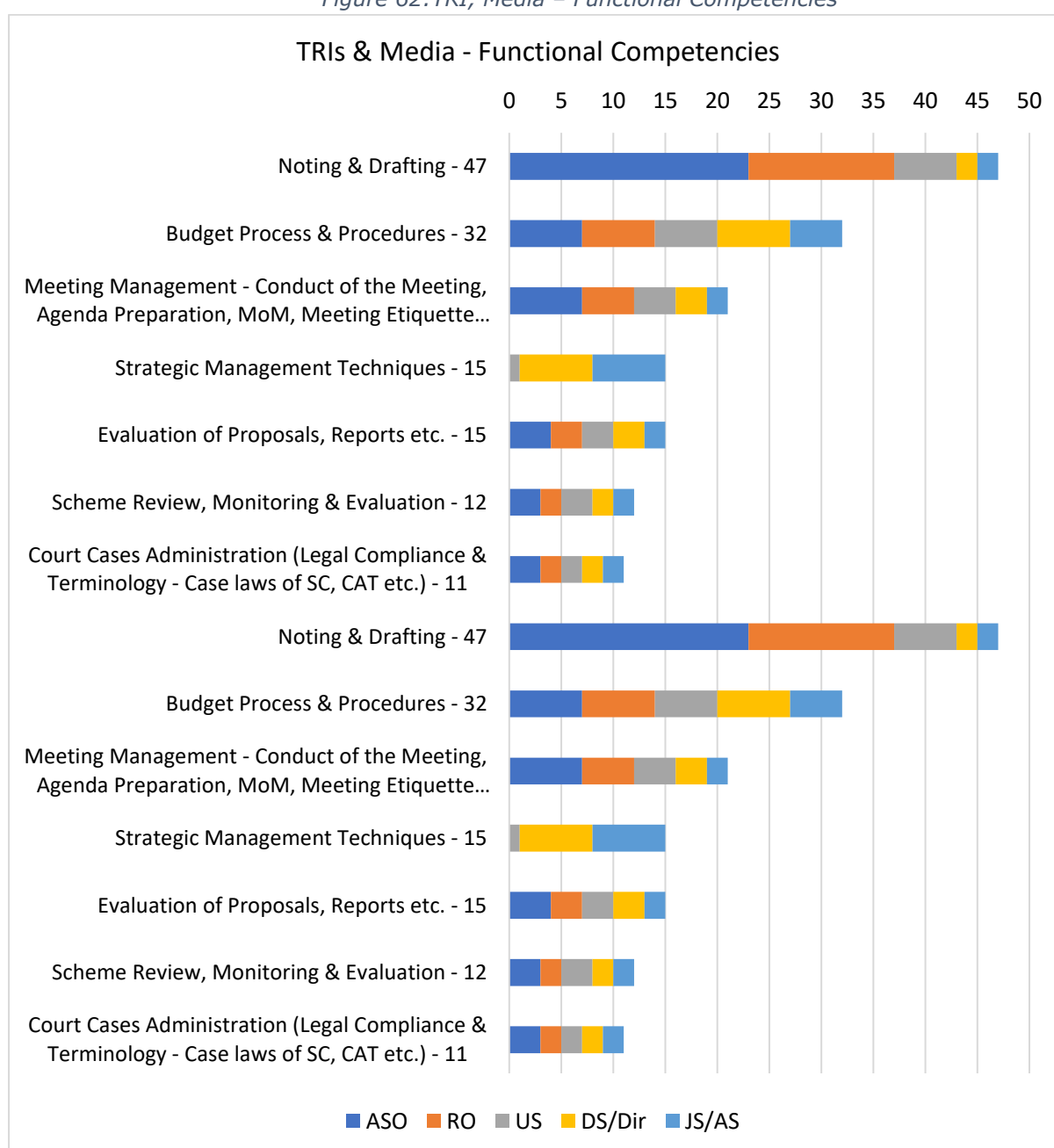
Figure 61: TRI, Media – Domain Competencies



- **Schemes/Program Guidelines:** For the TRI division, a thorough understanding of the guidelines and objectives of these schemes is crucial to ensure successful implementation and achievement of desired outcomes for the development of STs. Hence, competency of being aware of scheme and guidelines is an essential skillset for effective functioning of the TRI division.
- **Tribal Domain knowledge including socio economic issues:** One of the intended objectives of TRIs is to work as body of knowledge & research or as a think tank for tribal development. Knowledge about tribals with specific focus on socio economic issues would help in taking up research proposals that are in line with the requirement of the Ministry.

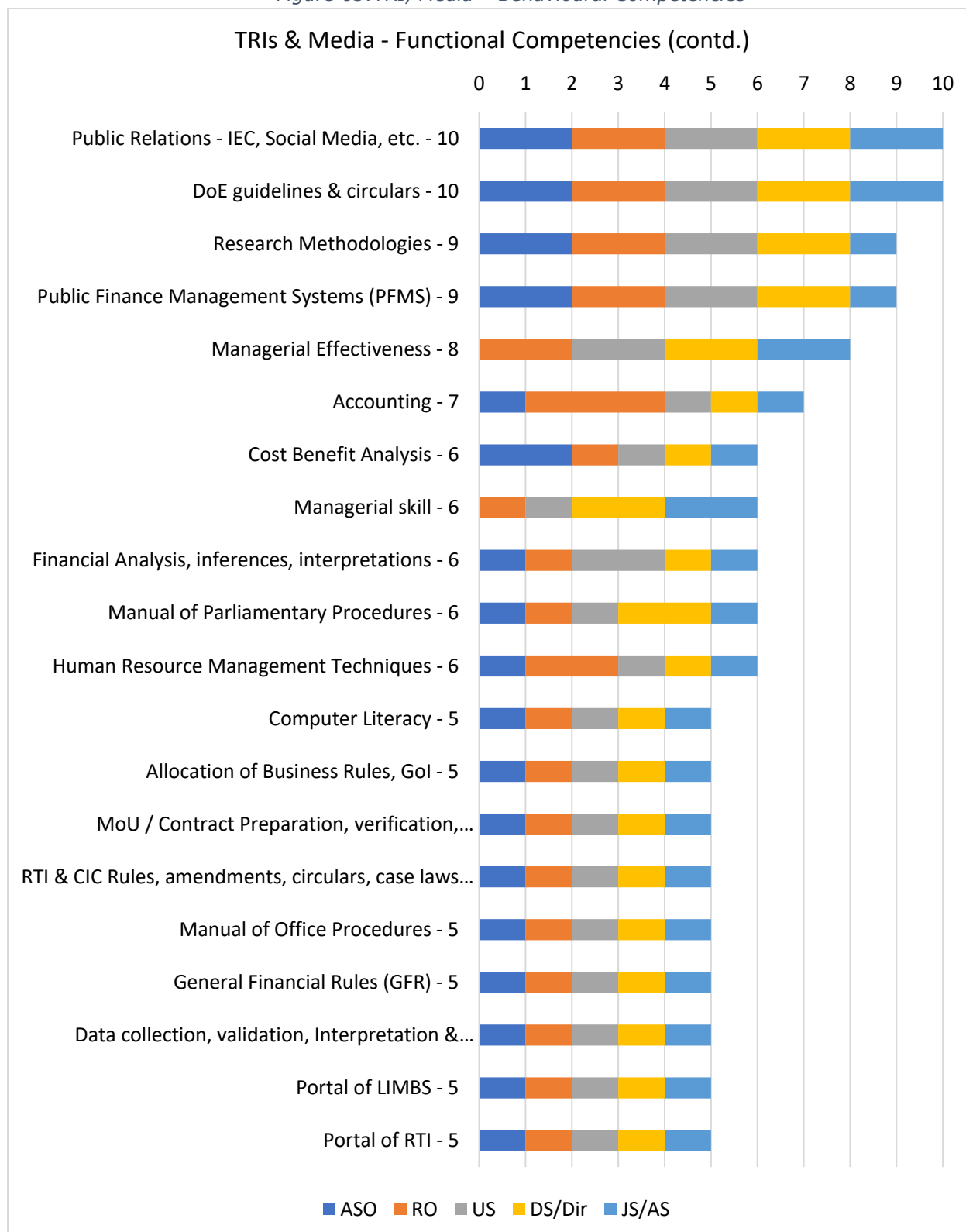
The functional and behavioural competencies are presented below:

Figure 62: TRI, Media – Functional Competencies



- Knowledge of social media and related activities:** The division undertakes Information, Education & Communication (IEC) activities by engaging a media agency. Knowledge of social media would help in engaging agency with relevant work experience, develop strategies and plan media activities considering the target population and regulations to be complied with.

Figure 63: TRI, Media – Behavioural Competencies



The behavioural competencies identified for TRI division are presented below:

Figure 64: TRI, Media – Behavioural Competencies

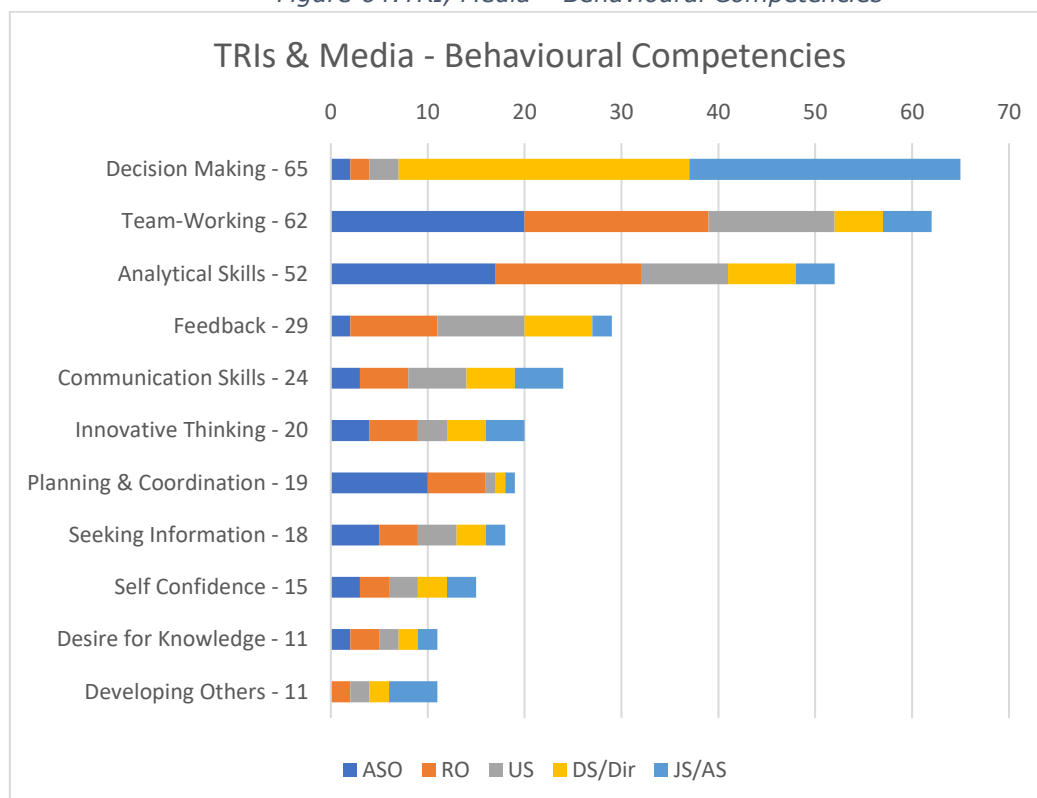
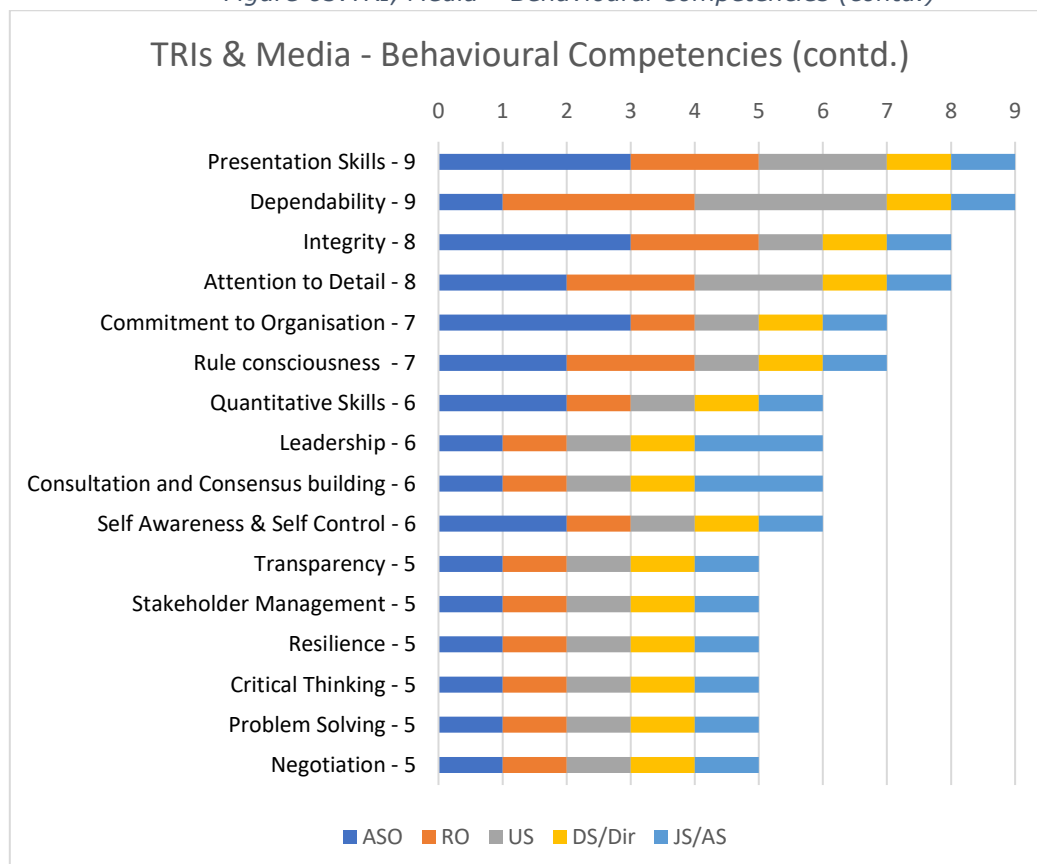


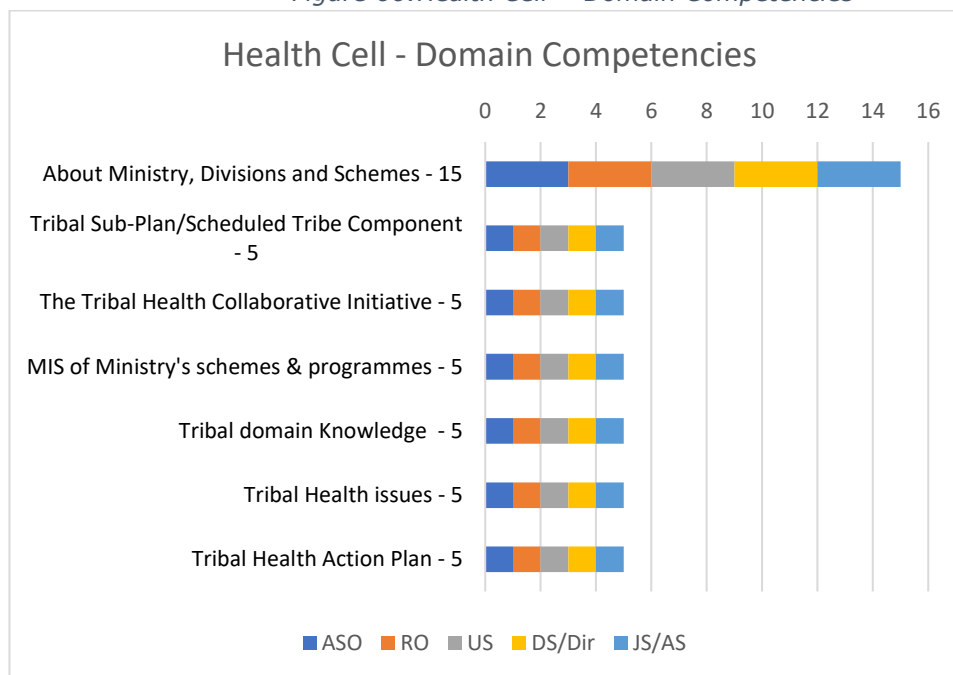
Figure 65: TRI, Media – Behavioural Competencies (contd.)



5.3.8 Health Cell

Considering the gap in health outcomes of Tribal population and general population, the Ministry has undertaken several initiatives under various schemes. A dedicated health cell has been set-up and is attached with one of the divisions. The domain competencies identified for this division and analysis of certain competencies are presented below:

Figure 66: Health Cell - Domain Competencies



- Tribal Health issues, vulnerable groups, prevalent diseases:** The officials working in the division needs to understand the prevalent health issues among tribals like sickle cell anemia, malnutrition, etc. An understanding of the specific health issues would help the staff of the division in identifying specific interventions in coordination with concerned division or Ministry.

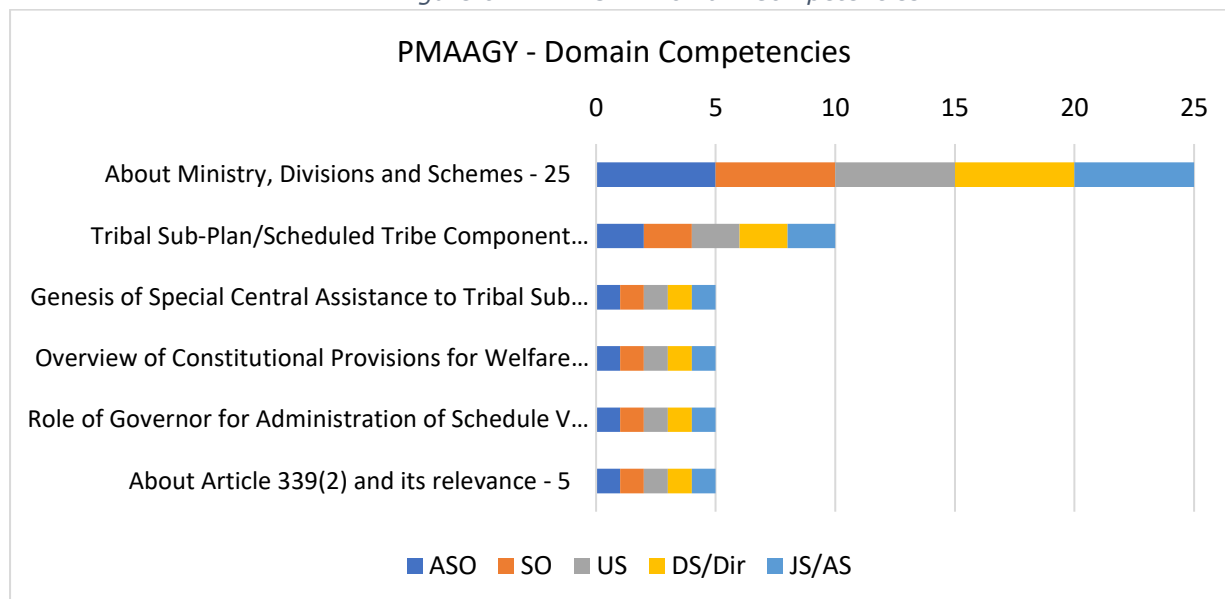
Note: Health Cell is not a separate section/division in the Ministry and is attached to one of the existing divisions and currently with TRI & Media Division. The officials handling TRI division work would also look after the work of health cell with support from consultants. The Functional and Behavioural competencies identified for the TRI division would also hold good for Health Cell. Hence, only domain competencies are listed for Health Cell.

5.3.9 Pradhan Mantri Aadi Adarsh Gram Yojana (PMAAGY):

To provide basic services and facilities in villages, the Ministry is implementing PMAAGY. Under this scheme, in initial phase financial assistance would be provided to 36,428 villages having atleast 50% ST population, provided that such village should have a minimum of 500 STs. The implementation of scheme, monitoring physical and financial progress, field visits, providing technical support to states, etc. are undertaken by PMAAGY division. The domain

competences identified for this division and analysis of certain competencies are presented below:

Figure 67: PMAAGY - Domain Competencies

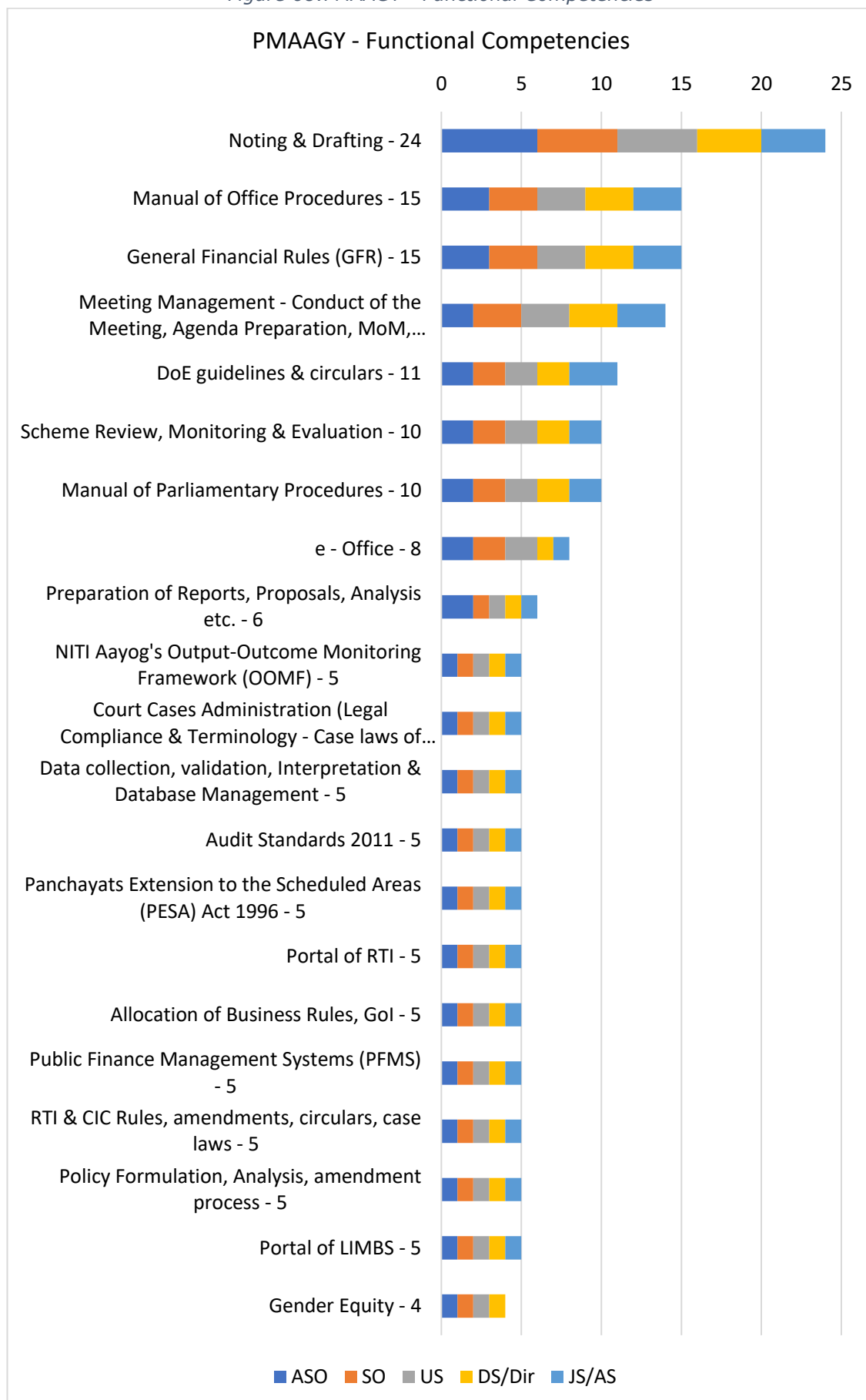


- **Scheme/Program Guidelines and Genesis of SCA to TSS:** It is important for the officials working in the division to understand the conception of Special Central Assistance (SCA) initiative and changes over the course of implementation and its transformation to Tribal Sub-Scheme and subsequent upgradation to PMAAGY.
- **Tribal Sub-Plan (TSP)/ Development Action Plan for Scheduled Tribes (DAPST):** Similar to SCA to TSS, tribal sub plan has undergone changes and transformed as Schedule Tribe Component. A detailed knowledge of the DAPST component where 41 Central Ministries / Departments have been identified for earmarking of funds is important. This knowledge would help in identifying relevant schemes/programs of other ministries for convergence with PMAAGY.

A detailed understanding of the scheme background and changes over the course of time would help in identifying potential challenges and the areas for strengthening for better program implementation.

The relevant functional and behavioural competencies are also presented below:

Figure 68:PMAAGY - Functional Competencies



- **DoE Guidelines and circulars:** The finance ministry issues various guidelines from time to time with regards to schemes and non-schemes. Being aware of the latest guidelines and ensuring compliance is very important. For instance, the Finance Ministry has revised the guidelines for scheme implementation recently and mandated the process of central nodal agency and state nodal agency for release of funds.

Figure 69:PMAAGY - Behavioural Competencies

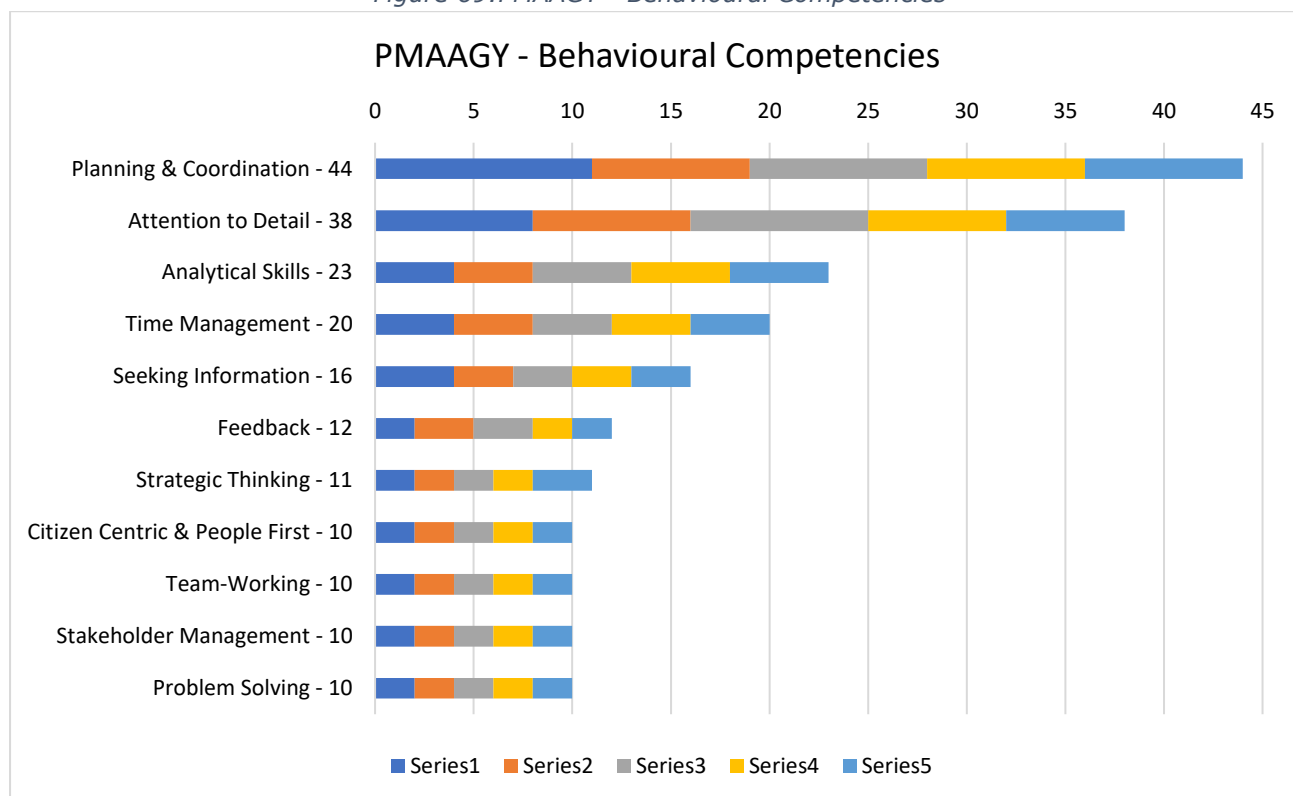
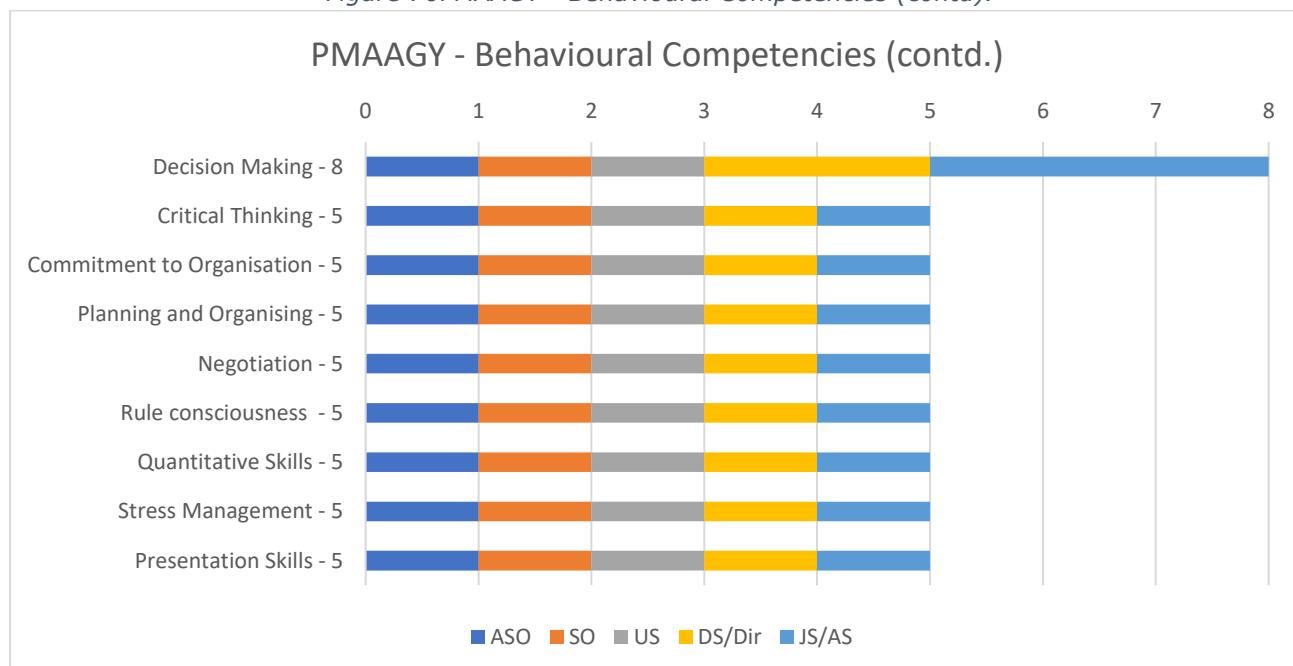


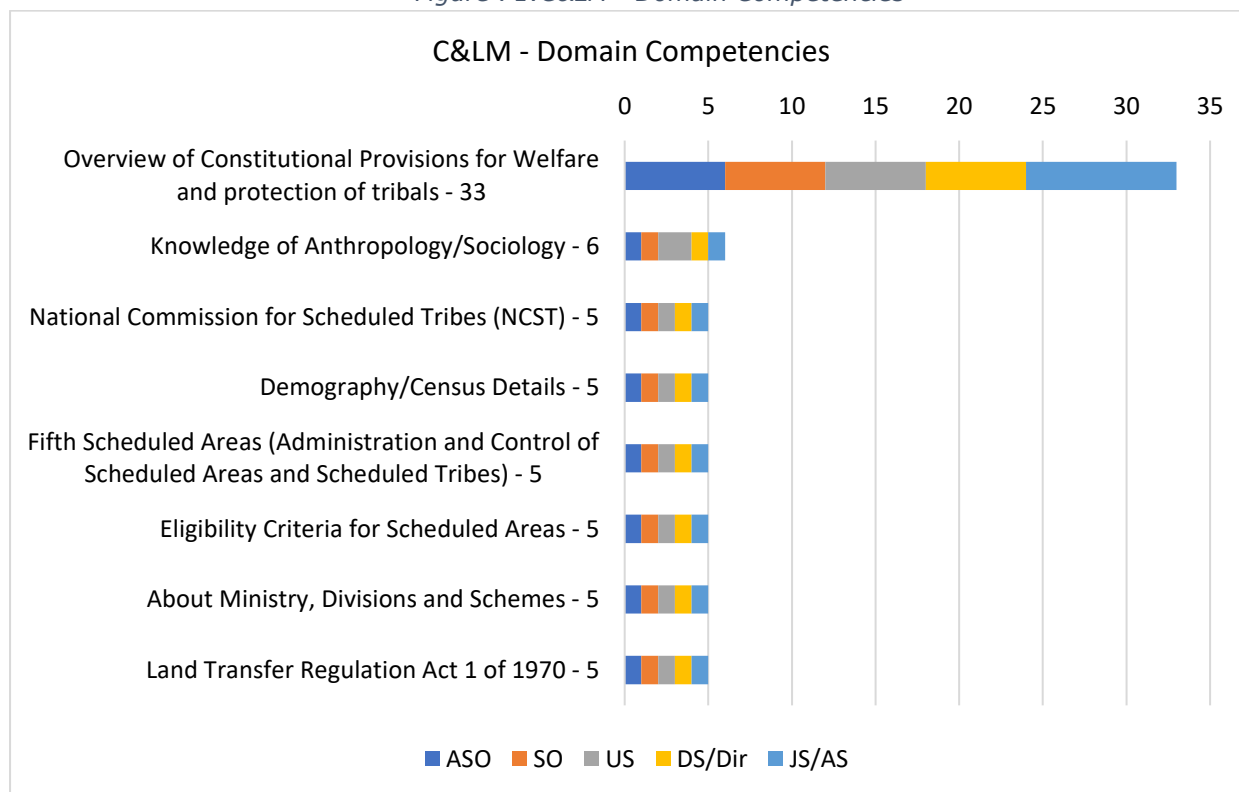
Figure 70PMAAGY - Behavioural Competencies (contd.).



5.3.10 Constitution & Legal Matters (C&LM)

This division deals with all Constitutional and Legal matters in respect of STs. Some of these works include Scheduling / rescheduling of list of STs, reservation for STs, etc. The domain competencies identified for this division and analysis of certain competencies are presented below:

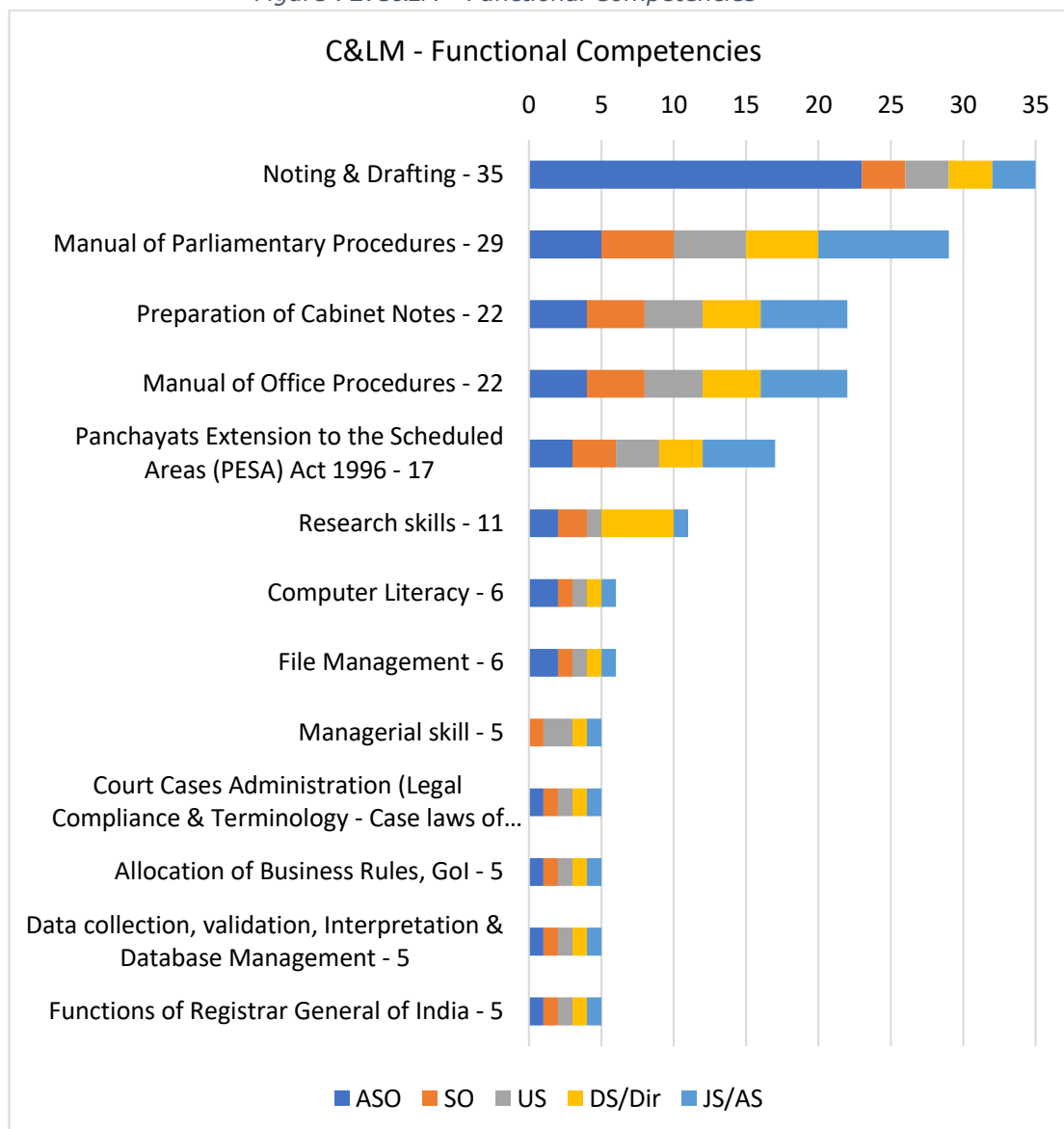
Figure 71: C&LM - Domain Competencies



- Basics of Anthropology/Sociology and demography details:** Knowledge of Anthropology/Sociology is an important aspect for the officials working in this section as they handle all the requests relating to inclusion/exclusion of a particular community under ST list. These subjects provide an understanding of the socio, cultural and economic and political dimensions of a community and this is very critical for while analyzing the proposal and initiating the file.
- Constitution provisions for welfare and protection of tribals:** This division deals with constitutional and legal matters and some of the works handled by them include issues pertaining to provisions of scheduled areas, tribal advisory councils, PESA and so on. In this context, it is important for the officials working in this division to be aware of the Constitutional provisions available for welfare and protection of tribals along with knowledge of Fifth Schedule Area, and Land Transfer Regulation Act.

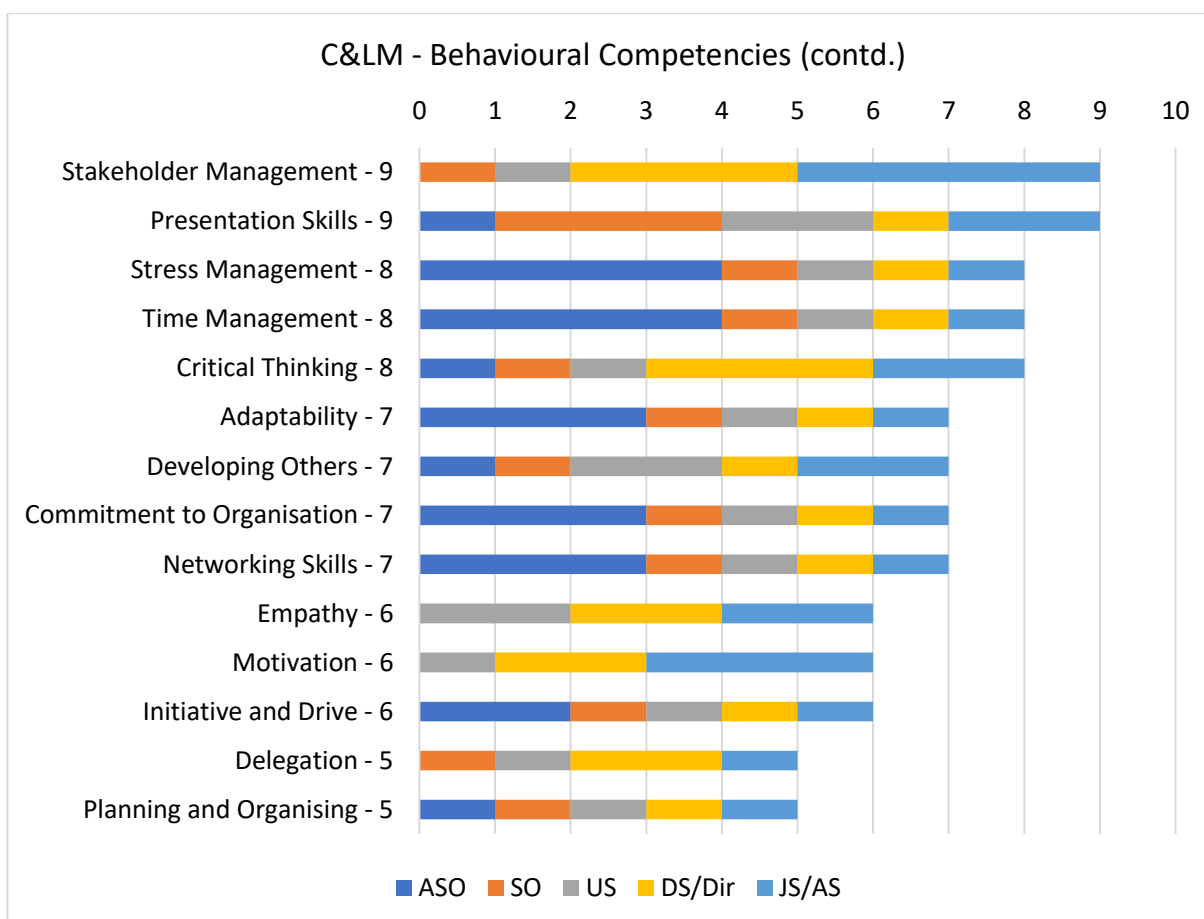
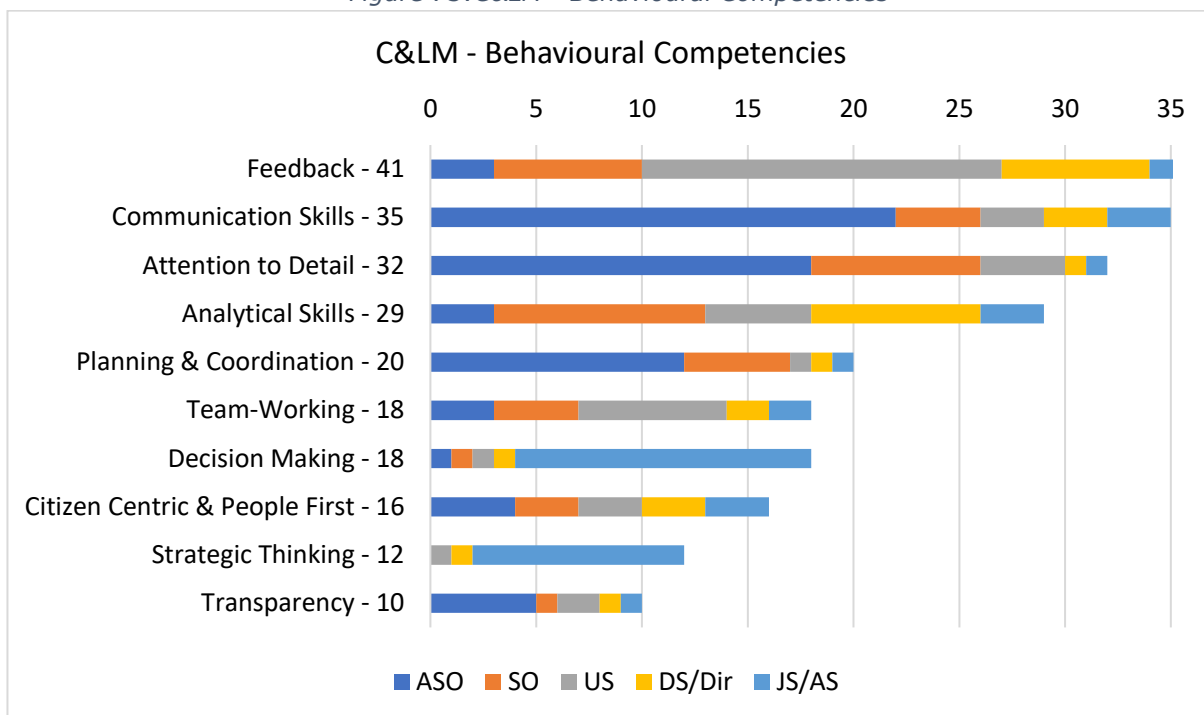
The functional and behavioural competencies for this division are:

Figure 72: C&LM - Functional Competencies



- Court Cases Administration:** One of the important works handled by the division is managing of court cases. Considering the subject being dealt by the division i.e., constitution and legal matters, this competency is particularly important as this enables the officials to assess the criticality of the case, legal process to be followed, attention to specifics while drafting the reply, timely follow up, etc.

Figure 73: C&LM - Behavioural Competencies

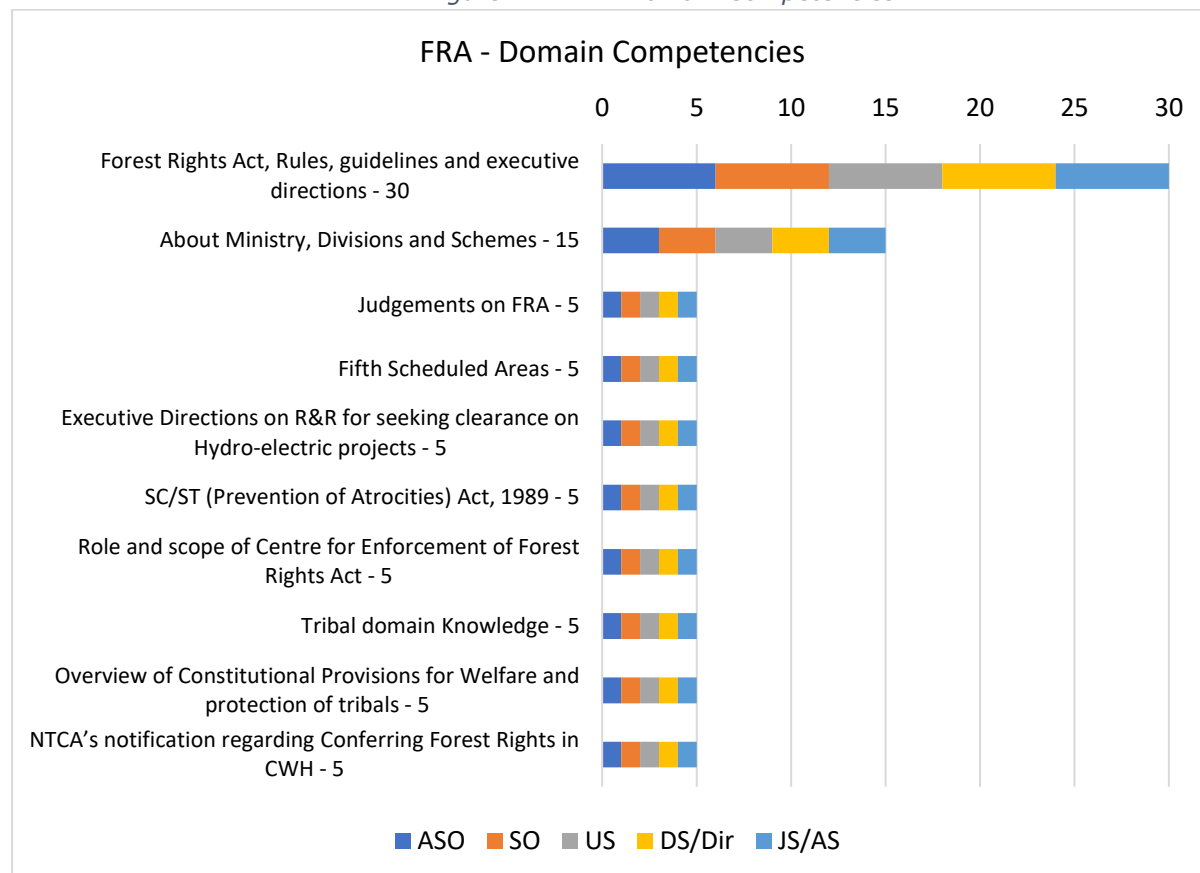


5.3.11 Forest Rights Act (FRA)

The MoTA is the nodal agency for implementation of FR Act and is empowered to issue directions in this regard from time to time. This work is handled by FRA Division and the

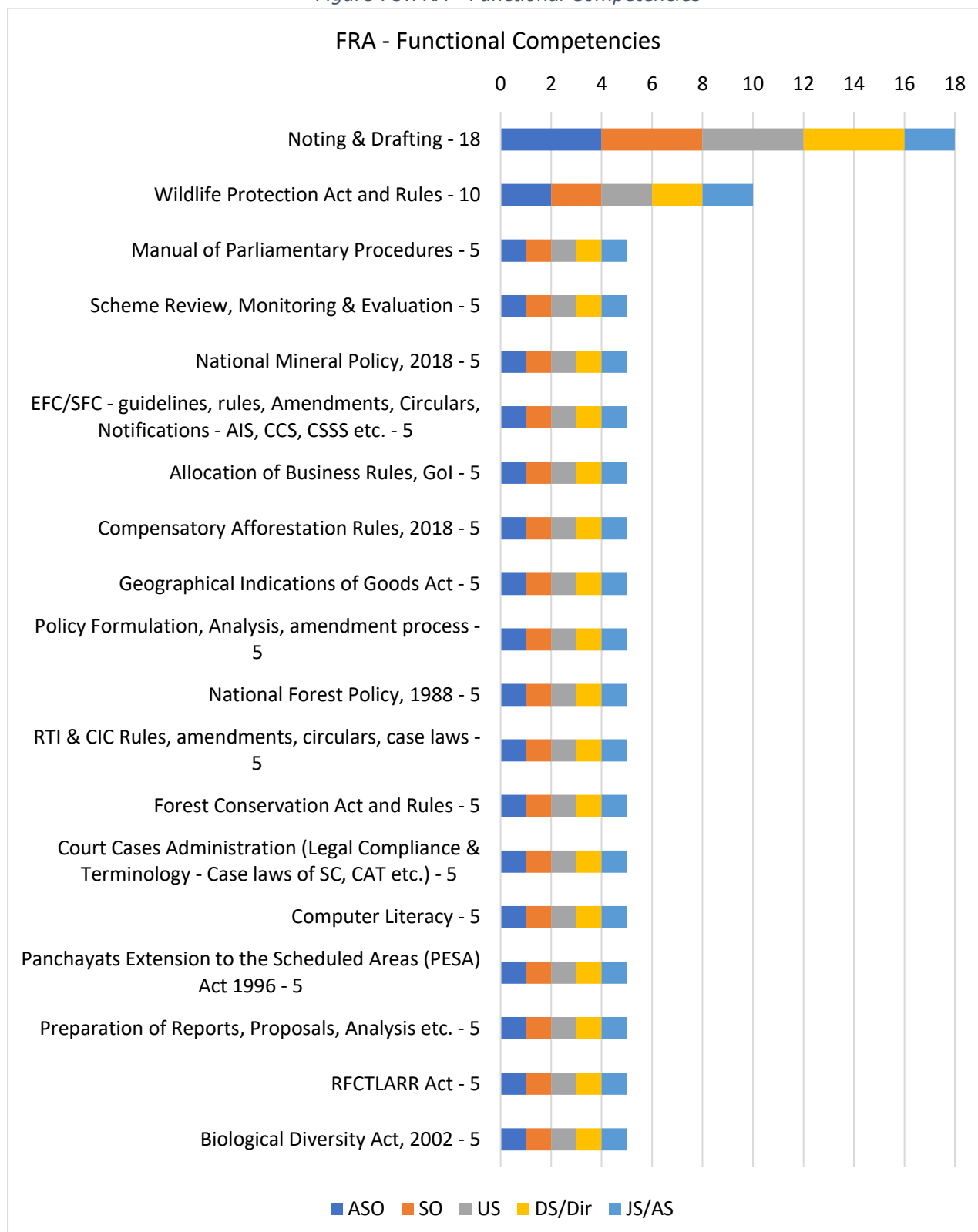
domain competences identified for this division and analysis of certain competencies are presented below:

Figure 74: FRA - Domain Competencies



- Forest Rights Act, Rules, judgements and executive directions:** MoTA being the nodal ministry for implementation of this act, the officials need to be fully aware of the Act, latest rules, executive directions and clarifications issued to various states to ensure effective implementation of the Act. Competency is also important from the point of view that many states approach GoI for clarification and advisory during the process of implementation.

Figure 75: FRA - Functional Competencies

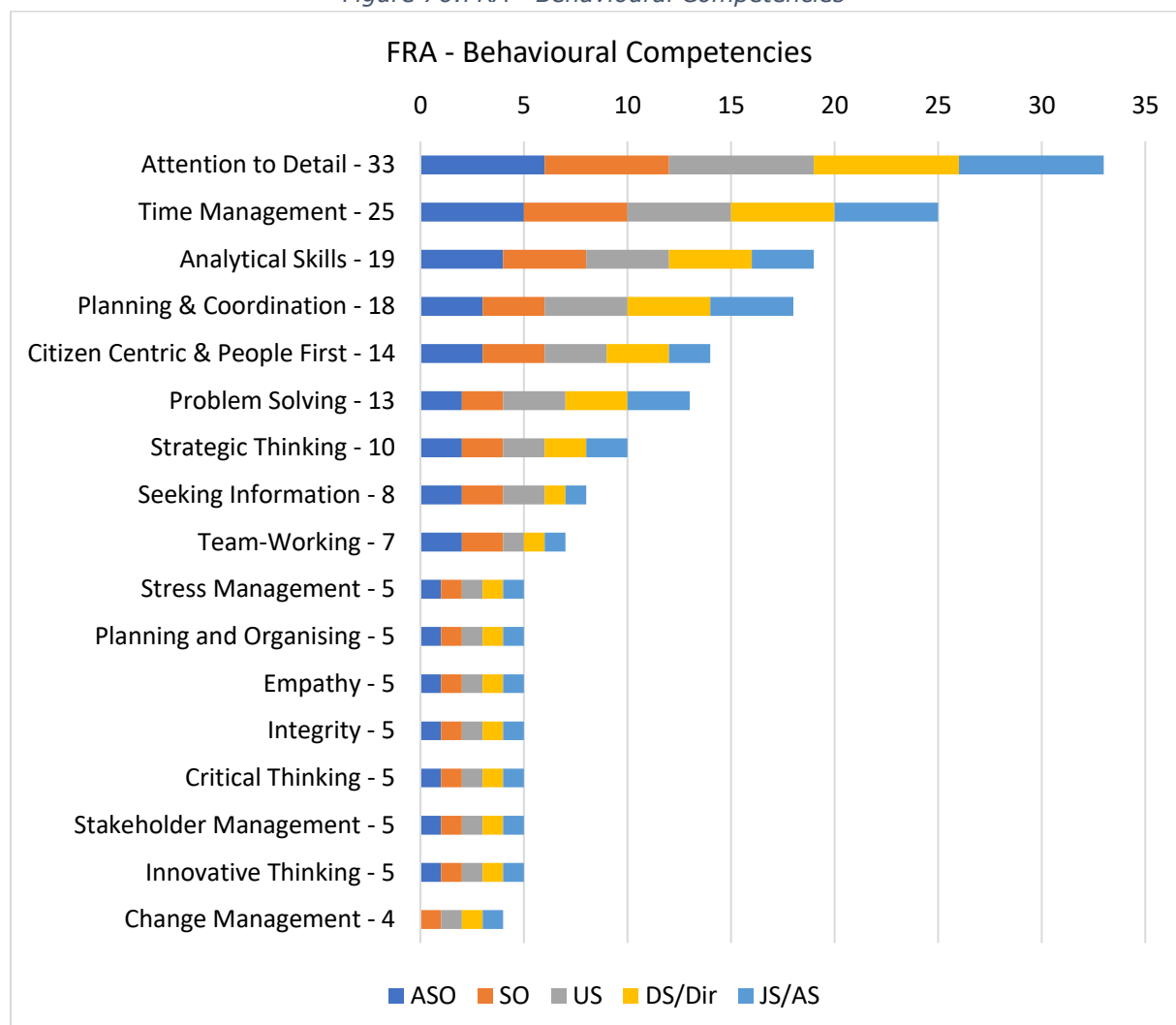


- Acts of other ministries** (National Forest Policy, PESA, RFCTLARR, etc.): As part of the implementation of FR Act, the ministry works with other stakeholder ministries like Environment and Forest, Mines, Panchayati Raj, etc. The officials need to have basic knowledge of the Acts of other ministries that are connected with the implementation of FR Act. This includes National Forest Policy, PESA, RFCTLARR, etc. This knowledge is

important for ensuring that the implementation of the FR Act is aligned with other related policies and regulations.

The behavioural competencies identified for the division include:

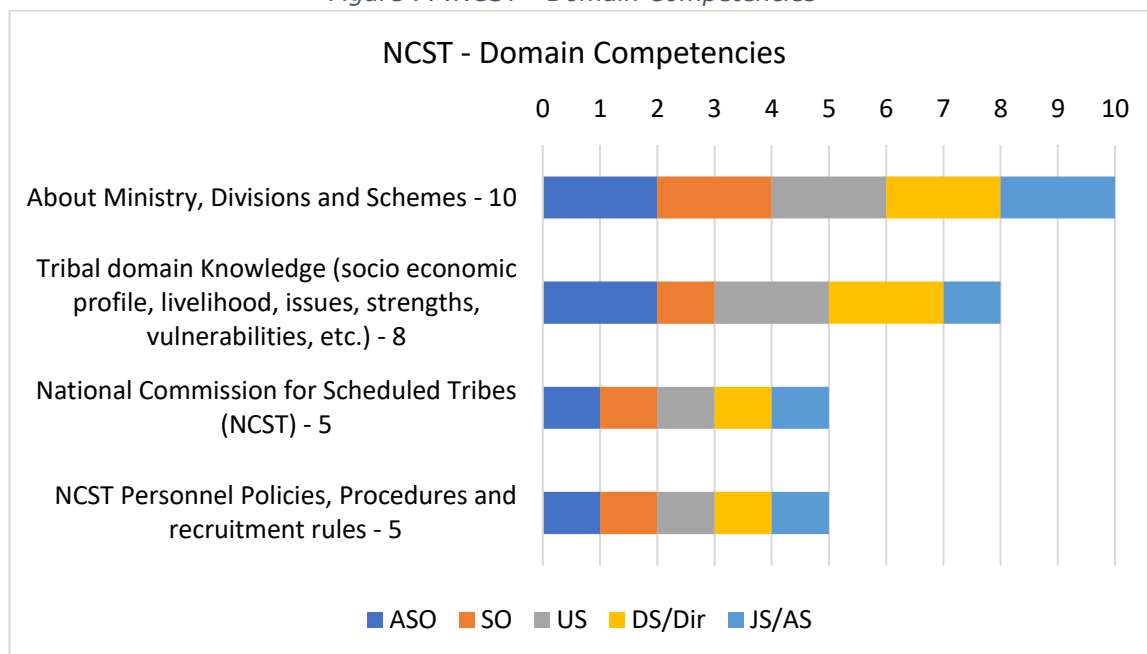
Figure 76: FRA - Behavioural Competencies



5.3.12 National Commission for Scheduled Tribes (NCST)

The NCST division of the ministry deals with all the matters relating to NCST including administrative activities, appointment of staff for NCST, laying of NCST report in Parliament along with action taken memorandum and so on. The domain competences identified for this division and analysis of certain competencies are presented below:

Figure 77: NCST - Domain Competencies



- Tribal Domain Knowledge:** This division deals with work of constitutional and legal matters and detailed understanding of the tribals w.r.t background, issues, socio-economic status, constitutional safeguards, etc. would enable the NCST division to effectively execute its mandate and develop new or strengthen existing policies for protection of tribal population.
- About NCST, functioning and personnel policies:** The division is also responsible for handling the administrative aspects of NCST. Hence detailed knowledge of NCST, its mandate, functioning, personnel policies, appointment of members and recruitment rules would help in processing the proposals of NCST in a time bound manner.

Figure 78: NCST - Functional Competencies

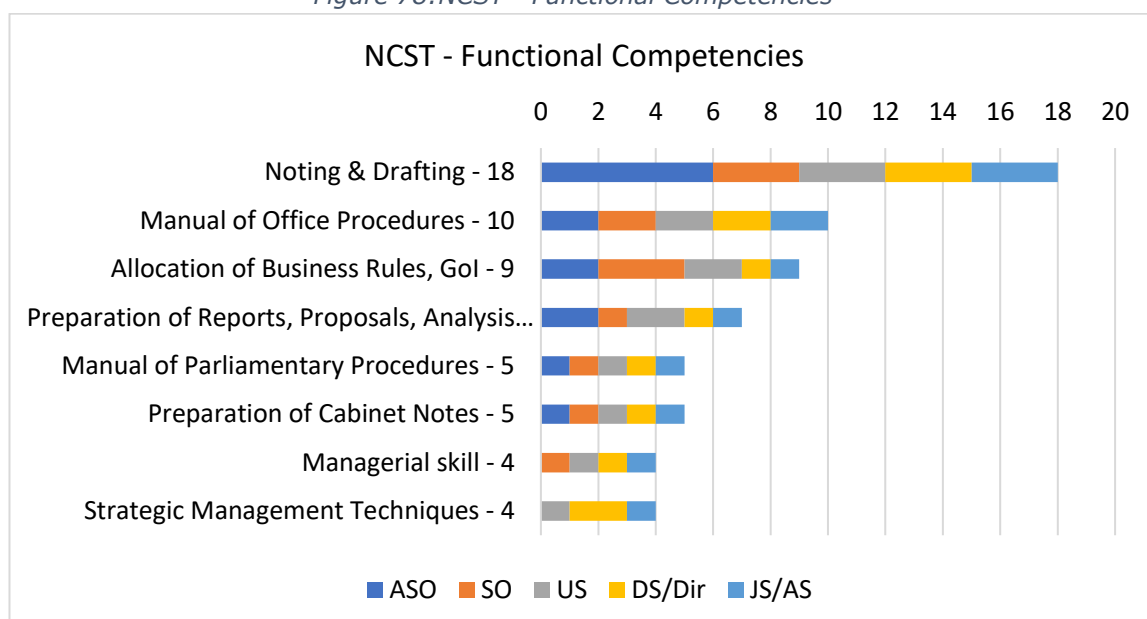
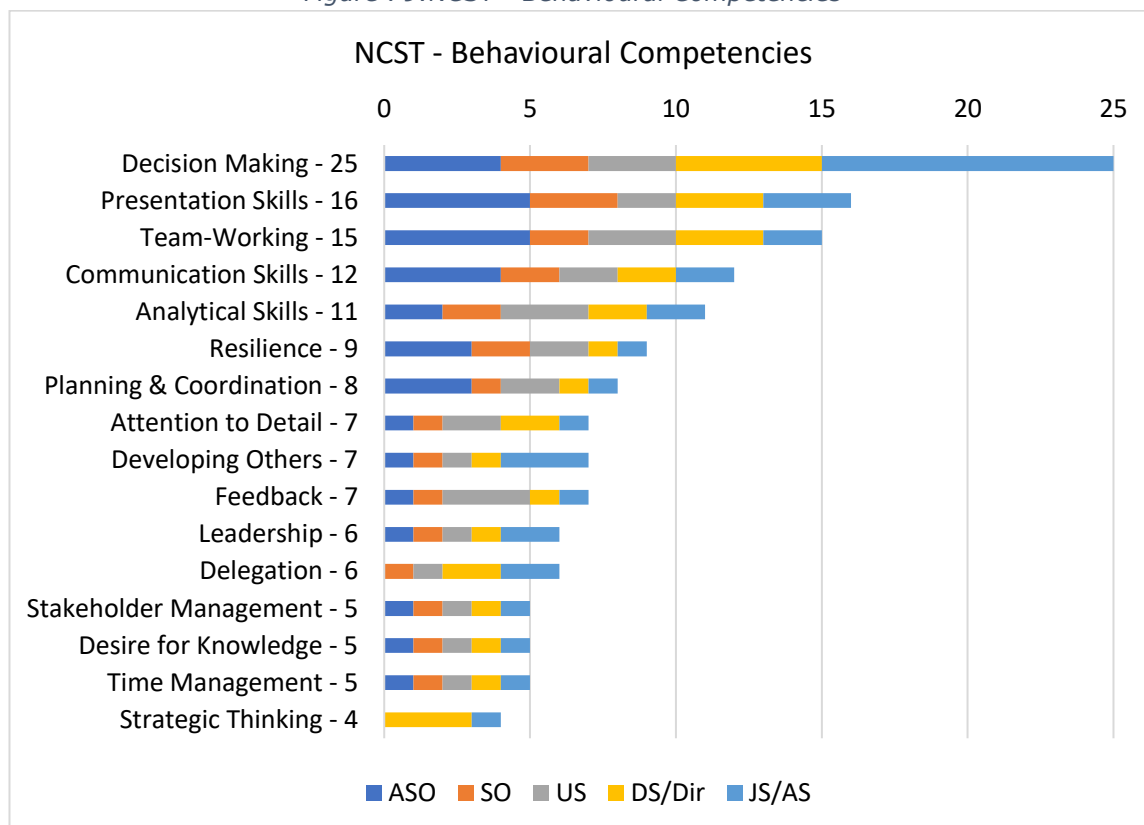


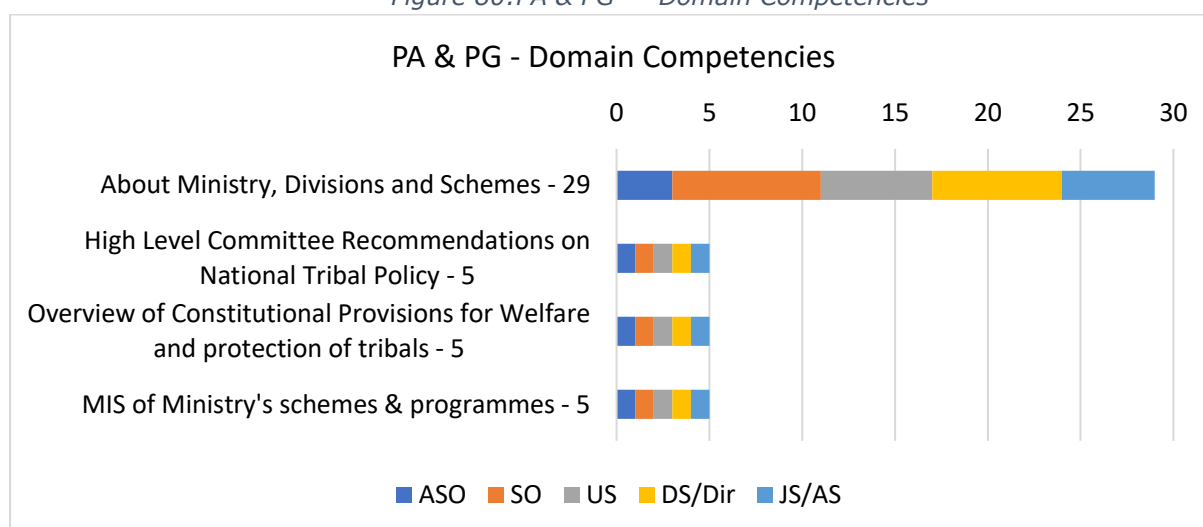
Figure 79: NCST - Behavioural Competencies



5.3.13 Policy Analysis and Public Grievances (PA & PG)

This Division deals with subjects like Public Grievances, Citizens' Charter, National Tribal Policy, High Level and Other Committees constituted for Tribal Development and Policy matters pertaining to STs which are not handled by any other sections. The domain competencies identified for this division and analysis of certain competencies are presented below:

Figure 80: PA & PG - Domain Competencies



- About Ministry and divisions and Schemes/Programs including Citizen Charter:**
 The division deals with all the grievances submitted through CPGRAMS. A thorough understanding of the ministry, divisions and overview of the schemes implemented would help the division staff in forwarding the grievances to the concerned sections in a time-bound manner. The division is also responsible for developing and maintaining the citizen charter and ensuring its updation once in a while considering the latest changes in the Ministry. Being aware of the citizen charter format and preparation process would help in timely updation of charter and comply with guidelines of GoI.
- High Level Committee on National Tribal Policy:** The division staff need to be aware of the national tribal policy prepared by the high-level committee, as the division is responsible for coordination with all the states and concerned central ministries to seek their opinion/comments and onward compilation for review by the ministry.

Figure 81: PA & PG -Functional Competencies

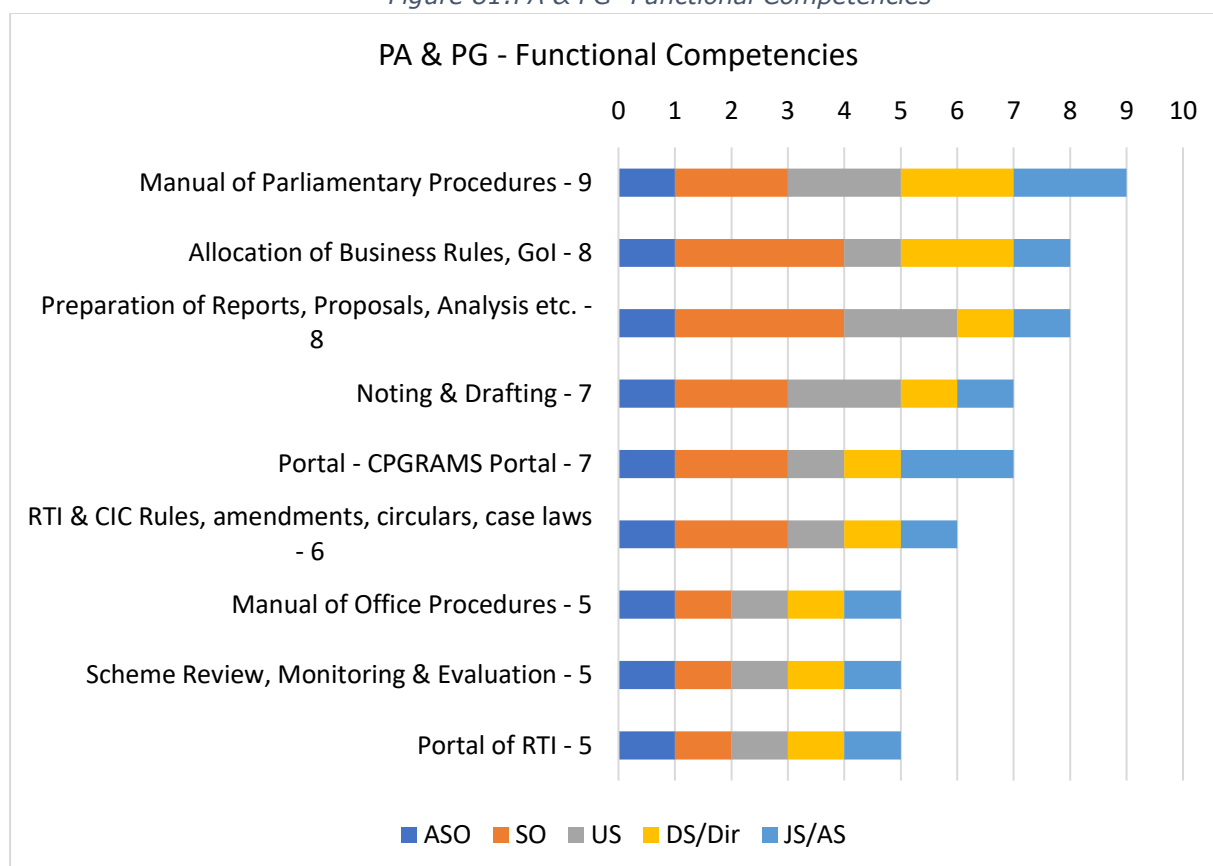
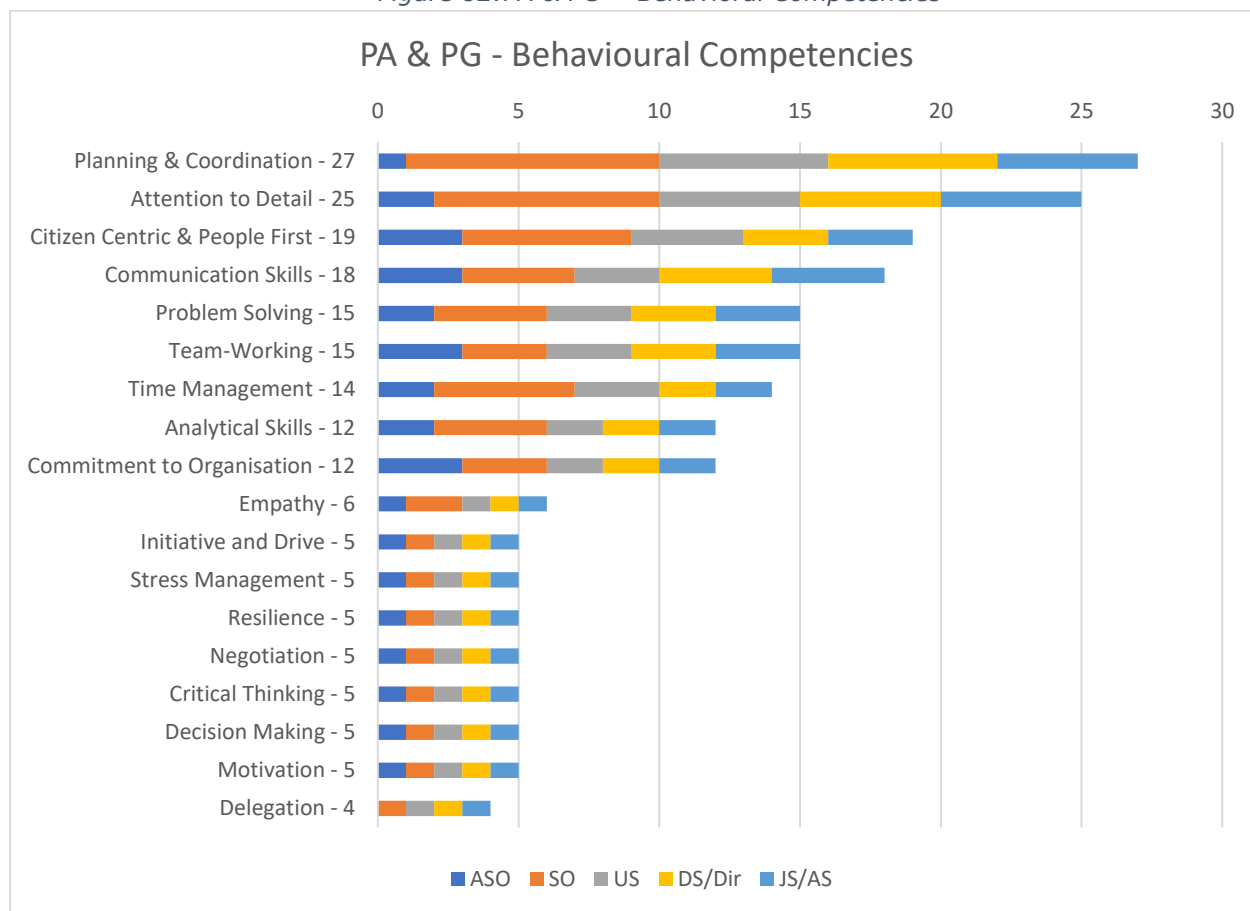


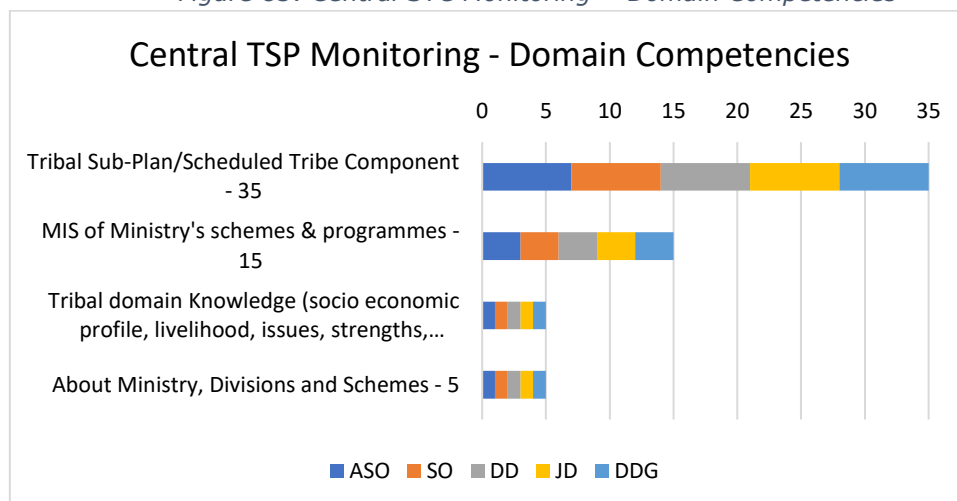
Figure 82: PA & PG - Behavioral Competencies



5.3.14 Central STC Monitoring:

The Government allocates funds for different schemes/programmes across 41 Ministries/ Departments for targeted financial and physical benefits to the STs. MoTA being the nodal ministry, through Central Scheduled Tribe Component (STC) Monitoring division regularly reviews the funds allocation and actual releases made by different ministries/department under various schemes. For this purpose, the Ministry also launched an online portal - Scheduled Tribe Component Management Information System (STCMIS). The Ministry also monitors physical progress of the schemes having Development Action Plan for Scheduled Tribes (DAPST)/ Scheduled Tribe Component (STC) allocation. The Ministry along with NITI Aayog and Ministry of Finance takes various steps for better implementation of DAPST. The domain competences identified for this division and analysis of certain competencies are presented below:

Figure 83: Central STC Monitoring - Domain Competencies



- Norms for earmarking funds by central Ministries and departments as part of DAPST: Ministry of Finance:** The division is responsible for monitoring the funds earmarked by the ministries/departments as part of DAPST. It is important for the officials to understand and be aware of the rules governing the allocation of funds and their intended purpose.
- Tribal Sub-Plan (TSP)/DAPST History, Schemes/Programs, and STC Monitoring System:** The tribal sub plan, now known as the Development Action Plan for Scheduled Tribes (DAPST), has undergone changes since its inception. It is essential for officials in this field to have a detailed understanding of the DAPST, including the identification of 41 Central Ministries/Departments responsible for allocating funds and the schemes having DAPST allocation. They also need a working knowledge of the STC monitoring system to track expenditure details and coordinate with relevant ministries. This knowledge is vital for effective implementation, ensuring timely utilization of funds, and promoting the overall development of tribal communities.

Figure 84: Central STC Monitoring - Functional Competencies

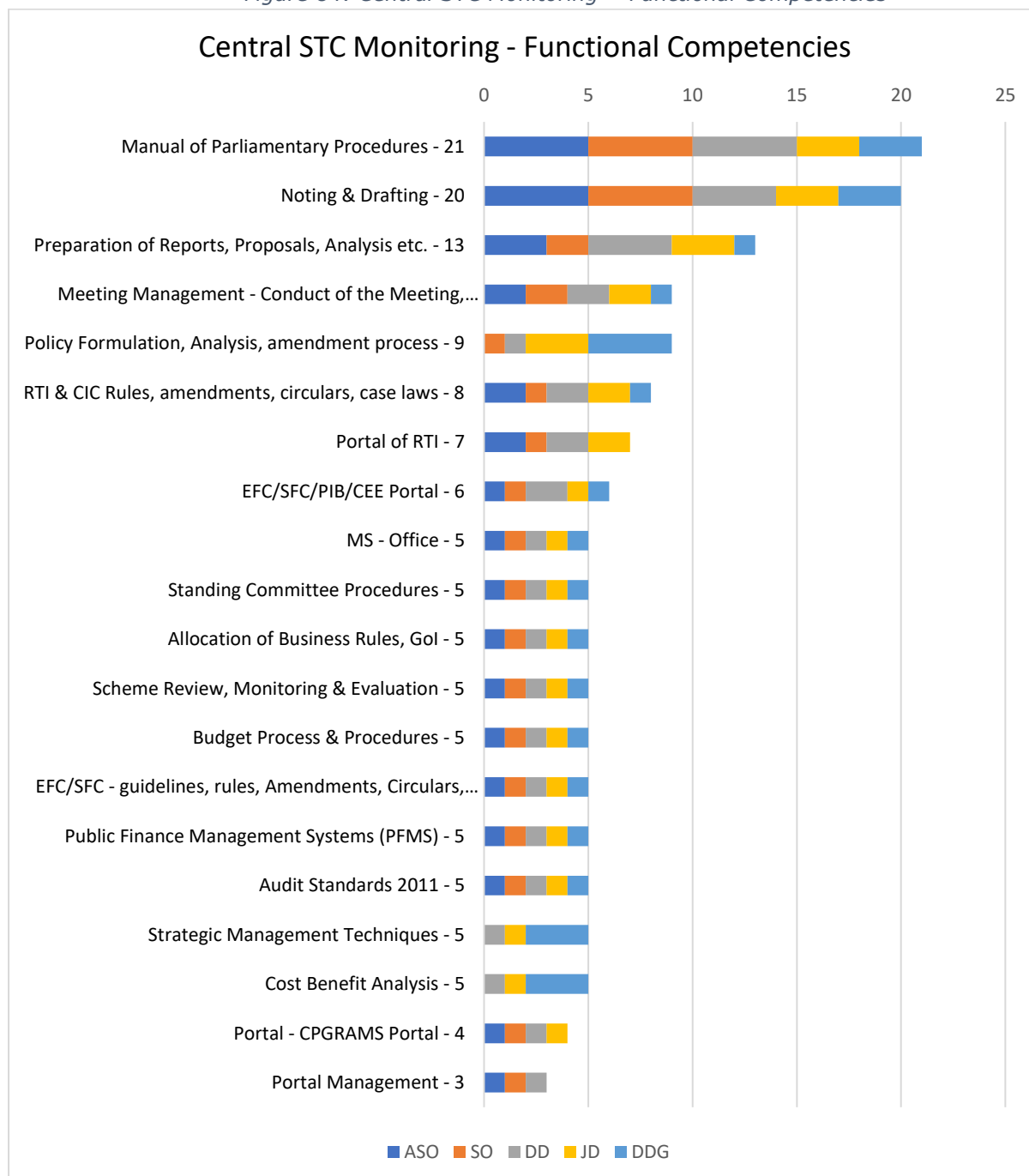
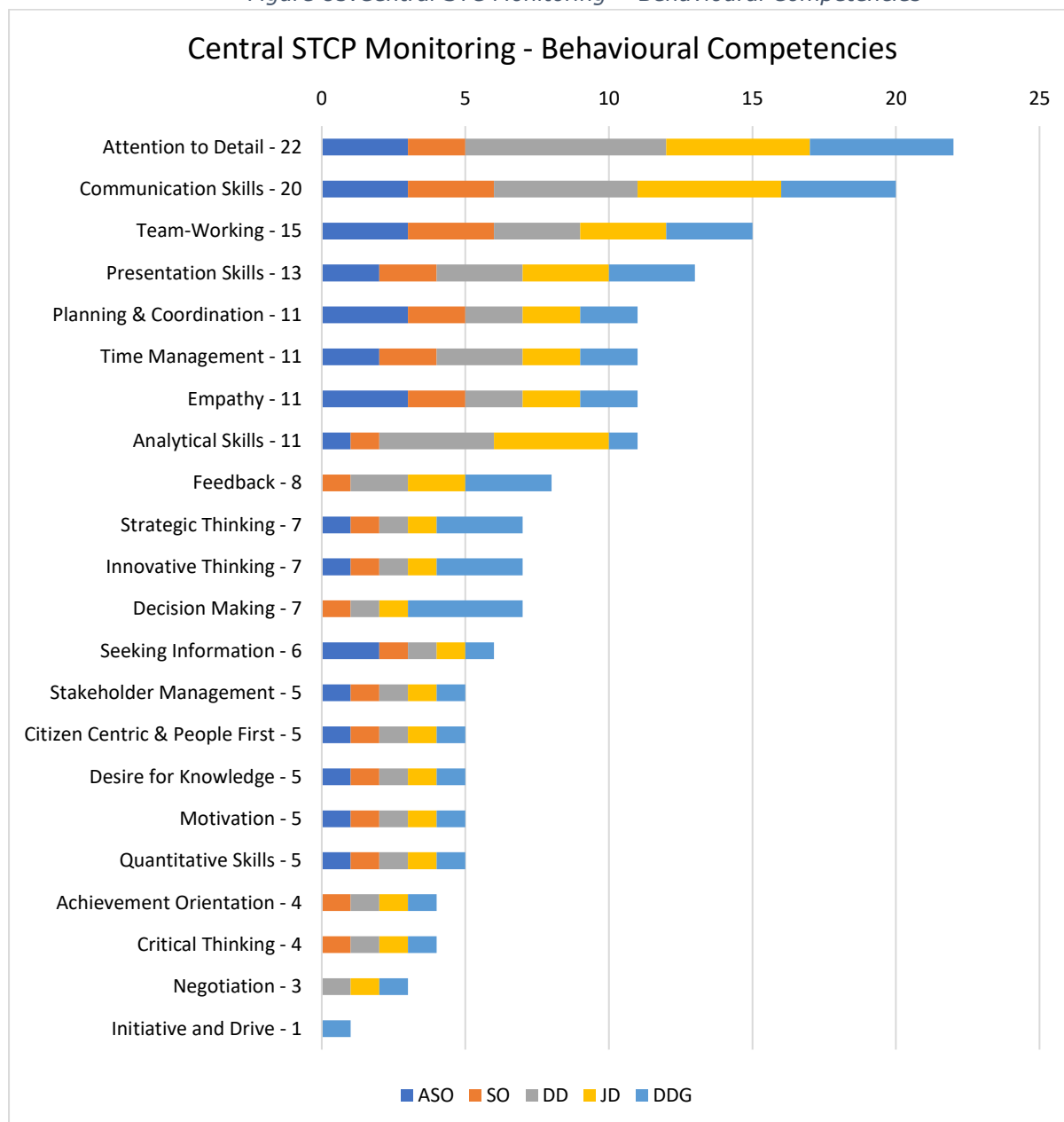


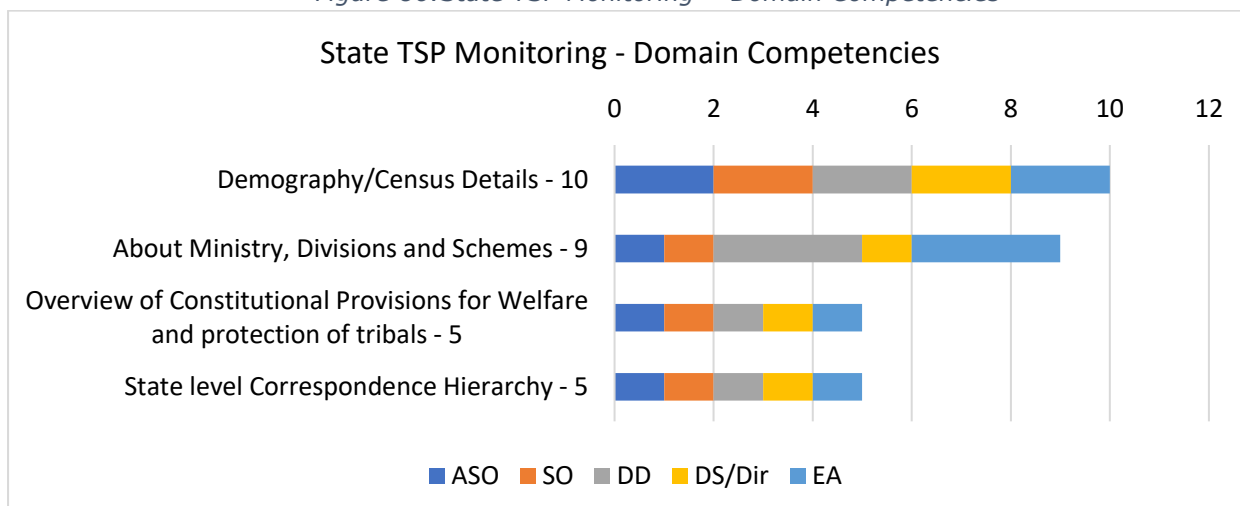
Figure 85: Central STC Monitoring - Behavioural Competencies



5.3.15 State TSP Monitoring:

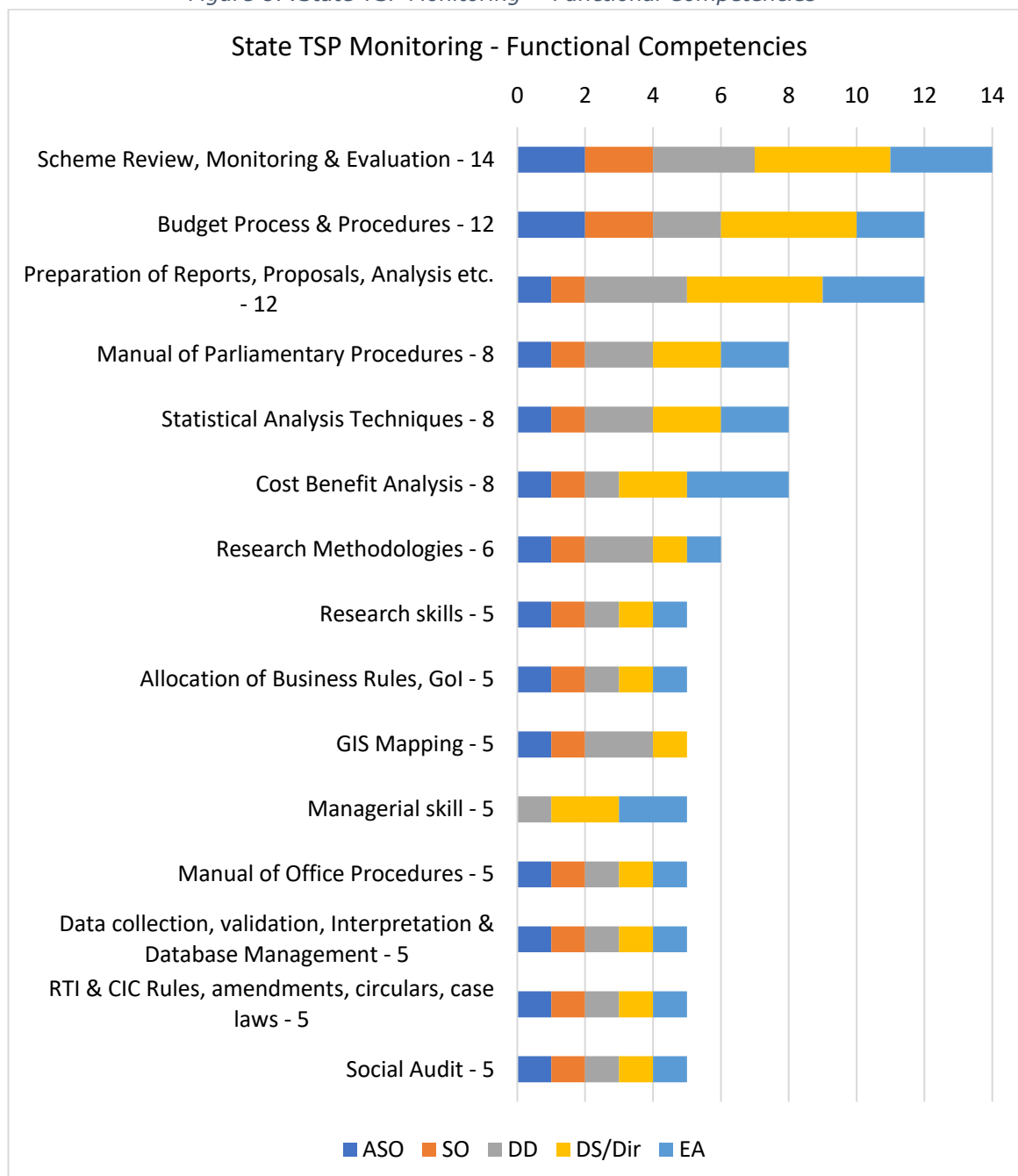
MoTA is the nodal Ministry to monitor funds earmarked by State Governments under various schemes for welfare and development of STs as part DAPST. The State TSP monitoring division coordinates with States in regard to adequacy of allocation and spending, constitution of an Executive Committee at the state level chaired by the Chief Secretary to appraise and monitor about DAPST, critical gap analysis to ascertain the development gaps between STs and other communities, and so on. The domain competences identified for this division and analysis of certain competencies are presented below:

Figure 86: State TSP Monitoring - Domain Competencies



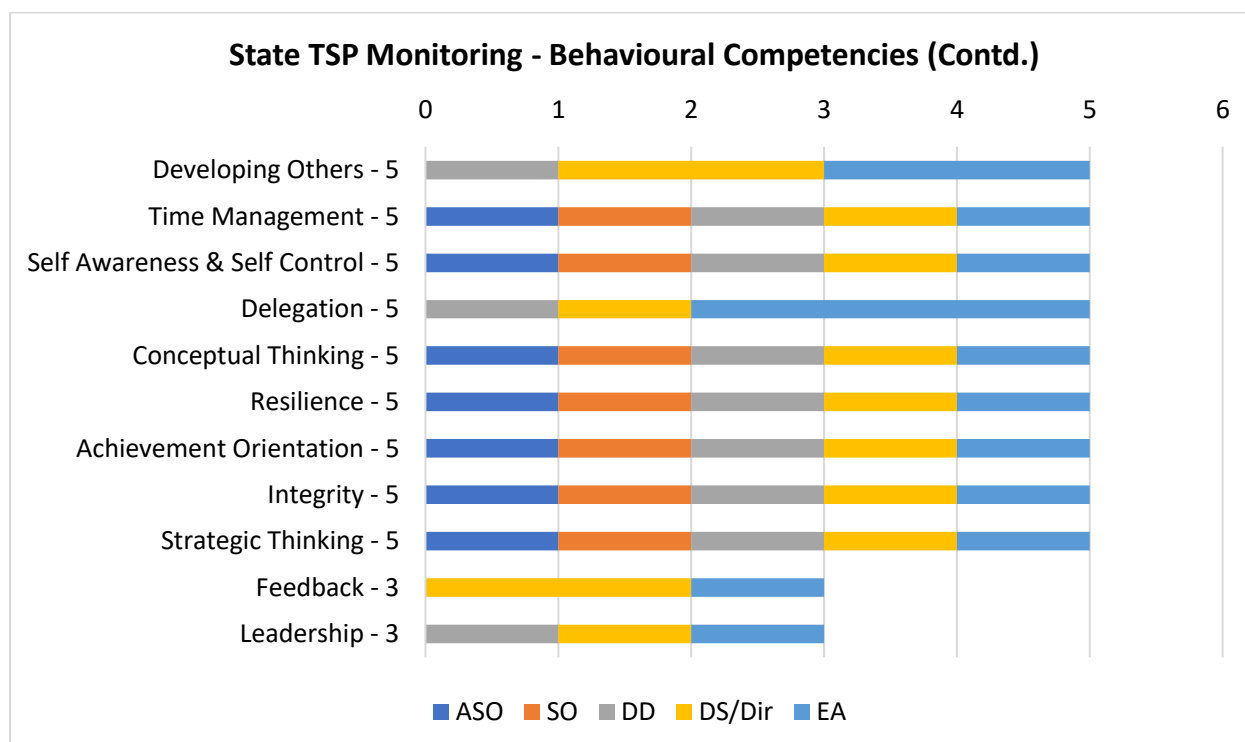
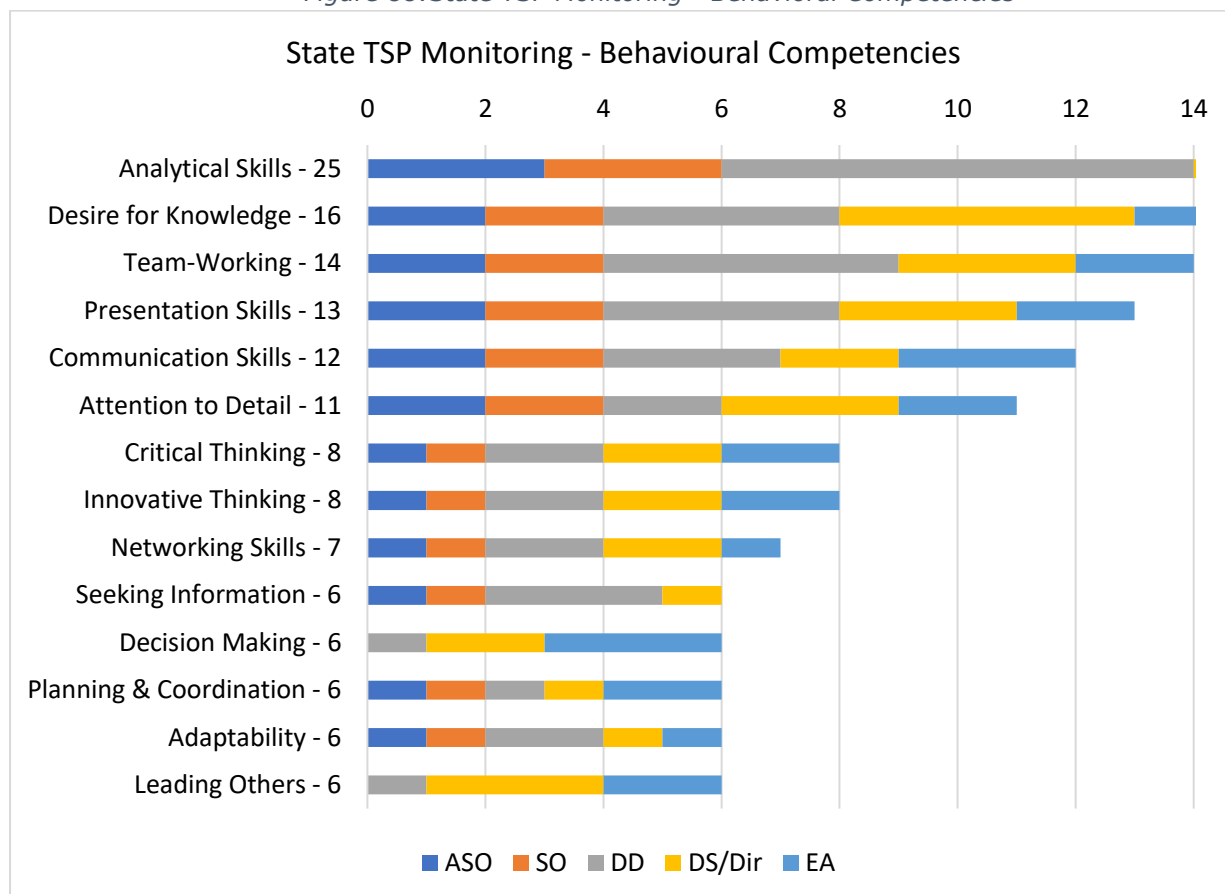
- State Level Correspondence Hierarchy:** Monitoring State wise DAPSTP require close coordination with the State Governments. It becomes essential to understand the State level correspondence Hierarchy to enable hassle free coordination and timely receipt of information. This competency becomes even more important for the new entrants into the section.

Figure 87: State TSP Monitoring - Functional Competencies



- Budget Process & Procedure:** The division coordinates with all the states regarding budget allocations made by State Governments as part of DAPST monitoring. Detailed understanding of budget process and procedures of respective state governments would help in better analysis of the allocations made under various budget heads and amount actually expended.

Figure 88: State TSP Monitoring - Behavioral Competencies



5.3.16 Statistics

The Statistics division is responsible for the activities like preparing annual report of the Ministry, evaluation of programmes, maintain and analyse statistics related information in respect of STs including infrastructure gaps, maps, coordinate with NITI Aayog and handling the work of Output Outcome Monitoring Framework (OOMF). The domain competencies identified for this division and analysis of certain competencies are presented below:

Figure 89: Domain competencies for Statistics Division

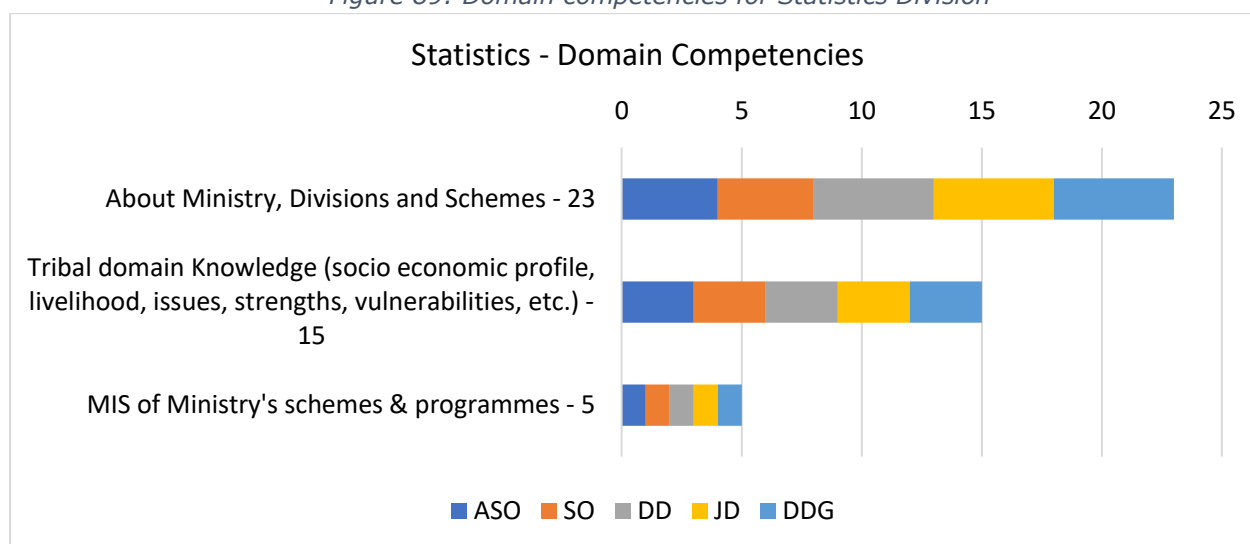
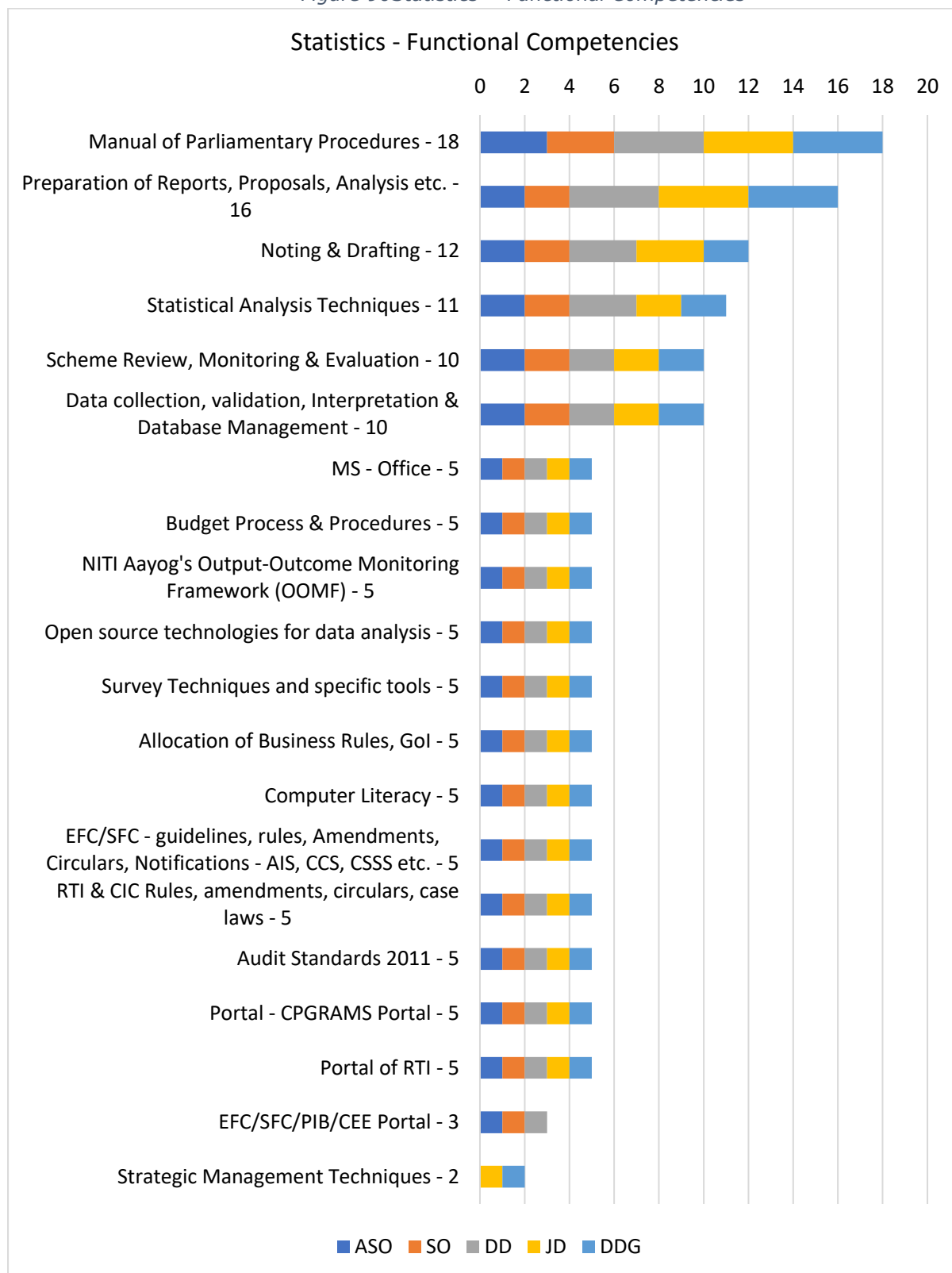


Figure 90 Statistics - Functional Competencies

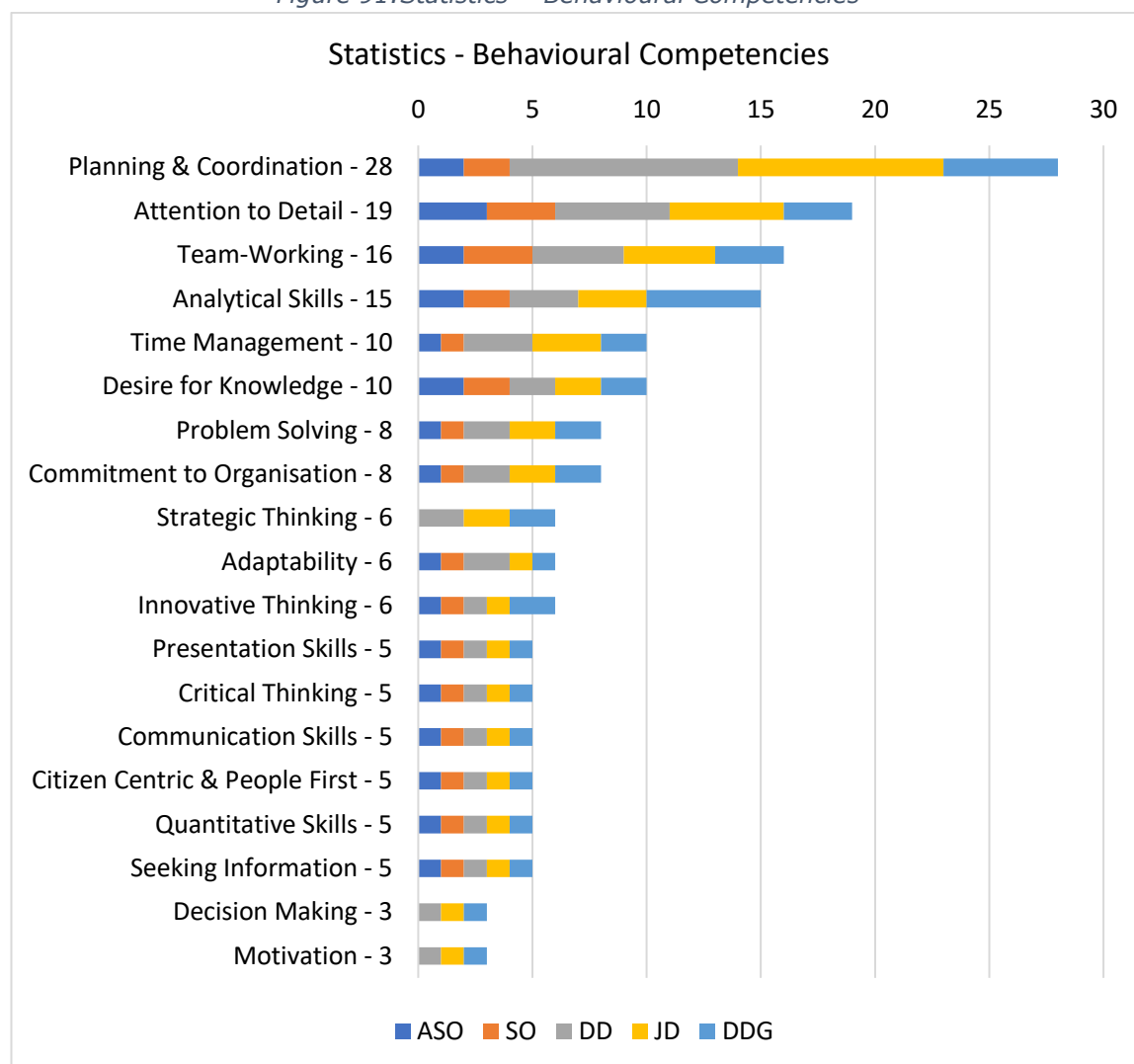


- Statistical Analysis Techniques (evidence based):** Data is important for making any decision or policy change. Considering this aspect, the knowledge of statistical analysis techniques with specific use cases (evidence based) would help in deployment of

relevant tools and techniques leading to analysis of larger sets of data, draw conclusions, take midcourse correction where required and make informed decisions.

- **Survey Techniques and specific tools:** The statistics division of the ministry is coordinating with the Ministry of Statistics and Programme Implementation (MoSPI) for conducting survey of Tribal population. Knowledge of survey techniques and specific tools would help the ministry in designing effective survey formats that would eventually provide data as per the requirement of policy makers.

Figure 91: Statistics - Behavioural Competencies



5.3.17 Budget & Cash

The budget & Cash section deals with processing of salary bills, TA bills, LTC, travel claims of ministers, budget related works, medical bill reimbursement, processing of retirement benefits, advances, preparation of bills of different sections, release of payments to vendors and taxation related works. The competencies identified for Budget & Cash Section across all three categories is presented below:

Figure 92: Budget & Cash - Domain Competencies

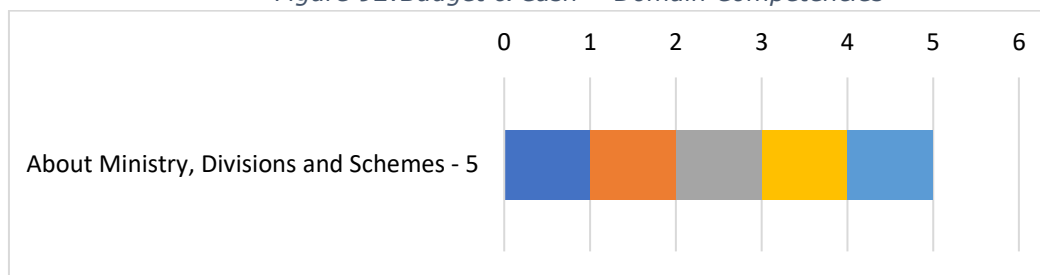
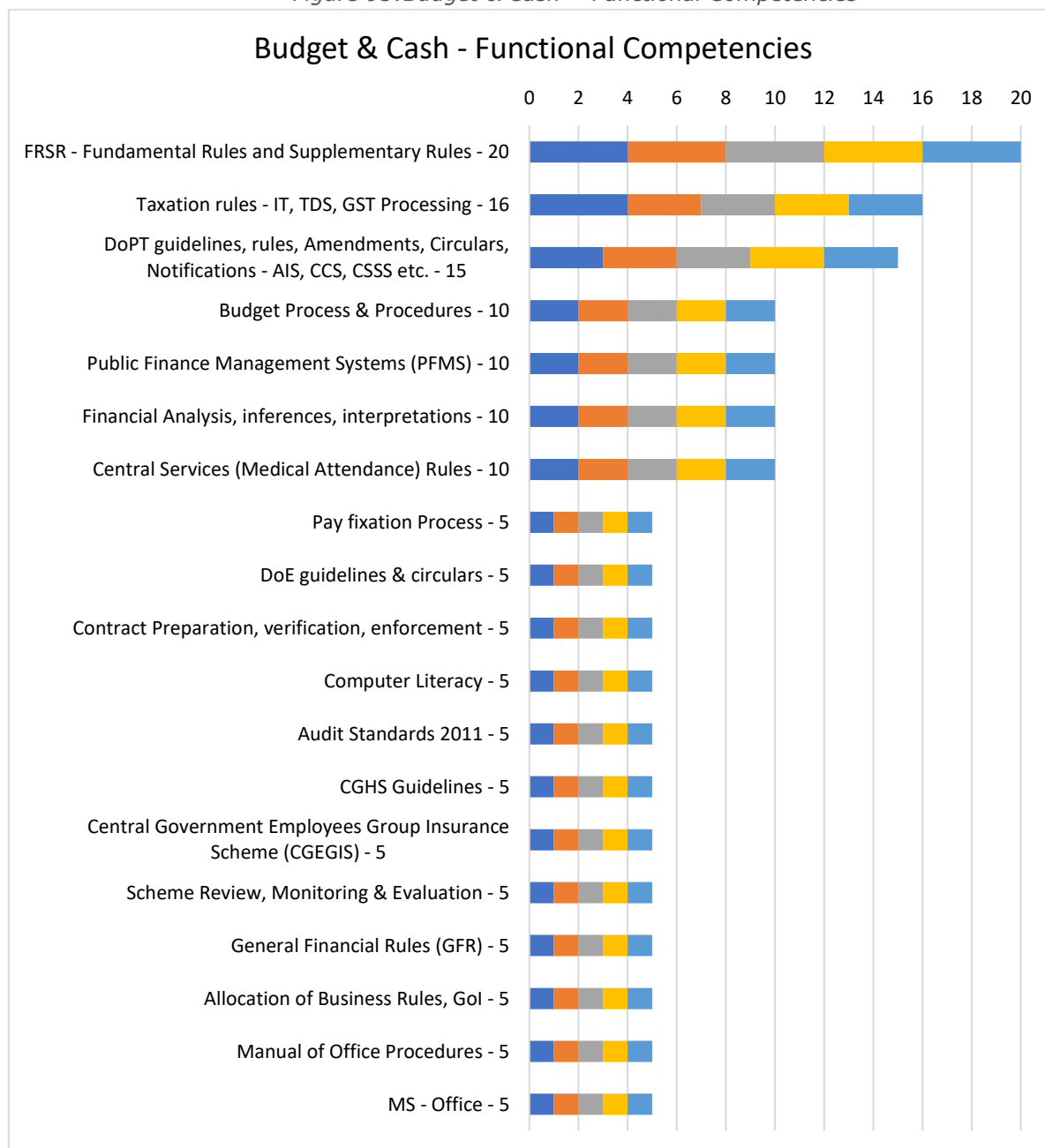


Figure 93: Budget & Cash - Functional Competencies

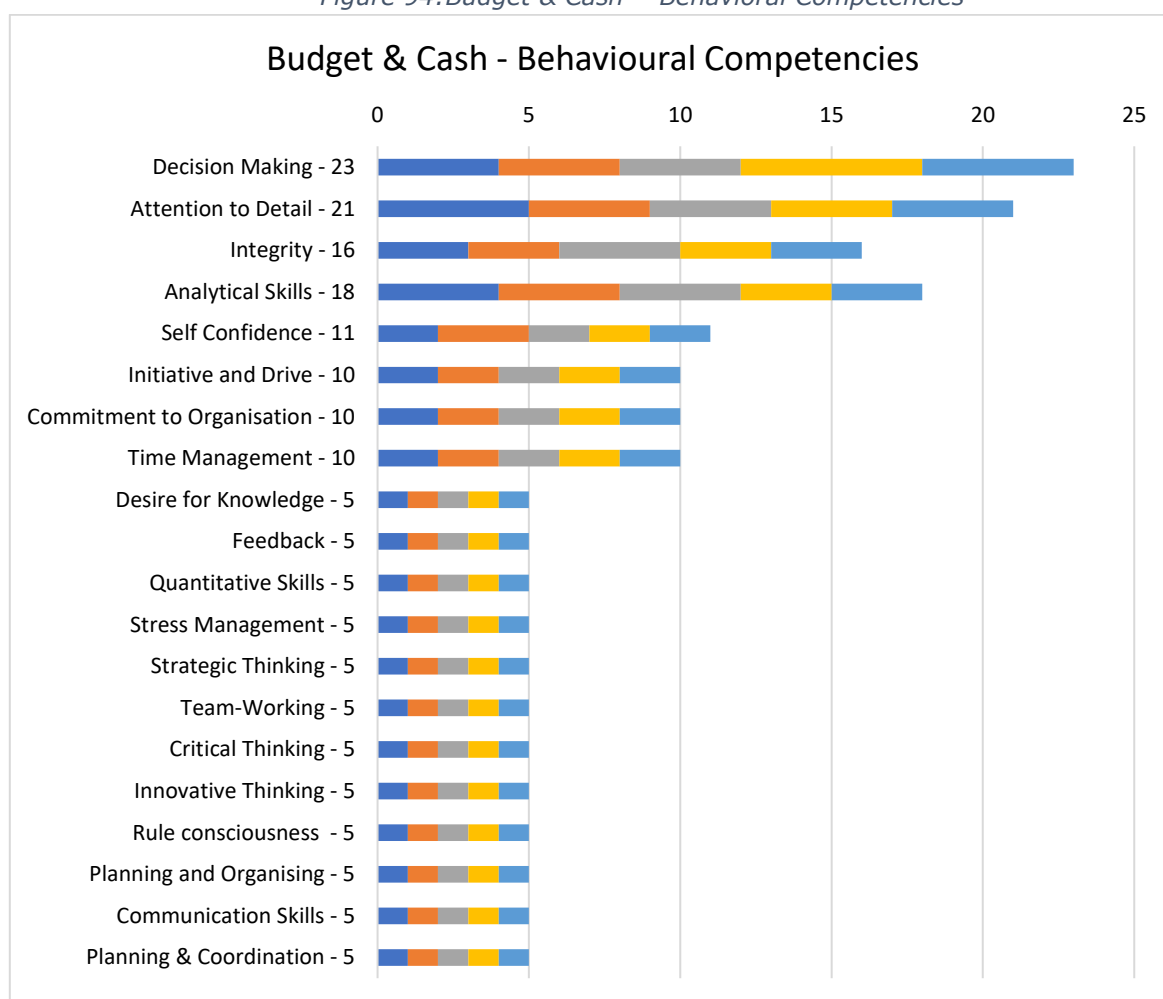


- Taxation rules - IT, TDS, GST:** While processing the bills and payments for various purposes the division undertakes certain deductions like income tax and application of GST as per the relevant provisions and also ensures compliance with regards to filing of tax returns and issue of tax deduction documents to the concerned parties. Hence, to

ensure application of relevant tax provisions, filing of returns duly ensuring compliance, the Taxation rules - IT, TDS, GST competency is very important for this section.

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

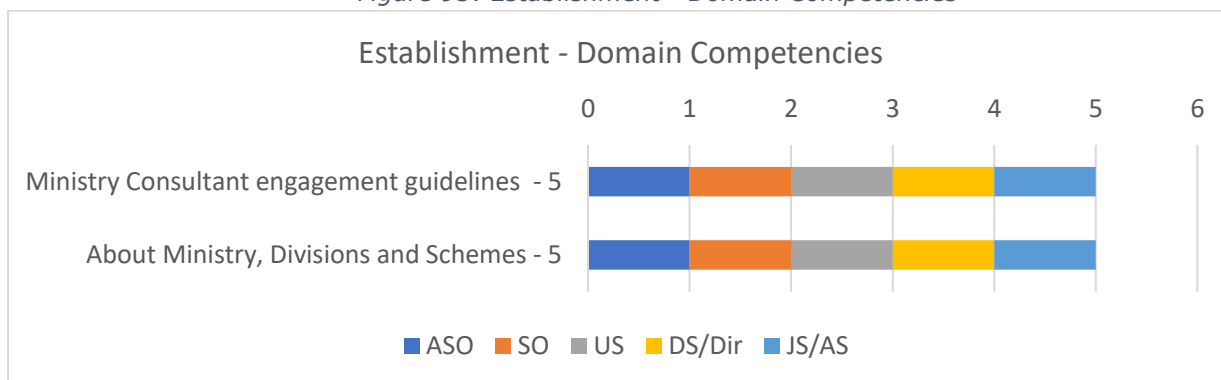
Figure 94: Budget & Cash - Behavioral Competencies



5.3.18 Establishment

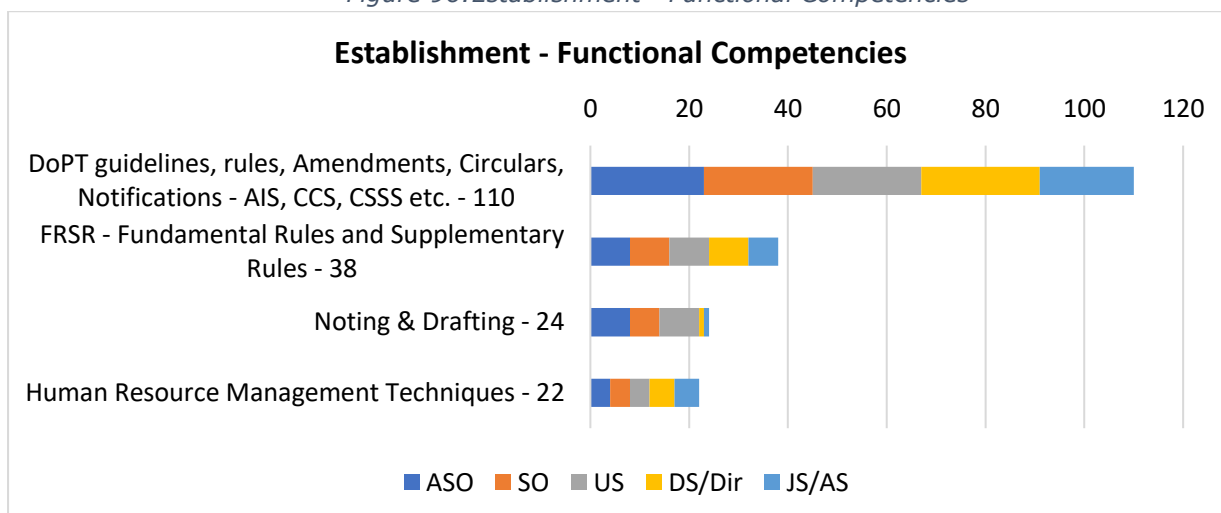
The Establishment Division deals with all service-related matters in respect of officers/official of the Ministry such as recruitment, promotion, pension related matters, nomination of officers for various training programmes, leave travel concession, maintenance of leave record, annual performance appraisal reports, immovable property returns, framing and reviewing of Recruitment Rules for the posts under MoTA, etc. The domain competencies identified for Establishment division are presented below:

Figure 95: Establishment - Domain Competencies



- Consultant engagement guidelines:** The Establishment division handles the work of engaging new consultants and renewal of contract of existing ones. For the purpose, the Ministry has prepared detailed guidelines specifying the procedure to be followed and the terms of reference of engagement. To ensure compliance with the procedure laid out, knowledge of this competency is very important for the staff working in this division.

Figure 96: Establishment - Functional Competencies



- DoPT Guidelines:** The division is responsible for all service-related matters in respect of officers/official of the Ministry such as recruitment, promotion, pension related matters, etc. All these activities are undertaken by the division as per the rules, amendments notified by the DoPT from time to time. Hence the competency DoPT guidelines which include Rules, Amendments, Circulars, Notifications related to AIS, CCS, CSSS, etc., is critical for the officials working in this division and this competency has appeared 110 times.

Figure 97: Establishment - Functional Competencies

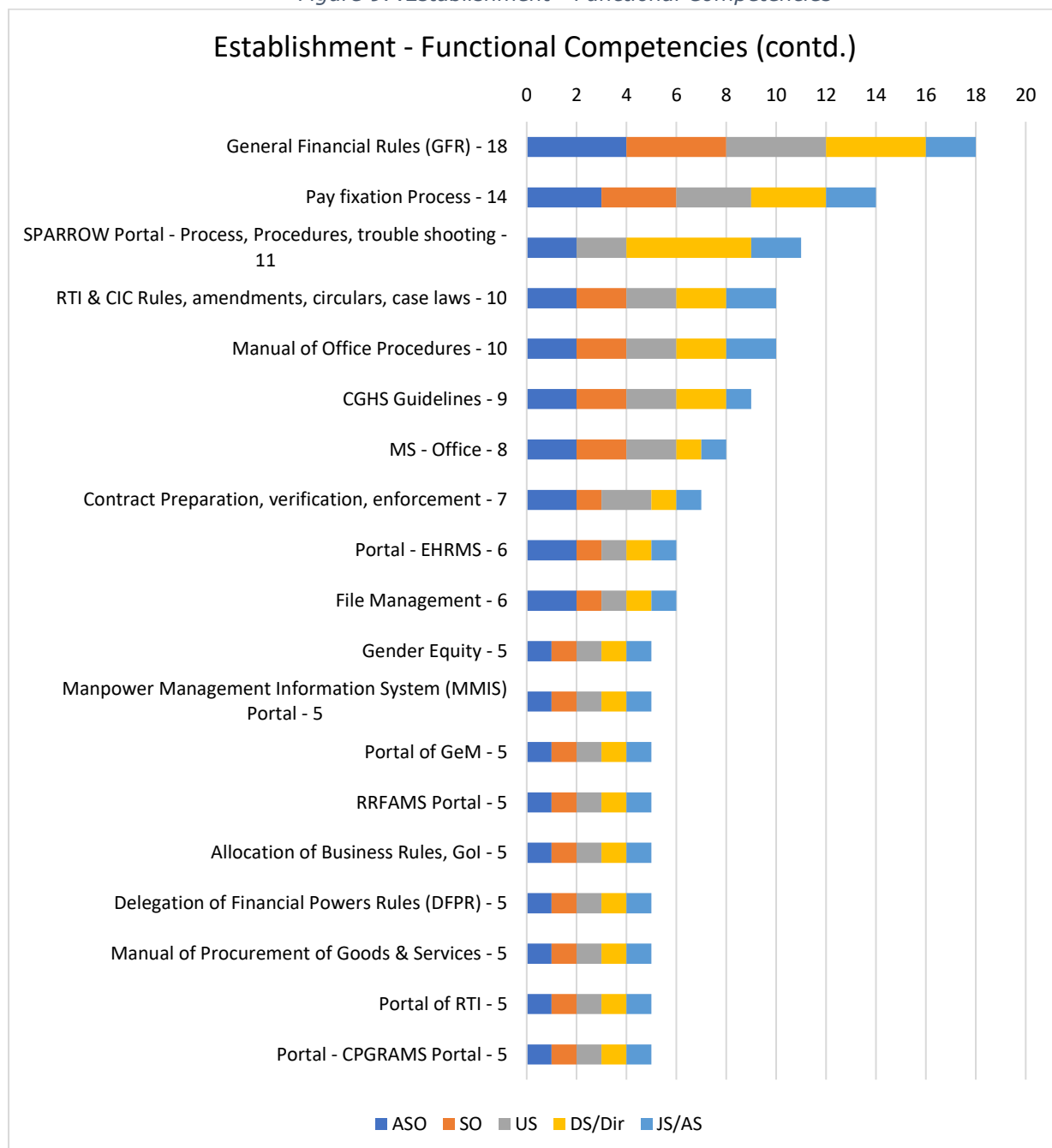
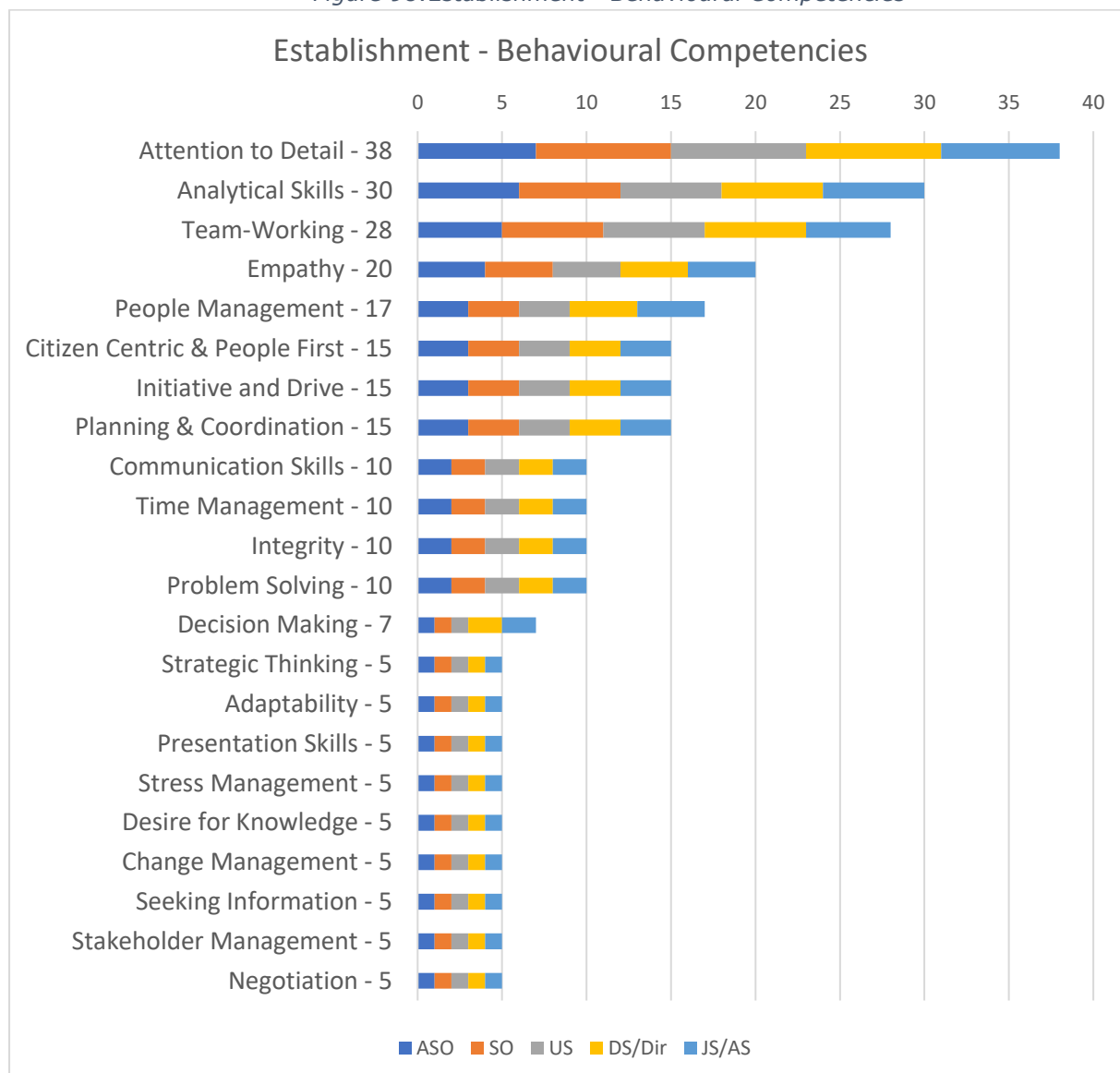


Figure 98: Establishment - Behavioural Competencies



- **Attention to detail:** All the service-related matters like promotion, transfer, pay fixation, engagement of consultants, etc. require compliance with various guidelines issued by DoPT and these matters /activities call for the highest level of attention and necessary due diligence.

5.3.19 General Administration

The administrative division of the ministry coordinates various activities required for ensuring smooth day to day functioning without any problems. List of subjects dealt by the division include:

- All housekeeping matters pertaining to the secretariat of the Ministry.
- Management of Vehicles / Telephone / Newspapers / DTH etc.
- Procurement of Hardware/Software (furniture/computer/stationery etc.)
- Organizing various meetings / farewells / conferences in and outside Ministry
- Record Room
- Central Repository (CR) Section

- Tour & travel matters / Travel Allowance (TA)– Dearness Allowance (DA) bills / House Building Advances (HBA)

The domain, functional and behavioural competencies identified for this division are mentioned below:

Figure 99: General Admin. - Domain Competencies

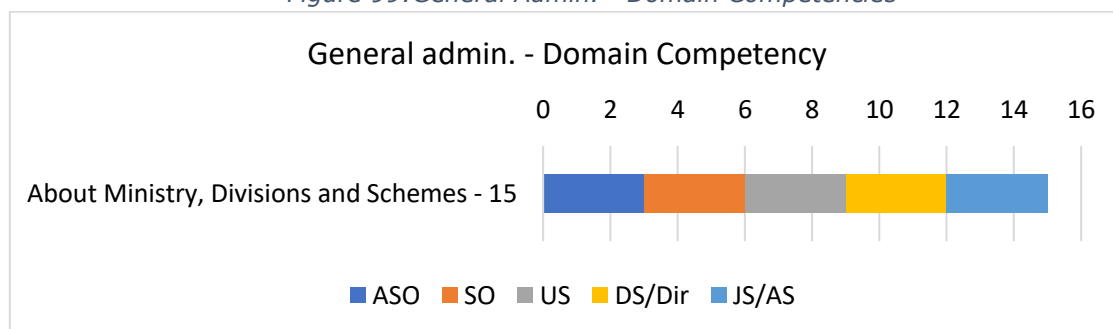
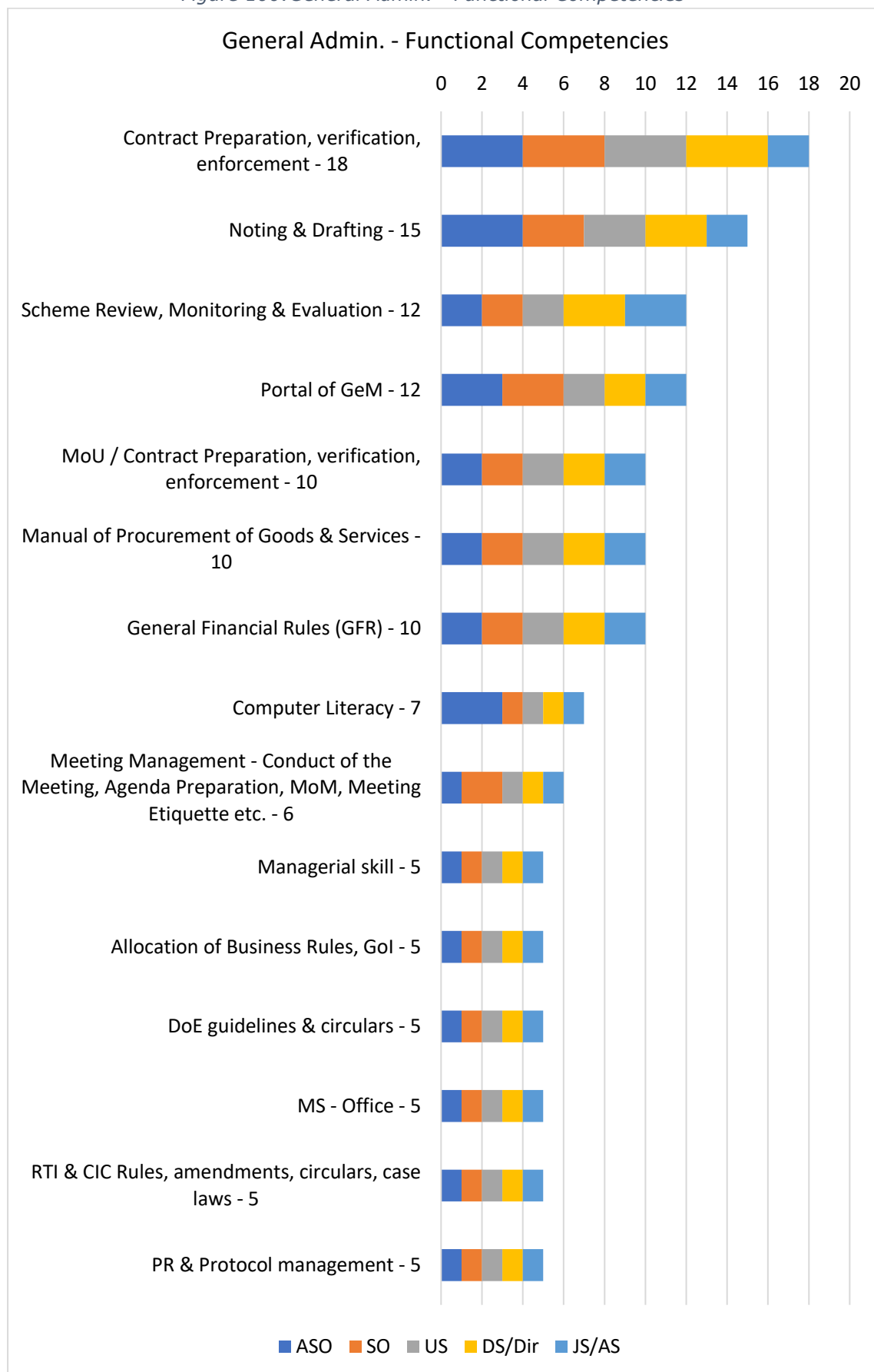
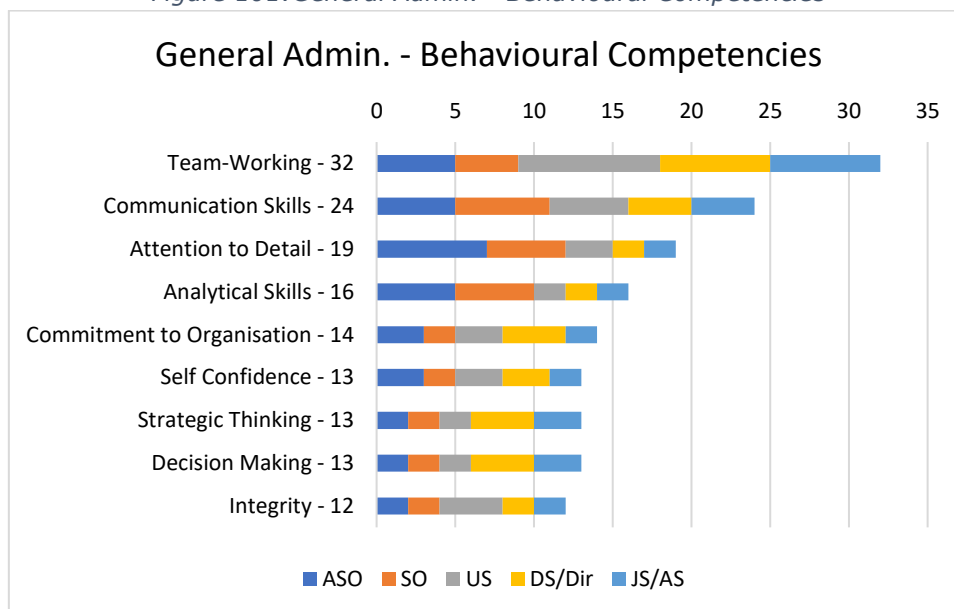


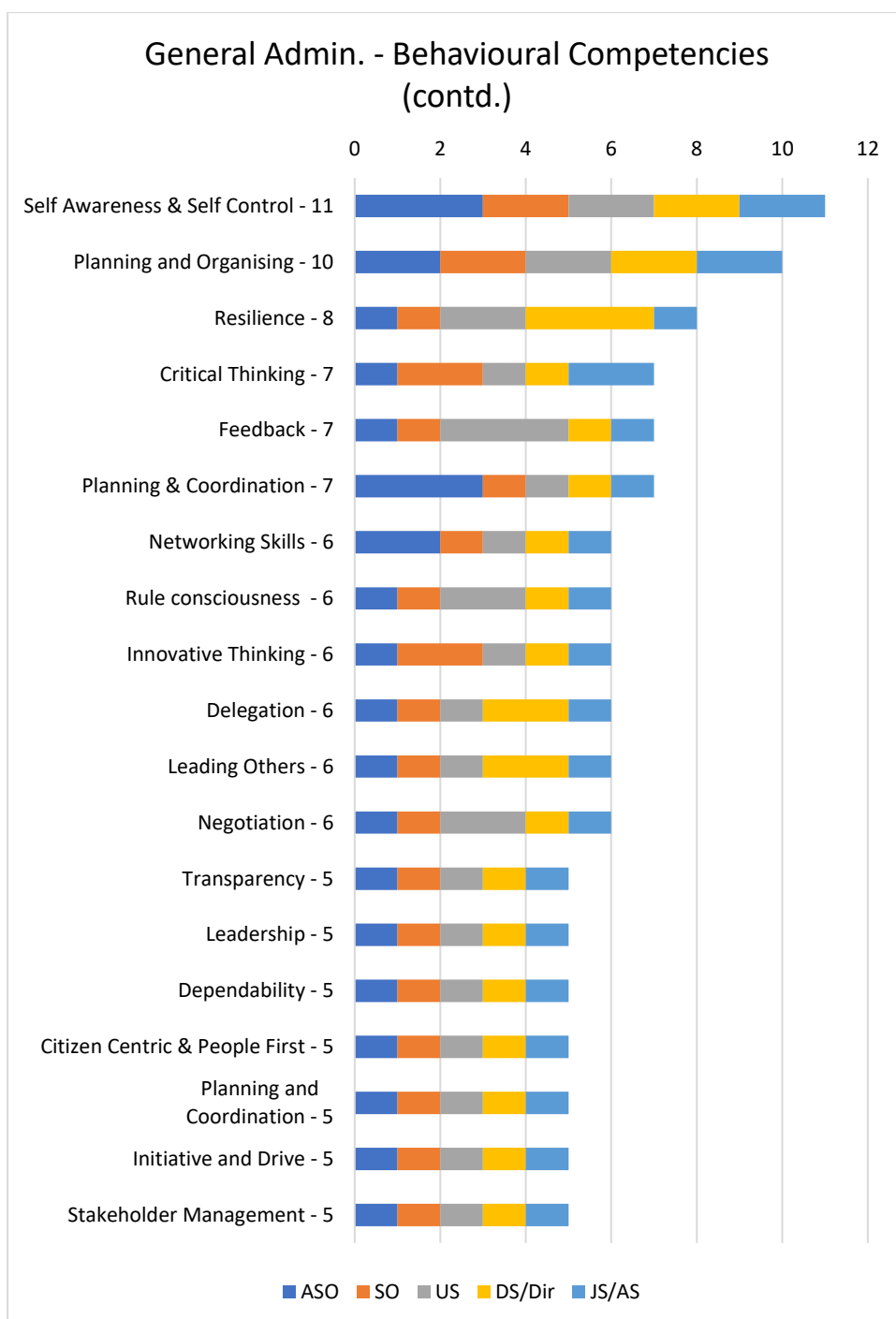
Figure 100: General Admin. - Functional Competencies



- **Contract preparation, verification, enforcement:** The division engages various agencies for providing services like housekeeping, vehicle hire, annual maintenance of equipment/infrastructure, etc. For effective management of these contracts, a thorough understanding of the entire process of contract preparation with suitable terms of reference, scope of work and its enforcement is required. This would also help the division in ensuring smooth day to day functioning without any problems.

Figure 101: General Admin. - Behavioural Competencies





- Planning and Organising:** Effective planning and Organising are critical for ensuring smooth day to day operations. Anticipating the requirements of various divisions and ensuring their availability is very important. This competency, i.e., planning and Organising enables the officials to identify such requirements, prioritise them, estimate the time and resources required and take steps accordingly.

5.3.20 Internal Finance

The main activities of the Division include giving financial advice on all matters involving government expenditure/concurrence to financial proposals of the Ministry, preparation of budget, works in respect of Grant No.100 of the Ministry, Financial performance, monitoring

of outcomes, etc. The competencies identified for Internal Finance Division across all three categories is presented below:

Figure 102: Internal Finance - Domain Competencies

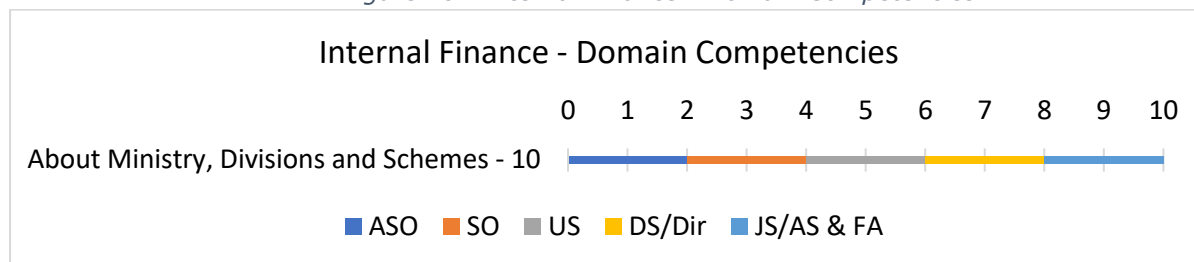
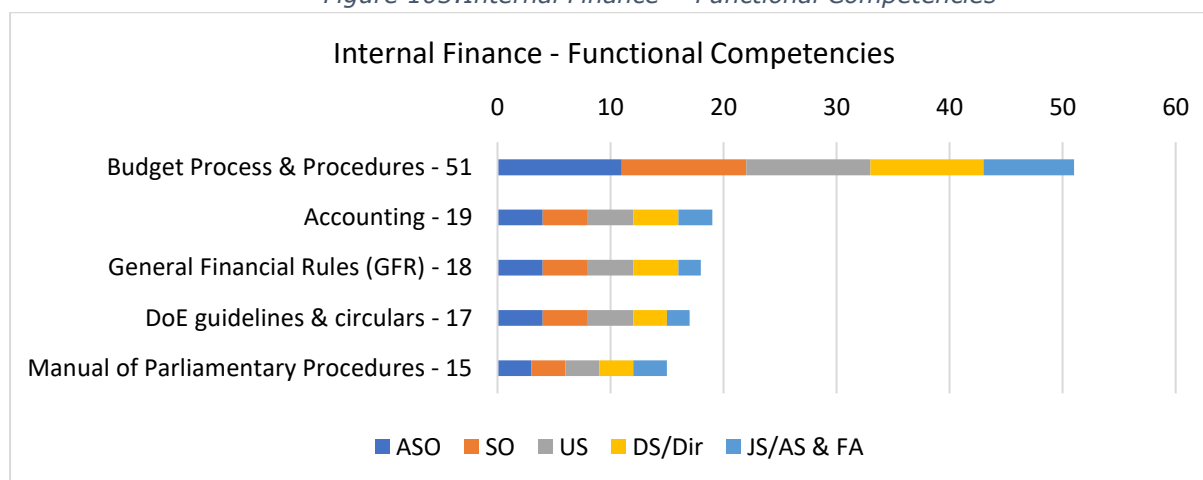


Figure 103: Internal Finance - Functional Competencies



- Budget Process & Procedures:** The Internal Finance division assists the Ministry in the process of budget preparation by way of providing analytical inputs like prioritization, allocation within the ceiling, review of previous year expenditure, status of project implementation, etc. The Division also undertakes work relating to compliance with the Fiscal Responsibility & Budget Management (FRBM) Act, expenditure and cash Management, etc. Hence, it is important for the division staff to be proficient in the area of Budget Process & Procedures and this competency has been identified 51 times.
- General Financial Rules.** The IF division tenders advice to the Ministry in all the matters involving financial implication and provides financial concurrence for various proposals and GFR plays a critical role in this process. GFR is a compilation of rules and orders of Government of India to be followed by all while dealing with matters involving public finances and this competency is of utmost importance for the officials of this division for ensuring financial matters are handled in compliance with norms.

Figure 104: Internal Finance - Functional Competencies (contd.)

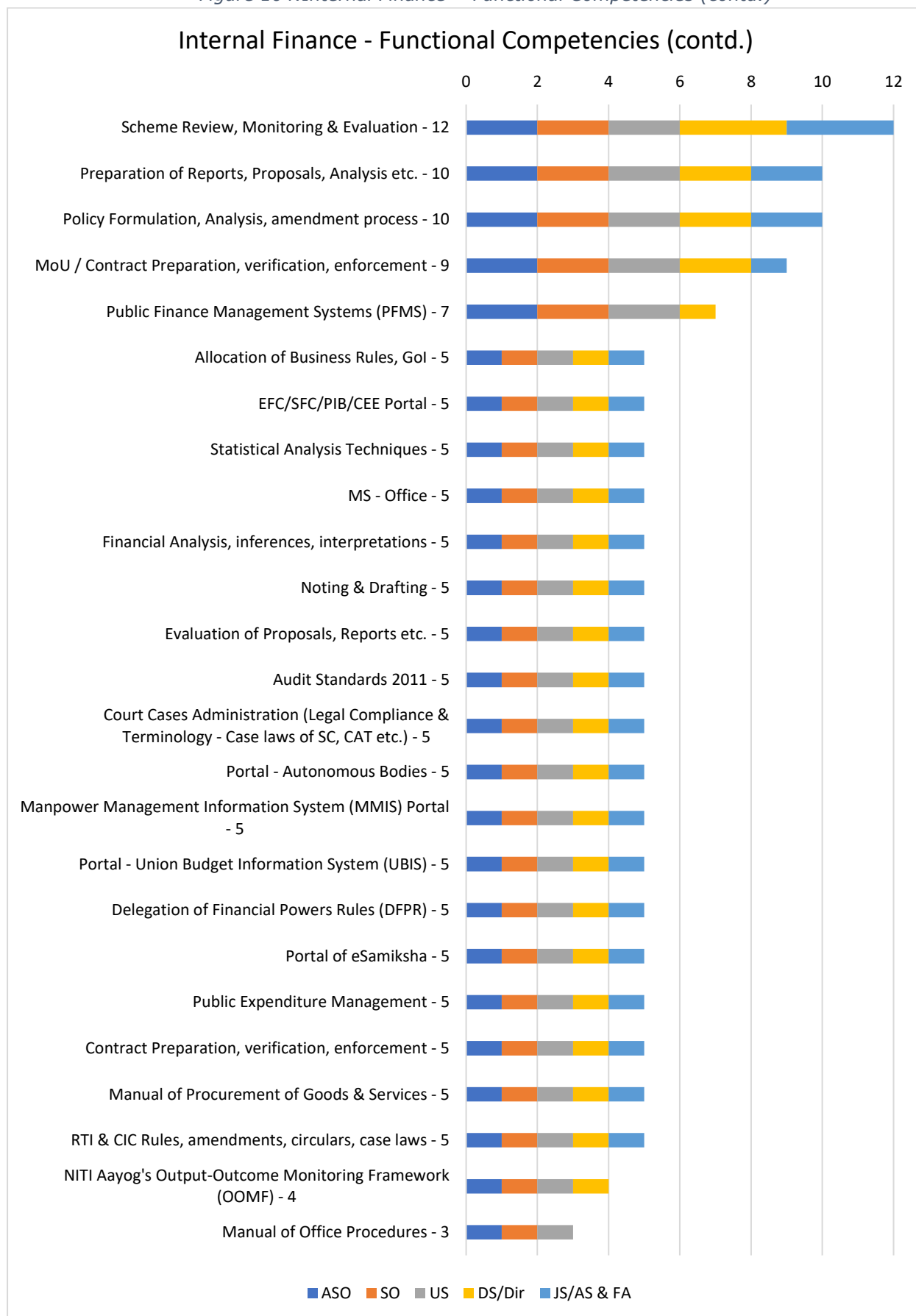
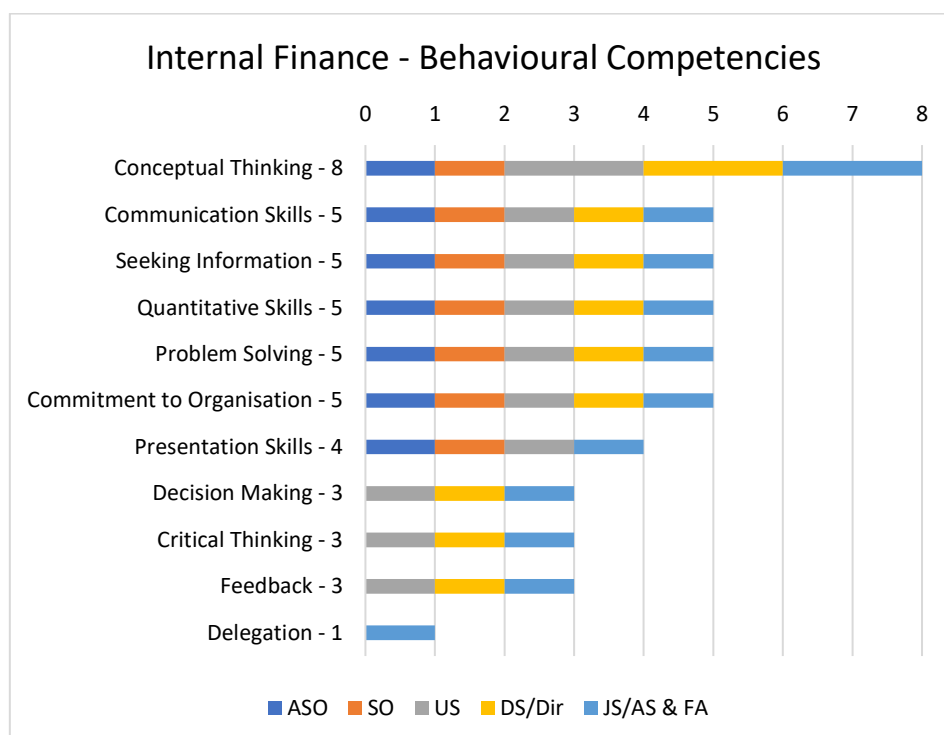
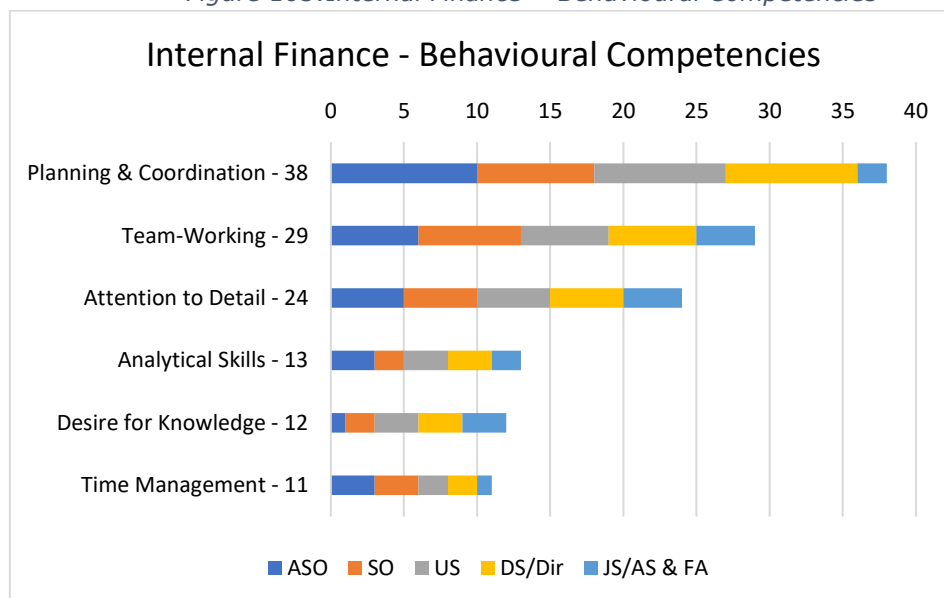


Figure 105: Internal Finance - Behavioural Competencies



5.3.21 Official Language

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

Figure 106: Official Language - Domain Competencies

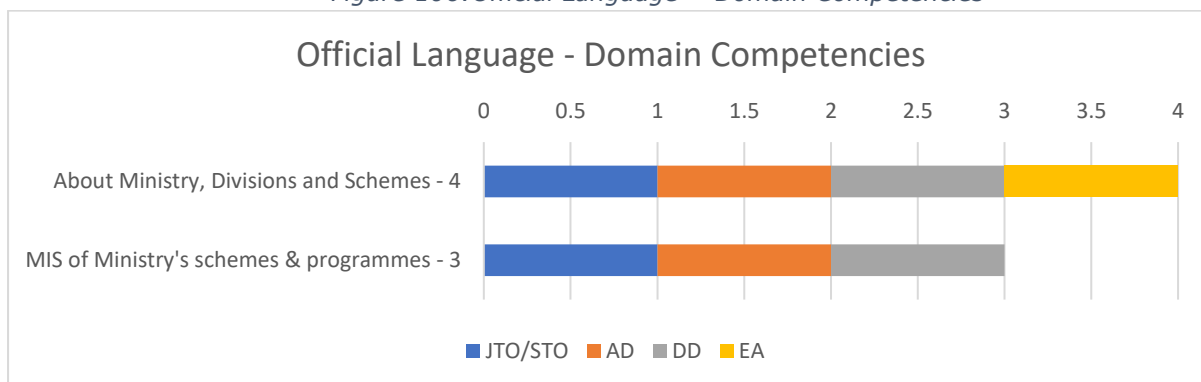
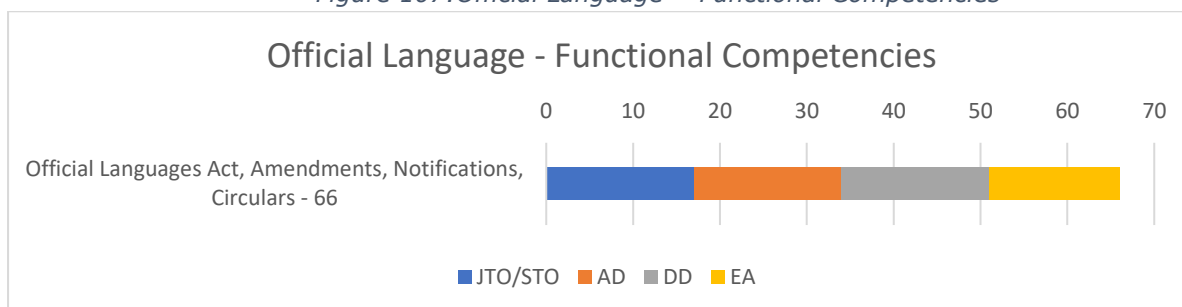


Figure 107: Official Language - Functional Competencies



Official Language - Functional Competencies (contd.)

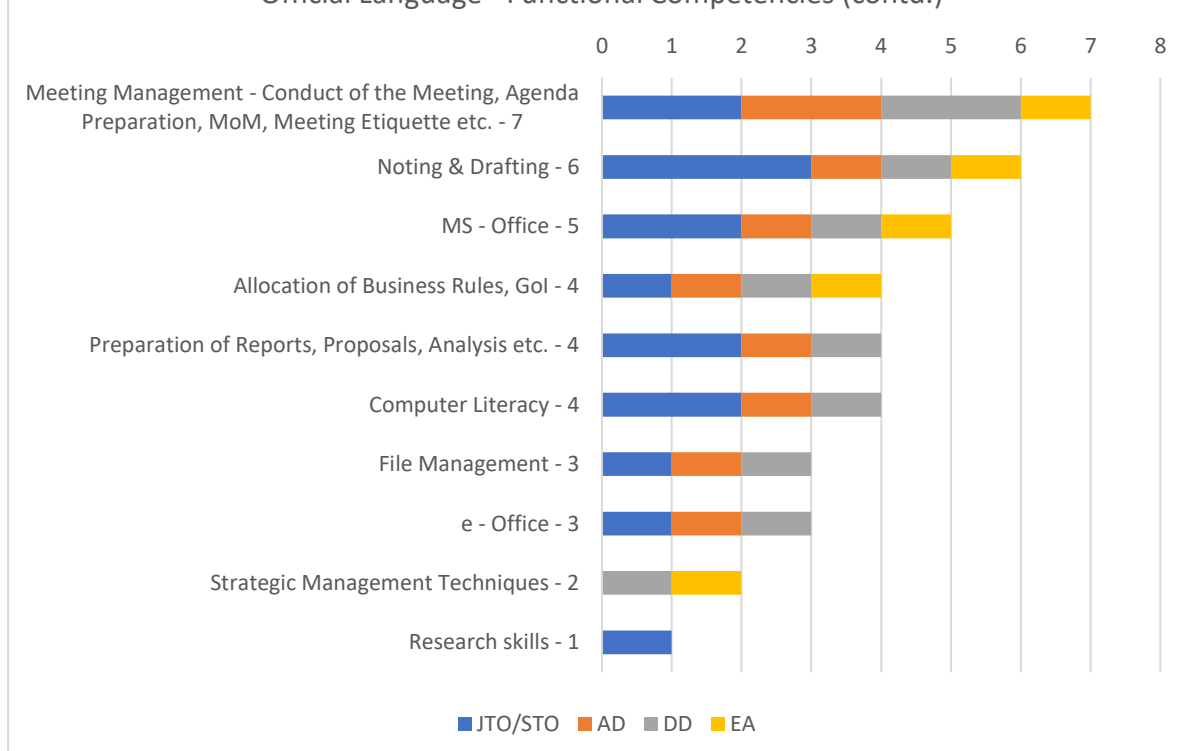
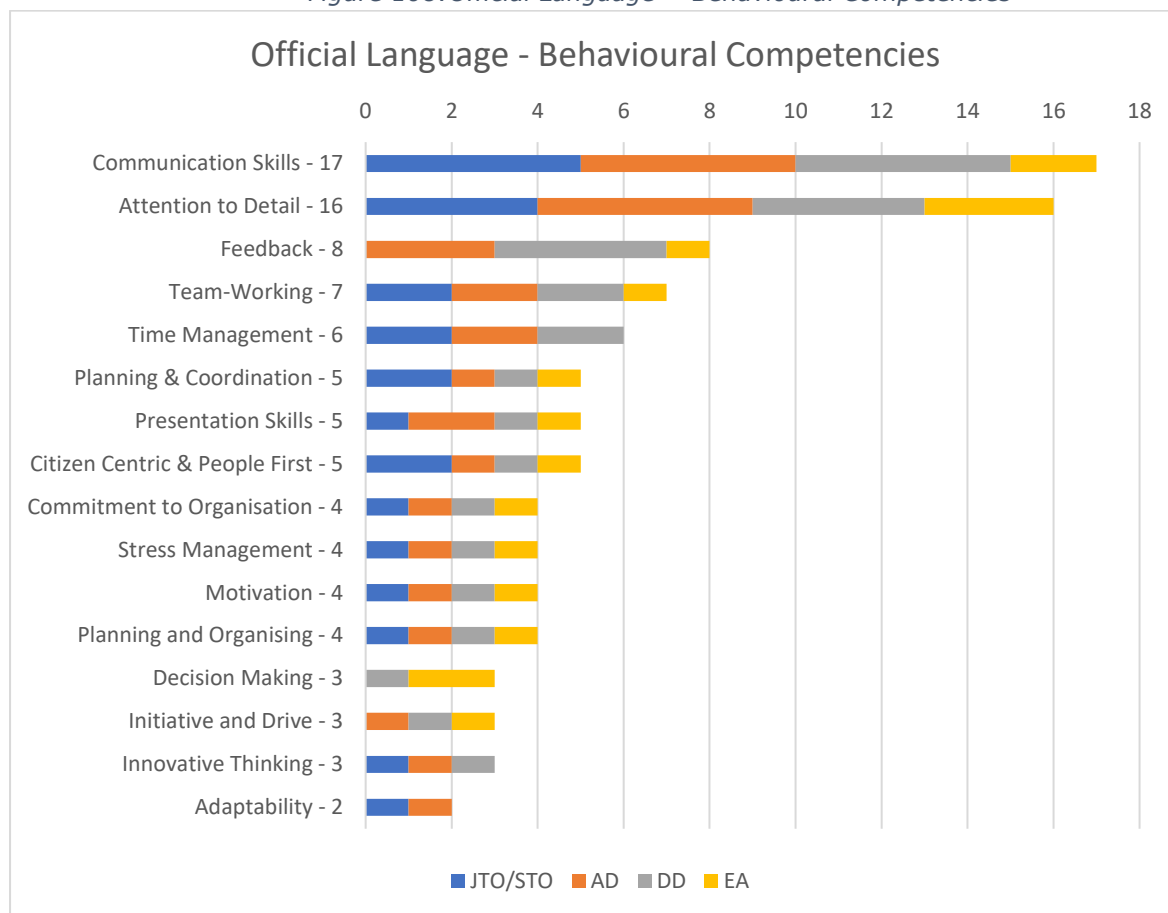


Figure 108: Official Language - Behavioural Competencies

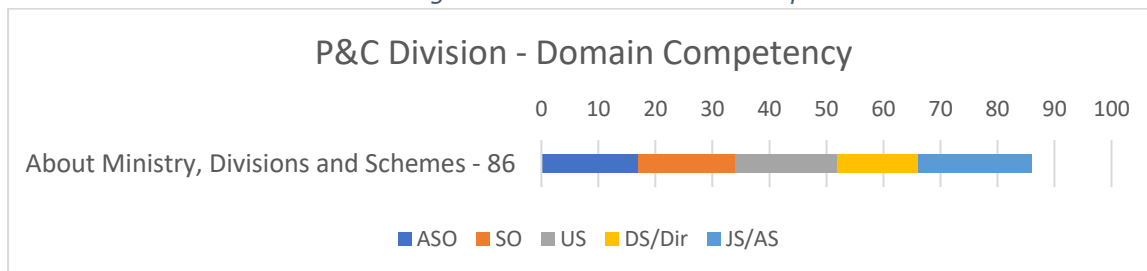


- **Communication Skills:** The communications skills competency encompasses various aspects of translation like correct usage of spelling and grammar, selection of words that are in consistency with subject being translated, drafting skills, being precise, etc. For the officials handling work of translation from English to Hindi and vice versa, the communication skills competency is very important as this ensures quality and consistency in the output.
- **Attention to detail:** The officials handling translation work need to be cautious about usage of every word and framing of sentences to ensure consistency in understanding while reading the original and translated content. One of the competencies that would aid in achieving this outcome is attention to every detail.

5.3.22 Parliament and Coordination

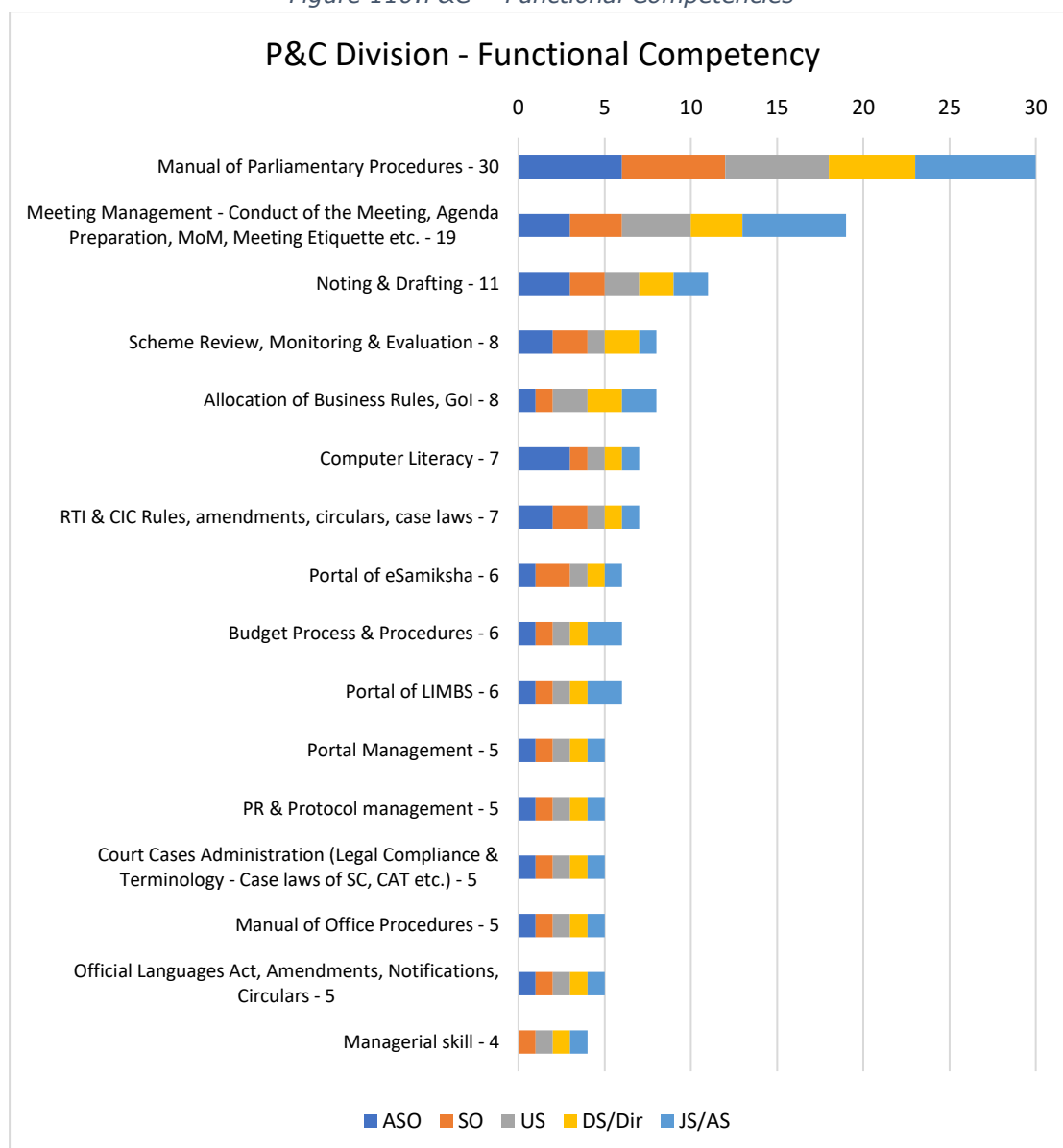
This Division is responsible for handling Parliament matters, coordination within Ministry, matters relating to Prime Minister's Office (PMO) and Cabinet Secretariat, E-Samiksha related works, monitoring of Legal Information Management & Briefing System(LIMBS) portal, etc. It is also the nodal division for forwarding these applications to concerned divisions in the Ministry. The competencies identified for P&C Division across all three categories is presented below:

Figure 109:P&C - Domain Competencies



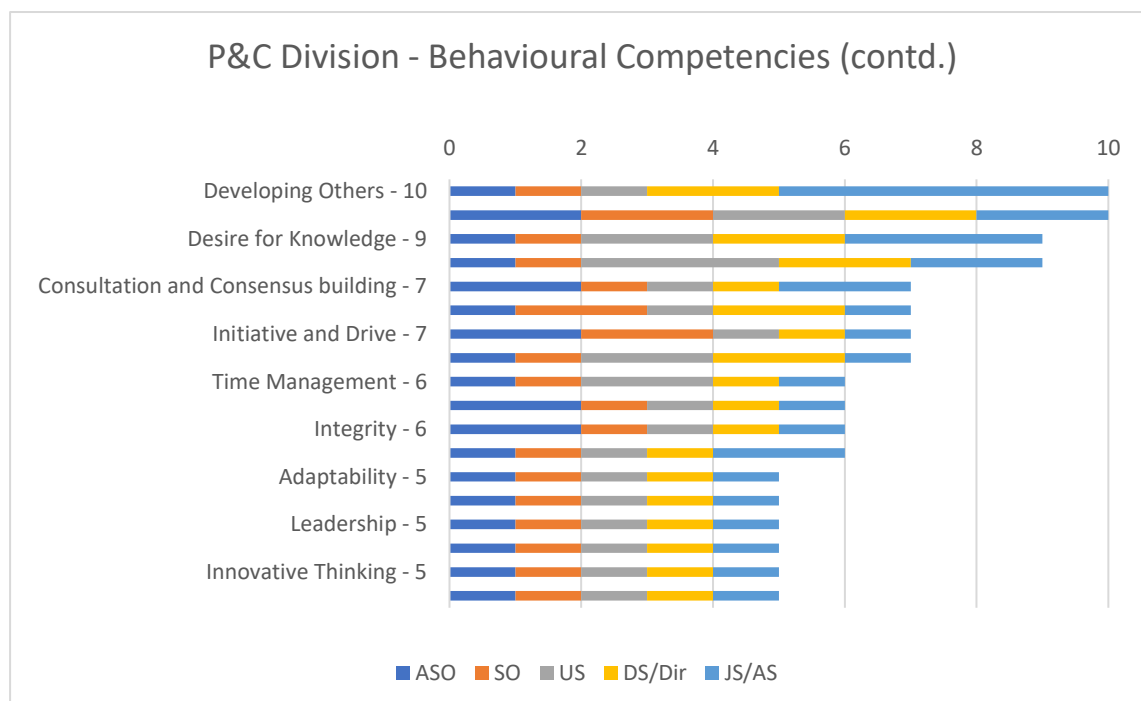
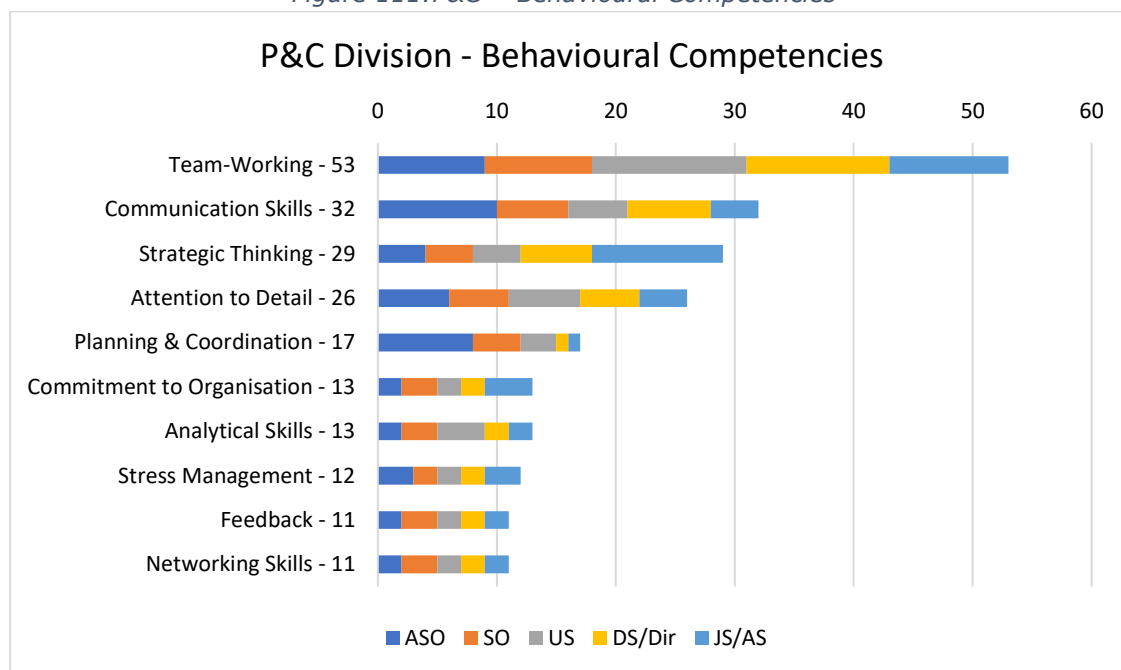
- About Ministry, Divisions and Schemes:** The Parliament and Coordination division being the nodal point for handling all the parliament related matters and coordination work in the Ministry, need to be aware of the entire functioning of the Ministry, specific works handled by each division and schemes implemented. Having a thorough knowledge of this competency would enable the division in forwarding the parliament queries to the concerned division and receive reply in a time bound manner and also facilitates hassle free coordination, which is very critical when working in this division.

Figure 110:P&C - Functional Competencies



- Meeting Management:** The division coordinates and conducts various types of meetings involving senior officials from within and outside of the Ministry, Ministers, etc. For the meetings to be effective, it is important to be aware of various aspects of meeting management like issuing advance meeting notice, preparing agenda, material, action taken report basis previous MoM, follow-up with concerned stakeholders, etc. Enhancing this competency among division staff would greatly improve the conduct and effectiveness of meetings.

Figure 111:P&C - Behavioural Competencies



5.3.23 Vigilance

The Vigilance division provide assistances to the Secretary of the Ministry in all matters pertaining to vigilance and acts as a link between the Ministry and the Central Vigilance

Commission (CVC). The division undertakes ‘Vigilance Awareness Week’ and during this occasion, all Officers and staff members are administered pledge. The division regularly forwards Probity and Quarterly Performance Report on vigilance activities of Ministry to DoP&T and CVC. The competencies identified for Vigilance section across all three categories is presented below:

Figure 112: Vigilance - Domain Competencies

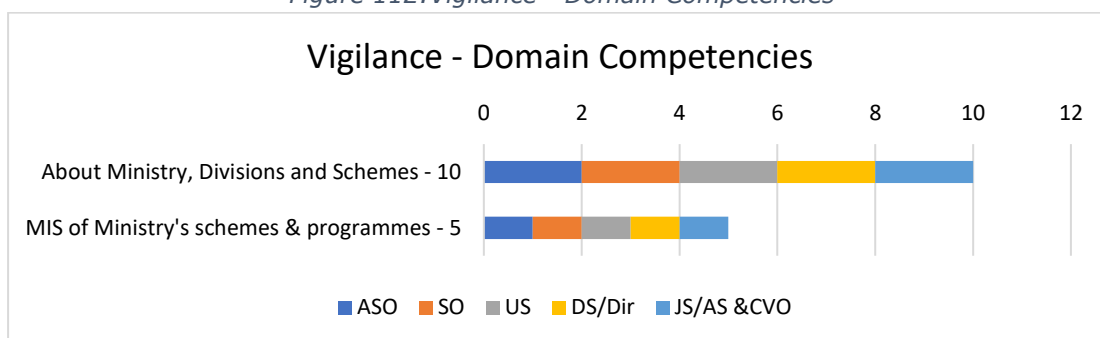
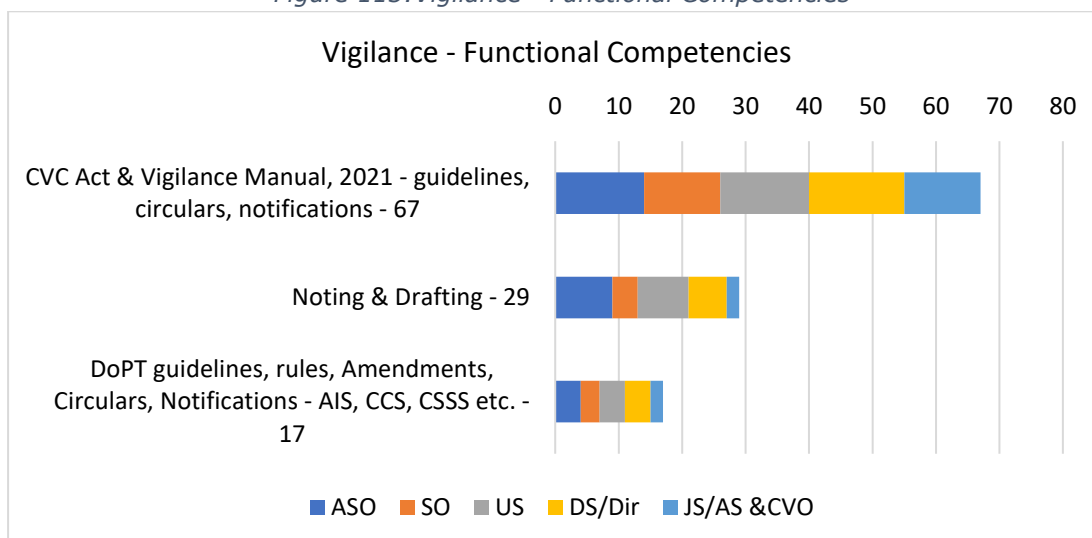


Figure 113: Vigilance - Functional Competencies



- CVC Act & Vigilance Manual:** The vigilance division acts as a link between Ministry and the CV. While handling the complaint/case reported to this division it is important to establish the vigilance angle and for this purpose, the division officials need to be aware and keep themselves updated with all the CVC guidelines and procedures.

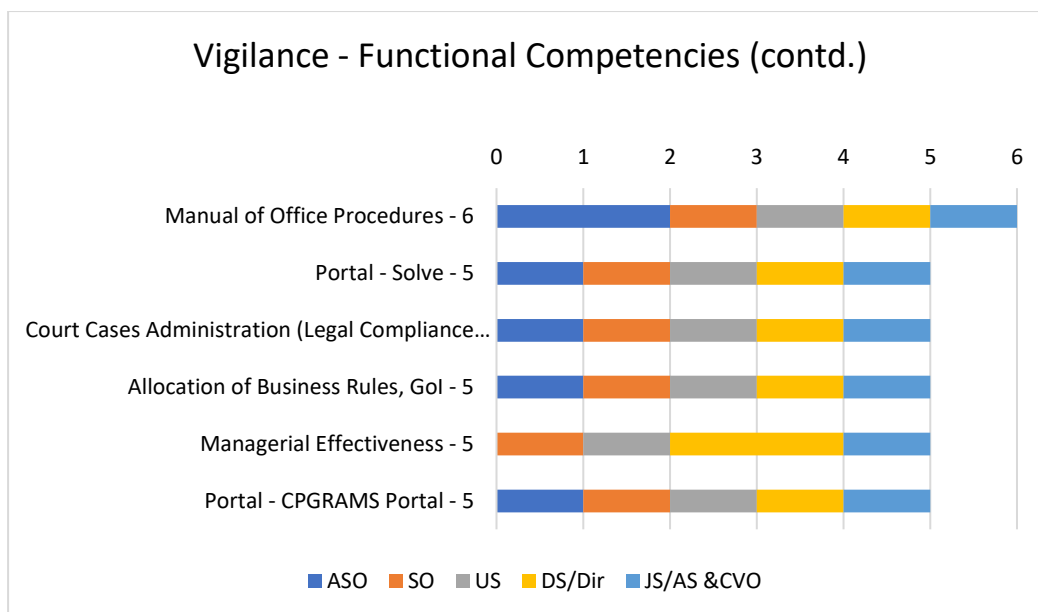
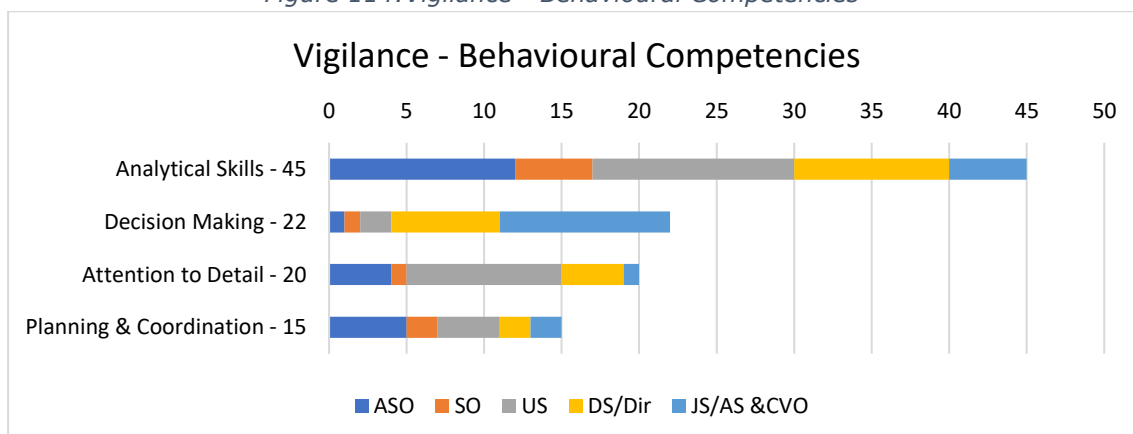
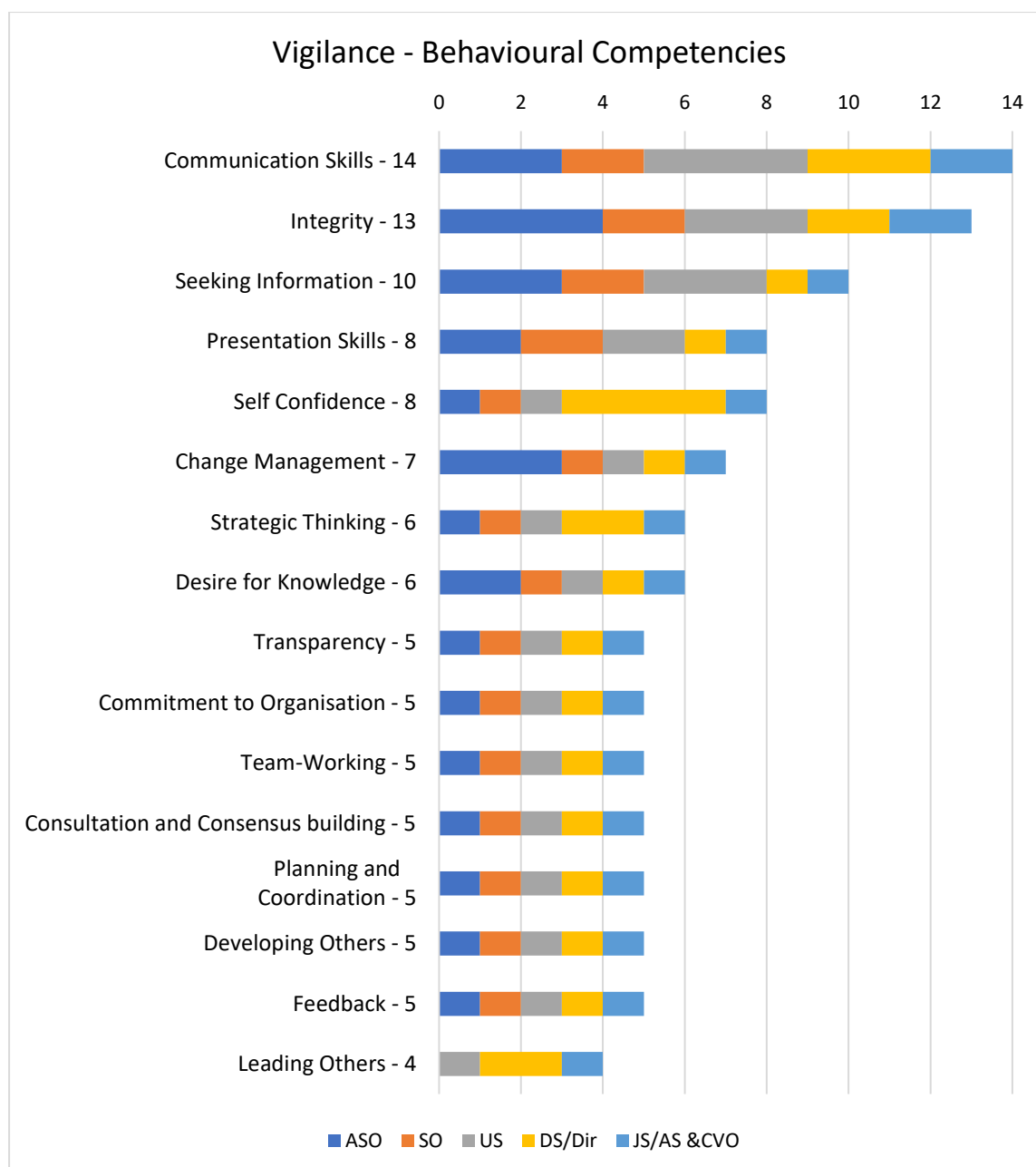


Figure 114: Vigilance - Behavioural Competencies



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



Efforts have been made to list all the competencies required for working in various divisions of the Ministry. Regardless of a particular competency appearing in the Domain, Functional and Behavioural Categories, some of the common competencies that are required for officials include:

- About Tribals
- Constitutional Provisions for welfare and protection of tribals
- Development Action Plan for Scheduled Tribes (DAPST)
- Computer Literacy (MS Office, Basic Computer Trouble Shooting, Operating Portals of the Ministry, E-mail communication, etc.)
- E-Office
- Manual of Office Procedure
- Manual of Parliament Procedure (including Citizen Charter)

- Writing Cabinet Note
- Allocation of Business Rules
- RTI Act
- E-Governance Portals of the Ministry (scheme specific based on the subject being handled and dashboard portal of the Ministry)

5.4 Role-Level Capacity Needs Analysis

At the Ministry level, different wings and sections are responsible for achieving core objectives. Each wing or section is staffed with officials of different levels and designations. A Role-Level Capacity Needs Analysis was conducted to map the roles and competencies required for different designations across the Ministry. The analysis identifies the common roles played by different designations and their respective key competencies across the Ministry.

The most frequently used competencies across the designation are listed by category. These are the competencies deemed necessary for the particular position and those occupying it must have them or acquire them to perform effectively. The competencies listed are a consolidation of competencies across the ministry:

Figure 115: Designation-wise Role Mapping & Capacity Needs Analysis

Designation	Role	Competencies		
		Domain	Functional	Behavioural
Assistant Section Officer (ASO)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures General Financial Rules (GFR) DoPT guidelines, rules, Amendments, Circulars, Notifications 	<ul style="list-style-type: none"> Attention to Detail Planning & Coordination Team-Working Analytical Skills Communication Skills
	<ul style="list-style-type: none"> Initiator Implementor 	<ul style="list-style-type: none"> Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) 		
	Minor Role			
	<ul style="list-style-type: none"> Reviewer Verifier 	<ul style="list-style-type: none"> MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) 		
Section Officer (SO)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal domain Knowledge (socio economic profile, livelihood, issues, 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures 	<ul style="list-style-type: none"> Analytical Skills Team-Working Attention to Detail Planning & Coordination Communication Skills
	<ul style="list-style-type: none"> Verifier Reviewer 			

Designation	Role	Domain	Competencies Functional	Behavioural
	Minor Role	strengths, vulnerabilities, etc.)	<ul style="list-style-type: none"> General Financial Rules (GFR) DoPT guidelines, rules, Amendments, Circulars, Notifications 	
	<ul style="list-style-type: none"> Initiator Implementor Strategiser 	<ul style="list-style-type: none"> MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) 		
Under Secretary (US)/Deputy Director (DD)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes MIS of Ministry's schemes & programmes Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Overview of Constitutional Provisions for Welfare and protection of tribals 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures Scheme Review, Monitoring & Evaluation General Financial Rules (GFR) 	<ul style="list-style-type: none"> Team-Working Attention to Detail Analytical Skills Planning & Coordination Communication Skills
	<ul style="list-style-type: none"> Verifier Reviewer 			
	Minor Role			
	<ul style="list-style-type: none"> Initiator Decision Maker 			

Designation	Role	Domain	Competencies Functional	Behavioural
		<ul style="list-style-type: none"> Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) 		
Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) 	<ul style="list-style-type: none"> Noting & Drafting Manual of Parliamentary Procedures Budget Process & Procedures Scheme Review, Monitoring & Evaluation DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. 	<ul style="list-style-type: none"> Analytical Skills Attention to Detail Team-Working Decision Making Planning & Coordination
	<ul style="list-style-type: none"> Strategiser Decision Maker 			
	Minor Role	<ul style="list-style-type: none"> MIS of Ministry's schemes & programmes Overview of Constitutional Provisions for Welfare and protection of tribals Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) 		
	<ul style="list-style-type: none"> Verifier 			

Designation	Role	Domain	Competencies Functional	Behavioural
Deputy Director General (DDG) / Joint Secretary (JS) / Economic Adviser (EA) / Additional Secretary (AS)	Major Role	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes 	<ul style="list-style-type: none"> Scheme Review, Monitoring & Evaluation Budget Process & Procedures Manual of Parliamentary Procedures Manual of Office Procedures 	<ul style="list-style-type: none"> Decision Making Attention to Detail Team-Working Analytical Skills Strategic Thinking
	<ul style="list-style-type: none"> Decision Maker 	<ul style="list-style-type: none"> Overview of Constitutional Provisions for Welfare and protection of tribals 		
	Minor Role	<ul style="list-style-type: none"> MIS of Ministry's schemes & programmes 		
	<ul style="list-style-type: none"> Strategiser 	<ul style="list-style-type: none"> Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) 		

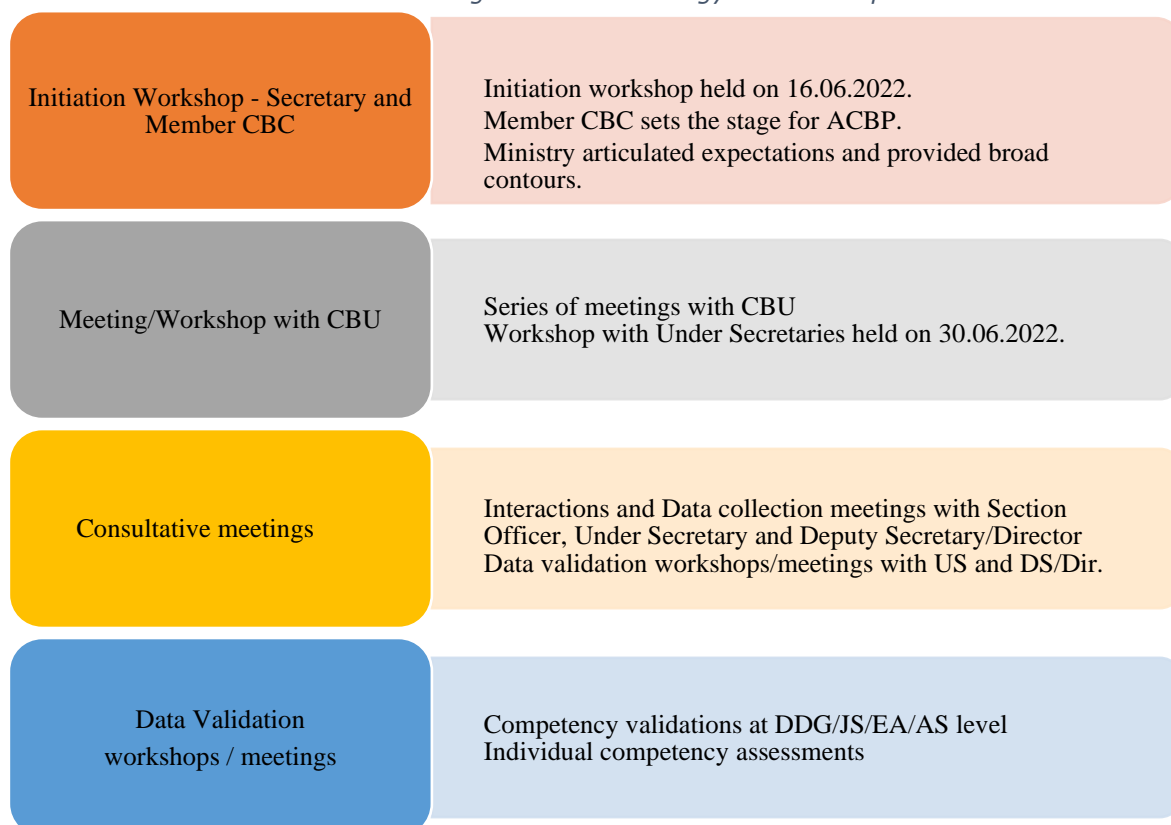
Competencies are identified based on the role played by each of these designations in their respective sections.

5.5 Workshop Insights/Anecdotal Experiences

Preparation of the Annual Capacity Building Plan (ACBP) of the Ministry involved a consultative and iterative process that aimed to develop a simple yet comprehensive plan that aligned with the vision of new India. The process began with an ice-breaking workshop/meeting between the Members of the Commission and the Secretary of the Ministry, followed by several interactions between the Ministry and the Capacity Building Commission (CBC).

Throughout the process, interactive workshops/consultations were held at different levels to ensure that the plan's central theme of meeting the Ministry's capacity requirements was kept in mind. After each level of data collection, relevant competencies were presented to the group of officers, seeking their input and suggestions for further course corrections. These competencies, along with other discussion points, were then presented to the next level of officials for validation and mid-course corrections.

Figure 116: Chronology of Workshops



To identify the skills/competencies required to complete the functions/sub-functions, the workflow and processes followed in each section formed the basis of discussions. This approach helped relate to the day-to-day activities of the officers, making it easy for them to identify a particular set of competencies – either at the domain level or functional level. The Deputy Secretary and Joint Secretary level data validation meetings helped in driving the context and utility of a comprehensive ACBP plan being prepared

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 that are 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 trainings and their 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

Competency Framework (i.e., set of knowledge, skills, abilities, and behaviors required for successful performance in a particular job, role, or profession) and Capacity Needs Analysis presented in this chapter is the core of Annual Capacity Building Plan. This chapter presents the skeletal description of the current competency structure of the Ministry identifying the critical gaps. This was followed by detailed analysis of Department-level capacity needs. Under this section, the competencies identified during the elaborate consultative process with different levels of functionaries is presented under three categories (behavioural, domain and function) of competencies. Under each of these categories, the most critical competencies required to deliver their section-specific functions/sub-functions are identified.

As discussed in chapter 3 of approach and methodology, the ACBP prepared by CBC for MoTA is unique in identifying role-specific capacity needs considering the present and future needs, including technological and non-training interventions.

6 Capacity Building Plan

6.1 Prioritised Competencies

As part of the preparation of ACBP, competencies required for a designation against various roles in different sections were collected and section level competencies were aggregated to arrive at the Ministry level competencies list.

Subsequently, individual assessment of the competencies vis-à-vis the competencies required for that designation in a particular section is carried out to arrive at competency enhancement requirements (training requirements) of individuals working in the ministry.

This exercise covered (Individual TNA is given as annexure 6) all the employees working in different capacities starting from ASO to AS. Based on the competency enhancement requirements identified by the individuals and their aggregation at Ministry level and application of weightages as mentioned in Approach and Methodology chapter, competency requirements in the order of their priority is presented below:

Table 25: Prioritised Competencies

Domain	Functional	Behavioural
<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Overview of Constitutional Provisions for Welfare and protection of tribals MIS of Ministry's schemes & programmes National Commission for Schedule Tribes (NCST) Demography/Census Details Land Transfer Regulation Act 1 of 1970 Forest Rights Act, Rules, guidelines and executive directions 	<ul style="list-style-type: none"> Noting & Drafting Budget Process & Procedures Manual of Parliamentary Procedures Scheme Review, Monitoring & Evaluation Manual of Office Procedures Preparation of Reports, Proposals, Analysis etc. General Financial Rules (GFR) RTI & CIC Rules, amendments, circulars, case laws Court Cases Administration Meeting Management 	<ul style="list-style-type: none"> Team-Working Communication Skills Analytical Skills Attention to Detail Time Management Presentation Skills Decision Making Feedback Planning & Coordination Citizen Centric & People First

- Eligibility Criteria for Scheduled Areas

6.2 Immediate Priority Training Programs

Based on the information shared by officials during interactions and data collection and the subsequent discussions held with Secretary and CBU in a strategic meeting, it was agreed to take-up the following two training programs as immediate interventions:

Priority Training Area	Target Participants	Rationale
Programmes on IT Skills	Multi-Tasking Staff (MTS)	Providing refresher training for MTS on IT tools enhances their proficiency and productivity in document creation and formatting, data management and analysis, creating visually appealing presentations and so on. This training equips the MTS with the necessary knowledge and expertise required to excel in their roles, benefiting both their individual performance and the overall efficiency of the ministry they serve.
Development of Attitude, Knowledge, Skill for Holistic Transformation in Administration (DAKSHTA)	Consultants	DAKSHTA program enables consultants to gain awareness and proficiency in various government procedures such as noting and drafting, office procedures, Right to Information (RTI), parliamentary procedures, and more. This comprehensive program equips consultants with the expertise required to navigate bureaucratic processes and provide support in preparing accurate documents, providing relevant information, and legislative procedures, enabling them to contribute effectively to the functioning of the government..

6.3 Role-Wise Competency Specific Trainings

This section provides details of few specific trainings that would help in developing domain, functional and behavioural competencies across various roles.

Table 26: Competency Specific Training Suggestions

Competency Specific Training Suggestions			
Designation	Domain	Functional	Behavioural
Assistant Section Officer (ASO), Section Officer (SO), Under Secretary (US)/Deputy Director (DD)	<ul style="list-style-type: none"> ● Induction Program of Ministry ● Overview of tribals, socio-economic profile, issues, development challenges, etc. ● Handling Government Dashboards ● Forest Rights Act 	<ul style="list-style-type: none"> ● Noting & Drafting ● Parliamentary Procedures ● Budget Formulation and implementation ● Procurement and GFR 	<ul style="list-style-type: none"> ● Effective Communication ● Team Building and Leadership
Joint Director (JD) / Deputy Secretary (DS) / Director (Dir)	<ul style="list-style-type: none"> ● Induction Program of Ministry ● Overview of tribals, socio-economic profile, issues, development challenges, etc. ● Overview of Constitutional provision for welfare and protection of STs ● Handling Government Dashboards 	<ul style="list-style-type: none"> ● Budget Formulation and implementation ● Procurement and GFR ● Monitoring, Evaluation, and Learning (MEL) 	<ul style="list-style-type: none"> ● Data Driven decision making in Government ● Problem Solving and Decision Making
Deputy Director General (DDG) / Joint Secretary (JS) / Economic Adviser (EA) /	<ul style="list-style-type: none"> ● Induction Program of Ministry ● Overview of tribals, socio-economic profile, issues, development challenges, etc. 	<ul style="list-style-type: none"> ● Budget Formulation and implementation ● Procurement and GFR ● Parliamentary Procedures 	<ul style="list-style-type: none"> ● Data Driven decision making in Government ● Strategic Planning/Strategic Thinking

Additional Secretary (AS)	<ul style="list-style-type: none">● Overview of Constitutional provision for welfare and protection of STs	<ul style="list-style-type: none">● Monitoring, Evaluation, and Learning (MEL)	<ul style="list-style-type: none">● Analytical Skills Development
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6.4 Organisational 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

#	Intervention	Description of Intervention
1.	Induction training	<ul style="list-style-type: none"> • Every employee should undergo induction training which would provide a complete overview of the ministry, its mandate, divisions, attached offices, schemes/programs and e-governance initiatives. Steps may be taken to identify the officials who would need induction training and conduct the same as soon as possible. • Any employee who has been posted in the Ministry on account of first appointment/transfer/promotion/deputation, should undergo detailed induction training with provision for experiential learning. • It should also be mandated to attend the induction training within a specific time (preferably within one week or one month from the time of reporting). Based on the feasibility, the employee may be permitted to undertake visit and spend certain time interacting with stakeholders to understand how the Ministry mandate is implemented at the field/unit level. The exposure visit may be provided after spending certain time in the Ministry post induction training.
2.	Certification and weightage ¹⁰	<ul style="list-style-type: none"> • Every employee who has attended the training either online or offline, should undergo assessment and certification should be provided by the concerned training institutions. This certification should be recognised by all the ministries and suitable weightage should be given during ACR/APAR, transfers and promotion. • While allocating work to the employees in the ministry, competencies acquired by them should be given due consideration
3.	Mandatory trainings	<ul style="list-style-type: none"> • Every employee would attend certain mandatory training programs organised by DoPT or their cadre controlling authority as part of the promotion process or other mandate. On similar lines, important training programs of the ministry should be

¹⁰ Under consideration of CBC, as a policy recommendation to Gol.

#	Intervention	Description of Intervention
		<p>identified and attending these training programs at a specific interval should be made mandatory.</p> <ul style="list-style-type: none"> The proposed list of training programs from the ACBP may be referred to identify such important training programs.
4	Training for Consultants and MTS handling data entry work	<ul style="list-style-type: none"> Owing to the shortage of manpower, functional requirements and administrative reasons, consultants and data entry operators are working in the ministry. Even though consultants with specific domain knowledge and experience are hired, knowledge of procedures of GoI and schemes/e-Governance tools remains a challenge. Consultants working in the ministry 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. Similarly, MTS have also been supporting the ministry and handle the entire clerical work. Short duration training in computer literacy with focus on basic aspects of MS Word, Excel, Power Point may be considered for MTS also.
5.	Immersion program	<ul style="list-style-type: none"> Many employees opined that they have been working in the ministry and are associated with formulation of policy guidelines, proposal approval, financial releases, etc. and would like to enhance or strengthen their understanding on various aspects like practical situation of intended beneficiary, understand their aspirations, implementation challenges and opportunities, etc. With the objective of observing and learning from the field, an immersion program for the officials may be planned wherein they would visit tribal habitats, tribal project implementing agencies, (ITDA), stakeholder ministries, etc. and spend time understanding the process of project implementation and interact with officials. The learnings from this immersion program would help the officials in designing relevant schemes/programs and guidelines for development of tribals. <p>Ex:</p> <ul style="list-style-type: none"> For instance, officials working in the PVTG division expressed interest to visit PVTG habitations and spend time to understand the living conditions, issues faced, etc. and know the difficulties in implementation of schemes by the implementing agencies. Officials working in P&C division preferred to interact with Parliament Secretariat to understand the best practices and systems followed.

#	Intervention	Description of Intervention
		<ul style="list-style-type: none"> ○ Similarly, the NGO division has also expressed the need to work with NGOs working in service deficient areas. ○ EMRS division expressed the requirement of working with Jawahar Navodaya Vidyalaya Office (JNV). The purpose is to understand and learn the best practices adopted by them and for onward implementation in EMRSs.
6.	Extending ISTM courses to officials of Hindi division	<ul style="list-style-type: none"> ● Officials working in Hindi division undertake translation of letters, parliament replies, etc. from English to Hindi and vice-versa. Knowing the basics of Manual of office procedure, Manual of Parliament Procedure, RTI Act, etc. would help in better translation. ● Training programs on the above topics are regularly organised by ISTM to the Central Secretariat Staff. These courses may be customized, and trainings be extended to the employees of Department of Official Language.
7.	Database of internal resource persons and experts	<ul style="list-style-type: none"> ● In the process of fulfilling its mandate, the Ministry undertakes various initiatives from time to time like design and implementation of new schemes/initiatives, policy level interventions, internal studies, etc. ● For expert level or subject specific discussion, and to facilitate sessions during the training programs, database of officials working in the Ministry with vast experience and expertise in various subjects/domain should be prepared and may be involved as resource persons for training programs or expert level discussions.
8.	Collaboration between TRI and Expert Institutions	<ul style="list-style-type: none"> ● The Ministry is providing funds to TRIs for undertaking research works on various aspects of Tribals. On the other hand, there are various institutions across the country doing exemplary work in specific domains. The Ministry should encourage the TRIs to enter collaboration with these institutions for undertaking action research, target being identification of interventions for development and welfare of tribals. <p>Ex: ICMR-National Institute of Research in Tribal Health, Indian Council of Social Science Research, Institute of Development Studies</p>
9.	Short Duration Capsules	<ul style="list-style-type: none"> ● Considering the importance of training of domain specific competencies and functional competencies, short duration videos on important subjects may be developed and made available on

#	Intervention	Description of Intervention
		online platforms like iGoT. Courses on certain functional competencies are readily available on iGoT.

6.5 Non-Training Interventions

As mentioned in the previous section, interventions that can improve performance of the employees in the ministry are also broadly captured through free-wheel discussions and personal interactions.

The non-training interventions captured are grouped into the following 5 segments and the observations, perceived challenge and recommendations are detailed for each of the interventions.

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

The table below summarise the list of such non-training interventions:

Table 28 Non-Training Interventions

Area	Observation	Perceived Challenge	Recommendation
Systems & Processes			
STC of Central Ministries	STC Central Division of the Ministry coordinates with 41 Central Ministries to monitor the allocation and expenditure under Development Action Plan for Scheduled Tribes (DAPST).	<p>A lot of time is spent on coordination with 41 ministries in obtaining DAPST data to monitor the details of expenditure against the allocation.</p> <p>Regular review meetings are also conducted with the Ministries.</p>	<p>There should be a dedicated cell in every Ministry/Department that would provide/update information relating to budget allocation and releases, expenditure incurred, project physical progress (PPR), material required for the review meeting, etc.</p> <p>Timely receipt of this information would help in better monitoring and addressing the problem areas in coordination with the concerned Ministry.</p> <p>Alternatively, the Ministry may continue to push the efforts for receiving the information of PPR and expenditure automatically on the STC MIS portal</p>
Awareness about latest developments in the Ministry	Latest developments like revision of scheme guidelines, new initiatives, etc. undertaken by a particular division of the Ministry are not known by other divisions.	Not being aware of the latest developments/changes within the Ministry may result in non-compliance, duplication of work, etc.	Regular meetings among the Bureau Heads of the Ministry are crucial for effective communication and knowledge sharing. These meetings provide an opportunity to discuss the latest policy changes and developments, which can help align the team towards common objectives. Over time, it is

Area	Observation	Perceived Challenge	Recommendation
			recommended that these meetings should be expanded to include input and insights from practitioners and administrators in a phased manner. This can help leverage the tacit knowledge and expertise of the team, leading to more informed decision-making and better outcomes.
Knowledge Management Systems	Multiple requests are received from various offices for same information relating to STs, schemes, etc.	The request for same information by multiple agencies results in duplication of work and waste of time.	<p>Information forwarded/shared by a particular division of the Ministry should be made available on a common platform which is accessible by every concerned ministry/division. The mechanism for query-based information retrieval should also be part of the system.</p> <p>This would ensure ease of access to information, avoid duplication of work and would go a long way in building institutional memory.</p> <p>The same systems could be customized to share information regarding latest updates or policy changes in the Ministry.</p>
Usage of official personal email	Officials personal email IDs are used for exchanging communication related	As and when the official is transferred or superannuates, all the	It should be mandated to use only official email of the ministry/wing/section for

Area	Observation	Perceived Challenge	Recommendation
	to the Ministry work even though every division/section has specific email IDs.	communication related to that Ministry that has been marked to official personal ID would no longer be available to the officials newly positioned in that section. Also, there will be no institutional memory.	exchange of communication related to the work. This will ensure access to the previous information even though the official handling the email communication is transferred to a new section/ministry. This will go a long way in building institutional memory. The usage of official personal email ID should be mandated only for personal works like service matters.
Technology and data			
Updation of eGovernance applications	The existing e-governance applications like Eoffice and LIMBS portal addresses only certain requirements of the office administration.	Additional features in Eoffice like email/SMS alert as and when a file is received, generating report of files pendency and forwarding through e-mail/SMS, simplifying the process of file transfer across the ministries, etc. are need of the hour. Similarly, there is no provision for automatic updation of pending cases and SMS/Email alerts as and when a	<ul style="list-style-type: none"> ● Inclusion of additional features in Eoffice like generation of SMS/email alerts on receipt of file would help in faster processing of files and would be more beneficial when working on important subjects. Similarly, an SMS/email alert of pending files would help the official prioritise the work and clear the pendency asap. ● A similar alert system should be made available in RTI portal. ● LIMBS portal may include additional features like integration with database of

Area	Observation	Perceived Challenge	Recommendation
		case is pending in a particular week or month.	courts at various levels and forward the list of cases due for submission of reply/physical appearance/hearing on weekly/daily basis. This would help with the timely filing of reply and track the status of cases. In the starting phase, the LIMBS portal may be integrated with database of Supreme Court and expanded in a phased manner.
Translation from English to Hindi and Tribal Language and vice versa	The Official Language division undertakes the translation from English to Hindi and vice versa. Sometimes, the no. of pages to be translated are high in number and the timelines are very stringent.	Translation of vast number of documents exerts pressure on the division staff and the quality of translation may be poor and at times prone to errors also.	A tool for translation from English to Hindi and Hindi to English considering the usage of Hindi in Indian context, as well as for Santali Tribe language should be made available. In a phased manner, the tool may be expanded to cover other tribal languages.
Tribal Community mapping using Gati Shakti initiative	Tribal community mapping is the process of collecting and documenting information about tribal communities covering their location, population size, socio-economic status, land use patterns, access to basic amenities, etc. At the national level, the ministry may collaborate with Department for Promotion of Industry and Internal	-	GoI has launched “Prime Minister Gati Shakti – National Master Plan for Multi-modal Connectivity”, a digital platform with the details of all the existing and proposed economic zones along with multimodal connectivity infrastructure mapped. The purpose of this initiative is to connect 16 ministries for integrated planning and coordinated implementation of infrastructure

Area	Observation	Perceived Challenge	Recommendation
	Trade (DPIIT) to explore opportunities for integrating tribal community mapping with the Gati Shakti initiative.		<p>connectivity projects. The digital platform has been developed using latest technology and IT tools like GIS based enterprise resource planning system with 200+ plus layers of information for evidence-based decision making, use of satellite imagery for monitoring, digitisation of processes for timely clearance, etc.</p> <p>A few examples of community mapping integration with Gati Shakti are given below:</p> <ul style="list-style-type: none"> • Geospatial Data Integration: Gatishakti aims to integrate various geospatial databases, including land records, transportation infrastructure, and logistics information. By incorporating data specific to tribal communities such as their settlements, resource-rich areas, and cultural landmarks, the initiative can provide a comprehensive geospatial view of tribal regions. • Infrastructure Planning: Gatishakti's focus on transportation infrastructure development aligns with the needs of tribal communities. By mapping existing transportation networks and identifying

Area	Observation	Perceived Challenge	Recommendation
			<p>gaps in connectivity, the initiative can help prioritize infrastructure projects that improve accessibility to tribal areas and support their socio-economic development.</p> <ul style="list-style-type: none"> • Resource Mapping: Tribal communities often have a close relationship with natural resources and ecosystems. The Gatishakti initiative can support the mapping and monitoring of these resources, including forests, water sources, and biodiversity hotspots. This information can help in sustainable resource management and conservation efforts. • Socio-economic Data Integration: By including socio-economic indicators specific to tribal communities, such as literacy rates, health facilities, and livelihood patterns, the initiative can provide insights for targeted development interventions and policy formulation.
Personnel Management			

Area	Observation	Perceived Challenge	Recommendation
Shortage of staff	<p>During the discussions and analysis of the Staff strength details (given as annexure 7) shared by the Ministry, it is observed that only 58% of the sanctioned strength in Group A and Group B category are filled i.e., only 36 positions are filled as against 62 sanctioned strength leaving a vacancy of 26.</p> <p>In group C only 62% of the positions are filled. When all the groups are combined, only 67% of the positions are filled (SS – 151, Filled -101, Vacant – 50)</p>	<p>Over the years the work of the Ministry has increased, and many new initiatives are being taken up and are planned in future.</p> <p>Due to the shortage of staff, the existing staff are burdened and forced to work beyond office working hours. The problem multiplies further when the official is on leave or want to avail leave.</p>	<p>It is recommended to undertake a detailed assessment of the workload of every division including interventions planned in near future. The study would help in identifying the optimal number of staff required at various levels.</p> <p>Steps may also be undertaken to ensure the staff proposed/sanctioned strength are available. Having required no. of staff in place would help in reducing the stress level and maintain a healthy work-life balance among the employees.</p>
Partnership & Relationships			
Knowledge network	There are tribal universities and various institutions in the country that are working in tribal art, tradition, culture, language, medicinal systems, customs, forest based economic activities, etc.	-	The ministry may collaborate with the universities and institutes of repute with the objective of establishing knowledge network for undertaking research work in the area of tribal welfare and development. An indicative list of institutions is given in section 7.3.4.

Area	Observation	Perceived Challenge	Recommendation
			The ministry may expand the collaboration with Anthropological Survey of India to include Ministry of Education to implement Unnat Bharat Abhiyan ¹¹ (UBA) in Tribal Areas focus being tribal research studies, tribal development interventions, etc.
Setting up of Community Radio Stations (CRS) in tribal groups	-Tribal groups/communities often face geographical and cultural isolation, making access to information a challenge. Community radio stations (CRS) play a significant role in meeting their communication needs.	-	The CRSs could be used to promote indigenous languages and cultures, provide information about indigenous rights and issues, connect indigenous communities with each other, etc. For setting up the CRSs in tribal localities, the Ministry may collaborate with the Ministry of Information & Broadcasting (MIB) envisioning the intended purpose of setting up CRSs in tribal groups. The local communities, NGOs, academic institutions, etc. may be encouraged to setup CRSs in tribal groups and the required support may be availed under the scheme “Supporting Community Radio Movement in India” of MIB.

¹¹ UBA is a scheme to enable higher education institutes to work with the people of rural India for identifying development challenges and coming up with appropriate solutions to accelerate sustainable growth.

Area	Observation	Perceived Challenge	Recommendation
Globalization and modernization of indigenous communities	Globalization have a profound impact on indigenous communities. In some cases, these changes have been positive, leading to improved access to education, healthcare, and economic opportunities. However, in other cases, globalization leads to the erosion of traditional cultures and ways of life.		<p>To address the challenges and opportunities posed by the globalization and for modernization of indigenous communities, the ministry may consider:</p> <ul style="list-style-type: none"> ○ Encouraging and enhancing support to interventions that ensure that indigenous communities retain their unique cultural heritage in the face of globalization. ○ Encourage research and knowledge exchange initiatives that promote a better understanding of the impact of globalization on indigenous communities. ○ Ensure strict and timely implementation of the legal safeguards available to these communities w.r.t their land, resources, and traditional practices, as well as ensuring their meaningful participation in decision-making processes. ○ Scaling up the capacity building and skill development programs that empower indigenous communities to participate in the modern economy with the support of concerned sectoral ministries. This includes expanding vocational training,

Area	Observation	Perceived Challenge	Recommendation
			upskilling/re-skilling development programs, entrepreneurship support, and access to modern technologies and markets, enabling them to adapt to changing economic trends and pursue sustainable livelihoods.
Resources & Assets			
Infrastructure	<ul style="list-style-type: none"> Workplace infrastructure regarding computer, high speed scanner, etc. need upgradation. Working from multiple locations 	<ul style="list-style-type: none"> Poor/non-availability of any of these infra would badly impact the ability of employees to do the work. The Ministry operates from two separate locations, which results in a significant amount of time being dedicated for commuting between buildings for official tasks. At times, coordination between officials of the same division also becomes difficult. 	Infrastructure at workplace in the section offices in terms of a computer with high-speed internet connectivity, high speed scanner, photocopier, etc. should be available and consumables like printer cartridge to be provided on time and maintenance and repair works to be attended in a timebound manner. The possibility of operating from single location/building may be explored
Protection of intellectual property rights of indigenous communities	Indigenous communities have unique and rich traditional art & culture, handicrafts, knowledge of medicinal plants, etc. Protecting the intellectual property rights (IPR) of these communities would ensure preserving	-	For protection of IPR of indigenous communities, a collaboration between the Ministry and the National Institute of Intellectual Property Management (NIIPM) under the Ministry of Commerce & Industry, GoI, at the national level may be established

Area	Observation	Perceived Challenge	Recommendation
	& safeguarding of their culture and preventing commercialization of their arts/cultural practices		and comprehensive guidelines be formulated and issued. Additionally, the initiative of Traditional Knowledge Digital Library (TKDL) taken up by the Council of Scientific & Industrial Research (CSIR) may also be studied.
Traditional Jurisprudence	Traditional jurisprudence means the indigenous legal systems and customs developed by indigenous communities, manifesting their cultural norms and practices in matters of justice and decision-making.	-	After due deliberations, the Ministry may consider initiating measures regarding traditional jurisprudence with an aim to preserve the indigenous legal systems and customary practices of various indigenous communities. Few such measures include: <ul style="list-style-type: none"> o Documentation and Codification: There should be efforts to document and codify traditional jurisprudence to preserve and safeguard indigenous legal systems. This includes recording customary laws, legal procedures, dispute resolution mechanisms, and traditional decision-making processes. o Research and Documentation: Supporting research initiatives on traditional jurisprudence can generate valuable insights and knowledge about indigenous legal systems.

Area	Observation	Perceived Challenge	Recommendation
Propagation of traditional tribal knowledge and culture	Traditional tribal knowledge and culture is a vast and valuable resource that has been passed down from generation to generation for centuries. The propagation of traditional tribal knowledge and culture is important for a number of reasons.		This initiative entails efforts to preserve, promote, and transmit the rich heritage of indigenous or tribal communities to future generations. Including safeguarding and revitalizing indigenous languages, traditional arts and crafts, storytelling, music, dance, etc. One significant example of such preservation and integration is Aboriginal Astronomy of Australian Indigenous Communities. Aboriginal Astronomy is a well-accepted practice of the indigenous communities of Australia which is widely used and integrated with conventional weather forecasting. An appreciative effort in this regard is the work of the Indigenous Knowledge Institute at the University of Melbourne which is developing educational resources about aboriginal astronomy for schools and the general public, thus ensuring the preservation and wider understanding of this valuable indigenous cultural practice. India's tribes too have treasure trove of such practices. As part of this, there is ever-growing wisdom and knowledge that has been passed down to the generations by the

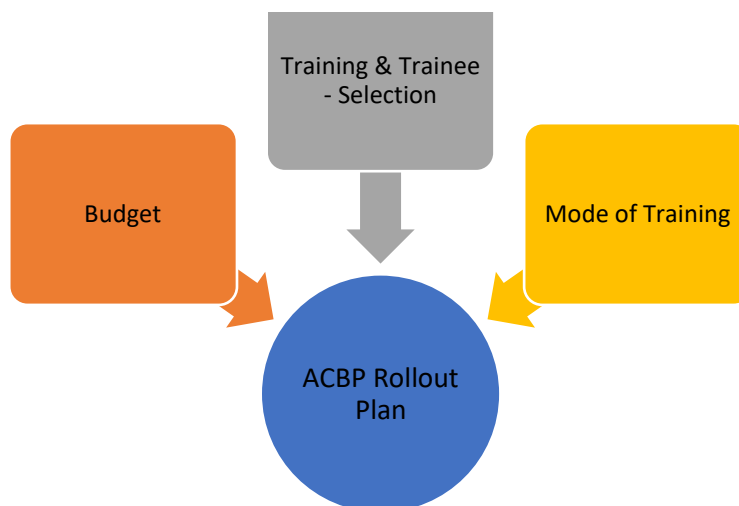
Area	Observation	Perceived Challenge	Recommendation
			<p>indigenous communities through storytelling, songs, and dance. The Ministry could augment the on-going efforts by further strengthening this knowledge and practices of India's tribes.</p> <p>Towards this endeavor, it is crucial to strengthen the National Tribal Research Institute (NTRI) and foster coordination among Tribal Research Institutes (TRIs). This can be accomplished through improved coordination mechanisms, capacity building initiatives, strategic partnerships, increased research funding, and meaningful community engagement.</p>

7 Operational Plan

7.1 ACBP Rollout Plan

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

Figure 117: Aspects of ACBP Rollout Plan



- **Budget**

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

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

- Number of Trainings planned to be conducted in the year.
- Details of the training courses readily available on iGoT, and courses offered 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 to be trained.

- **Training & Trainee - Selection**

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

The selection of trainees should be based on their:

- individual competency evaluations,

- 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 mode. It is important to mention that iGOT Karmayogi online training programme is specially designed for Government employees.

Online trainings are relevant when duration of the training session is short, pictorial, and with explanatory videos. Short content trainings can be delivered via online, especially, 'iGOT Karmayogi' web platform or through any other specific online training platform approved by the Ministry or Govt. of India. Large-content, long-duration trainings can be delivered through an offline method. The following options could be training sources for online and off-line trainings.

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

7.2 Calendar: Training Institutes and Programmes

As per the Approach and Methodology adopted for ACBP preparation, a detailed training calendar with the details of the competencies, training institutions offering the training, title of the training (where applicable), tentative number of trainees per level of official and suggested timelines are specified. However, CBU may take a decision regarding selection of the competencies to be developed and trainees irrespective of the suggested calendar. A detailed list of competencies identified at ministry level as well as section level are attached as annexure to the report. This would help to nominate officials for the training programme.

Table 29: Training Calendar

Category	Year 1	Year 2	Year 3
Domain	<ul style="list-style-type: none"> About Ministry, Divisions and Schemes Tribal Sub-Plan/ Development Action Plan for Scheduled Tribes (DAPST) (History, Budget, Guidelines and Monitoring System) Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.) Overview of Constitutional Provisions for Welfare and protection of tribals MIS of Ministry's schemes & programmes National Commission for Schedule Tribes (NCST) Demography/Census Details Land Transfer Regulation Act 1 of 1970 Forest Rights Act, Rules, guidelines and executive directions Eligibility Criteria for Scheduled Areas Gender Equity State level Correspondence Hierarchy Fifth Scheduled Areas (Administration and Control of Scheduled Areas and Scheduled Tribes) Role and scope of Centre for Enforcement of Forest Rights Act Role of Governor for Administration of Schedule V & VI Areas 	<ul style="list-style-type: none"> SC/ST (Prevention of Atrocities) Act, 1989 Judgements on FRA Proviso to Article 275(1) and guidelines Tribal Health issues, vulnerable groups, prevalent diseases, etc. Mandate of TRIFED / NSTFDC About Article 339(2) and its relevance Ethnography aspects of Tribal Community Knowledge of Anthropology/Sociology Genesis of Special Central Assistance to Tribal Sub Scheme NTCA's notification regarding Conferring Forest Rights in CWH The Tribal Health Collaborative Initiative Tribal Health Action Plan About PVTG and proposed interventions 	<ul style="list-style-type: none"> Executive Directions on R&R for seeking clearance on Hydro-electric projects. NGO Grants Online Application & Tracking System Fellowship Portal National Scholarship Portal NCST Personnel Policies, Procedures and recruitment rules National Overseas Scholarship Portal Ministry Consultant engagement guidelines ADIGRAMS Portal High Level Committee Recommendations on National Tribal Policy, Bhuria Commission Report on Scheduled Areas and STs, Dhebar Commission Report on Scheduled Areas and STs
Functional	<ul style="list-style-type: none"> Noting & Drafting Budget Process & Procedures Manual of Parliamentary Procedures 	<ul style="list-style-type: none"> Preparation of Cabinet Notes NITI Aayog's Output-Outcome Monitoring Framework (OOMF) 	<ul style="list-style-type: none"> Concept of Scholarships SPARROW Portal - Process, Procedures, trouble shooting.

Category	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> ● Scheme Review, Monitoring & Evaluation ● Manual of Office Procedures ● Preparation of Reports, Proposals, Analysis etc. ● General Financial Rules (GFR) ● RTI & CIC Rules, amendments, circulars, case laws ● Court Cases Administration ● Meeting Management ● Evaluation of Proposals, Reports etc. ● DoPT guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. ● Computer Literacy ● Public Finance Management Systems (PFMS) ● DoE guidelines & circulars ● Data collection, validation, Interpretation & Database Management ● MS - Office ● Audit Standards 2011 ● Allocation of Business Rules, GoI ● FRSR - Fundamental Rules and Supplementary Rules ● Financial Analysis, inferences, interpretations ● Portal of RTI ● Official Languages Act, Amendments, Notifications, Circulars ● Contract Preparation, verification, enforcement ● MoU / Contract Preparation, verification, enforcement 	<ul style="list-style-type: none"> ● EFC/SFC - guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc. ● Portal Management ● Delegation of Financial Powers Rules (DFPR) ● Statistical Analysis Techniques ● Portal of eSamiksha ● CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications ● Cost Benefit Analysis ● Portal of GeM ● Pay fixation Process. ● Functions of Registrar General of India ● Aadhar Act 2016 ● Central Services (Medical Attendance) Rules ● Survey Techniques and specific tools ● Public Expenditure Management ● Taxation rules - IT, TDS, GST Processing ● International Cooperation ● CGHS Guidelines ● Research Methodologies ● Social Audit ● Geographical Indications of Goods Act ● DBT schemes/notifications ● Swasthya Portal ● Schemes of Health Ministry - National Health Mission 	<ul style="list-style-type: none"> ● Managerial Effectiveness ● Project Management ● Portal - Union Budget Information System (UBIS) ● International Educational Trends ● Corporate Governance ● New Education Policy ● Central Government Employees Group Insurance Scheme (CGEGIS) ● RRFAMS Portal ● National Mineral Policy, 2018 ● Mission Poshan 2.0 (women and child nutrition) Scheme ● National Forest Policy, 1988 ● Schemes of Ministry of Education ● Public Relations - IEC, social media, etc. ● Portal - Solve ● Wildlife Protection Act and Rules ● Civil Engineering (basic) ● The Sexual Harassment of Women at Workplace Act - 2013 ● GIS Mapping ● Open-source technologies for data analysis ● Portal - Autonomous Bodies ● Portal - EHRMS ● Delegation of Financial Power Rules (DFPR)

Category	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> • Policy Formulation, Analysis, amendment process • Managerial skill • File Management • Portal of LIMBS • Panchayats Extension to the Scheduled Areas (PESA) Act 1996 • Manual of Procurement of Goods & Services • EFC/SFC/PIB/CEE Portal • Accounting • Portal - CPGRAMS Portal • PR & Protocol management • Research skills • Strategic Management Techniques • e – Office 	<ul style="list-style-type: none"> • Compensatory Afforestation Rules, 2018 • Standing Committee Procedures • Biological Diversity Act, 2002 • Overview of NFHS and health indicators • Human Resource Management Techniques • Manpower Management Information System (MMIS) Portal • RFCTLARR Act • Forest Conservation Act and Rules 	
Behavioural	<ul style="list-style-type: none"> • Team-Working • Communication Skills • Analytical Skills • Attention to Detail • Time Management • Presentation Skills • Decision Making • Feedback • Planning & Coordination • Citizen Centric & People First • Desire for Knowledge • Strategic Thinking • Commitment to Organisation • Innovative Thinking • Stress Management 	<ul style="list-style-type: none"> • Integrity • Initiative and Drive • Seeking Information • Networking Skills • Quantitative Skills • Negotiation • Planning and Organising • Developing Others • Self-Awareness & Self Control • Leadership • Self Confidence • Transparency • Adaptability • Motivation • Empathy 	<ul style="list-style-type: none"> • Rule consciousness • Analytical • Resilience • Results Orientation • Conceptual Thinking • Leading Others • Consultation and Consensus building • "Planning and Coordination" • Dependability • Change Management • People Management • Achievement Orientation

Category	Year 1	Year 2	Year 3
	<ul style="list-style-type: none">• Critical Thinking• Stakeholder Management• Problem Solving	<ul style="list-style-type: none">• Delegate	

Considering that the domain competencies are related to the ministry's core operations, Ministry may consider engaging various institutes working in the domain of Tribal Welfare and Development. A list of institutions working in this domain is given after the training calendar. Ministry may also involve senior officials of the ministry in developing the customized modules.

For each competency, there are several training modules/programs available from different institutions. These programs are listed in subsequent section 7.3, to provide an overview of the options available. It is important to note that training institutions continuously improve their programs, upgrade existing ones, design new programs, and discontinue old ones. Therefore, when nominating officials for training programs, the CBU should consider relevant programs offered by specified institutes as well as other institutes to ensure high-quality training for the official.

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 calendar based on the felt needs 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 and in case due to any reason, if these programs could not be organized in the first year 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 the 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 list of identified training interventions with training institutes is presented below:

7.3.1 Domain Competencies

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
About Ministry, Divisions and Schemes	Full module to be to be developed	Ministry	TBD	ASO - 16	Y1 - Q1
	Development Programs of Ministry of Tribal Affairs, GoI	SC and ST Training and Research Institute, Odisha	Online/Offline	SO - 13 US - 13 DS / Dir - 3	
Tribal domain Knowledge (socio economic profile, livelihood, issues, strengths, vulnerabilities, etc.)	Developmental Issues for STs/SCs and Backward Classes	Directorate of Assam Institute of Research for Tribals and Scheduled Castes	Offline	ASO - 5	Y1 - Q1
	Livelihood System of the Tribals		Offline	SO - 5 US - 5 DS / Dir - 2	
	Development Challenges in Tribal Areas and Aspirational Districts	iGOT	Online	JS - 2	
Overview of Constitutional Provisions for Welfare and protection of tribals	Rights of Tribal Communities https://www.scstrti.in/index.php/activities/stpri-training	SC and ST Training and Research Institute, Odisha	Online/Offline	ASO - 3	Y1 - Q2
	Constitutional Provisions for STs/SCs.	Assam Institute of Research for Tribals and Scheduled Castes	Offline	SO - 7 US - 5 DS / Dir - 1	
MIS of Ministry's schemes & programmes	Module to be developed	Ministry	Online	ASO - 8 SO - 3 US - 7 DS / Dir - 3	Y1 - Q2
Tribal Sub-Plan/ Tribe Component (History, Budget, Guidelines and Monitoring System)	To be developed	Ministry	TBD	ASO - 3 SO - 1 US - 2 DS / Dir - 1 JS - 1	Y1 - Q1

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
State level Correspondence Hierarchy	To be developed	Ministry	TBD	ASO - 3 SO - 2 US - 3 DS / Dir - 2	Y1 - Q3
Forest Rights Act, Rules, guidelines and executive directions	Module to be developed or module developed by UNDP India may be perused	LBSNAA	Offline	SO - 1 US - 1	Y1 - Q3
	Forest Right Act, 2006	Directorate of Assam Institute of Research for Tribals and Scheduled Castes	Offline		
	Training Module for Government Functionaries on Forest Rights Act, 2006	UNDP India (https://www.undp.org/india/publications/training-module-government-functionaries-forest-rights-act-2006)	Online		
	Training course on Recognitions of Forest Rights Act	Tribal Cultural Research and Training Institute, Hyderabad	Offline		
Demography/Census Details	Training Manual on Demographic Techniques	United Nations Population Fund - India in collaboration with Registrar General & Census Commissioner, GoI	Offline	ASO - 2 SO - 4 US - 3 DS / Dir - 1	Y1 - Q2

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
		https://india.unfpa.org/sites/default/files/pub-pdf/TrainingManualonDemographicsTechniques%28forwebsite%29.pdf			
	Module to be developed	Ministry with support from Indian Institute of Population Sciences, Mumbai	Online/Offline		
National Scholarship Portal	Operational Manual on NSP	Ministry of Electronics & Information Technology, GoI https://scholarships.gov.in/public/FAQ/training_of_users_nsp.pdf	Online	ASO - 1 SO - 1 DS / Dir - 1	Y3 - Q2
National Commission for Scheduled Tribes (NCST)	To be developed	Ministry with support of NCST Office	Online	ASO - 3 SO - 3 US - 2 DS / Dir - 1	Y1 - Q2
Fellowship Portal	Instruction Manual on Fellowship Portal of the Ministry	Ministry of Tribal Affairs https://fellowship.tribal.gov.in/	Online	ASO - 1 SO - 1 DS / Dir - 1	Y1 – Q2
Proviso to Article 275(1) and guidelines	Module to be developed	Ministry	TBD	ASO - 2 SO - 1 US - 2	Y2 - Q1

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
Fifth Scheduled Areas (Administration and Control of Scheduled Areas and Scheduled Tribes)	Fifth and Sixth Schedules	IGNOU (https://www.egyankosh.ac.in/bitstream/123456789/57930/1/Unit12.pdf)	Online	ASO - 1 SO - 4 US - 1	Y1 - Q3
Mandate of Tribal Cooperative Marketing Development Federation of India (TRIFED) / National Scheduled Tribes Finance and Development Corporation (NSTFDC)	To be developed	Ministry with support from TRIFED and NSTFDC	To be discussed	ASO - 1 SO - 1	Y2 - Q2
National Overseas Scholarship Portal	Instructions Manual for Filling Online Application	Ministry https://overseas.tribal.gov.in/ReadDocs.aspx	To be discussed	ASO - 1 SO - 1 DS / Dir - 1	Y3 - Q3
NGO Grants Online Application & Tracking System	Module to be developed	Ministry	Online	ASO - 2	Y3 - Q1
Knowledge of Anthropology/Sociology	Fundamentals of Anthropology	IIS, Jaipur	Offline	ASO - 1 SO - 3	Y2 - Q3
Tribal Health Action Plan	Module to be developed	Ministry Tentative Supporting institutions: National Institute of Research in Tribal Health (NIRTH), GoI, Jabalpur National Health Mission Centre for Training, Research, and Innovation in	Online/Offline	ASO - 1 SO - 1	Y2 - Q4

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
		Public Health of Institute of Public Health, Bengaluru			
National Tiger Conservation Authority (NTCA) notification regarding Conferring Forest Rights in Critical Wildlife Habitats (CWH)	Module to be developed	Ministry in coordination with LBSNAA	TBD	SO - 1 US - 1	Y2 - Q3
About PVTG and proposed interventions	Module to be developed	Ministry	TBD	SO - 1 US - 1	Y2 - Q4
	Particularly Vulnerable Tribal Groups (PVTGs) IN India	By Jamia Millia Islamia Central University (https://www.studocu.com/in/document/jamia-millia-islamia/diploma-in-tribal-studies/particularly-vulnerable-tribal-groups-pvtgs-in-india/24359357)	Online		
Tribal Health issues, vulnerable groups, prevalent diseases, etc.	Module to be developed	Ministry Tentative Supporting institutions: National Institute of Research in Tribal Health (NIRTH), GoI, Jabalpur National Health Mission Centre for Training, Research, and Innovation in	Online/Offline	ASO - 1 SO - 1	Y2 - Q2

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
		Public Health of Institute of Public Health, Bengaluru			
Ministry Consultant engagement guidelines	Module to be developed	Ministry	Online	ASO - 2	Y3 - Q3
National Commission for Scheduled Tribes (NCST) Personnel Policies, Procedures and recruitment rules	Module to be developed	Ministry and NCST	Offline/Online	ASO - 1 US - 1	Y3 - Q2
Role and scope of Centre for Enforcement of Forest Rights Act (FRA), 2006	Training manual – Forest Rights Act, 2006 with case study	UNDP India and Commissioner (Tribal Development), Govt. of Himachal Pradesh	Offline	SO - 1 US - 1	Y1 - Q4
The Tribal Health Collaborative Initiative	Module to be developed	Ministry with support from Piramal Foundation and Bill and Melinda Gates Foundation (BMGF) and Anamaya, Delhi	TBD	ASO - 1 SO - 1	Y2 - Q3
Judgements on Forest Rights Act, 2006	Compendium of Judgements on The Forest Rights Act, 2006	Ministry (https://tribal.nic.in/downloads/FRA/3.%20Compendium%20of%20Judgements%20on%20FRA.pdf)	Online	SO - 1 US - 1	Y2 - Q1
Eligibility Criteria for Scheduled Areas	Module to be developed	Ministry	TBD	ASO - 1 SO - 3 US - 1	Y1 - Q3

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
About Article 339(2) and its relevance	Module to be developed	Ministry	TBD	ASO - 1 US - 1	Y2 - Q2
Land Transfer Regulation Act 1 of 1970	Training course on land transfer regulations	Tribal Cultural Research and Training Institute, Hyderabad	Offline	ASO - 1 SO - 3 US - 1	Y1 - Q2
Role of Governor for Administration of Schedule V & VI Areas	Module to be developed	Ministry	Tbd	ASO - 1 US - 1	Y1 - Q4
	Governance of the Fifth Schedule Areas: Role of Governor	Centre for Political Institutions, Governance and Development, Institute for Social and Economic Change (ISEC), Bengaluru https://journals.sagepub.com/doi/10.1177/0019556117720614	Online		
SC/ST (Prevention of Atrocities) Act, 1989	Workshop on sensitization of Police officers on atrocities against SC/ST	Bureau of Police Research and Development, Delhi	Offline	SO - 1 US - 1	Y2 - Q1
	Course on SC & ST (Prevention of Atrocities) Act, 1989	Unacademy	Online		
ADIGRAMS (Adivasi Grants Management System) Portal	Video Training Module on usage of ADIGRAMS	Ministry https://grants.tribal.gov.in/videotrainingmodule	Online	SO - 1 US - 1	Y3 - Q4
High Level Committee Recommendations on National Tribal Policy, Bhuria Commission Report on Scheduled Areas and	Module to be developed	Ministry	TBD	SO - 1	Y3 - Q4

Domain Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
STs, Dhebar Commission Report on Scheduled Areas and STs					
Executive Directions on Relief and Rehabilitation (R&R) for seeking clearance on Hydro-electric projects	Module to be developed	Centre for Excellence in Management of Land Acquisition, Resettlement and Rehabilitation, ASCI, Hyderabad	TBD	SO - 1 US - 1	Y3 - Q1
Ethnography aspects of Tribal Community	Tribal Ethnicity, Culture and History	Assam Institute of Research for Tribals and Scheduled Castes	Offline	ASO - 1 SO - 1	Y2 - Q2
Genesis of Special Central Assistance to Tribal Sub Scheme	Module to be developed	Ministry	TBD	ASO - 1 US - 1	Y2 - Q3

Note:

- For the additional domain competencies mentioned in section 5.2.1 (Understanding of Tribal Cultures and Traditions, Empathy and Cultural Sensitivity towards Tribal Communities, Community Engagement and Empowerment in Tribal Areas, Preservation and Promotion of Indigenous Knowledge Systems, Building Partnerships and Networking with Tribal Communities, Mobilizing Tribal Communities) it is suggested that the Ministry develops training programs in collaboration with the institutes mentioned in section 7.3.4 or any other institute of their choice. This approach will ensure the training programs alignment with the Ministry's specific needs and objectives.
- The target participants for these competencies may be identified based on the internal work allocation. Since these competencies have been finalized during the strategic review meeting, the priority of training and category of staff will be decided by the CBU after internal deliberations.

7.3.2 Functional Competencies

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
Aadhaar Act 2016	Basic Knowledge of UIDAI and Aadhaar	Unique Identification Authority of India https://uidai.gov.in/images/training/module_1_basic_knowledge_of_uidai_and_aadhaar_16032015.pdf	Online	ASO - 1 SO - 1 DS / Dir - 1	Y2 - Q2
Accounting	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance	Offline	ASO - 5 SO - 3 US - 1	Y1 - Q4
	Basic accounts and finance	National Academy of Indian Railways	Offline		
	COMMIT (Comprehensive Online Modified Modules for Induction Training) > Finance and Accounts	IGOT	Online		
	Accounts Training Program	Foreign Service Institute Indian Trainees	Offline		
Allocation of Business Rules of GoI	Module to be developed	Ministry with ISTM	Online	ASO - 7 SO - 7 US - 9 DS / Dir - 2	Y1 - Q2
Audit Standards 2011	Govt. Accounting & Internal Audit	Institute of Government Accounts & Finance	Offline	ASO - 8 SO - 4 US - 7 DS / Dir - 4	Y1 - Q2
Biological Diversity Act, 2002	Training program on Biological Diversity Act, 2002	National Biodiversity Board http://nbaindia.org/blog/579/57/1/awarenessstrainingtoo.html	Online	SO - 1 US - 1	Y2 - Q4
Budget Process & Procedures	Budget	iGOT	Online	ASO - 9 SO - 8	Y1 - Q1
	Budget - Formulation & Implementation	ISTM	Offline		

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				US - 8 DS / Dir - 5	
Cabinet Note Preparation Procedure	Workshop on preparing cabinet notes	ISTM	Offline	ASO - 2	Y2 - Q1
	Preparation of Cabinet Notes	iGOT	Online	SO - 4 US - 2	
Central Government Employees Group Insurance Scheme (CGEGIS)	Central Government Employees Group Insurance Scheme (CGEGIS)	iGOT	Online	ASO - 1 SO - 1	Y3 - Q2
Central Services (Medical Attendance) Rules	Central Government Health Scheme (CGHS) & Central Services (MA) Rules	iGOT	Online	ASO - 1 SO - 1	Y2 - Q2
CGHS Guidelines	Central Government Health Scheme (CGHS) & Central Services (MA) Rules	iGOT	Online	ASO - 3 SO - 1	Y2 - Q3
Civil Engineering (basic)	Overview of Infrastructure in Civil Engineering	iGOT	Online	ASO - 1 SO - 1 US - 1	Y3 - Q3
Compensatory Afforestation Rules, 2018	About Compensatory Afforestation in India	PARIVESH Portal of MOEFCC, GoI https://cag.gov.in/uploads/download_and_it_report/2013/Union_Compliance_Civil_Compensatory_Afforestation_21_2013_chap_1.pdf	Online	SO - 1 US - 1	Y2 - Q3
Computer Literacy	Basic Computer Course (BCC)	National Institute of Electronics & Information Technology	Online	ASO – 10 SO – 9 US - 8	Y1 - Q2

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				DS – 4	
Concept of Scholarship	Module to be developed	Ministry with support from Ministry of Education	Offline	ASO - 1 SO - 1 DS / Dir - 1	Y3 - Q1
Contract Preparation, verification, enforcement	Contract Management	RCUES Lucknow	Offline	ASO - 7 SO - 3 US – 3 JS - 1	Y1 - Q3
Corporate Governance	Online program on Corporate Governance	Indian Institute of Corporate Affairs (IICA)	Online	ASO - 1 SO - 1	Y3 - Q2
Cost Benefit Analysis	Training in Cost Benefit Analysis and Public Finance	National Institute of Financial Management (NIFM)	Offline	ASO -2 SO, -2 US - 2 DS / Dir - 2	Y2 - Q2
	Training in CBA, Public Policy and development	Indian Institute of Public Administration (IIPA)	Offline		
	Training in Cost Benefit Analysis	IIM Ahmedabad and IIM Bangalore	Offline		
Court Cases Administration (Legal Compliance & Terminology - Case laws of SC, CAT etc.)	SOP for handling court cases	Ministry of Defence https://caomod.gov.in/misc/SOP%20for%20Handling%20of%20Court%20Cases.pdf	Online	ASO – 9 SO – 11 US – 7 DS - 1	Y1 - Q2
CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	Training Programme in Administrative Vigilance	ISTM	Offline	ASO - 1 US - 1	Y2 - Q2

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
Data collection, validation, Interpretation & Database Management	Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA	Offline	ASO - 7 SO - 7 US - 4 DS - 3	Y1 - Q2
	Big Data One Data Driven Decision Making For Government	iGOT	Online		
DBT Schemes/Notifications	Training program-cum-workshop on Direct Benefit Transfer (DBT) and Expenditure Advance Transfer (EAT)	Directorate of Public Financial Management System	Offline	ASO - 1 SO - 1 DS / Dir - 1	Y2 - Q3
Delegation of Financial Powers Rules (DFPR)	Delegation of Financial Powers Rules (DFPR)	ISTM	Offline	ASO - 3 SO - 2 US - 2	Y2 - Q1
Department of Personnel and Training (DoPT) guidelines, rules, Amendments, Circulars, Notifications – All India Services (AIS), Central Civil Services (CCS), Central Secretariat Stenographers Service (CSSS), etc.	Workshop on DoPT guidelines, service rules, conduct rules	Lal Bahadur Shastri National Academy of Administration (LBSNAA)	Offline	ASO - 4 SO - 1 US - 1 DS / Dir - 1	Y1 - Q2
	DoPT guidelines, including personnel management, welfare policies, and governance structure	IIPA	Offline		
	Training in areas of governance, including personnel management	National Institute of Administrative Research (NIAR)	Offline		
	Training in DoPT guidelines, including service rules, conduct rules, and administrative procedures	ISTM	Offline		

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
DoE guidelines & circulars	Training programs in DoE guidelines, including budgeting, accounting, and auditing	Institute of Government Accounts and Finance (INGAF)	Offline	ASO - 6 SO - 3 US - 3 DS / Dir – 1 JS - 1	Y1 - Q2
	Training programs in DoE guidelines, including budgeting, accounting, and public finance.	National Institute of Financial Management (NIFM)	Offline		
	Executive education programs that include training on financial management and budgeting, DoE guidelines	IIM Ahmedabad and IIM Bangalore	Offline		
	Training programs in financial management and accounting, DoE guidelines.	Institute of Chartered Accountants of India (ICAI)	Offline		
e - Office	Workshop on e-Office	ISTM	Offline	ASO - 4 SO - 1 US - 2 DS / Dir - 2	Y1 - Q4
EFC/SFC - guidelines, rules, Amendments, Circulars, Notifications - AIS, CCS, CSSS etc.	Workshop on Preparation of Expenditure Finance Committee / Standing Finance Committee	ISTM	Offline	ASO - 2 SO - 3 US - 4 DS / Dir - 3	Y2 - Q1
EFC/SFC/PIB/CEE Portal	EFC /SFC / PIB/CEE Proposal Management System	DoE, GoI https://mofapp.nic.in/efc/Forms/UserManual.pdf	Online	ASO - 5 SO - 4 US – 6 DS - 2	Y1 - Q4

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
Evaluation of Proposals, Reports etc.	Certificate programme in Project management	Institute of Management in Government, Kerala	Offline	ASO - 8 SO - 6	Y1 - Q2
	Workshop On Project Formulation and Appraisal	ISTM	Offline	US - 4 DS / Dir - 2	
File Management	Record management and right to information	ISTM	Offline	ASO - 7 SO - 3	Y1 - Q3
	Office Procedure	IGOT	Online	US - 1 DSD - 1	
Financial Analysis, inferences, interpretations	MDP on Financial Data Analytics	Arun Jaitley National Institute of Financial Management (AJNIFM)	Offline	ASO - 6 SO, -6 US - 1 DS/DIR - 1	Y1 - Q3
Forest Conservation Act 1980 and Rules	Handbook on Forest (Conservation) Act, 1980 and Forest Conservation Rules, 2003	MOEFCC, GoI https://parivesh.nic.in/writereaddata/FC/HANDBOOK_GUIDELINES/HANDBOOK_GUIDELINES18_03_2019.pdf	Online	SO - 1 US - 1	Y2 - Q4
FRSR - Fundamental Rules and Supplementary Rules	Fundamental Rules (FR) and Supplementary Rules (SR)	Department of Expenditure	Offline	ASO - 3 SO - 1 DS / Dir - 1	Y1 - Q2
Functions of Registrar General of India	Module to be developed	Ministry in coordination with Office of the Registrar General and Census Commissioner, GoI	Online	ASO - 1 SO - 3	Y2 - Q2
Gender Equity	Gender Equality and Development – Overview	iGOT	Online	ASO - 3 SO, -1 US -2	Y2 - Q3

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
General Financial Rules (GFR)	Course on GFR 2017	IGOT	Online	ASO - 13 SO - 7 US - 5 DS / Dir - 4	Y1 - Q1
Geographical Indications of Goods Act, 1999	Geographical Indications of Goods Act 1999	MyGov India https://www.youtube.com/watch?v=wq4zC-H1wM	Online	SO - 1 US - 1	Y2 - Q3
	Certificate course on Geographical Indications	Institute of Legal and Management Studies https://www.ilms.academy/products/certificate-course-on-geographical-indications	Online		
GIS Mapping	Special course on “Overview of Geospatial Technologies	National Remote Sensing Centre (NRSC)	Offline	US - 1 DS / Dir - 1	Y3 - Q4
	Fundamentals of Geographic Information System	IGOT	Online		
Human Resource Management Techniques	Human Resource Management	ISTM	Offline	ASO - 3 SO - 1	Y2 - Q4
International Cooperation	Module to be developed	Ministry in Coordination with Sushma Swaraj Institute of Foreign Service	Online	ASO - 1 SO - 1 DS / Dir - 1	Y2 - Q3
International Education Trends	Workshop with Ministry of Education may be organized once in a year	Ministry	Offline	ASO - 1 SO - 1 DS / Dir - 1	Y3 - Q2
Managerial Effectiveness	Training Programme on Managing Work Effectively: A Behavioural Approach	VV Giri National Labour Institute	Offline	SO - 1 US - 1	Y3 - Q1
	Managerial Effectiveness	ISTM	Offline		
Managerial Skill	Managerial Effectiveness	ISTM	Offline	ASO - 4 SO - 7	Y1 - Q3

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				US - 5 DS / Dir - 1	
Manpower Management Information System (MMIS) Portal	Instruction available at https://mofapp.nic.in/pru/Downloads.htm	Ministry of Finance	Online	ASO - 3 SO - 1 US - 1	Y2 - Q4
Manual of Office Procedures	Office Procedure	iGOT	Online	ASO - 16 SO - 12 US - 9 DS/DIR - 3	Y1 - Q1
	Training Programme on Office Procedure under SCTP	ISTM	Offline		
Manual of Parliamentary Procedures	Parliamentary Procedures	iGOT	Online	ASO - 13 SO - 12 US - 11 DS / Dir - 5	Y1 - Q1
	Handling Parliamentary Matters	ISTM	Offline		
Mission Poshan 2.0(women and child nutrition) Scheme	Mini Course on Poshan 2.0 Guidelines	ANUVAAD https://anuvaad.org.in/wp-content/uploads/2020/07/Mini-Course-on-Poshan-2.0-Guidelines-%E2%80%93-December-15-2022.pdf	Online	ASO - 1 SO - 1	Y3 - Q2
Manual of Procurement of Goods & Services	Public Procurement Framework of GOI	Department of Expenditure	Offline	ASO - 5 SO - 1 US - 2 JS - 1	Y1 - Q3
	Public Procurement Framework of GOI	IGOT	Online		
	MDP on Public Procurement	AJNIFM	Offline		
Meeting Management - Conduct of the Meeting, Agenda Preparation, MoM, Meeting Etiquette etc.	Leadership & Management - How to lead meetings	Udemy	Online	ASO -10 SO, -5 US - 7 DS / Dir - 3	Y1 - Q2
	Effective Meeting for Management Consultants & Analysts	Udemy	Online		
	Minutes Taking at Meetings	Udemy	Online		
	Leading Effective 1-on-1 meeting win loyalty	Udemy	Online		

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
	Leading Effective Meeting Manager's guide to effective one on one meeting				
MoU / Contract Preparation, verification, enforcement	Contract Management	RCUES Lucknow	Offline	ASO - 5	Y1 - Q3
	Procurement of services, works and contract management	IGOT	Online	SO - 3 US - 3	
MS – Office	MS office	ISTM	Offline	ASO - 13 SO - 5 US - 7 DS / Dir - 4	Y1 - Q2
	<ul style="list-style-type: none"> • Microsoft PowerPoint Beginners, • PowerPoint Advanced • Microsoft Word Beginners, • Word Advanced, • Microsoft Excel for Beginners, • Excel Advanced 	iGOT	Online		
National Forest Policy, 1988	National Forest Policy, 1988	e-PG Pathshala, Ministry of Education https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000014ER/P000283/M025531/ET/1513143078Module_8_ext.pdf	Online	SO - 1 US - 1	Y3 - Q3
	Joint Forest Management	MOEFCC, https://ifs.nic.in/Dynamic/pdf/JFM%20handbook.pdf	Online		
National Mineral Policy 2019	Module to be developed	Ministry with support from Indian Bureau of Mines	Offline/ Online	SO - 1 US - 1	Y3 - Q2
New Education Policy	Training programs on the NEP - curriculum development, assessment and evaluation, and teacher professional development.	National Council of Educational Research and Training (NCERT)	Offline	ASO - 1 SO - 1 US - 1	Y3 - Q2
NITI Aayog's Output-Outcome Monitoring Framework (OOMF)	Training Modules, videos on OOMF	DMEO website	Online	ASO - 2 SO - 2	Y2 - Q1

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				US - 4 DS / Dir - 1	
Noting & Drafting	Workshop on Noting & Drafting	ISTM	Offline	ASO - 20	Y1 - Q1
	Noting & Drafting	iGOT	Online	SO - 12 US - 14 DS / Dir - 5	
Official Languages Act, Amendments, Notifications, Circulars	Training Programme on Official Language	Department of official language	Offline	ASO - 3 SO - 1 US - 2 DS / Dir - 1	Y1 - Q3
Open-Source technologies for data analysis	Data Science for All with R	Center for Continuing Education, NIT, Warangal	Online	US - 1 DS / Dir - 1	Y3 - Q4
NFHS and Health Indicators	Training Modules on Overview of NFHS and Health Indicators	Modules to be developed in Coordination with International Institute with Population Sciences (IIPS) Mumbai	Online/Offline	ASO - 1 SO - 1	Y2 - Q4
Panchayat Extension to the Scheduled Areas (PESA) Act 1996	National Online Training Programme on PESA and FRA for Community Mobilizers	MoPR	Online	ASO - 2 SO - 4 US - 3	Y1 - Q3
Pay fixation Process	Pay Fixation	iGOT	Online	ASO - 3	Y2 - Q2
	Pay Fixation	ISTM	Offline	SO - 1	Y1 - Q3
Policy Formulation, Analysis, amendment process	Policy analysis, Policy formulation	NACIN National Academy of Customs Indirect Taxes and Narcotics	Offline	ASO - 3	Y1 - Q3
	Public Policy & VUCA World	Indian Institute of Public Administration	Offline	SO - 3	
	Workshop on Policy Formulation to Legislation	ISTM	Offline	US - 4	
	Basics of Public Policy Research	IGOT	Online	DS/DIR - 2	
Portal – CPGRAMS	FAQ section of CPGRAMS	CPGRAMS portal (https://pgportal.gov.in/Home/Faq)	Online	ASO - 6 SO - 3	Y1 - Q4

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				US - 4 DS / Dir - 3	
Portal – eHRMS	User manual on the portal	https://parichay.nic.in/pnv1/assets/UserManual.pdf	Online	ASO – 2	Y3 - Q4
Portal – SOLVE	User Registration Guide https://doptapp.nic.in/SOLVE/HelpFiles/Individual_registration_CVO_new.pdf	SOLVE Portal	Online	ASO - 1 US - 1	Y3 - Q3
Portal Management	Handling Government Dashboards	ISTM	Offline	ASO - 2 SO - 1 US - 2	Y2 - Q1
Portal of eSamiksha	About eSamiksha and its features	Esamiksha Portal https://esamiksha.gov.in/AudioVisualPresentation	Online	ASO - 2 SO - 2 US - 2	Y2 - Q1
Portal of GeM	Training on GeM (Government e-Market)	NICF, GoI	Offline	ASO - 4 US – 1	Y2 - Q2
	Introduction to buyers and sellers Bid participation. Payment process for buyers	IGOT	Online		
Portal of LIMBS	User Manuals	LIMBS Portal https://limbs.gov.in/limbs/#helpfiles	Online	ASO - 5 SO - 4 US - 3 DS / Dir - 1	Y1 - Q3
Portal of RTI	Right to Information Act 2005 - Part 1 Right to Information Act 2005 - Part 2	iGOT	Online	ASO - 10 SO – 5 US- 6 DS -3	Y1 - Q3
RTI & CIC Rules, amendments, circulars, case laws	Right to Information Act 2005 - Part 1 Right to Information Act 2005 - Part 2	iGOT	Online	ASO - 15 SO - 9	Y1 - Q1

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
				US - 11 DS / Dir - 4	
Public Relations and Protocol Management	Training Programme on Public Relations	UNDP / DOPT, Government of India by Anna Institute of Management Chennai	Online	ASO - 3 SO - 1 US - 2	Y1 - Q3
	Workshop on Diplomatic Protocol & Etiquette	UNITAR https://event.unitar.org/full-catalog/workshop-diplomatic-protocol-etiquette	Online		
Preparation of Reports, Proposals, Analysis etc.	Report Writing	Lal Bahadur Shastri National Academy of Administration	Offline	ASO – 12 SO – 6 US – 9 DS/DIR – 5	Y1 - Q1
Project Management	Project Management	IGOT	Online	ASO - 1 SO - 1	Y3 - Q1
	Certificate programme in Project management	Institute of Management in Government, Kerala	Offline		
Public Expenditure Management	Public Financial Management	International Monetary Fund https://www.imf.org/en/Capacity-Development/Training/ICDTC/Courses/PFMx	Online	ASO - 1 SO - 1 US - 1	Y2 - Q2
	Public Finance & Fiscal Policy	IIPA	Offline		
Public Finance Management Systems (PFMS)	Training Videos of PFMS (Public Financial Management System) modules	Ministry of Electronics and Information Technology	Online	ASO - 11 SO - 7 US - 6 DS / Dir - 2	Y1 - Q2
Public Relations-IEC, social media	Introduction to Public Relations and the Media & Principles of Public Relations	Coursera	Online	ASO - 1 SO - 1	Y3 - Q3
Research Methodologies	Research Methodology Programme	GIRI Institute of Development Studies	Offline	ASO - 1 SO - 1	Y2 - Q3

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
		(A National Research Institute of the ICSSR, Ministry of Education, GOI & Govt. Of U.P.)		US - 1 DS / Dir - 1	
Research skills	Understanding Research methods	Udemy	Online	ASO -4 SO, -4 US -2 DS/DIR -1	Y1 - Q4
Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act 2013	Training on RFCTLARR Act 2013	National Institute of Defense Estate Management	Online	SO - 1 US - 1	Y2 - Q4
RRFAMS Portal	Guide to fill online RRs Proposal	RRFAMS Portal https://rrfams.nic.in/guide_rrfams.pdf	Online	ASO - 2	Y3 - Q2
Scheme Review, Monitoring & Evaluation	Monitoring, evaluation and learning	DMEO, GoI	Offline	ASO - 15 SO - 11 US - 11 DS / Dir – 4 JS – 1	Y1 - Q1
Schemes of Ministry of Education	Compendium of GoI schemes in Education sector	National Institute of Educational Planning and Administration (NIEPA)	Offline	ASO - 1 SO - 1 US - 1	Y3 - Q3
Schemes of Health Ministry - National Health Mission	Module to be developed	Ministry in coordination with Ministry of Health and Family Welfare	Offline	ASO - 1 SO - 1	Y2 - Q3
Social Audit	Social Accounting and Audit	Social Audit Network (SAN India)	Offline	US - 1	Y2 - Q3
	Training course on Social Audit	ICAI Digital Learning Hub	Online	DS / Dir – 1	Y3 - Q1

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
		https://learning.icaai.org/committee/srsb-audit-for-nism/			
SPARROW Portal – Process, Procedures, Trouble shooting	SPARROW User Manual	https://dpe.gov.in/sites/default/files/SPARROW_CPSE_User_Manual.pdf	Online	ASO -2	Y2 - Q3
Standing Committee Procedures	Training Programme on Parliamentary Practices and Procedures	Parliamentary Research and Training Institute for Democracies, GoI	Offline	ASO - 1 US - 1 DS / Dir - 1	Y2 - Q4
Strategic Management Techniques	Training on leadership and strategic management	Indian Statistical Service Training Division	Offline	ASO - 1	Y2 - Q1
	Strategic management programme	IIMs	Offline	SO - 2	
	Strategic management programme	National Academy of Indian Railways	Offline	US - 3 DS / Dir -4	
Statistical Analysis Techniques	Advanced Statistical Techniques for Data Analysis using R	ICAR	Online	ASO – 1 SO - 1 US – 3 DS – 1	Y2 – Q1
	Big data one	iGOT	Online		
	Data Driven Decision making for Government	iGOT	Online		
	Big data analytics in Government - Basics	Institute of Secretariat Training and Management (ISTM)	Offline		
Survey Techniques and specific tools	Survey Data Collection and Analytics Specialization	Coursera	Online	ASO - 1 SO - 1 US - 1 DS / Dir - 1	Y2 - Q2
Taxation rules - IT, TDS, GST Processing	Workshop on Income Tax	ISTM	Offline	ASO - 1	Y2 - Q2
	Workshop on Goods and Services Tax	ISTM	Offline	SO - 1	
The Sexual Harassment of Women at Workplace Act - 2013	Prevention of Sexual Harassment of Women at Workplace	IGOT	Online	ASO - 1 SO - 1	Y3 - Q3

Functional Competency	Training / Module name	Training Institute	Mode of training	Level of Officers & Tentative Number	Tentative Timelines
Wildlife Protection Act 1972 and Rules 1995	Module to be developed	Ministry in coordination MOEFCC	Offline	SO - 1	Y3 - Q3

7.3.3 Behavioural Competencies

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
Adaptability	Level-III CSSS Course to Develop Behaviour Competencies	Institute of Secretariat Training & Management (ISTM)	Offline	ASO - 8 SO - 5 US - 5 DS/DIR - 2	Y2 - Q3
Analytical Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 19 SO - 15 US - 15 DS/DIR - 4	Y1 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Attention to Detail	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 21 SO - 13 US - 14 DS/DIR-6	Y1 - Q1
	Attention to Detail	Indian Institute of Public Administration (IIPA)	NA		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Change Management	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 3 SO, -1	Y3 -Q4

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Advance Management Programme/ Change Management / Leadership	Administrative Staff College of India (ASCI), Hyderabad	Offline	US - 2	
	Change Management	IIPA	NA		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Communication Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 20 SO - 12 US - 12 DS / Dir - 5 JS - 1	Y1 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	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		
	Communication	Indian Institute of Mass Communication	Offline		
Conceptual Thinking	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 2 SO - 2 US - 2 DS / Dir - 1	Y3 - Q2
	Conceptual thinking	IIPA	NA		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Commitment to the Organisation	IIPA	NA		Y1 - Q3

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
Commitment to Organisation	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 15 SO - 10	
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	US - 7 DS / Dir - 3	
Consultation and Consensus building	Consensus Building	IIPA	Offline	ASO - 4	Y3 - Q3
	Training Programme on Convergence and Partnership	V.V. Giri National Labour Institute (VVGNI)	Offline	SO - 3 US - 3	
Critical Thinking	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 10 SO - 11 US - 10 DS/DIR -4	Y1 - Q4
	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		
Decision Making	Data Analytics and Risk Management	Indian Technical and Economic Cooperation Program, MoEA	Offline	ASO - 15 SO - 11 US - 12 DS/DIR -5 JS - 1	Y1 - Q2
	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		
Delegation	Delegation	IIPA	NA		Y2 - Q4

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 3 SO - 5	
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	US - 5 DS/DIR -1	
Dependability	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	ASO -2, SO, -1	Y3 – Q3
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	US -1	
Desire for Knowledge	Desire for Knowledge	IIPA	NA	ASO - 12 SO - 8 US - 9 DS / Dir - 3	Y1 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	IGOT	Online		
Developing Others	Developing Others	IIPA	NA	ASO - 6 SO - 9 US - 7 DS / Dir - 2	Y2 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Empathy	Empathy	IIPA	NA	ASO - 6 SO - 4 US - 3 DS / Dir - 2	Y2 - Q4
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Feedback	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	ASO - 13 SO - 9	Y1 - Q2

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	US - 10 DS / Dir - 4	
Initiative and Drive	Initiative and Drive	IIPA	NA	ASO - 7 SO - 7 US - 4 DS / Dir - 1	Y2 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Innovative Thinking	Managing Creativity and Innovation	ASCI, Hyderabad	Offline	ASO - 13 SO - 8 US - 9 DS / Dir - 5	Y1 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Innovative Thinking	IIPA	NA		
Integrity	Integrity	IIPA	NA	ASO - 9 SO - 5 US - 5 DS / Dir - 1	Y2 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Leading Others	Advance Management Programme/ Change Management / Leadership	ASCI, Hyderabad	Offline	ASO - 5 SO - 2 US - 5 DS / Dir - 1	Y3 - Q3
	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		

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Enhancing Performance and Well-Being through Leadership	ASCI, Hyderabad	Offline		
	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	VVG NLI	Online		
	Leading others	IIPA	NA		
	Inspiring Leadership Attitude	DHTI	Offline		
Motivation	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 4 SO - 4 US - 5 DS / Dir - 3	Y2 - Q4
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Leadership	Leadership	IGOT	Online	ASO - 8 SO - 5 US - 7 DS / Dir - 1	Y2 - Q3
	Leadership & Management - How to lead meetings	Udemy	Online		
Negotiation	Conflict Management and Negotiation	IGOT	Online		Y2 - Q2

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Conflict Management and Negotiation Skills	ASCI, Hyderabad	Offline	ASO - 9 SO - 6 US - 5 DS / Dir - 2	
	Negotiation and Persuasion	IIM Lucknow	Offline		
	Negotiation (as part of Change Management)	IIPA	NA		
Networking Skills	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 7 SO - 6 US - 5 DS / Dir - 2	Y2 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Network like a pro: networking skills for every professional	Udemy	Online		
Planning and organising	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 7 SO - 6 US - 5 DS / Dir - 1	Y2 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Citizen Centric & People First	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO -15 SO - 9 US - 9 DS/DIR - 4	Y1 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	People Centric Urban Governance in India	IIPA	NA		
	People First	IIPA	NA		
People Management	Developing interpersonal skills	Coursera	Online	ASO – 2	Y3 – Q4
	Corporate leadership and people management	Udemy	Online		

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Customer relations, productivity, team management and leadership	National Academy of Indian Railways	Offline		
Planning & Coordination	Strategic planning and consultancy	ISTM	Offline	ASO - 21 SO - 13 US - 13 DS / Dir - 5	Y1 - Q2
	Planning & Coordination	IIPA	Offline		
Presentation Skills	Presentation Skills	DHTI	Offline	ASO - 18 SO - 10 US - 12 DS / Dir - 5	Y1 - Q2
Problem Solving	Critical Thinking & Problem-Solving Techniques	ISTM	Offline	ASO - 7 SO - 6 US - 5 DS / Dir - 2	Y1 - Q4
	Problem Solving & Decision Making	IGOT	Online		
	Creative Problem Solving	DHTI	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Problem Solving	IIPA	NA		
Quantitative Skills	Level-III Training Programme to Develop Functional Competencies	ISTM	Offline	ASO - 6 SO - 5	Y2 - Q2

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Level-III Training Programme to Develop Functional Competencies	iGOT	Online	US - 5 DS / Dir - 2	
Resilience	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 5 SO - 3	Y3 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	US - 3 DS / Dir - 2	
Rule Consciousness	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 7 SO - 4	Y3 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online	US - 3	
Achievement Orientation/Result Orientation	Result Orientation	IIPA	NA	ASO - 3 SO - 2 US - 3	Y3 - Q2 Y3 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Goal Setting	iGOT	Online		
Seeking Information	Seeking Information	IIPA	Offline	ASO - 9 SO - 6 US - 8 DS / Dir - 4	Y2 - Q1
Self-Awareness & Self Control	The Art of Living Training Programme for Building Competence for Personal Excellence	VVGNLI	Online	ASO - 7 SO - 4 US - 4	Y2 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	DS / Dir - 1	

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Self-Awareness & Self Control	IIPA	Offline		
	Increasing your Emotional Quotient	iGOT	Online		
Self Confidence	Self Confidence	IIPA	NA	ASO - 7 SO - 4 US - 3	Y2 - Q3
	Self-Leadership	iGOT (Art of Living)	Online		
Stakeholder Management	Stakeholders in Governance	ISTM	Offline	ASO - 12 SO - 7 US - 7 DS / Dir - 2 JS -1	Y1 - Q4
	Stakeholders in Governance	IGOT	Online		
Strategic Thinking	Training on leadership and strategic management	Indian Statistical Service Training Division	Offline	ASO - 15 SO - 5 US - 11 DS / Dir - 4	Y1 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Strategic Thinking	IIPA	NA		
	Strategic management programme	National Academy of Indian Railways	Offline		
Stress Management	Stress management and motivation	Central Bureau of Investigation Academy	Offline	ASO - 13 SO - 9	Y1 - Q4
	Managing Stress	DHTI	Offline		
	Stress Management	ISTM	Offline		

Behavioural Competencies	Training Module/s	Training Institutions	Mode of Training	Level of Officers & Tentative Number	Tentative Timelines
	Stress Management	iGOT	Online	US - 6	
	Stress Management and Performance Coaching	ASCI, Hyderabad	Offline	DS / Dir - 2	
Team Working	Workshop on Team Building and Leadership	ISTM	Offline	ASO - 21 SO - 13 US - 14 DS / Dir - 5	Y1 - Q1
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
	Team Working	IIPA	Offline		
	Team Building and Leadership	ISTM	Offline		
Time Management	Time Management (as part of Change Management)	IIPA	NA	ASO - 16 SO - 11 US - 12 DS / Dir - 5	Y1 - Q2
	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline		
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		
Transparency	Level-III CSSS Course to Develop Behaviour Competencies	ISTM	Offline	ASO - 7 SO - 6 US - 4	Y2 - Q3
	Level-III CSSS Course to Develop Behaviour Competencies	iGOT	Online		

7.3.4 Competencies and mapped training institutes

An attempt has been made to make the list as exhaustive as possible for CBU to finalize the training partner (iGoT or any training institute) for organizing the training program. However, the CBU may explore additional institutes which offer 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 for online delivery.

List of Institution working in the domain of Tribal Welfare, Development and Related Areas

#	Name of the Institute
1.	Indian Institute of Public Administration (IIPA), New Delhi
2.	The Centre for Development and Environment Policy (CDEP) of IIM Calcutta
3.	Birsa Munda Centre for Tribal Affairs, IIM Ranchi
4.	Institute for Social and Economic Change (ISEC)
5.	Indian Institute of Forest Management (IIFM), Bhopal
6.	Wildlife Institute of India (WII), Dehradun
7.	Institute of Rural Management Anand (IRMA), Anand
8.	Indira Gandhi National Forest Academy (IGNFA), Dehradun
9.	Tribal Research and Development Institute, Bhopal
10.	Tata Institute of Social Sciences (TISS), Mumbai
11.	Indian Institute of Public Health (IIPH), Delhi
12.	Centre for Training, Research and Innovation in Tribal Health
13.	National Law School of India University (NLSIU), Bangalore
14.	Anthropological Survey of India
15.	Central Tribal University, Andhra Pradesh
16.	Tribal Cultural Society, Jamshedpur
17.	Foundation for Revitalisation of Local Health Traditions, Bengaluru
18.	Indira Gandhi National Tribal University, Amarkantak
19.	Birsa Munda Tribal University, Rajpala, Narmada
20.	Kalinga Institute of Social Sciences, Bhubaneswar
21.	International Institute for Population Sciences (IIPS), Mumbai
22.	SVYM (V-Lead), Mysuru

Note: Institution wise area of specialization/expertise is given as annexure

7.4 Responsibility Allocation

The training function management is crucial aspect 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 changes with changes in

programs/schemes and priorities of the Ministry / Departments. Hence, capacity building is a continuous process for analyzing, planning and organizing the relevant training programs.

Currently the Ministry has constituted the CBU with Additional Secretary and other officials and the detailed list of activities to be undertaken by the CBU has been provided in previous chapter and also given as annexure. 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.

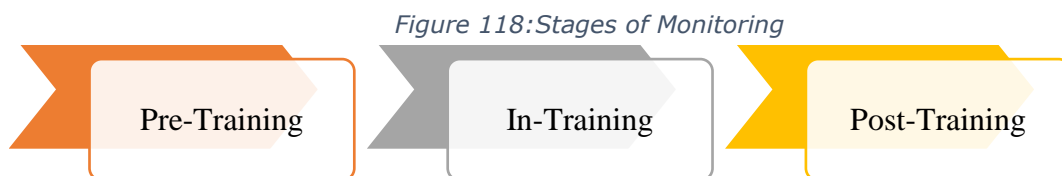
- The top management/senior leadership should make the capacity building programmes a **regular activity** in MDO in line with the proposed ACBP.
- The CBU should refer the ACBP and prepare **the annual training plan** with the proposed training modules, prospective employees & with outlay of budget 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 of evaluation inputs of the past trainings for taking necessary corrective measure in future trainings.
 - Seeking internal feedback from the reporting officers on the trainings attended by their subordinates.
 - Take corrective measures based on the observations/internal feedback from the reporting officers.
 - Planning 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, 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:



- **Pre-Training**

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

- **In-Training**

In-Training stage, monitoring is conducted while the training is program is on and covers 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 regarding training program contents, trainers and training facilities.

- **Post-Training**

Post-training monitoring involves collecting feedback, conducting analysis, and preparing for assessments to determine the effectiveness of the training program at both the learning and job performance level.

7.5.2 Evaluation

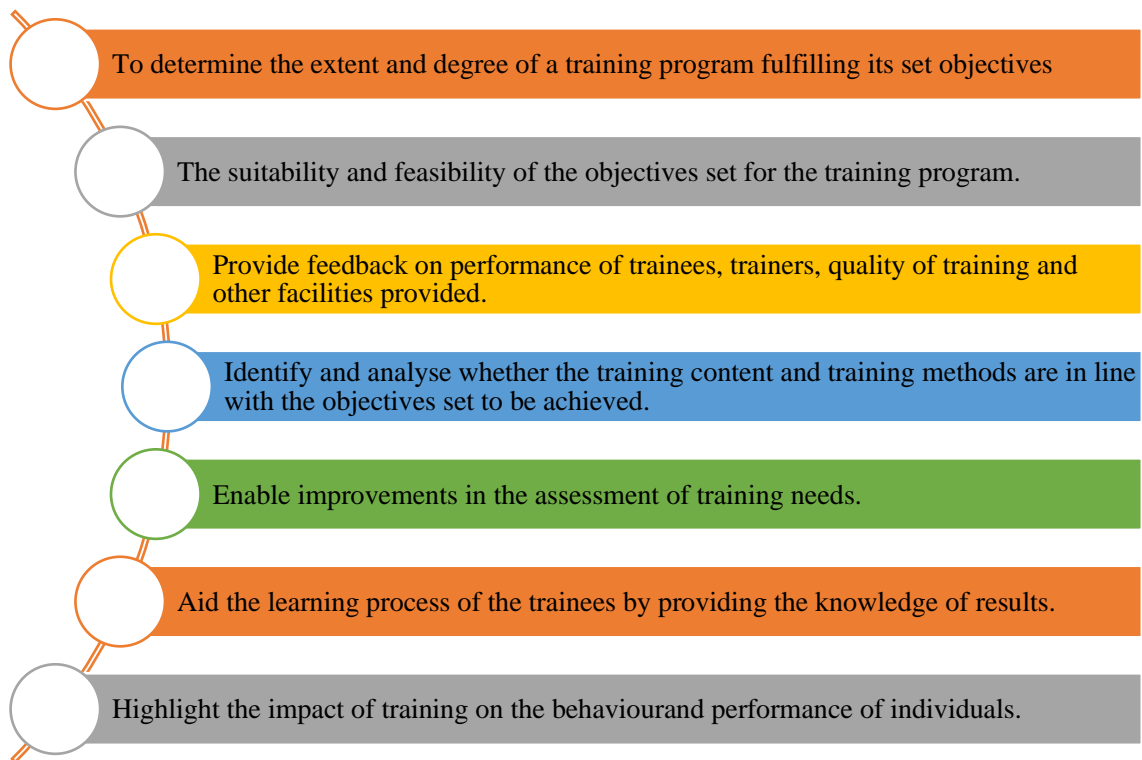
A comprehensive and effective evaluation plan is a critical component of any successful training program. The evaluation should be structured in such a way as to generate information on the impact of training at various levels. In government organizations, where training is conducted in big volumes, it is furthermore essential to integrate training evaluation into the training function.

- **Need for Evaluation of Training**

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

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

Figure 119: Needs / Objectives of Evaluation of Training



● 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 120: 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 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 if the training has created any impact on the job behaviour or performance of the trainees. This involves collecting the 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.

It may be noted that in all the above-mentioned evaluations information may be collected from trainees using different procedures like filled in questionnaire, direct interview, survey, feedback from supervisor, job performance observation, etc.

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

Table 30: Levels of Evaluation & Related Performance Indicators

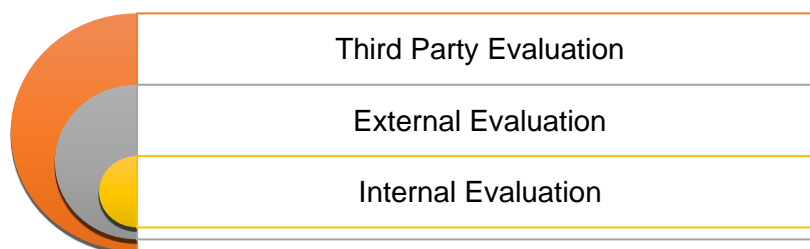
Level of Evaluation	Indicative list of components for evaluation
Program Level	Capacity Building Module and Content <ul style="list-style-type: none"> ● Fulfillment of capacity building objective ● Structuring and sequencing of content ● Course Content and its utility as reference material in future ● Teaching methods (games, exercises, case studies, group discussions, role plays, etc.)
	Trainers / Facilitators <ul style="list-style-type: none"> ● Expertise ● Presentation skills ● Interaction with participants

Level of Evaluation	Indicative list of components for evaluation
	<ul style="list-style-type: none"> ● Individual attention ● Efforts to make the sessions interesting
	Training Facilities <ul style="list-style-type: none"> ● Classroom Facilities ● Lunch, Dinner and Refreshments ● Accommodation (as applicable) ● Transportation (as applicable)
Learning Level Evaluation	<ul style="list-style-type: none"> ● Average Pre-Capacity Building Evaluation Score and ● Average Post-Capacity Building Evaluation Score ● Learnings
Job Behaviour Level Evaluation (feedback by trainee and supervisor)	<ul style="list-style-type: none"> ● Extent of fulfilment of training needs (Trainee satisfaction) ● Extent of application of learnings in the job ● Improvement in Job Performance (pre and post) ● Suggestions for improvement
<i>These components mentioned above are indicative and Ministry may customize the list or modify as per their requirement. Also, indicative formats for each level of evaluation are given as Annexure 8.</i>	

● Modes of training evaluation

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

Figure 121: Modes of Training Evaluation



○ Internal Evaluation

In this mode, the evaluation process is carried out by 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 to 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.

7.6 Key Performance Indicators

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

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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