ANNUAL CAPACITY BUILDING PLAN

(2025-2026)

ICFRE – Forest Research Institute
P.O. New Forest - 248006
Dehradun, Uttarakhand

List of Content

List of Abbreviations

CBC   Capacity Building Commission

CBP   Capacity Building Plan
CBU

Capacity Building Unit

CNA   Competency Needs Assessment

CSCU   Cabinet Secretariat Coordination Unit

DoPT   Department of Personnel & Training

GOI   Government of India

ICFRE   Indian Council of Forestry Research and Education

ICFRE-FRI   Indian Council of Forestry Research and Education-Forest Research Institute

iGOT   Integrated Government Online training

KCM   Karmayogi Competency Mode

MDO

Ministry / Department / Organisation

MoEF&CC   Ministry of Environment, Forest and Climate Change
NPCSCB   National Programme for Civil Services Capacity Building

PMHRC   Prime Minister's Public Human Resource Council

SPV   Special Purpose Vehicle
QIP   Quality Improvement Plan

1. Project Background

1.1 Introduction to Mission Karmayogi

Mission Karmayogi is a National Programme for Civil Services Capacity Building (NPCSCB) (the "Program"), which aims to prepare Indian civil servants for the future by making them more creative, proactive, professional, energetic, transparent and technology enabled. It was launched by the Union Cabinet in September 2020, with a focus on promoting ease of living and ease of doing business, by considerably enhancing the citizen-government interface. The NPCSCB has laid the foundation for capacity building for future generations of the civil servants with key philosophy "to create an ecosystem of competency driven training and human resource management by transitioning from a 'rules-based' system to the 'roles-based' system".

The framework for implementation and monitoring of the Program would involve the Prime Minister's Public Human Resource Council (PMHRC) which is the apex body for the Program. Under the apex body, there is a Cabinet Secretariat Coordination Unit (CSCU) that will monitor the implementation of NPCSCB, align stakeholders and provide mechanisms for overseeing Capacity Building Plans (CBPs).

The Capacity Building Commission (CBC) has been set up for functional supervision of training institutions and would facilitate in preparation of the annual CBPs and a Special Purpose Vehicle (SPV) i.e. Karmayogi Bharat has been set up for operating the digital assets created for NPCSCB on behalf of the Government of India (GOI).

To oversee the planning and implementation of the NPCSCB, the Capacity Building Commission, (CBC) was constituted in April of 2021. The Commission plays a key role at helm of Mission Karmayogi and its interventions are designed with three lenses: First, alignment of department's goals with National Priorities; second, Citizen Centric service delivery, and third, enhancing capacity of civil servants on Emerging Technologies.

Under the National Programme for Civil Services Capacity Building (NPCSC), CBC has conceptualized and developed Capacity Building Plans (CBPs) for Ministries including the Ministry of Environment, Forest and Climate Change (MoEF&CC). Now the Ministry of Environment, Forest and Climate Change has initiated the process of developing the CBPs for the subordinate organizations and autonomous institutions under the Ministry. This report summarizes the competency requirements of the ICFRE-Forest Research Institute, Dehradun and highlights the interventions that can be marshaled as quick wins and critical interventions.

1.2 Capacity Building Plan (CBP)

The Capacity Building Plan (CBP) is a thorough strategy document that identifies important strategic areas within the Ministry / Department / Organization (MDO) that needs to be addressed and presents a broad overview of year-by-year capacity building actions to address these areas. The plan is incremental in that it identifies a few priority areas that need to be addressed right away and will progressively develop over time into a full-fledged plan. The CBP identifies key strategic domain, functional and behavioral areas within the MDO and outlines specific capacity building initiatives that will be implemented to address the needs in each area.

1.3 Approach to Capacity Building

Three Lenses of Capacity Building: National Priorities, Emerging Technologies, and Citizen Centricity

- The CBP considers the training requirements based on the national priorities, strategic international stances on key topics, and dynamic nature of the domain of work in the Forestry Sector.
- Emerging technologies are integral to the design and delivery of training programs. ICFRE-FRI emphasizes the integration of such technologies to enhance field-level decision-making, data analysis, and forest resource management capabilities among forestry professionals, scientists, officers and researchers.
- As a premier forestry research institute, ICFRE-FRI is committed to equipping Scientists, officers, researchers and technical personnel with the necessary knowledge and practical skills to manage forest resources effectively, with a strong focus on ecological sustainability, and citizen engagement.

Three Pillars of Capacity Building: Individual, Organizational and Institutional

- At the Individual level competencies form the basis of capacity building; capacity building at the individual level refers to equipping individual officials with the competencies required to effectively perform their assigned roles.
  - Domain competencies are related to knowledge and expertise of a specific focus area
  - Functional competencies are related to functional aspects of work such as administration, financial planning data analysis, technological know-how and other such broad areas of expertise
  - Behavioural competencies are related to behaviours and soft skills
- At the Organisational level, capacity building refers to the capacity of collective and shared aspects of the organization such as existing processes, digital and physical infrastructure, and technological capabilities.
- At the Institutional level, capacity building refers to changes made in norms, policies, and regulations guiding the functioning of the individuals and the organisation i.e., policy-level interventions

The scope of this CBP exercise for a specific MDO is not expected to cover institutional measures.

2. Overview of the Organization

Figure 1: ICFRE-Forest Research Institute, Dehradun

2.1 About ICFRE-Forest Research Institute

With a legacy that dates back to 1906, the ICFRE-Forest Research Institute (FRI), Dehradun, has been a cornerstone of forestry research and education in India. Originally established as the Imperial Forest Research Institute and College, it laid the groundwork for organized scientific forestry across the Indian subcontinent. From training forest officers and rangers to driving innovative research, FRI's contributions have been monumental. After India gained independence, the institute embraced a new identity, aptly renamed as the Forest Research Institute. In 1988, its operations were aligned with the Indian Council of Forestry Research & Education (ICFRE) under the Ministry of Environment, Forests, and Climate Change, Government of India. Today, FRI stands tall as a symbol of India's commitment to environmental stewardship and scientific excellence.

The institute is located in the New Forest campus on Chakrata Road (NH-72),five kilometers from Dehradun town.

2.2 Vision and Mission

Vision- To build role-based domain, functional and behavioural competencies of Scientists, officers and Technical staff for conservation and enhancement of forests and environment in the country.

Mission- To develop the individual and organisational capacities of all stakeholders & practitioners through high-quality learning solutions, knowledge products and services to address forestry & environmental challenges, and enabling two- way exchange of ideas

2.3 Mandate states/UT's

1. Uttarakhand
2. Uttar Pradesh
3. Punjab
4. Haryana
5. Chandigarh
6. New Delhi

2.4 Research Priorities

- Enhancement of forest Productivity
- Improvement of planting Stock
- Rehabilitation of Wastelands
- Efficient utilization of wood and non-wood forest products
- Development of eco-friendly products and processes.

2.5 Thrust areas

- Conservation of biodiversity
- Production, certification and supply of quality seeds of fuel, fodder and timber species.
- Social Forestry/Agro forestry.
- Conservation and eco-restoration of ecologically fragile and disturbed areas.
- Utilization of non-conventional woods and weeds for manufacture of forest products.
- Development of technology for reclamation of wastelands.
- Planting stock improvement programme of different species.
- Geological, geomorphological and micro-morphological studies on skeletal and sodic soils.
- Reclamation and ecological monitoring of mined areas.
- Development of technology for eco-friendly preservatives.
- Forestry Education and policy research to meet emerging challenges.

2.6 Research Divisions

1. Silviculture and Forest Management
2. Chemistry and Bio-prospecting
3. Forest Ecology and Climate Change
4. Genetics and Tree propagation
5. Forest Products
6. Forest Protection
7. Forest Botany
8. Extension
9. Engineering and Services Division (Non-research Division)

2.7 Functions

The Forest Research Institute (FRI), Dehradun, a premier institution under the Indian Council of Forestry Research and Education (ICFRE), plays a vital role in advancing forestry science and promoting sustainable forest management in India. Established in 1906, FRI is dedicated to research, education and extension in various disciplines of forestry including forest ecology and climate change, silviculture, forest products, forest protection (entomology and pathology), genetics and tree improvement, chemistry and bio-prospecting, forest botany and extension. It develops scientific techniques and technologies for afforestation, biodiversity conservation, and utilization of forest resources, which are disseminated to forest departments, industries, and rural communities. As a Deemed University, FRI also offers postgraduate and doctoral programs, nurturing skilled human resources for forestry, wood, paper and environmental sectors. Its iconic colonial architecture, museums, and expansive botanical estate make it a center of academic excellence, public education, and ecological awareness.

3. Approach and Methodology

In line with the instructions from the Department of Personnel and Training (DoPT) via DO letter dated 29th July 2024, which included the CBP Lite Process Manual (Annexure I) prepared by the Capacity Building Commission (CBC), all attached and subordinate offices/organizations under each Ministry/Department were directed to prepare their Capacity Building Plans (CBPs) using the prescribed CBP Lite template.

Sub-organizations under the Ministry of Environment, Forest and Climate Change (MoEF&CC), including ICFRE-FRI, were tasked with developing their CBPs through a standardized and streamlined process. The methodology focused on creating practical and actionable capacity-building plans aligned with Mission Karmayogi's objectives.

3.1 CBP Lite Process Manual

The CBP Lite Process offers a simplified and practical framework to enable attached and subordinate offices/organizations under any Ministry/Department to independently prepare their Capacity Building Plans (CBPs). It focuses on actionable goals, need-based practical training interventions, and accessible documentation, making the process user-friendly and efficient for all stakeholders.

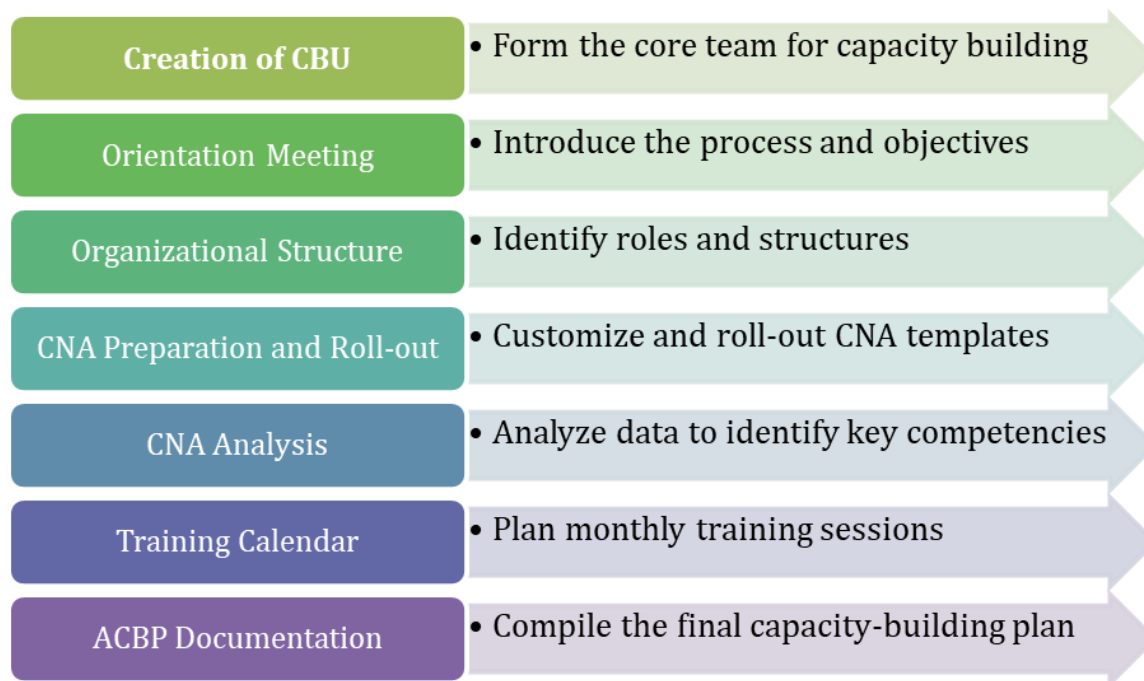Following further consultations with the CBC, the key steps of the process were customized as follows:

Creation of CBU	• Form the core team for capacity building
Orientation Meeting	• Introduce the process and objectives
Organizational Structure	• Identify roles and structures
CNA Preparation and Roll-out	• Customize and roll-out CNA templates
CNA Analysis	• Analyze data to identify key competencies
Training Calendar	• Plan monthly training sessions
ACBP Documentation	• Compile the final capacity-building plan

Figure 2: Flowchart of activities for CBP

Step 0: Creation of Capacity Building Unit (CBU)

Capacity Building Unit (CBU) was constituted on 11th October, 2024, in accordance with the guidelines detailed by CBC, Roles and Responsibilities of CBUs (Annexure-II). This unit is pivotal to the CBP Lite implementation process, tasked with leading and managing the preparation of the CBP. CBUs serve as the central authority for conducting capacity needs assessments, coordinating with the Ministry, and monitoring the progress of training initiatives, ensuring effective oversight of capacity-building activities.

Step 1: Orientation/Kick-off Meeting

An orientation session was conducted by the Ministry in collaboration with the Capacity Building Commission (CBC) on 30th September 2024, which oriented the CBU on Mission Karmayogi's objectives and its strategic significance. The session also provided a comprehensive overview of the steps involved in preparing the Capacity Building Plan (CBP).

Step 2: Identification of Organizational Structure

Following the orientation, the organizational structure was mapped to identify key designations, roles, functions, and hierarchies, ensuring that the subsequent

Capacity Needs Assessment (CNA) aligns with the specific requirements of the organization.

Step 3: CNA Preparation and Roll-out

A standardized CNA template, developed for all organizations under MoEFCC, was further customized by the CBU of ICFRE-FRI to address their specific requirements (Annexure IV). The competency list for behavioral and functional competencies was derived from the Karmayogi Competency Model (Annexure V), while the required technology and domain competencies were independently identified (Annexure VI).

The CNA process involved a detailed questionnaire to identify the top three behavioral, functional, technology, and domain competencies required for each designation to perform their roles effectively. It also assessed the current skill levels of employees for a comprehensive gap analysis.

After customization, the CNA was converted into a Google Form for ease of distribution. An orientation session was conducted to ensure that staff understood the purpose of the exercise and its alignment with Mission Karmayogi. The CNA was subsequently rolled out, and responses were successfully collected from all staff members.

Step 4: CNA Analysis

The data collected through the CNA template was analyzed to identify key competency areas for behavioural, functional and domain specific capacity building. Considering the frequency of staff transfers and the need for the analysis to remain relevant over an extended period, it was decided to consider all identified competencies rather than focusing heavily on person-specific gap analysis. This approach enabled the recognition of priority competencies relevant to each designation, facilitating the prioritization of training needs and ensuring alignment with organizational goals.

Step 5: Development of Training Calendar

Based on the CNA analysis, a training calendar was developed for each designation which covers the schedule of courses to be taken every month, spanning 4 hours 20 minutes of learning. Each month's calendar is to include a variety of all competency areas. Regular updates and reviews were planned to keep the calendar relevant. The current calendar is made until the financial year 2025-26 and to focus on behavioural and functional competencies.

Step 6: CBP Documentation

The final step involved compiling the Capacity Building Plan (CBP) document. This document integrated the insights from CNA analysis and the strategic priorities of the

organization. The CBP serves as a roadmap for capacity-building initiatives for the year, ensuring alignment with Mission Karmayogi's vision.

4. CBP for ICFRE-FRI

4.1 Organizational Structure

Figure 3: Organizational Structure of FRI

ICFRE-FRI is a sub office under the umbrella of ICFRE which is an autonomous body of the Ministry of Environment and Forests (MoEF&CC), Government of India (GOI). It is headed by the Director, who is assisted by Group Coordinator Research, Head of divisions, Dean Academics, Registrar FRIDU, Registrar FRI, PLO, Chief Librarian and Purchase Officer. All these posts are either filled by IFS officers or Scientists.

The ICFRE-FRI office is supported by a diverse workforce in sanctioned deputation posts for APCCF, CCF, CF, DCF etc. and regular posts, including Scientist (B to G), Technical staff (Technician to Chief Technical Officer), Ministerial staff (LDC to Under Secretary), Hindi officer, ACF, RFO, DRFO, Forester, Forest guard, Driver, Multi-tasking staff etc.
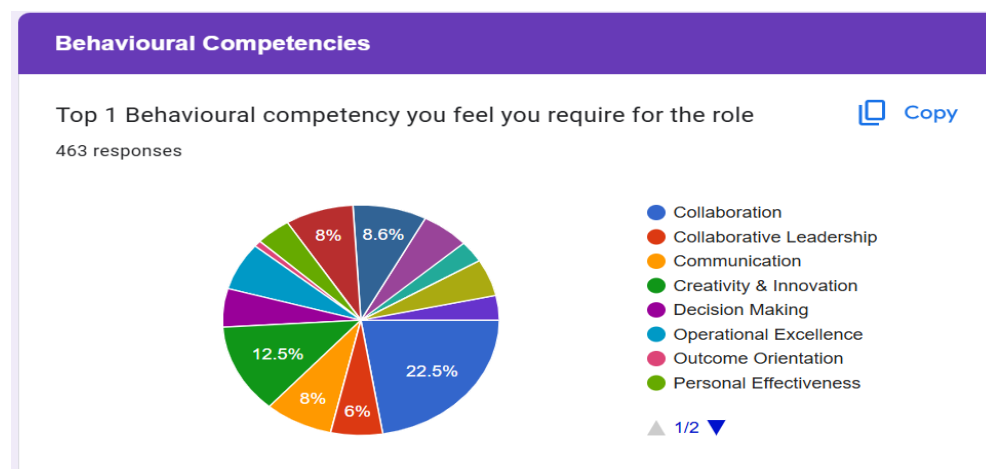
4.2. CNA Preparation and Roll-out

The behavioral and functional competencies were derived from Karmayogi Competency Model. Due to the specific nature of ICFRE-FRI the domain competencies as per role of different designations especially of the scientific and technical is unique. The CBU created a very specific list of domain competencies and sub-competencies for ICFRE-FRI.

The Capacity Needs Assessment of all the officials and staff were done through questionnaires (Annexure IV) on Google Forms. Responses were received from 463 scientists, officers, technical staff, ministerial staff, MTS etc.
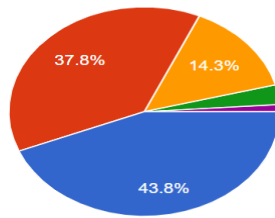
4.3. CNA Analysis

Analysis of the 463 responses and designation wise competency mapping was done and the competency need is as follows.

Self-identified gaps for Number 1 as mention above

463 responses

Copy

- I feel I exhibit the behavioural competency optimally in my w...
- I feel I possess the behavioural competency but need support...
- I feel I need some support to develop the behavioural com...
- I feel I need significant support to develop the behavioural co...
- I feel I do not have the required behavioural competency to us...

43.8%
37.8%
14.3%

Top 2 Behavioural competency you feel you require for the role

463 responses

Copy

- Collaboration
- Collaborative Leadership
- Communication
- Creativity & Innovation
- Decision Making
- Operational Excellence
- Outcome Orientation
- Personal Effectiveness

▲ 1/2 ▼

8.6%
11.4%
14.7%
8.6%
11.2%

Self-identified gaps for Number 2 as mention above
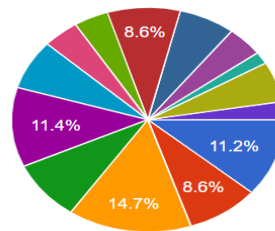
463 responses

Copy

- I feel I exhibit the behavioural competency optimally in my w...
- I feel I possess the behavioural competency but need support...
- I feel I need some support to develop the behavioural com...
- I feel I need significant support to develop the behavioural co...
- I feel I do not have the required behavioural competency to us...

39.3%
16.4%
39.5%

Top 3 Behavioural competency you feel you require for the role
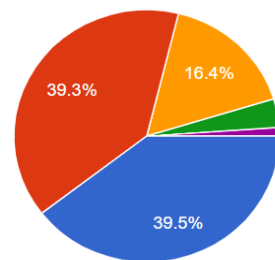
463 responses

Copy

Legend:
- Collaboration
- Collaborative Leadership
- Communication
- Creativity & Innovation
- Decision Making
- Operational Excellence
- Outcome Orientation
- Personal Effectiveness

1/2

Values shown: 9.7%, 10.2%, 11.7%, 9.5%, 7.1%, 6%

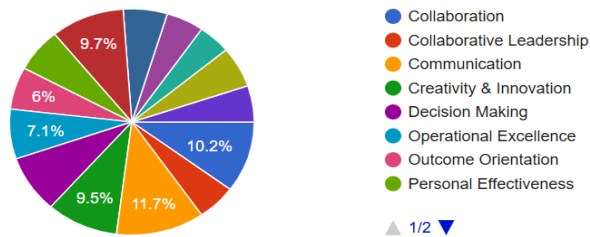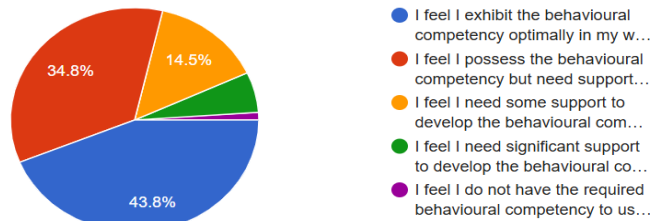## Self-identified gaps for Number 3 as mention above

463 responses

Copy

Legend:
- I feel I exhibit the behavioural competency optimally in my w…
- I feel I possess the behavioural competency but need support…
- I feel I need some support to develop the behavioural com…
- I feel I need significant support to develop the behavioural co…
- I feel I do not have the required behavioural competency to us…

Values shown: 34.8%, 14.5%, 43.8%

Functional Competencies

Top 1 Functional competency required to carry out responsibility

463 responses

Copy

Legend:
- Administration Matters
- Cabinet note preparation
- Change Management
- Citizen Centricity
- Data Analytics
- Digital Fluency
- Establishment & HR
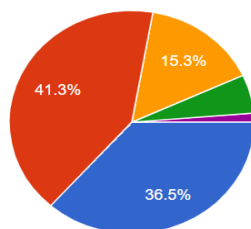- Financial Management

1/3

Values shown: 8.4%, 11.2%, 10.2%, 24.4%, 12.1%

Self-identified gaps for Number 1 as mentioned above

Copy

463 responses

- I feel I exhibit the Functional competency optimally in my w…
- I feel I possess the Functional competency but need support…
- I feel I need some support to develop the Functional comp…
- I feel I need significant support to develop the Functional co…
- I feel I do not have the required Functional competency to use…

41.3%
15.3%
36.5%

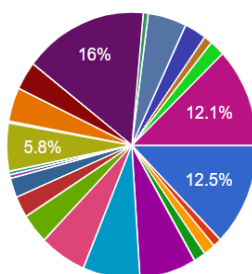## Preferred mode of training/ session for Number 1

Copy

463 responses
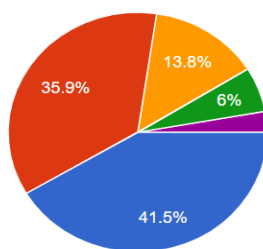
- I would prefer an internal training/ session with senior officers (offline/physical)
- I would prefer a training/session with an external agency/ third…
- I would prefer online courses
- I would prefer some exposure/ immersion visits
- I would prefer to be part of a mentorship program

35.9%
13.8%
6%
41.5%

Top 2 Functional competency required to carry out responsibility
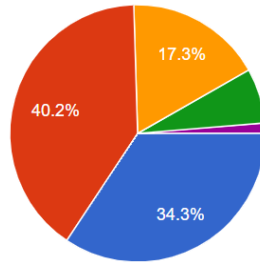
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463 responses

- Administration Matters
- Cabinet note preparation
- Change Management
- Citizen Centricity
- Data Analytics
- Digital Fluency
- Establishment & HR
- Financial Management

△ 1/3 ▼

16%
12.1%
12.5%
5.8%

16

Self-identified gaps for Number 2 as mentioned above

⧉ Copy

463 responses

- ● I feel I exhibit the Functional competency optimally in my w…
- ● I feel I possess the Functional competency but need support…
- ● I feel I need some support to develop the Functional comp…
- ● I feel I need significant support to develop the Functional co…
- ● I feel I do not have the required Functional competency to use…

Pie chart values: 17.3%, 40.2%, 34.3%

Preferred mode of training/ session for Number 2

⧉ Copy

463 responses

- ● I would prefer an internal training/ session with senior officers (offline/physical)
- ● I would prefer a training/session with an external agency/ third…
- ● I would prefer online courses
- ● I would prefer some exposure/ immersion visits
- ● I would prefer to be part of a mentorship program

Pie chart values: 14.9%, 33%, 43.6%

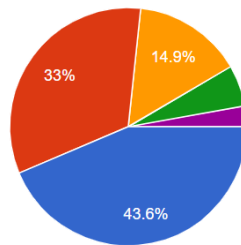## Self-identified gaps for Number 3 as mentioned above

⧉ Copy

463 responses

- ● I feel I exhibit the Functional competency optimally in my w…
- ● I feel I possess the Functional competency but need support…
- ● I feel I need some support to develop the Functional comp…
- ● I feel I need significant support to develop the Functional co…
- ● I feel I do not have the required Functional competency to use…

Pie chart values: 16.8%, 9.1%, 37.4%, 34.3%

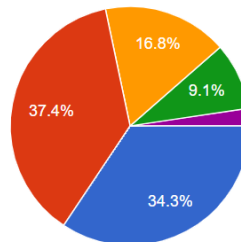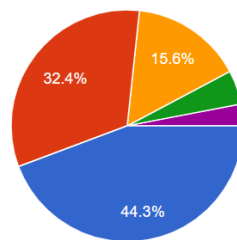## Preferred mode of training/ session for Number 3

463 responses

- I would prefer an internal training/ session with senior officers (offline/physical)
- I would prefer a training/session with an external agency/ third…
- I would prefer online courses
- I would prefer some exposure/ immersion visits
- I would prefer to be part of a mentorship program

44.3%
32.4%
15.6%

Domain Competencies Evaluation

Top 1 domain competency required to carry out your responsibilities

463 responses

- Research Methodologies and…
- Information & Communication…
- Academics
- Collaboration
- Data Analytics
- Statistics
- AI
- Leadership

△ 1/5 ▼

19.9%
10.6%
9.7%
8.6%

Self-identified gaps for Number 1 as mentioned above

463 responses

- I feel I exhibit the Domain competency optimally in my w…
- I feel I possess the Domain competency but need support…
- I feel I need some support to develop the Domain compete…
- I feel I need significant support to develop the Domain compe…
- I feel I do not have the required Domain competency to use it…

35.4%
31.5%
19%
9.3%

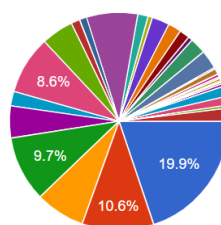## Preferred mode of training/ session for Number 1

463 responses

- I would prefer an internal training/ session with senior officers (offline/physical)
- I would prefer a training/session with an external agency/ third…
- I would prefer online courses
- I would prefer some exposure/ immersion visits
- I would prefer to be part of a mentorship program

40.4%
37.1%
14.5%

Top 2 domain competency required to carry out your responsibilities

463 responses
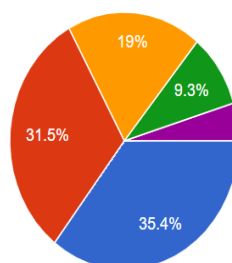

- Research Methodologies and…
- Information & Communication…
- Academics
- Collaboration
- Data Analytics
- Statistics
- AI
- Leadership

1/5

9.5%
8.2%
9.9%
8.4%
8.2%
12.7%
6%

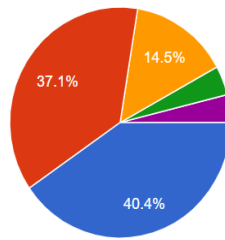## Self-identified gaps for Number 2 as mentioned above

463 responses

- I feel I exhibit the Domain competency optimally in my w…
- I feel I possess the Domain competency but need support…
- I feel I need some support to develop the Domain compete…
- I feel I need significant support to develop the Domain compe…
- I feel I do not have the required Domain competency to use it…

24.6%
9.5%
30.7%
31.7%

Preferred mode of training/ session for Number 2

463 responses

- I would prefer an internal training/ session with senior officers (offline/physical)
- I would prefer a training/session with an external agency/ third…
- I would prefer online courses
- I would prefer some exposure/ immersion visits
- I would prefer to be part of a mentorship program

40.4% · 14.7% · 37.8%

Top 3 domain competency required to carry out your responsibilities

463 responses

- Research Methodologies and…
- Information & Communication…
- Academics
- Collaboration
- Data Analytics
- Statistics
- AI
- Leadership

1/5

8.2% · 7.3% · 9.1%

Self-identified gaps for Number 3 as mentioned above

463 responses

- I feel I exhibit the Domain competency optimally in my w…
- I feel I possess the Domain competency but need support…
- I feel I need some support to develop the Domain compete…
- I feel I need significant support to develop the Domain compe…
- I feel I do not have the required Domain competency to use it…

24% · 11.9% · 30.7% · 28.7%

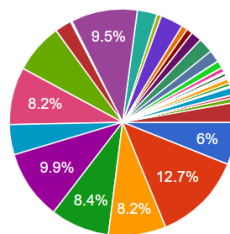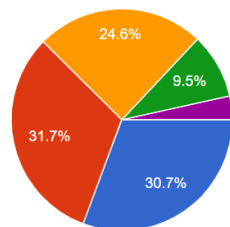## Preferred mode of training/ session for Number 3

463 responses

- I would prefer an internal training/ session with senior officers (offline/physical)
- I would prefer a training/session with an external agency/ third…
- I would prefer online courses
- I would prefer some exposure/ immersion visits
- I would prefer to be part of a mentorship program

38.7% · 14% · 39.7%

20

4.4. Individual Training Calendar

As per the CNA Analysis i.e. the designation wise competency needs, an annual calendar of training has been developed for the individual scientist, officer, techn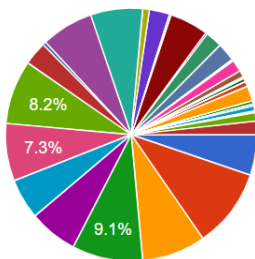ical staff, ministerial staff, MTS and other employees of the ICFRE-FRI. However, the courses necessary to equip the faculty and employees with all identified competencies are not available specifically for all domain areas. The institutes mid to long-term priority will be to ensure suitable training in these areas through courses on i-GOT or other training institutes. The institute will also consider sustainable funding sources for these trainings.

The Training Calendar for 2025-2026 was prepared keeping in view the availability of the courses on i-GOT with the mandated minimum 4 hours 20 minutes of learning per month each employee.

Table 1. Training Calendar of ICFRE-Forest Research Institute for 2025-26

MONTH	Director	Officer/ Scientist in Administrative positions	Scientist	Technical Staff	Ministerial Staff	MTS
April	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_1141637027431383041450 (Understanding Mission Karmayogi) : 1hr 32 min 2) Course related to Administrative and domain expertise of his/her own choice: 2hr 48 min **(Duration: Minimum 04 hr 20 min)**	1) do_1141637027431383041450 (Understanding Mission Karmayogi) : 1hr 32 min 2) Course related to domain expertise of his/her own choice: 2hr 48 min **(Duration: Minimum 04 hr 20 min)**	1) do_1134186483661619201391 (Gender Equality and Development – Overview) : 01 hr 58 min 2) do_1141637027431383041450 (Understanding Mission Karmayogi) : 1hr 32 min 3) Course of his/her Choice: 50 min **(Total duration: 04 hr 20 min)**	1) do_1141637027431383041450 (Understanding Mission Karmayogi): 1hr 32 min 2) do_1138961441599242241313 (Basic computer course for new entrants): 36 min 3) do_1139656769909428736164 (Cash book and bank book) : 02 hr 29 min **(Total duration: 04 hr 37 min)**	1) do_1141637027431383041450 (Understanding Mission Karmayogi): 1hr 32 min 2) do_1141382644236533761278 (Mission Karmayogi Guidelines): 1hr 30min 3) Course of his/her Choice: 1hr 18min **(Total duration: 04 hr 20 min)**
May	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113836897941536768169 (Personal and Professional Effectiveness): 01 hr 35 min 2) do_1142075775888261121504 (Anger Management and Effective Public Interaction): 01 hr 16 min 3) Course of his/her Choice: 01 hr 29 min **(Total duration: 04 hr 20 min)**	1) do_113960769474232320131 (Leading The Karmayogi Way): 02 hr 15 min 2) do_1142692211778846721272 (Leading The Future : Managing Gen Z): 49 min 3) Course of his/her Choice: 01 hr 24 min **(Total duration: 04 hr 20 min)**	1) do_1135948534007070721153 (Office procedure): 02 hr 17 min 2) do_1138432087544053761272 (Time Management): 01 hr 15 min 3) do_113838863649734656189 (Motivation): 01 hr 05 min **(Total duration: 04 hr 37 min)**	1) do_1135948071783301121144 (Noting and drafting): 02 hr 2) do_113838863649734656189 (Motivation): 01hr 05 min 3) do_1142983818571612161583 (Tender Prakriya): 01 hr 29 min **(Total duration: 04 hr 34 min)**	1) do_1136251907496673281378 (Module 03 - Learn Grammar Basics): 1 hr 2) do_1138120582228295681213 (Gender Sensitization – 1) : 1hr 15 min 3) Course of his/her Choice: 02 hr 05 min **(Total duration: 04 hr 20 min)**
June	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113960769474232320131 (Leading The Karmayogi Way): 02 hr 15 min 2) do_1142692211778846721272 (Leading The Future : Managing Gen Z): 49 min 3) Course of his/her Choice: 01 hr 24 min **(Total duration: 04 hr 20 min)**	1) do_1137682004462878721 98 (Introduction to E-Office): 28 min 2) do_1142075775888261121504 (Anger Management and Effective Public Interaction): 01 hr 16 min 3) Course of his/her Choice: 02 hr 36 min **(Total duration: 04 hr 20 min)**	1) do_1137682004462878721 98 (Introduction to E-Office): 28 min 2) do_1136368153243893761 1023 (Microsoft Power point advance): 02 hr 28 min 3) Course of his/her Choice: 01 hr 24 min **(Total duration: 04 hr 20 min)**	1) do_1135948534007070721153 (Office procedure): 02 hr 17 min 2) do_1140152210451005 4415 (Digital Personal Data Protection Act, 2023: An Overview) 01 hr 12 min 3) Course of his/her Choice: 51 min **(Total duration: 04 hr 20 min)**	1) do_1140987239246069761105 (Fundamentals of Computer Systems and Internet Technologies) : 2 hr 17 min 2) do_1137682004462878721 98 (Introduction to E-Office): 28 min 3) Course of his/her Choice: 01 hr 35 min **(Total duration: 04 hr 20 min)**

Month						
July	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113768200446287872198 (Introduction to E-Office): 28 min 2) Course of his/her Choice: 03 hr 52 min **(Total duration: 04 hr 20 min)**	1) do_113826981858230272114 (Leadership): 01 hr 35 min 2) Course of his/her Choice: 02 hr 45 min **(Total duration: 04 hr 20 min)**	1) do_113866595657900032156 (Health and Well being Prospective of Yoga) : 01 hr 2) do_114098723924606976105 (Fundamentals of Computer Systems and Internet Technologies): 02 hr 17 min 3) Course of his/her Choice: 02 hr 03 min **(Total duration: 04 hr 20 min)**	1) do_113768200446287872198 (Introduction to E-Office): 28 min 2) do_113693885524467712197 (Right to Information Act - Part 1): 55 min) 3) do_114085865386598400145 (ChatGPT and Generative AI tools for Government Officials): 1 hr 4) Course of his/her Choice: 1hr 57 min **(Total duration: 04 hr 20 min)**	1) do_113899188449886208113 (Office Procedure and Dak Managements): 47min 16s 2) do_113828944907091968176 (Digital Literacy): 2hr 6min 3) Course of his/her Choice: 01 hr 27 min **(Total duration: 04 hr 20 min)**
August	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_114279779271204864150 (RTI and Good governance): 44 min 2) Course of his/her Choice: 03 hr 36 min **(Total duration: 04 hr 20 min)**	Course related to domain expertise of his/her own choice **(Total Duration: 04 hr 20 min)**	1) do_113852493857366016150 (Direct Purchase on GeM): 38 min 2) do_113636814861205504110 19 (Microsoft word advance: 02 hr 49 min 3) do_113940802911805440131 (Exploring Costing Life Cycles)**:** 53 min **(Total Duration: 04 hr 20 min)**	1) do_114274247932354560119 (Evolution and Overview of Public Financial Management System): 55 min 2) do_113469369623674880144 1 (Right to Information Act, 2005 - Part 2: 1hr 22 min 3) do_113497038648057856110 2 (Public Procurement Framework of GOI) 1 hr 55 min 4) Course of his/her Choice: 8 min **(Total duration: 04 hr 20 min)**	1) do_113896196448329728133 1 (Lower Backache and its prevention): 26min 2) do_114051155553435648135 5 (Mess etiquettes and table manners) 54 min 3) Course of his/her Choice: 02 hr **(Total duration: 04 hr 20 min)**
September	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113692646428237824157 (Nursery Techniques): 04 hr 45 min **(Total Duration: 04 hr 45 Min)**	1) do_113651330692145152128 (Self Leadership): 01 hr 26 min 2) do_113412293791432704117 7 (Stress Management): 01 hr 54 min 3) Course of his/her Choice: 01 hr **(Total duration: 04 hr 20 min)**	1) do_113843208754405376 12 (Time Management): 01 hr 15 min 2) do_114302896346423296131 6 (ई-ऑफिस पोर्टल : परिचय एवं दक्षता प्रशिक्षण) 1hr 38 min 3) do_114108592544268288129 6 (Basics of communication): 01 hr 10 min 4) Course of his/her Choice: 17 min **(Total duration: 04 hr 20 min)**	1) do_114139640787632128133 0 (E-waste disposal): 1hr 2) do_113868594868805632115 5 (योग अभिमुल्यन कार्यक्रम) : 3hr 20min **(Total duration: 04 hr 20 min)**
October	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113826981858230272114 (Leadership): 01 hr 35 min 2) Course of his/her Choice: 02 hr 45 min **(Total duration: 04 hr 20 min)**	1) do_113907591880073216117 (Plagiarism): 41 min 2) do_113694786503753728182 (Tree improvement): 04: 14 min **(Total Duration: 04 hr 55 Min)**	1) do_113860842789937152112 1 (Statistical Tools and Data Visualization) 02 hr 5 min 2) do_113594807178330112114 4 (Noting and drafting): 02 hr 3) Course of his/her Choice: 15 min **(Total duration: 04 hr 20 min)**	1) do_113651330692145152128 (Self Leadership): 01 hr 26 min 2)) do_113636424414806016188 9 (Microsoft Word Beginners): 02 hr 56 min **(Total duration: 04 hr 22 min)**	1) do_113813468736036864151 (Plastic Waste Management) : 40 min 2) do_114136981687394304126 8 (How to Live Healthy) : 1hr 8min 3) Course of his/her Choice: 02 hr 32 min **(Total duration: 04 hr 20 min)**
November	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to domain expertise of his/her own choice **(Total Duration: 04 hr 20 min)**	1) do_114153407015198720167 9 (Overview of Viksit Bharat 2047): 01 hr 03 min 2) do_11401522104510054415 (Digital Personal Data Protection Act, 2023: An Overview) 01 hr 12 min 3) Course of his/her Choice: 02 hr 05 min	1) do_113927438110384128114 1 (Beginner Course for GeM Buyer): 3h 36 min 2) Course of his/her Choice: 44 min **(Total duration: 04 hr 20 min)**	1) do_113569878939262976132 (Prevention of Sexual Harassment of Women at Workplace) : 1hr 51min 2) Course of his/her Choice: 02 hr 29 min **(Total duration: 04 hr 20 min)**

				(Total duration: 04 hr 20 min)		
December	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113412889843466 2401233 (Project Management): 01 hr 59 min 2) Course of his/her Choice: 02 hr 21 min **(Total Duration: 04 hr 20 min)**	1) do_113692646428237824157 (Nursery Techniques): 04 hr 45 min **(Total Duration: 04 hr 45 Min)**	1) do_114149657175457 7921594 (Records Management): 01 hr 2) do_113574903071662080178 (Do's and Dont's for Government Employees- Hindi) 54 min 3) do_11420757588826 1121504 (Anger Management and Effective Public Interaction) 1h 16 min 4) Course of his/her Choice: 1 hr 10 min **(Total duration: 04 hr 20 min)**	1) do_11414965717545779 21594 (Records Management): 01 hr 2) do_113574903071662080178 (Do's and Dont's for Government Employees- Hindi) 54 min 3) Course of his/her Choice: 02 hr 26 min **(Total duration: 04 hr 20 min)**
January	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113692458450550784188 (Butterfly diversity and identification): 01 hr 57 min 2) Course of his/her Choice: 02 hr 23 min **(Total Duration: 04 hr 20 min)**	1) do_113636814975287296 11020 (Microsoft Excel Advanced): 03 hr 49 min 2) Course of his/her Choice: 31 min **(Total duration: 04 hr 20 min)**	1) do_113851731891281920125 (Rajbhasha Niti): 05 hr 02 min **(Total Duration: 05 hr 02 min)**	1)do_11359618144357580811 (Code of Conduct for Government Employees): 35 min 2)do_1134122937914327041177 (Stress Management): 1hr 55 min 3) Course of his/her Choice: 1hr 50 min **(Total duration: 04 hr 20 min)**
February	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113569878939262976132 (Prevention of Sexual Harassment of Women at Workplace): 01 hr 51 min. 2) Course of his/her Choice: 02 hr 29 min **(Total duration: 04 hr 20 min)**	1) do_114342891565096 9601671 (Micro forest): 19 min 2) do_113860842789937 1521121 (Statistical Tools and Data Visualization) 02 hr 5 min 3) Course of his/her Choice: 01 hr 56 min **(Total Duration: 04 hr 20 min)**	1) do_113966321785135104177 (AI for Digital Transformation: Computer Vision): 01 hr 15 min 2) do_114298381857161 2161583 (Tender Prakriya): 01 hr 29 min 3) Course of his/her Choice: 01 hr 36 min **(Total Duration: 04 hr 20 min)**	1) do_113866595657900 0321156 (Health and Well being Prospective of Yoga) : 01 hr 2) do_114098723924606 9761105 (Fundamentals of Computer Systems and Internet Technologies): 02 hr 17 min 3) Course of his/her Choice: 02 hr 03 min **(Total duration: 04 hr 20 min)**	1) do_113846654928789504139 (Emotional Intelligence) :1hr 5min 2) do_113836897941536768169 (Personal and Professional Effectiveness) 1hr 35 min 3) Course of his/her Choice: 1hr 40 min **(Total duration: 04 hr 20 min)**
March	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	Course related to Administrative and domain expertise of his/her own choice **(Duration: Minimum 04 hr 20 min)**	1) do_113966321785135104177 (AI for Digital Transformation: Computer Vision): 01 hr 15 min 2) Course of his/her Choice: 03 hr 05 min **(Total Duration: 04 hr 20 min)**	1) do_113692458450550784188 (Butterfly diversity and identification): 01 hr 57 min 2) Course of his/her Choice: 02 hr 23 min **(Total Duration: 04 hr 20 min)**	1) do_113952933403869184112 (Technical Resignation and Lien): 30 min 2) do_113497113751126 0161111 (Fundamental Rules and Supplementary Rules (FRSR) Part-III- Leave Rules): 3hr 50 min **(Total Duration: 04 hr 20 min)**	1) do_114307538663129088 1223 (राजभाषा हिंदी) : 1 hr 9 min 2) do_113838863649734656189 (Motivation): 01hr 05 min 3) Course of his/her Choice: 02 hr 06 min **(Total duration: 04 hr 20 min)**
Total Duration	**52 hours**	**52 hours**	**53 hours**	**52 hours 42 min**	**53 hours 15 min**	**52 hours**

NOTE:

1) Director: Director ICFRE-Forest Research Institute, Dehradun

2) Officer/ Scientist in Administrative positions: Group Coordinator Research, Dean (Academics), Registrar FRIDU, Registrar FRI, HoD's, Chief Librarian, Purchase officer, PLO, CCF, CF, DCF, ACF etc.

3) Scientist includes: Scientist 'B' to 'G'

4) Technical staff includes: CTO, ACTO, STO, TO, STA, TA, Senior Technician, Technician, Store Officer, Store keeper, Hospital staff, Librarian, Senior Library Information Assistant, Library Information Assistant, RFO, DRFO, Forester, Forest guard etc.

5) Ministerial staff includes: Undersecretary, Accounts officer, Section Officer, Hindi officer, Office Assistant, Assistant, UDC, LDC, Stenographer, etc.

6) MTS includes: MTS, Driver, etc.

4.5. Organizational capacity building initiative

The institute shall look into organizational capacity building through initiatives like but not limited to

- Technology and Data: Solutions employed by MDO to improve functioning, e.g., software enabling automation. Module, e-office, integration of i-GOT into the training system.
- Systems and Processes: Improvement of systems and processes for day-to-day functioning, e.g., Learning and Knowledge Management Systems, Flow of information, etc. improving the NSCSTI Rating through Quality Improvement Plan (QIP).
- Partnerships and Relationships: All external partnerships that ICFRE-FRI is part of, such as with other Training academies, technical and research institutions, global organisations, etc. may be enhanced.
- Personnel Management: Functions associated with managing human capital, such as performance appraisals, performance management, succession planning, etc.

5. Implementation and Way forward

The Capacity Building Plan (CBP) prepared under the CBP Lite framework is designed to remain valid for a period of five years, ensuring sustained alignment with the organizational objectives and the overarching goals of Mission Karmayogi. However, to maintain its relevance and effectiveness, certain aspects of the process will be revisited and updated periodically:

1. Continuous Improvement through CNA

While the CNA exercise serves as the foundational step for identifying competency requirements, it may be repeated on an interim basis if the outcomes of the previous CNA are found to be insufficient, outdated, or misaligned with emerging needs. This flexibility ensures that the CBP remains adaptable to organizational changes and evolving priorities.

2. Annual Training Calendar Review

To ensure the training interventions remain current and impactful, the training calendar will be reviewed and updated annually. This exercise will account for emerging competencies, feedback from previous training sessions, and the dynamic requirements of various roles within the organization.

3. Constant Monitoring and Oversight

Robust monitoring mechanisms will be implemented through the Capacity Building Unit (CBU) and designated Nodal Officers. Utilizing the iGOT platform, they will ensure real-time tracking of CBP implementation, training delivery, and employee participation. This oversight will help identify bottlenecks and provide timely interventions to keep the process on track.

4. Making CBPs Live on iGOT

Once finalized, all CBPs will be made live on the iGOT platform. This ensures seamless integration with the national Mission Karmayogi framework, providing employees with access to the resources and tools necessary for their development while enabling centralized monitoring and reporting.

Way Forward

The focus moving forward will be on ensuring that the CBP process is dynamic, inclusive, and forward-looking. By maintaining regular reviews, leveraging technology for implementation, and fostering a culture of continuous learning, the sub-offices under ICFRE-FRI, which is an institute under ICFRE (an autonomous body under MoEFCC) can effectively meet their capacity-building goals and contribute to the broader objectives of Mission Karmayogi.

ANNEXURES

6. Annexures

Capacity Building Commission

Annual Capacity Building Plan
Process Manual

Shri Narendra Modi
Hon'ble Prime Minister

www.cbc.gov.in

Phase 1: (Week 1-3)

Deliverable for Phase 1:

☐ **Assessment of capacity needs at the individual and organizational levels**

Step 0: Create a Capacity Building Unit within the M/D/O to lead and own the process of creation of ACBP

See Annexure 1: Sample CBU order (best practice to engage related government training institute as a member)

Step 1: Focused Group Discussions

Initiate division-wise interactions with AS / JS and/or Head of Divisions with key staff members of each division to identify goals of capacity building through three lenses:

(i) National Priorities – How does the M/D/O contributes to these and what are critical capacity gaps that need to be addressed?
(ii) Citizen Centricity – How can the M/D/O be more citizen centric / stakeholder centric and/or improve its public service delivery?
(iii) Emerging Technologies – Which technology trends does the M/D/O need capacity building on to appreciate the challenges and opportunities new technologies offer?

Step 2: Create Capacity Needs Assessment (CNA) for the M/D/O and roll it out

See Annexure 2: Sample CNA survey questionnaire

Conduct one-on-one interviews with key officials for finalization of CNA survey questionnaire (content, logic, and flow)

Roll out CNA survey questionnaire (preferably online)

Follow up with respondents to ensure timely response to the CNA questionnaire

Step 3: Analysis and validation of the CNA findings

Analyze the CNA findings across designations and divisions

Validate findings by respective division heads

Phase 2: Week (3-6)

Deliverable for Phase 2:

☐ Prepare designation wise training calendar

☐ Roadmap for implementation of organization wide interventions

Step 4: Interventions to address capacity needs

Create a list of interventions (both training and non-training) to bridge capacity needs

Identify division head's priority training interventions

Engage M/D/O's training institute(s) wherever possible; identify relevant training partners as required

Prioritization of organizational interventions based on impact and feasibility

Step 5: Sign-off from Secretary / Head of Organization

Share findings of capacity needs analysis and proposed interventions to Secretary / Head of Organization

Lock in quick-win training and non-training interventions

Step 6: Monitoring & Evaluation

Track progress of training interventions by monitoring implementation of training calendar (iGOT data may be monitored for online trainings)

Track progress of non-training / organizational wide interventions as identified in the roadmap

Evaluate learning effectiveness through pre / post training assessments, feedback from superiors on performance, third party evaluation

Roles & Responsibilities of Capacity Building Units

August 2024

Roles & Responsibilities of Capacity Building Units (CBUs)

Introduction

Launched in 2020, the National Program for Civil Service Capacity Building (NPCSCB), or Mission Karmayogi, is the Government of India's flagship programme to transform the capabilities of India's civil services. As part of the vision for Mission Karmayogi, Capacity Building Units (CBUs) are integral and permanent units – entrusted with designing and implementing capacity building initiatives – within each Union Ministry, Department and Organisation (MDO). Similar units can be created in the State and Local Governments as well.

CBUs will be the primary owners of the following exercises in their respective MDOs:

I. Developing, implementing, monitoring, evaluating the impact of, and revising Capacity Building Plans (CBPs) of the MDO.
II. Liaising with the Capacity Building Commission (CBC) on the behalf of the MDO to keep the Commission abreast of all capacity building efforts at the MDO. Further, if a Programme Coordinator has been assigned to the MDO by the CBC, the CBU should oversee that they deliver on their assigned mandate.
III. Liaising with Cadre Controlling Authorities (CCAs), Civil Service Training Institutes (CSTIs) and Karmayogi Bharat (KB) for communicating the competencies and associated capacity building products required for civil servants at different positions.
IV. Additionally, leading data collection efforts to capture goal setting, program implementation, and management practices of the MDO.

This note documents the composition, roles and responsibilities of CBUs within each Union MDO. The CBP Approach Paper further details each step of the CBP exercise, and provides actionable guidance and templates for ease of undertaking the tasks.

Composition of CBUs

Considering the importance of the CBU's mandate to lead capacity building initiatives within the MDO, it is imperative that the Unit is empowered to encourage the take up of capacity building interventions among civil servants, and design and implement incentives for the same. Keeping this in mind, the CBU should consist of the following personnel:

I. The CBU should be chaired by an **Additional Secretary** or the **Joint Secretary (Administration)** within the Ministry[1]. Other CBU members will then be nominated by the CBU Chairperson, based on the size and requirements of the specific MDO.
II. The CBU should also include the **Joint Secretary** of each Department/cluster of Departments – based on the size of the MDO – and members from the MDO's Administration team.

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[1] In the event of the CBU Chairperson's transfer, the responsibility of leading the CBU will be assigned to the incoming officer with a detailed handover note.

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III. The CBU must include at least one **Under Secretary** and **one Section Officer** of the department, with preference given to civil servants in the Training, Human Resources, and/or Administration sections of the MDO.

IV. It is encouraged for the CBU to also include the Director (Training) or equivalent, or Administrative Officer(s) as representatives of the MDO's nodal or empanelled training institutes, as part of the team. Their role will be to facilitate the design and logistics of courses for training.

In addition, the CBU team will appoint a nodal officer to facilitate collaboration within the CBU and coordination with the CBC for effective implementation of capacity building interventions.

Roles & Responsibilities of CBUs

1. **Owning the Capacity Building Plan Exercise:** CBUs are primary owners of the CBP exercise in their respective MDOs. Their key responsibilities include:

   a. *Capacity Building Plan and Calendar Development:* The CBP document is envisioned to be a comprehensive document guiding capacity building efforts of the MDO. CBU's role towards developing this document includes:

      i. *Conducting a Capacity Needs Analysis (CNA):*
         1. Listing all positions/sets of positions across the MDO.
         2. Documenting key roles and activities that each position-holder is expected to perform.
         3. Identifying the behavioural, functional and domain competencies[2] required to perform each role well.
         4. Assessing competency gaps, which refer to the difference between the competencies required for a role and those demonstrated by the civil servant holding the corresponding position[3].

      ii. *Preparing an Annual Capacity Building Calendar:*
         1. Identifying capacity building interventions (both virtual sessions on iGoT and in-person sessions) at the individual and organisational levels to bridge the competency gaps and capacity needs indicated in the CNA.
         2. Streamlining the capacity building efforts of CBUs, MDO-specific training units, and relevant CSTIs for civil servants within the MDO and scheduling them on a singular Capacity Building Calendar.
         3. Including mandatory competency assessments in the Calendar to understand the extent to which the intervention(s) have helped in competency acquisition.

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[2] The competencies should be documented in a standardised manner. The Karmayogi Competency Model (KCM) should be used for identifying relevant behavioural and functional competencies, and CBUs should assist in creating a standardised pool of domain competencies for each sector under Sectoral Groups of Secretaries (SGoS).

[3] At present, these assessments have taken place largely through self-reporting of competency gaps and/or estimations of a supervisor. Moving forward, the assessment approach for competencies should include a combination of learning assessments and workplace assessments provided by the stakeholders with whom the civil servant interacts.

iii. *Drafting and Digitising Capacity Building Plans and Calendars:*
1. Drafting the CBP which includes a mapping of different positions in the organisation to the activities performed by position-holders, competencies required to perform them well, and competency gaps and capacity needs at individual and organisational levels. Furthermore, the CBP will delineate interventions identified to bridge them, along with a calendar of capacity building interventions and assessments.
2. Digitising Capacity Building Plans and Calendars, and uploading them on MyiGOT to share access with all MDO officials. The iGOT Administrator appointed within each MDO will be tasked with these responsibilities, it is the CBU's responsibility to ensure they complete these tasks in a timely manner.

b. *Capacity Building Plan Implementation:* After developing the Capacity Building Plan and Calendar, it is the CBU's responsibility to ensure the implementation of the interventions and assessments outlined in the Calendar. CBU's role towards implementing interventions and assessments includes:

i. Issuing Office Memoranda (O/M) signed by the Secretary to ensure implementation of identified interventions and assessments in the Capacity Building Calendar.
ii. Ensuring all civil servants in the MDO are onboarded on iGOT.
iii. Mandating 50 hours of annual training for all civil servants.
iv. Tracking budget utilisation for capacity building efforts, and making recommendations to ensure optimum utilisation of financial resources[4].

To ensure take up of CBP interventions and assessments among civil servants, CBUs should consider instituting monthly learning hours[5] and social recognition incentives[6] in their respective MDOs.

c. *Capacity Building Plan Monitoring and Evaluation:* Mission Karmayogi enables data-driven goal setting, continuous performance measurement, and real-time monitoring of capacity building interventions undertaken by MDOs. CBU's role towards monitoring and evaluation of the CBP exercise includes:

i. **Individual level:** Building a dashboard that captures the implementation of training and non-training interventions, their take up among civil servants, and completion rate of corresponding assessments.

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[4] As per the National Training Policy 2012, each MDO is required to set aside 2.5% of its respective salary budgets for training and capacity building of officials.

[5] A monthly slot for MDO officials dedicated to participating in capacity building interventions and assessments.

[6] An example of social recognition incentive includes acknowledging civil servants for completing courses and assessments through sharing certificates on internal communication platforms such as WhatsApp groups.

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ii. **Organisational level:** Determining resource requirements for organisational capacity building interventions identified, ensuring their provisioning, creating milestones for such interventions, setting timelines, and tracking them till completion.

Furthermore, the impact of these capacity building interventions on i) individual competency acquisition, ii) individual and organisational workplace performance, and iii) on delivery of goods and services to citizens must be regularly evaluated. The CBC will be assisting CBUs in identifying and measuring the indicators for CBP monitoring and evaluation, and many of the KPIs have been listed in the CBP Approach Paper.

d. *Capacity Building Plan Revision:* It is the CBU's responsibility to conduct an annual review and revision of the Capacity Building Plan and, if needed, Capacity Building Calendar based on developments in national priorities, changing scope and personnel of the MDO, emerging trends and technologies relevant to the sector, and feedback collected throughout the year on the usefulness of the identified interventions and assessments. This is to ensure the CBPs are updated documents, accurately reflecting the competency needs and gaps of the MDO.

2. **Liaising with the CBC:** CBUs should regularly communicate progress on their key responsibilities and any other efforts towards capacity building in their respective MDOs with the CBC. In addition, if a Programme Coordinator has been assigned to the MDO by the CBC, the CBU should oversee that they deliver on their assigned mandate. The Programme Coordinator's mandate includes supporting the process of CBP development, and assisting the MDO with CBP implementation, monitoring and evaluation.

3. **Communicating Course Requirements to CCAs, CSTIs and KB:** CBUs should liaison with CCAs, CSTIs and Karmayogi Bharat to communicate the competencies required for civil servants at different positions and the key competency gaps identified. This will serve as important data points for these institutions to ensure that the induction and mid-career in-person and online training they design and deliver are role-relevant for civil servants.

4. *[Additional Responsibility]* **Leading Data Collection Efforts:** These should pertain to goal-setting, program implementation, and management practices of the MDO. To facilitate ease and efficiency of data collection in the MDOs, the process can be divided into three phases, with each phase containing questions and respondents for one of the following types of data:
   a. **Phase I:** Data on setting goals and program implementation can be collected through the CBU within each MDO.
   b. **Phase II:** Data on management practices can be collected from civil servants at all levels within each MDO through the CBU.
   c. **Phase III:** Additional administrative data can be collected from the Department of Personnel & Training, the Department of Administrative Reforms & Public Grievances, and other similar organisations.

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Operations of CBUs

To fulfil the aforementioned roles and responsibilities, it is critical that the CBU Team meets regularly to discuss the progress of different capacity building efforts and strategize on next steps:

1. The CBU Team should meet monthly, and make quarterly presentations with updates to the Ministry Leadership (Minister and Secretary) to ensure capacity building efforts are being carried out and feedback solicited throughout the year. This will be useful in ensuring greater accountability of the CBU to the MDO leadership, help leadership stay abreast of the updates for the CBP exercise in their MDO, and positively impact the CBP exercise.
2. Key Performance Indicators (KPIs) for the CBU should be clearly defined, fulfilling which will lead to an addition in Karma Points for the CBU officials on iGOT. This may include indicators on the frequency of CBU meetings, attendance levels in meetings, quality checks of CBP outputs, and levels of implementation of interventions.

6

Revised

DIS/2022-23/Ento/FPD/FRI/ Karmayogi /150
ICFRE-Forest Research Institute, Dehradun
PO.:New Forest-248006

Tel.: +91-135-2224281
Fax: +91-135-2756865
E-mail:
arvindkumar@icfre.org

Date: 11.10.2024

To
The Dy. Inspector General of Forest (RT) &
CBU Member Secretary & MDO leader, Mission Karmayogi
Ministry of Environment, Forest and Climate Change
Indira Paryavaran Bhawan, 5th Flor Vayu Ving
Jor Bag Road Aliganj, New Delhi-110003
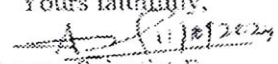
Subject: Establishment of CBU for capacity building under Mission Karmayogi– reg.

Madam/Sir,

Vide reference to your letter no. 15-4/2022-RT dated 9th September 2024, I am directed to inform you that the Capacity Building Unit (CBU) for the Forest Research Institute, Dehradun under Mission Karmayogi, Govt. of India has been established. The details of the CBU are as follows:

1.	Head, Extension Division, FRI	- Chairman
2.	Head, Ecology and Climate Change Division, FRI	- Member
3.	Head, Forest Products Division, FRI	- Member
4.	Head, Forest Protection Division, FRI	- Member
5.	Head, Chemistry and Bio-prospecting Division, FRI	- Member
6.	Head, Genetics and Tree Improvement, FRI	- Member
7.	Head, Silviculture Division, FRI	- Member
8.	Head, Engineering and Services, FRI	- Member
9.	Head, Botany Division, FRI	- Member
10.	Dr. Vikash Rana, RCS-FRI	- Member
11.	Dr. Arvind Kumar, Nodal Officer	- Member
12.	Registrar, FRI	- Member
13.	Account officer, FRI	- Member
14.	Mr. Lokindar Sharma, Scientist-C; Extension Division	-Member Secretary

Yours faithfully,

Dr. Arvind Kumar, Scientist-F
Nodal officer, Mission Karmayogi, FRI

Copy to.:
1- PS to Director, FRI for information
2- Head, Extension Division for further necessary actions under CBU for Mission Karmayogi.
3- All the members for information and necessary action.

Annexure IV - CNA Google Form

Capacity Needs Assessment (CNA)

ICFRE-Forest Research Institute, Dehradun

As part of our ongoing efforts to create the **Annual Capacity Building Plan (ACBP)**, the **Capacity Needs Analysis (CNA)** is a crucial step in the process.

Through the CNA forms, individual staff members are requested to complete self-assessments, covering **behavioral**, **functional**, and **domain-specific competency needs**. These assessments will help identify key gaps and inform the development of targeted training interventions.

* Indicates required question

1. Email *

_____

General Questionnaire

2. Name *

_____

3. Designation *

Mark only one oval.

○ Director
○ Group Coordinator (Research)
○ Dean (Academics)
○ Registrar (FRI)
○ Registrar (FRIDU)
○ Head of Division
○ Scientist-G
○ Scientist-F
○ Scientist-E
○ Scientist-D
○ Scientist-C
○ Scientist-B
○ Chief Technical Officer (CTO)
○ Assistant Chief Technical Officer (ACTO)
○ Senior Technical Officer (STO)
○ Technical Officer (TO)
○ Senior Technical Assistant (STA)
○ Technical Assistant (TA)
○ Senior Technician
○ Technician
○ Under Secretary
○ Accounts Officer
○ Section Officer
○ Assistant
○ Upper Division Clerk (UDC)
○ Lower Division Clerk (LDC)
○ Steno Grade-1
○ Steno Grade-2
○ Steno Grade-3
○ Chief Conservator of Forest (CCF)
○ Conservator of Forest (CF)
○ Deputy Conservator of Forest (DCF)
○ Assistant Conservator of Forest (ACF)
○ Range Forest Officer
○ Deputy Range Forest Officer
○ Forester
○ Forest guard
○ Store Officer
○ Store Keeper
○ Multi Tasking Staff (MTS)
○ Chief Librarian
○ Librarian
○ Senior Library and Information Officer
○ Library Information Assistant
○ Assistant Director (Hindi Officer)
○ Doctor
○ Pharmacist

39

18.   Top 1 Functional competency required to carry out responsibility *   ⊙ Dropdown

Mark only one oval.

- ◯ Administration Matters
- ◯ Cabinet note preparation
- ◯ Change Management
- ◯ Citizen Centricity
- ◯ Data Analytics
- ◯ Digital Fluency
- ◯ Establishment & HR
- ◯ Financial Management
- ◯ Government Program Formulation
- ◯ Grievance Redressal
- ◯ Handling Parliamentary Matters
- ◯ Handling RTI Matters
- ◯ Information & Communication Management
- ◯ Litigation Management
- ◯ Material Management
- ◯ Monitoring & Evaluation
- ◯ Office Management
- ◯ Policy Architecture
- ◯ Project Management
- ◯ Public Procurement (GFR)
- ◯ Vigilance Administration
- ◯ Academic Matters
- ◯ Technical Proposal / Report writing

19.   Self-identified gaps for Number 1 as mentioned above *

Mark only one oval.

- ◯ I feel I exhibit the Functional competency optimally in my work
- ◯ I feel I possess the Functional competency but need support to implement it in my work
- ◯ I feel I need some support to develop the Functional competency further and to use it in my work
- ◯ I feel I need significant support to develop the Functional competency further and to use it in my work
- ◯ I feel I do not have the required Functional competency to use it in my work

20.   Preferred mode of training/ session for Number 1 *

Mark only one oval.

- ◯ I would prefer an internal training/ session with senior officers (offline/physical)
- ◯ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)
- ◯ I would prefer online courses
- ◯ I would prefer some exposure/ immersion visits
- ◯ I would prefer to be part of a mentorship program

40

○ Staff Nurse

○ Driver

○ Purchase Officer

○ Publicity and Liaoning Officer (PLO)

○ Controller of Examination (FRIDU)

○ Programme Coordinator (FRIDU)

○ Others

4. Division *

Mark only one oval.

○ Director Office

○ Dean Office (FRIDU)

○ Research and Coordination Section

○ PLO office

○ Silviculture and Forest Management Division

○ Extension Division

○ Forest Protection Division (Entomology)

○ Forest Protection Division (Pathology)

○ Forest Botany Division

○ Chemistry and Bioprospecting Division

○ Forest Ecology and Climate Change Division

○ Genetics and Tree Improvement Division

○ Facilities and Services Division (Engineering)

○ Facilities and Services Division (IT and GIS)

○ Purchase Section

○ Forest Products Division

○ National Forest Library and Information Center

○ Registrar Office

○ Head of Office (Account and Budget)

○ New Forest Hospital

○ Registrar Office (FRIDU)

○ Centre for Social Forestry and Eco-Rehabilitation, Prayagraj

○ Others

5. Year of joining the service *

_____

6. Year of appointment to the present position *

_____

Skip to question 7

Role Specific Questions

41

7.   Role as per work-allocation (Check all the options applicable) *

Check all that apply.

☐ Administration
☐ Research
☐ Extension
☐ Procurement and Financial Management
☐ Education
☐ Research Support System
☐ Infrastructure Maintenance
☐ Others

8.   Self-evaluation – clarity of role *

Mark only one oval.

◯ I am absolutely clear about my role and am implementing it in my job
◯ I am fairly clear about my role and am implementing it in my job
◯ I am aware of my role but I need support for execution
◯ I am not aware of my role but I follow instructions as provided by my superior for execution
◯ I am not aware of my role and I need support for execution

9.   Do you need any special training/ session to update yourself of your role? *

Mark only one oval.

◯ I do not require any special training
◯ I would prefer an internal training/ session with senior officers
◯ I would prefer a training from an external agency/ third party/expert
◯ Other: _____

Skip to question 10

Behavioural Competencies

Please view the List of Behavioural Competencies and select accordingly.

42

10.   Top 1 Behavioural competency you feel you require for the role *   ⊙ Dropdown

Mark only one oval.

◯ Collaboration

◯ Collaborative Leadership

◯ Communication

◯ Creativity & Innovation

◯ Decision Making

◯ Operational Excellence

◯ Outcome Orientation

◯ Personal Effectiveness

◯ Self-Awareness

◯ Service Orientation

◯ Solution Orientation

◯ Strategic Leadership

◯ Team Leadership

◯ Ethics and Integrity

11.   Self-identified gaps for Number 1 as mention above *

Mark only one oval.

◯ I feel I exhibit the behavioural competency optimally in my work

◯ I feel I possess the behavioural competency but need support to implement it in my work

◯ I feel I need some support to develop the behavioural competency further and to use it in my work

◯ I feel I need significant support to develop the behavioural competency further and to use it in my work

◯ I feel I do not have the required behavioural competency to use it in my work

12.   Top 2 Behavioural competency you feel you require for the role *   ⊙ Dropdown

Mark only one oval.

◯ Collaboration

◯ Collaborative Leadership

◯ Communication

◯ Creativity & Innovation

◯ Decision Making

◯ Operational Excellence

◯ Outcome Orientation

◯ Personal Effectiveness

◯ Self-Awareness

◯ Service Orientation

◯ Solution Orientation

◯ Strategic Leadership

◯ Team Leadership

◯ Ethics and Integrity

43

13.   Self-identified gaps for Number 2 as mention above *

Mark only one oval.

◯ I feel I exhibit the behavioural competency optimally in my work

◯ I feel I possess the behavioural competency but need support to implement it in my work

◯ I feel I need some support to develop the behavioural competency further and to use it in my work

◯ I feel I need significant support to develop the behavioural competency further and to use it in my work

◯ I feel I do not have the required behavioural competency to use it in my work

14.   Top 3 Behavioural competency you feel you require for the role *   ⊙ Dropdown

Mark only one oval.

◯ Collaboration

◯ Collaborative Leadership

◯ Communication

◯ Creativity & Innovation

◯ Decision Making

◯ Operational Excellence

◯ Outcome Orientation

◯ Personal Effectiveness

◯ Self-Awareness

◯ Service Orientation

◯ Solution Orientation

◯ Strategic Leadership

◯ Team Leadership

◯ Ethics and Integrity

15.   Self-identified gaps for Number 3 as mention above *

Mark only one oval.

◯ I feel I exhibit the behavioural competency optimally in my work

◯ I feel I possess the behavioural competency but need support to implement it in my work

◯ I feel I need some support to develop the behavioural competency further and to use it in my work

◯ I feel I need significant support to develop the behavioural competency further and to use it in my work

◯ I feel I do not have the required behavioural competency to use it in my work

44

16. Any particular behavioural competency that you think you need to enable you to perform at the next level?

    Mark only one oval.

    Dropdown

    ◯ Collaboration

    ◯ Collaborative Leadership

    ◯ Communication

    ◯ Creativity & Innovation

    ◯ Decision Making

    ◯ Operational Excellence

    ◯ Outcome Orientation

    ◯ Personal Effectiveness

    ◯ Self-Awareness

    ◯ Service Orientation

    ◯ Solution Orientation

    ◯ Strategic Leadership

    ◯ Team Leadership

    ◯ Ethics and Integrity

17. Any specific behavioural competency you feel you require apart from the ones discussed above

    _____

    Skip to question 18

    Functional Competencies

    Please view the List of Functional Competencies and select accordingly.

45

21. Top 2 Functional competency required to carry out responsibility *   ⊙ Dropdown

Mark only one oval.

◯ Administration Matters

◯ Cabinet note preparation

◯ Change Management

◯ Citizen Centricity

◯ Data Analytics

◯ Digital Fluency

◯ Establishment & HR

◯ Financial Management

◯ Government Program Formulation

◯ Grievance Redressal

◯ Handling Parliamentary Matters

◯ Handling RTI Matters

◯ Information & Communication Management

◯ Litigation Management

◯ Material Management

◯ Monitoring & Evaluation

◯ Office Management

◯ Policy Architecture

◯ Project Management

◯ Public Procurement (GFR)

◯ Vigilance Administration

◯ Academic Matters

◯ Technical Proposal / Report writing

22. Self-identified gaps for Number 2 as mentioned above *

Mark only one oval.

◯ I feel I exhibit the Functional competency optimally in my work

◯ I feel I possess the Functional competency but need support to implement it in my work

◯ I feel I need some support to develop the Functional competency further and to use it in my work

◯ I feel I need significant support to develop the Functional competency further and to use it in my work

◯ I feel I do not have the required Functional competency to use it in my work

23. Preferred mode of training/ session for Number 2 *

Mark only one oval.

◯ I would prefer an internal training/ session with senior officers (offline/physical)

◯ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

◯ I would prefer online courses

◯ I would prefer some exposure/ immersion visits

◯ I would prefer to be part of a mentorship program

46

24. Top 3 Functional competency required to carry out responsibility *   ⊙ Dropdown

Mark only one oval.

◯ Administration Matters

◯ Cabinet note preparation

◯ Change Management

◯ Citizen Centricity

◯ Data Analytics

◯ Digital Fluency

◯ Establishment & HR

◯ Financial Management

◯ Government Program Formulation

◯ Grievance Redressal

◯ Handling Parliamentary Matters

◯ Handling RTI Matters

◯ Information & Communication Management

◯ Litigation Management

◯ Material Management

◯ Monitoring & Evaluation

◯ Office Management

◯ Policy Architecture

◯ Project Management

◯ Public Procurement (GFR)

◯ Vigilance Administration

◯ Academic Matters

◯ Technical Proposal / Report writing

25. Self-identified gaps for Number 3 as mentioned above *

Mark only one oval.

◯ I feel I exhibit the Functional competency optimally in my work

◯ I feel I possess the Functional competency but need support to implement it in my work

◯ I feel I need some support to develop the Functional competency further and to use it in my work

◯ I feel I need significant support to develop the Functional competency further and to use it in my work

◯ I feel I do not have the required Functional competency to use it in my work

26. Preferred mode of training/ session for Number 3 *

Mark only one oval.

◯ I would prefer an internal training/ session with senior officers (offline/physical)

◯ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

◯ I would prefer online courses

◯ I would prefer some exposure/ immersion visits

◯ I would prefer to be part of a mentorship program

47

27. Any training received to develop each of the above functional competencies. *

_____

_____

_____

_____

_____

28. Any particular functional competency that you think you need to enable you to perform at the next level? * ⊙ Dropdown

Mark only one oval.

◯ Administration Matters

◯ Cabinet note preparation

◯ Change Management

◯ Citizen Centricity

◯ Data Analytics

◯ Digital Fluency

◯ Establishment & HR

◯ Financial Management

◯ Government Program Formulation

◯ Grievance Redressal

◯ Handling Parliamentary Matters

◯ Handling RTI Matters

◯ Information & Communication Management

◯ Litigation Management

◯ Material Management

◯ Monitoring & Evaluation

◯ Office Management

◯ Policy Architecture

◯ Project Management

◯ Public Procurement (GFR)

◯ Vigilance Administration

◯ Academic Matters

◯ Technical Proposal / Report writing

29. Any specific functional competency you feel you require apart from the ones discussed above

_____

Technology Usage

30.   Top 1 technology based systems you currently use *   ⊙ Dropdown

Mark only one oval.

◯ E-Office

◯ NIC Application (PFMS etc.)

◯ ICFRE Office Applications (PIMS, IFRIS, Online Complaint Management, Library Management System etc.)

◯ RS and GIS

◯ GeM procurement portal

◯ Online herbarium database (https://ddherbarium.icfre.gov.in/)

◯ FRI insect collection database (NFIC database)

31.   Self-identified gaps for Number 1 as mention above *

Mark only one oval.

◯ I am adept at using the technology and always use it

◯ I am aware of the functionalities of the technology and use it often

◯ I am aware of the basics of the technology and need support to use it more frequently

◯ I am aware of the basics of the technology but do not use it

◯ I am not aware of the technology

32.   Preferred mode of training/ session for Number 1 *

Mark only one oval.

◯ I would prefer an internal training/ session with senior officers (offline/physical)

◯ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

◯ I would prefer online courses

◯ I would prefer some exposure/ immersion visits

◯ I would prefer to be part of a mentorship program

33.   Top 2 technology based systems you currently use *   ⊙ Dropdown

Mark only one oval.

◯ E-Office

◯ NIC Application (PFMS etc.)

◯ ICFRE Office Applications (PIMS, IFRIS, Online Complaint Management, Library Management System etc.)

◯ RS and GIS

◯ GeM procurement portal

◯ Online herbarium (https://ddherbarium.icfre.gov.in/)

◯ FRI insect collection database (NFIC database)

49

34. Self-identified gaps for Number 2 as mention above *

Mark only one oval.

○ I am adept at using the technology and always use it
○ I am aware of the functionalities of the technology and use it often
○ I am aware of the basics of the technology and need support to use it more frequently
○ I am aware of the basics of the technology but do not use it
○ I am not aware of the technology

35. Preferred mode of training/ session for Number 2 *

Mark only one oval.

○ I would prefer an internal training/ session with senior officers (offline/physical)
○ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)
○ I would prefer online courses
○ I would prefer some exposure/ immersion visits
○ I would prefer to be part of a mentorship program

36. Top 3 technology based systems you currently use * ⊙ Dropdown

Mark only one oval.

○ E-Office
○ NIC Application (PFMS etc.)
○ ICFRE Office Applications (PIMS, IFRIS, Online Complaint Management, Library Management System etc.)
○ RS and GIS
○ GeM procurement portal
○ Online herbarium (https://ddherbarium.icfre.gov.in/)
○ FRI insect collection database (NFIC database)

37. Self-identified gaps for Number 3 as mention above *

Mark only one oval.

○ I am adept at using the technology and always use it
○ I am aware of the functionalities of the technology and use it often
○ I am aware of the basics of the technology and need support to use it more frequently
○ I am aware of the basics of the technology but do not use it
○ I am not aware of the technology

38. Preferred mode of training/ session for Number 3 *

Mark only one oval.

○ I would prefer an internal training/ session with senior officers (offline/physical)
○ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)
○ I would prefer online courses
○ I would prefer some exposure/ immersion visits
○ I would prefer to be part of a mentorship program

50

39.   Any training received to develop each of the above 3 technologies. *

_____

_____

_____

_____

40.   Any specific technology you feel you require apart from the ones discussed/listed above

_____

Domain Competencies Evaluation

Please view the List of Domain Competencies and select accordingly.

51

41. Top 1 domain competency required to carry out your responsibilities *   ⊙ Dropdown

Mark only one oval.

◯ Research Methodologies and Research Management

◯ Information & Communication Management

◯ Academics

◯ Collaboration

◯ Data Analytics

◯ Statistics

◯ AI

◯ Leadership

◯ Conference Management

◯ Policy Architecture

◯ Scientific techniques and technology

◯ Research Extension techniques

◯ Basic seed lab techniques, Seed Testing protocols and techniques etc.

◯ Nursery Techniques

◯ Bioprospecting of forest products

◯ Value addition of forest products

◯ Phytochemical methods and techniques

◯ Plant Identification techniques

◯ Wood Identification techniques

◯ Insect damage detection and diagnosis techniques

◯ Insect sampling and collection techniques

◯ Insect rearing and preservation techniques

◯ Insect identification techniques

◯ Insect pest management

◯ Bioinformatics techniques in Entomology

◯ Bio-efficacy of pesticides techniques

◯ Biocontrol techniques in insect pest management

◯ Rearing and management techniques of industrial important insects

◯ Advanced diagnostic tools and techniques for forest pathogens

◯ Edible Mushroom/s production Technique/s

◯ Mass multiplication Technique/s of VAM fungi

◯ Mass multiplication Technique/s of PGPR microbes

◯ Mass multiplication Technique/s of Trichoderma species of fungus

◯ Forest diseases detection and management techniques

◯ Omics based approaches to exploring the microbial ecological structure and functional diversity.

◯ Assessment of Gross Environment Products

◯ Material Characterization Techniques

◯ Handmade paper technology

◯ Basic Molecular Biology Techniques

◯ Tree improvement

52

42.   Self-identified gaps for Number 1 as mentioned above *

Mark only one oval.

◯ I feel I exhibit the Domain competency optimally in my work

◯ I feel I possess the Domain competency but need support to implement it in my work

◯ I feel I need some support to develop the Domain competency further and to use it in my work

◯ I feel I need significant support to develop the Domain competency further and to use it in my work

◯ I feel I do not have the required Domain competency to use it in my work

43.   Preferred mode of training/ session for Number 1 *

Mark only one oval.

◯ I would prefer an internal training/ session with senior officers (offline/physical)

◯ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

◯ I would prefer online courses

◯ I would prefer some exposure/ immersion visits

◯ I would prefer to be part of a mentorship program

53

44. Top 2 domain competency required to carry out your responsibilities *   ⊙ Dropdown

Mark only one oval.

◯ Research Methodologies and Research Management

◯ Information & Communication Management

◯ Academics

◯ Collaboration

◯ Data Analytics

◯ Statistics

◯ AI

◯ Leadership

◯ Conference Management

◯ Policy Architecture

◯ Scientific techniques and technology

◯ Research Extension Techniques

◯ Basic seed lab techniques, Seed Testing protocols and techniques etc.

◯ Nursery Techniques

◯ Bioprospecting of forest products

◯ Value addition of forest products

◯ Phytochemical methods and techniques

◯ Plant Identification Services

◯ Wood Identification Services

◯ Insect damage detection and diagnosis techniques

◯ Insect sampling and collection techniques

◯ Insect rearing and preservation techniques

◯ Insect identification techniques

◯ Insect pest management

◯ Bioinformatics techniques in Entomology

◯ Bio-efficacy of pesticides techniques

◯ Biocontrol techniques in insect pest management

◯ Rearing and management techniques of industrial important insects

◯ Advanced diagnostic tools and techniques for forest pathogens

◯ Edible Mushroom/s production Technique/s

◯ Mass multiplication Technique/s of VAM fungi

◯ Mass multiplication Technique/s of PGPR microbes

◯ Mass multiplication Technique/s of Trichoderma species of fungus

◯ Forest diseases detection techniques and management protocols

◯ Omics based approaches to exploring the microbial ecological structure and functional diversity.

◯ Assessment of Gross Environment Products

◯ Material Characterization Techniques

◯ Handmade paper making training

◯ Basic Molecular Biology Techniques

◯ Tree improvement

54

45.   Self-identified gaps for Number 2 as mentioned above *

Mark only one oval.

⬭ I feel I exhibit the Domain competency optimally in my work

⬭ I feel I possess the Domain competency but need support to implement it in my work

⬭ I feel I need some support to develop the Domain competency further and to use it in my work

⬭ I feel I need significant support to develop the Domain competency further and to use it in my work

⬭ I feel I do not have the required Domain competency to use it in my work

46.   Preferred mode of training/ session for Number 2 *

Mark only one oval.

⬭ I would prefer an internal training/ session with senior officers (offline/physical)

⬭ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

⬭ I would prefer online courses

⬭ I would prefer some exposure/ immersion visits

⬭ I would prefer to be part of a mentorship program

47. Top 3 domain competency required to carry out your responsibilities *   ⊙ Dropdown

Mark only one oval.

◯ Research Methodologies and Research Management

◯ Information & Communication Management

◯ Academics

◯ Collaboration

◯ Data Analytics

◯ Statistics

◯ AI

◯ Leadership

◯ Conference Management

◯ Policy Architecture

◯ Scientific techniques and technology

◯ Research Extension Techniques

◯ Basic seed lab techniques, Seed Testing protocols and techniques etc.

◯ Nursery Techniques

◯ Bioprospecting of forest products

◯ Value addition of forest products

◯ Phytochemical methods and techniques

◯ Plant Identification Services

◯ Wood Identification Services

◯ Insect damage detection and diagnosis techniques

◯ Insect sampling and collection techniques

◯ Insect rearing and preservation techniques

◯ Insect identification techniques

◯ Insect pest management

◯ Bioinformatics techniques in Entomology

◯ Bio-efficacy of pesticides techniques

◯ Biocontrol techniques in insect pest management

◯ Rearing and management techniques of industrial important insects

◯ Advanced diagnostic tools and techniques for forest pathogens

◯ Edible Mushroom/s production Technique/s

◯ Mass multiplication Technique/s of VAM fungi

◯ Mass multiplication Technique/s of PGPR microbes

◯ Mass multiplication Technique/s of Trichoderma species of fungus

◯ Forest diseases detection techniques and management protocols

◯ Omics based approaches to exploring the microbial ecological structure and functional diversity.

◯ Assessment of Gross Environment Products

◯ Material Characterization Techniques

◯ Handmade paper making training

◯ Basic Molecular Biology Techniques

◯ Tree improvement

56

48. Self-identified gaps for Number 3 as mentioned above *

Mark only one oval.

⚪ I feel I exhibit the Domain competency optimally in my work

⚪ I feel I possess the Domain competency but need support to implement it in my work

⚪ I feel I need some support to develop the Domain competency further and to use it in my work

⚪ I feel I need significant support to develop the Domain competency further and to use it in my work

⚪ I feel I do not have the required Domain competency to use it in my work

49. Preferred mode of training/ session for Number 3 *

Mark only one oval.

⚪ I would prefer an internal training/ session with senior officers (offline/physical)

⚪ I would prefer a training/session with an external agency/ third party/ expert (offline/physical)

⚪ I would prefer online courses

⚪ I would prefer some exposure/ immersion visits

⚪ I would prefer to be part of a mentorship program

50. Any training received to develop each of the above 3 domain competencies. *

_____

_____

_____

_____

_____

51. Any specific domain competency you feel you require apart from the ones discussed/ listed above

_____

Collaboration

52. Do you have to collaborate with other Ministries / Departments / Agencies *

Mark only one oval.

⚪ Yes

⚪ No

53. If the response is Yes, please elaborate on the existing process

_____

_____

_____

_____

_____

General Section

Response to this section is optional

57

54.   Any general support you feel you require apart from the ones discussed/ listed above or any general suggestion

_____

_____

_____

_____

Google Forms

58

Annexure V - KCM Behavioural and Functional Competencies List

	KCM – Behavioural Competencies		
S No	**Competency Category**	**Competency Addressed**	**Sub Competency / Theme**
1	Behavioural_Core	Self-Awareness	Self-Analysis
2	Behavioural_Core	Self-Awareness	Self Confidence
3	Behavioural_Core	Self-Awareness	Purposefulness
4	Behavioural_Core	Self-Awareness	Self-Learning
5	Behavioural_Core	Personal Effectiveness	Stress Management
6	Behavioural_Core	Personal Effectiveness	Resilience
7	Behavioural_Core	Personal Effectiveness	Navigating Ambiguity
8	Behavioural_Core	Solution Orientation	Analytical Thinking
9	Behavioural_Core	Solution Orientation	Attention to Detail
10	Behavioural_Core	Solution Orientation	Systems Thinking
11	Behavioural_Core	Communication	Active Listening
12	Behavioural_Core	Communication	Reading & Comprehension
13	Behavioural_Core	Communication	Verbal & Non-Verbal Fluency
14	Behavioural_Core	Communication	Presentation Skills
15	Behavioural_Core	Outcome Orientation	Goal Setting
16	Behavioural_Core	Outcome Orientation	Accountability
17	Behavioural_Core	Outcome Orientation	Initiative and Drive
18	Behavioural_Core	Outcome Orientation	Commitment to Quality
19	Behavioural_Core	Collaboration	Relationship Management
20	Behavioural_Core	Collaboration	Diversity & Inclusion
21	Behavioural_Core	Collaboration	Knowledge Sharing
22	Behavioural_Core	Service Orientation	Empathy
23	Behavioural_Core	Service Orientation	Responsiveness
24	Behavioural_Core	Service Orientation	Service Excellence (wrt citizens)
25	Behavioural_Core	Operational Excellence	Planning & Prioritization
26	Behavioural_Core	Operational Excellence	Resource Management
27	Behavioural_Core	Operational Excellence	Process Excellence
28	Behavioural_Core	Operational Excellence	Continuous Improvement
29	Behavioural_Leadership	Creativity & Innovation	Lateral Thinking
30	Behavioural_Leadership	Creativity & Innovation	Transformation Orientation
31	Behavioural_Leadership	Strategic Leadership	Global mindset
32	Behavioural_Leadership	Strategic Leadership	Forward Thinking
33	Behavioural_Leadership	Strategic Leadership	Executive Presence
34	Behavioural_Leadership	Strategic Leadership	Sustainable mindset
35	Behavioural_Leadership	Collaborative Leadership	Influencing and Negotiation
36	Behavioural_Leadership	Collaborative Leadership	Conflict Management
37	Behavioural_Leadership	Team Leadership	Mentoring
38	Behavioural_Leadership	Team Leadership	Sharing constructive feedback
39	Behavioural_Leadership	Team Leadership	Inspiring others
40	Behavioural_Leadership	Decision Making	Logical Reasoning
41	Behavioural_Leadership	Decision Making	Sound Judgement

S No	Competency Category	Competency Addressed	Sub Competency / Theme
		KCM - Functional Competencies	
1	Functional	Citizen Centricity	Design Thinking
2	Functional	Citizen Centricity	Citizen Partnering & Collaboration
3	Functional	Citizen Centricity	PEST (Political, Economic, Social, Technological) Consciousness
4	Functional	Policy Architecture	Research & Need Analysis
5	Functional	Policy Architecture	Policy design/ amendment
6	Functional	Policy Architecture	Policy implementation
7	Functional	Policy Architecture	Policy monitoring & impact assessment
8	Functional	Cabinet note preparation	Rules of business (AoB/ToB)
9	Functional	Cabinet note preparation	Cabinet note writing
10	Functional	Government Program Formulation	Research & Need Analysis
11	Functional	Government Program Formulation	Scheme/Program Design
12	Functional	Government Program Formulation	Feasibility & Risk Assessment
13	Functional	Government Program Formulation	Implementation & Outreach
14	Functional	Project Management	Project Planning
15	Functional	Project Management	Project Implementation
16	Functional	Project Management	Project Evaluation & Monitoring
17	Functional	Public Procurement (GFR)	Procurement Mgmt. through GeM
18	Functional	Public Procurement (GFR)	Procurement of Services / Goods / Works
19	Functional	Public Procurement (GFR)	Contract Management
20	Functional	Public Procurement (GFR)	Vendor / Consultant Management
21	Functional	Material Management	Maintenance and Disposal of materials
22	Functional	Material Management	Inventory Management
23	Functional	Monitoring & Evaluation	Creation of M&E Framework
24	Functional	Monitoring & Evaluation	Evaluation of outcomes / outputs
25	Functional	Financial Management	Budget Formulation & Implementation
26	Functional	Financial Management	Expenditure Management
27	Functional	Financial Management	Government accounts
28	Functional	Financial Management	PFMS Portal Management
29	Functional	Digital Fluency	Digital Tools (MS office, Excel, PPT & AI tools) & Platforms
30	Functional	Digital Fluency	Digital Service Design
31	Functional	Data Analytics	Data Management
32	Functional	Data Analytics	Data Analysis & Visualization
33	Functional	Data Analytics	Data led Decision making
34	Functional	Data Analytics	Data Use and Governance
35	Functional	Establishment & HR	Handling Establishment Matters
36	Functional	Establishment & HR	Handling matters of Reservations
37	Functional	Establishment & HR	Handling Fundamental Rules /Supplementary Rules
38	Functional	Establishment & HR	Handling matters of Prevention of Sexual Harassment Policy
39	Functional	Establishment & HR	Handling APAR matters
40	Functional	Office Management	E-Office

41	Functional	Office Management	File/DAK Management
42	Functional	Office Management	Office Procedures
43	Functional	Office Management	Noting & Drafting of official Communications
44	Functional	Office Management	Technical Proposal / Report writing
45	Functional	Handling Parliamentary Matters	Submission of briefs, supply of information
46	Functional	Handling Parliamentary Matters	Maintaining records of parliamentary matters
47	Functional	Handling RTI Matters	RTI Responsiveness
48	Functional	Handling RTI Matters	RTI Records Management
49	Functional	Grievance Redressal	CPGRAMS Portal Management
50	Functional	Grievance Redressal	Public Grievance Handling
51	Functional	Vigilance Administration	Conduct Rules
52	Functional	Vigilance Administration	Provisions on Suspension
53	Functional	Vigilance Administration	Proposal preparation for disciplinary proceedings
54	Functional	Vigilance Administration	Handling prosecution cases
55	Functional	Vigilance Administration	Preventive Vigilance
56	Functional	Litigation Management	Legal Know-How
57	Functional	Litigation Management	Court case management
58	Functional	Litigation Management	LIMBS Portal Management
59	Functional	Information & Communication Management	Dissemination of Information
60	Functional	Information & Communication Management	Handling social media
61	Functional	Information & Communication Management	Management of information on official websites
62	Functional	Change Management	Change Readiness
63	Functional	Change Management	Change Implementation
64	Functional	Change Management	Change Impact Assessment
65	Functional	Administration Matters	Handling Allowances & Reimbursement
66	Functional	Administration Matters	Handling Leave and Travel
67	Functional	Administration Matters	Handling Miscellaneous Matters (Car, Residence, Personal Staff etc.)
68	Functional	Administration Matters	Implementing Official Language

Annexure VI - Domain Competencies

S No	Competency Category	Competency Addressed	Sub Competency/Theme
1	Domain		Research Methodologies
2	Domain		research Ethics
3	Domain		Scientific Concept and Research
4	Domain		Programme design
5	Domain	Research Methodologies and Research Management	Design thinking for Research Innovation- Applying desing thinking methods to frame research questions and develop creative solutions
6	Domain		Grant proposal writing (budgeting/phasing)
7	Domain		Research feasibility and risk assesment
8	Domain		Research project planing
9	Domain		Research project implimantation
10	Domain		Research project evaluation & monitering
11	Domain		Research impact assessment
12	Domain	Information and Communication management	Scientific communication
13	Domain		Social media for researchers
14	Domain		Networking
15	Domain		Public engagement & Outreach
16	Domain	Academics	Academic publishing
17	Domain		Intellectual property & patents
18	Domain	Collaboration	Interdisciplinary collaboration
19	Domain	Data Analytics	Visualisation and Infographics
20	Domain		Data Management and Informatics
21	Domain		Data mining and big data
22	Domain	Statistics	R/Python/Stats
23	Domain		Statistic Techniques

24	Domain	AI	AI based research applications
25	Domain		Using AI for research
26	Domain		AI based research tools
27	Domain	Leadership	Mentoring next generation researchers
28	Domain	Conference management	Conference writing(Abstract/Research papers/Referencing & Plagiarism)
29	Domain		Organising Confrencess and building a Panel
30	Domain	Policy Architecture	Policy engagement and Advocacy
31	Domain		Research and policy links
32	Domain	Scientific techniques and technologies	GIS in Forest Survey
33	Domain		Drone usage and GIS
34	Domain		DNA barcoding
35	Domain		Research Extension Techniques
36	Domain		Nursery Techniques
37	Domain		Seed Testing and Protocols and Techniques
38	Domain		Insect damage detection and diagnosis techniques
39	Domain		Advance diagnostic tools and techniques for forest pathogens
40	Domain		Nursery and forest Diseases detection techniques and management protocols
41	Domain		Assesment of gross environment products
42	Domain		Omics based approaches to exploring the microbial ecological structure and functional diversity
43	Domain		Basic molecular biology Techniques
44	Domain		Hand made paper making technology
45	Domain	Account Management	Basics of accounting,journals & Ledgers
46	Domain	Public Procurement of Goods	Public Procurement of Goods