



कार्मिक एवं प्रशिक्षण विभाग  
DEPARTMENT OF  
**PERSONNEL & TRAINING**

सत्यमेव जयते



# iGOT 2.0

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An Initiative for Capacity  
Development of Civil Services

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## Consultation Paper on Approach to Strategy and Implementation



## Purpose of the Document

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Civil Services continue to play a key role in India's growth, prosperity and social development.

Government of India (GoI) recognizes the key role that civil services have played in the progress of our nation and is keen to refresh their capacities in line with rapid changes that are taking place in society.

The civil services of the central government, state governments and local self-bodies are engaged in rendering a range of public services, welfare programs and core governance related functions that enable the government to serve its citizens efficiently and effectively. The desire and effort of this new approach is to enhance the ability of the entire spectrum of civil services to perform to the highest of standards.

It seeks to start with a learning transformation agenda as a means of capacity enhancement of all of India's civil services. Within a wider framework of learning transformation, the Government has instituted iGOT 2.0, a comprehensive online learning platform that enables cadre controlling authorities, domain departments and training institutions both state and central to deliver training in online, face-to-face and blended manner.

This document outlines the draft approach for the strategy and implementation of iGOT 2.0. It articulates the need for a comprehensive and systematic capacity building initiative for all of the civil services of India in the light of the current challenges. It details how iGOT 2.0 can play a major role towards this goal. The

document provides an overview of the guiding principles for the design and architecture of the platform, which is built keeping the officials at its core. The document also details the need and salient features of the three core layers of the platform, which come together to give users a seamless learning experience.

The operational details of building and rolling out the platform including the content strategy, delivery mechanisms, assessment architecture, rollout stages and other related matters are beyond the scope of this document. Such details will be published through specific documents at suitable points of time.

The document would guide and facilitate the discussion on implementation of iGOT 2.0 learning platform with inputs from all stakeholders. These include the Cadre Controlling Authorities (CCAs), Departments, Central Training Institutes (CTIs), States, State Training Institutes (STIs) and Officials to cascade iGOT 2.0 platform across all segments of India's civil services.

Capacity building is a complex and multi-faceted journey which requires continuous and lifelong engagement with all key stakeholders. The purpose of this document is for the Department of Personnel and Training (DoPT) in GoI to solicit inputs from the ecosystem, so that it informs the strategy and implementation of iGOT 2.0.





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# Background

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Civil services are at the epicentre of all government activities – they are the brain in policymaking and the executive hand that delivers on the ground. They have a constitutional role to provide leadership to government bodies and deliver public goods impartially. Playing a critical role in development and building of the nation, civil services are tested every day and are placed in demanding situations. Civil services that are well rounded, prepared and fit for the future will be critical in ushering in the vision of New India.

India is going through rapid changes driven by shifts in demography, a fast-evolving economy, increasing social and political awareness and an unprecedented digital penetration. The civil services are seen as a preferred vocation that allows the youth of the country to serve and create prosperity for their fellow citizens. Keeping its core values intact, there is a need for accelerating the shifts in the approach to governance and public service delivery, whereby citizen centricity and domain specific expertise is key. This requires a renewed focus and a fresh approach to building the capacity (Means) of the civil services so that they become the fundamental catalyst to the growth story that the government and nation aims to chart. There is also the recognition that it is when Means, Motive and Opportunity (MMO) come together, that the full potential of the civil services will be realised.

After attainment of Swaraj, the government is moving rapidly towards the goal of Suraaj. The Government's resolve to enhance governance through civil service capacity building begun with Aarambh which the Hon'ble President of India mentioned it in his address to the joint houses of Parliament on 31st January 2020. The government is working at two levels to enable this – one, transforming the work culture in government (Motive) and strengthening government institutions and processes (Opportunity) and two, enabling the use of modern technology to promote transparency and build civil service capacity (Means).

This will be achieved through a huge governance reform. The starting point for this will be the building of capacity within the civil services, enabling them to deliver their responsibilities more

## Civil Services as a Catalyst for Growth

effectively. To achieve this, coordination among departments and dismantling of silos is essential. In this direction, the organization of a Common Foundation Course, for officers of more than 20 civil services in October 2019 at Kevadia was an important step.

The rebooted civil services of the world's largest democracy can become an exemplar for other nations. With more than 20 million civil service officials across the country, democratic maturity, and growing international clout, the Indian government aims to become a contributor to new ideas in Human Resources (HR) management in the public sector. This requires the adoption of modern approaches and techniques using India's considerable digital 'core competency' to drive capacity building not just in India but internationally as well. This global dialogue will enable sharing of best practices, identification of steps and will bring in fresh ideas that will benefit the Civil Services of India.

Due to non-availability of adequate infrastructure and technologies, capacity building has thus far been restricted to the senior levels in all the civil services, resulting in capacity deficit at the cutting-edge. Now, the government aims to address this issue in a comprehensive and overarching manner.

The need for capacity development of civil services has also been recognized in the National Training Policy (NTP) of 2012. The NTP recommends expansion of systematic training initiatives to Group B and C officials, along with Group A. It emphasises competency driven training and human resource management of officials, marking a shift from 'rule-based' system to 'role-based' system. The policy also highlights the need for continuous learning of officials where the immediate supervisor becomes responsible and accountable for the learning of officials under her.

NITI Aayog in its report on India@75, points out the need for reforms in training as an integral part of the larger civil services reform agenda. The report makes several suggestions in this area including reorientation of training to meet job-outcome oriented goals, leveraging online opportunities, developing an e-learning platform and a competency matrix to monitor ongoing skill acquisition and help match requirements with resources in real time.

Drawing on the insights and recommendations of the NTP and NITI Aayog and recognizing the opportunity to deliver capacity building to all officials, Government has initiated a series of programs that allow for a learning transformation agenda. These initiatives will range from strengthening existing institutions, refreshing policy, detailing competencies that are

## Capacity Building of Civil Services as a National Mission

required for each role and activity related to each position, and creating a strong push for a culture of life-long learning among civil services.

The government, is reaffirming the responsibility of the civil service to provide leadership to government bodies and deliver public goods, driving good governance. To deliver on their constitutional mandate, officials need to be competent and equipped with up-to-date skillsets and this is the mission of the learning transformation agenda set out by the government. Given the heterogeneity of the landscape, an emphasis has been placed on broad public policy thinking, including elements of leadership, finance management, personnel management and smart contracts.

The evolution of digital technologies, advancement of IT architecture, communication revolution and roll out of the India Stack architecture in the last six (6) years, provide the government with a unique digital backbone to transform and re-energize the civil services. By building upon existing interventions and adding to the digital backbone of the country, the government can mould a digitally ready civil service, which will be future ready, and serve the future needs of Indian citizens.

Within this wider framework of encouraging life-long learning, government has instituted iGOT 2.0 - a comprehensive learning platform that has resources for **online, face-to-face and blended learning**. iGOT 2.0 will subsume the existing iGOT (Integrated Government Online Training) portal hosted on <https://igot.nic.in/>, and build upon its existing smart features to further the vision of a digital India served by a digital force. This said, iGOT 2.0 is not merely an enhancement on the current iGOT, it is a completely new platform with significantly more capabilities. This will overcome existing infrastructure bottlenecks, to create an ecosystem where capacity building efforts reach the last level of officials. The platform will be a one stop shop for all capacity development needs of all of India's civil services, providing them with a resource for continuous-anytime-anyplace learning, a guided path for life-long learning with access to a vast repository of courses, **modules and items with insights on individual learning** outcomes and learning needs. iGOT 2.0 will ensure that all officials are prepared to deliver and serve to their constitutional role of good governance and leadership.

The iGOT 2.0 platform will be a digital backbone which will allow many other layers and solutions to be built on top, as the platform evolves, paving the way for larger transformations to happen.

### iGOT 2.0: Creating a digital backbone and achieving the larger learning and capacity building vision

*"Manpower without unity is not a strength unless it is harmonized and united properly, then it becomes a spiritual power"*

**— Sardar Vallabhbhai Patel**

# Unique Challenges in Capacity Development of Civil Services in India

While the need for capacity development of officials in India is well acknowledged, the sheer size and complexity of the Civil Services of India leads to challenges which are unique to India. Overcoming these structural and systemic barriers is critical for the success of any learning transformation initiative.

Diverse governance landscape creating coordination and harmonization difficulties

India has a complex governance structure where civil service officials are spread across the centre, states and local bodies, with further division across various ministries, departments and agencies. These officials are also organised into different cadres, with each cadre having different training, career progression and human resource management strategies leading to coordination and harmonization challenges. Further, the large volume and the expansive spread of civil service officials makes it a logistical challenge to deliver capacity development activities using traditional means.

Diverse training landscape leading to silos at Department or Ministry level

A distributed civil service also gives rise to a diverse training landscape whereby capacity development initiatives are dispersed across multiple CTIs, STIs and Other Training Institutions (OTIs) which operate on a stand-alone basis, with limited opportunities for sharing of resources. This leads to redundancies and duplication of efforts, and wasteful expenditures. More importantly, it leads to inconsistencies in training priorities, competencies and pedagogy, across different training institutes.

Absence of linkage between a role and training need for that role

Today, training of officials (especially Group B and C) occurs sporadically and is dispersed at specific points in their career. Trainings often do not correspond with role requirements. There is limited scope for continuous learning and assessment, with assessments rarely becoming inputs to the learning goals or training needs. This lack of continuity between the training that is needed to acquire the competencies (domain, functional and behavioural) at each stage and the role associated with each position makes

it hard to ensure that the right inputs are available to the right officials, at the right time. This leads to a situation where it becomes difficult to ensure that officials with the right competencies are available to perform the right task.

Due to the sporadic, siloed and primarily offline nature of training management and delivery, government's ability to deliver sophisticated programs and quality public services has become limited. As a result, departments may not have a clear and holistic picture of the competencies and training records and requirements of officials. Due to these inadequacies, training strategies are not calibrated to comprehensive data insights.

It has also been observed that the Ministries, Departments, Institutions, and Organizations work in information silos where barriers to exchange of knowledge and information beyond their boundaries is preventing collaborative working. Now with the new approach, breaking silos will result in creative synergies and provide a **forum where officials can interact and collaborate beyond the organizational boundaries.**

Absence of learning and competency data of employees

Absence of a forum where civil services can interact without compromising organizational essentials

*“... combined foundation course of various civil services in country is in a way the beginning of a new chapter in civil services in India. Till now you had your training at different centres like Mussoorie, Hyderabad and other places. And like I said before you were being cast into various silos – the way in which bureaucracy works – at the initial stage of your training itself.”*

**– PM Shri Narendra Modi at Aarambh Common Foundation Course, on Rashtriya Ekta Diwas**

# Creating a Digital Backbone- A Learning Platform Approach to Overcome Existing Challenges and Achieve the Larger Vision

Comprehensive learning platform providing continuous, guided and frictionless learning of civil services

The unique challenges in the capacity development of India's civil services requires a unique approach. Government believes that a wide range of initiatives are needed to transform learning and capacity development ranging from refreshing policy, outlining new competencies and strengthening training institutions. In this iGOT 2.0 is designed to be the digital backbone for this transformation.

iGOT 2.0 is a learning platform aimed at promoting capacity development among civil services. iGOT 2.0 is not merely an online, face-to-face and blended learning portal. It is a solution built to be 'fit for purpose' to meet the exact learning needs of the civil services. It creates an environment of continuous, frictionless, guided learning for any official, where she can have 24x7 visibility on her learning gaps and overall professional development. By enabling a shared learning architecture, the platform allows officials, departments, managers and training institutions to cross leverage courses, other learning resources and competency testing arrangements. While iGOT 2.0 brings the responsibility of learning to the learner, it also provides mechanisms by which departments and managers can guide, monitor and mentor officials in their capacity development journey.

Designed to bring the larger vision of a digital backbone for learning to life, iGOT 2.0 will be an evolving and scalable platform. The iGOT 2.0 comprises of three layers which come together to give the user and departments a seamless learning ecosystem. The layers have been depicted in the adjoining diagram.

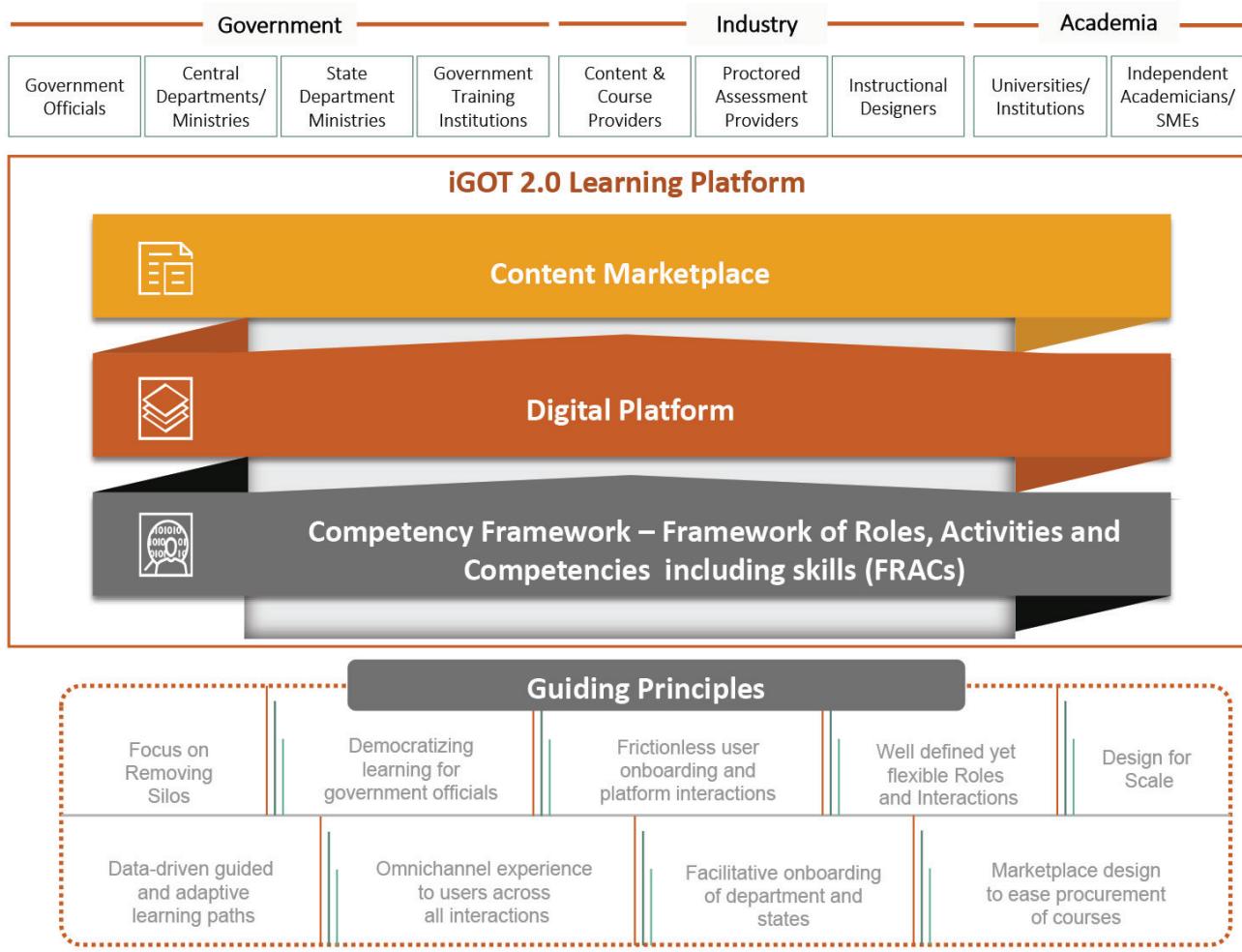


Fig 1: The Core Layers of iGOT 2.0 platform

- The core standards of the platform in terms of competencies will be set by a taxonomy which is guided by an overall competency framework - FRACs. FRACs is based on Behavioural, Functional and Domain competencies. Over time as the roles and activities of each employee of every department are built each role can be linked to the competency framework.
- Each course, module and item will be tied to competency goals for the learner and there will be a stepped learning process outlining how each person can improve her competency in line with her roles and competency requirements for this current and future position (career pathway). An indicative illustration of the framework is provided below (Fig 2).

Operationalizing the Framework of Roles, Activities and Competencies including skills (FRACs)

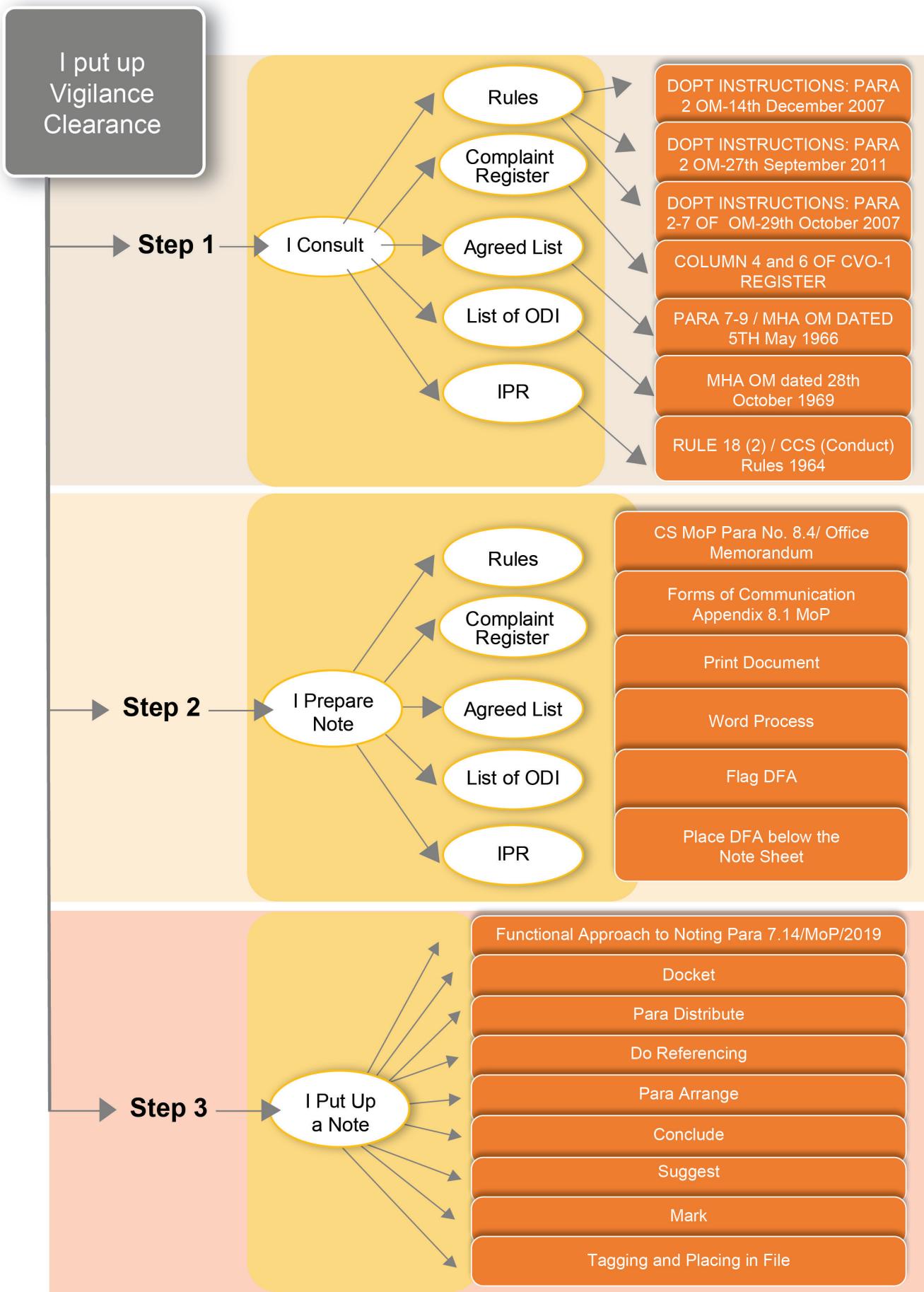
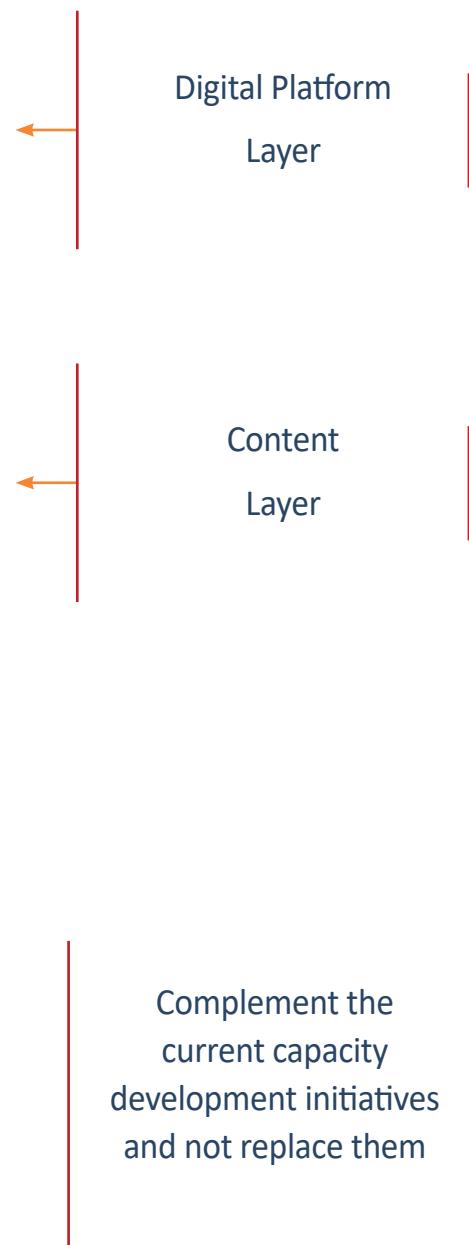


Fig 2. Indicative example of FRACs

- The core interaction of the learner, department, provider, content and competency will take place over a digital platform, adopted from the DIKSHA learning platform for “Our Teachers, Our Heroes”.
  - This platform can codify courses, allow providers, both internal (CTI, STI, OTI, serving officials) and external (academic institutions, other online providers, international agencies, individuals) to provide their courses on the platform in synchronization with the user or learner demands and needs.
  - Superior content will drive the success and adoption of the iGOT 2.0. For this reason, course content sourced internally, externally and in many cases developed specifically for this learning platform, will be critical for its success.
  - This content will be informative and will share knowledge. It will also be available in multiple formats that are engaging to participants on the platform.



The need and salient features of each of the three layers have been elaborated in the subsequent sections.

Existing training institutions, state governments, departments and individual officials will use and build on this platform for personal, classroom, flipped and on-the-job learning. While iGOT 2.0 intends to transform capacity building by using technology, there is no intention to diminish the role of face-to-face, classroom-based capacity building initiatives led by CCAs and their training institutions. iGOT 2.0 can be used to augment existing classroom-based programs by bringing in pedagogical innovations like flipped classroom and online, face-to-face and blended courses.

At its core, iGOT 2.0 is a matching platform that democratises access through a frictionless market for impactful courses. It identifies the competency requirements, for all roles and

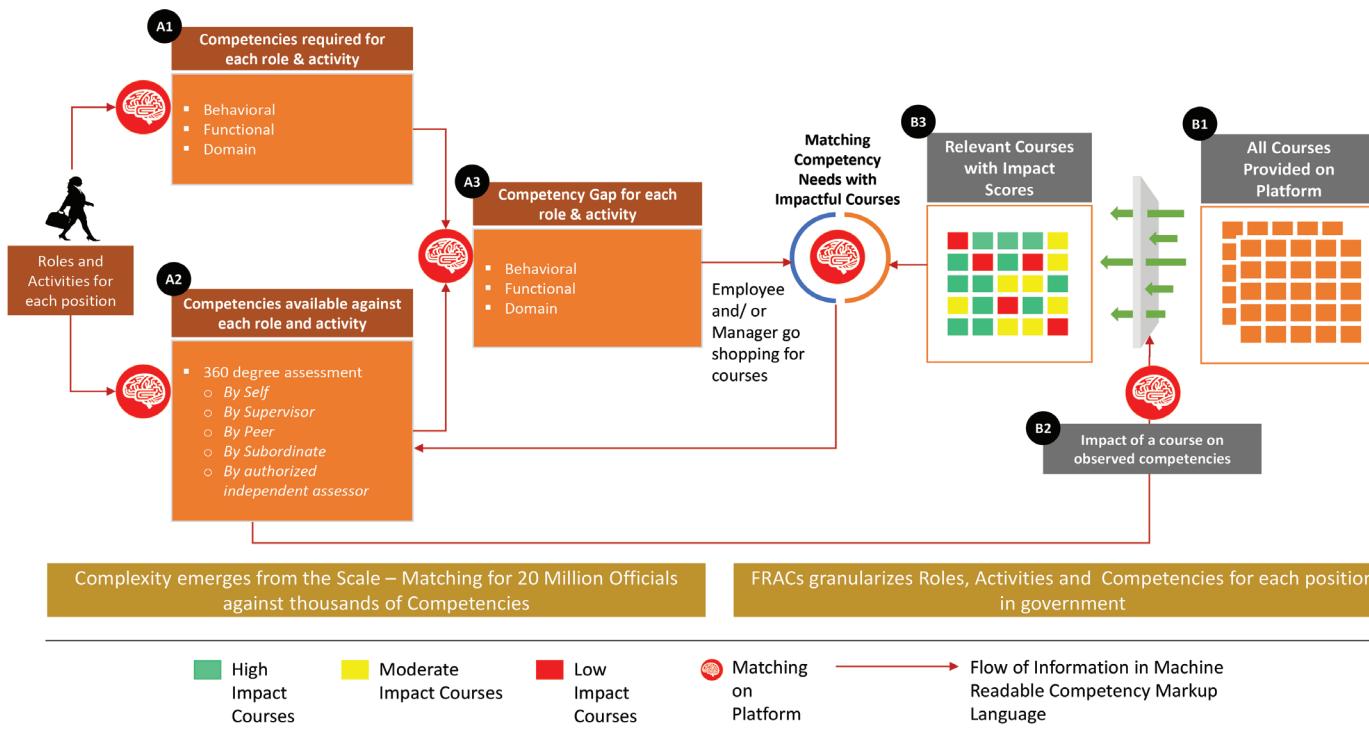


Fig 3: iGOT 2.0 as a matching platform of competency requirement for an individual to the courses available

activities related to all government positions and matches them with the most impactful courses for the corresponding competencies - domain, functional and behavioural. The platform will, over time, also develop competency data that can help individuals and institutions guide the development of civil service officials at all levels.

## The Guiding Principles for iGOT 2.0

iGOT 2.0 is being created and nurtured as a platform that is robust, agile and keeps refreshing itself as the requirements of government learning evolve. It is a platform that has been designed keeping the civil service learner at the core. The key guiding principles which the iGOT 2.0 platform will adhere to are as follows:

iGOT 2.0 will be the common learning platform across all ministries, departments, states and organisations and will be the repository of all training/ capacity building initiatives in the government, online, blended or face-to-face. Online courses on iGOT 2.0 will not be restricted to any cadre or state, and users can see and enrol against any course on the platform, irrespective of their department or rank and without permission from anybody. Users will also have visibility of the face-to-face courses of all departments, training institutes and providers and can enrol in such

Focus on removing silos

courses, subject to approval for a leave of absence. Various services on the platform like courses, modules, items, assessments etc. will be created by the various stakeholders (civil services, retired officials, departments, states, CTIs, All Training Institutions (ATIs) private content providers etc.) on the platform and will be available to all, thus developing an ecosystem of co-creation and co-ownership thereby eliminating silos.

Courses, modules, items and all learning resources on the platform and will be accessible to all on boarded civil services, irrespective of their department, rank or posting. Individual learners are thus free to pursue lifelong learning in multiple directions based on their professional interests and aspirations. This will release a new energy and aspiration among civil services to progress in a self-directed manner.

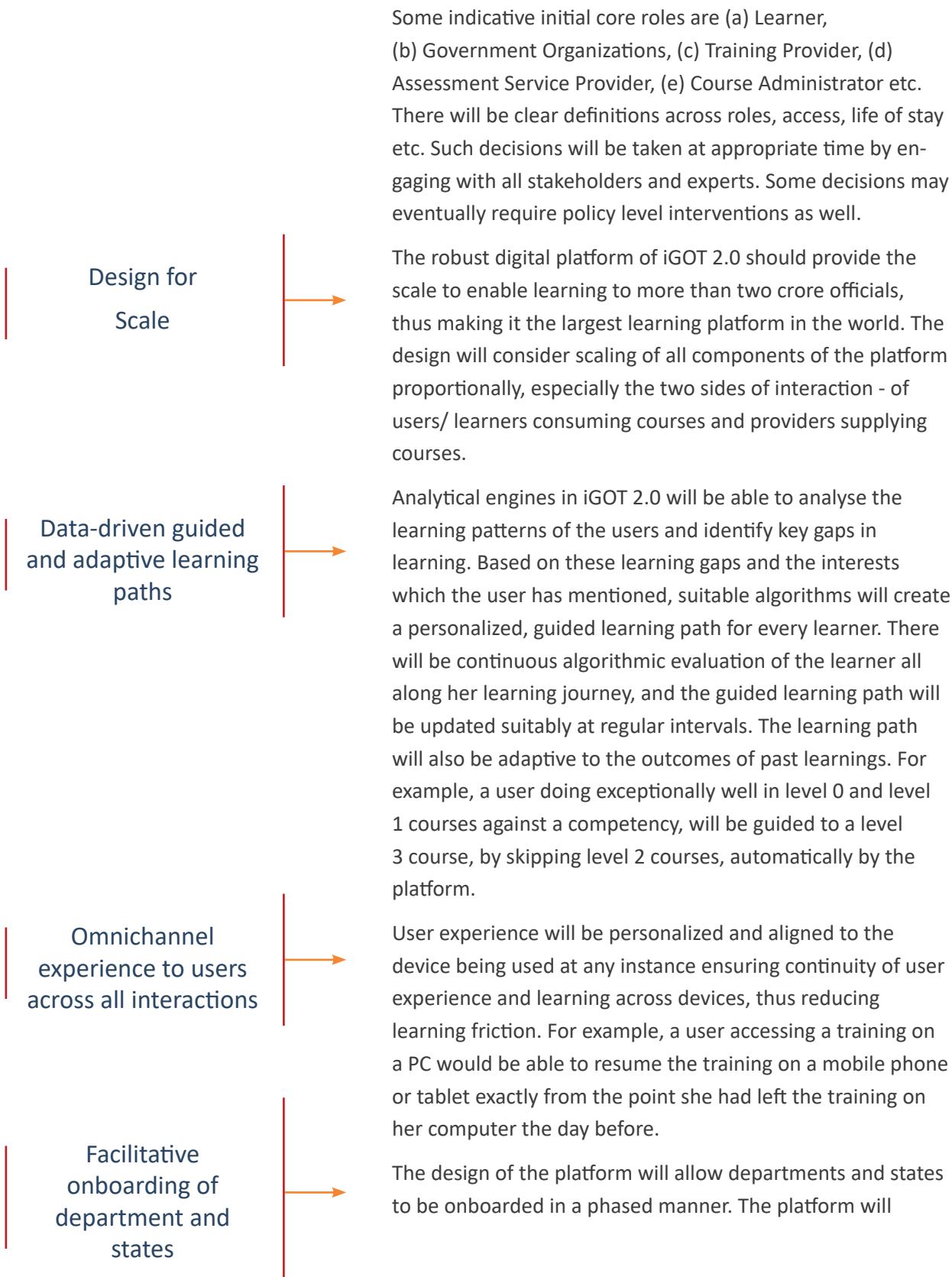
iGOT 2.0, by design, will provide frictionless onboarding for an official and any other stakeholder. The learner can join iGOT 2.0 seamlessly and at their will, even before their department is onboarded formally. Once onboarded, motivating the users to be regulars on the platform will be the biggest challenge that needs to be resolved. Frictions often emerge from poor content and suboptimal user experience (e.g. frequent logouts). While engaging content and intuitive user interface are fundamental, iGOT 2.0 design will also consider other aspects that may enhance engagement like (a) offline access to learning, especially for users with sporadic access to internet, (b) strong accessibility features for users with special accessibility requirements, (c) simplified process flows on platform etc. which provide a seamless learning experience.

iGOT 2.0 will create a complex network of multiple roles and interactions, where one user may play many roles. All roles and interactions will be defined at the platform level. Additionally, iGOT 2.0 will be flexible to enable new roles or introduce new interactions over and above the existing ones.

Democratizing learning for civil services

Frictionless user onboarding and platform interactions

Well defined yet flexible Roles and Interactions



enable states and departments to contribute to the core learning content after it has been vetted to the standards and assessment needs defined by the iGOT 2.0 team. Platform level flexibility will enable states and departments to seamlessly dock on the platform when they are ready, allowing the platform to scale nationally. Standard onboarding procedure for the states and departments will be made available, along with onboarding toolkit and dedicated onboarding support teams.

The iGOT 2.0 is an open marketplace where content/training providers can put up any course, suitably validated, where there is a user need. Users will also purchase and use relevant courses they deem fit for their career pathways. The platform will create a functional marketplace where interactions of an individual official buying a course can be handled through mechanism of pre-paid wallets or through swift reimbursement policies. A framework will be developed whereby officials can select trainings on iGOT 2.0 for which they can be reimbursed on successful completion of the course, module and item. For a CTI purchasing a course for internal use, the platform will provide a market place, where a CTI can directly purchase the course on the platform, without the need to go through a complete tendering cycle. For course providers smart contracts and smart payments will ensure that payments are algorithmically driven and therefore frictionless.

Marketplace design to ease procurement of courses

## Benefits

Building a comprehensive learning platform is a strategic tool that can be used by different stakeholders. The platform should therefore enable all stakeholders to benefit from it. The stakeholders will, over time, derive new utilities from the platform which are currently aspirational, and this will drive the evolution of the platform over time, with newer features and capabilities. The platform will support localisation for hassle free onboarding for all kinds of learners. The platform will not only host the course contents, but it will also enable

owners of content to take an online assessment and provide certificates and reward to the users. These certifications will be used to verify specific skills and knowledge inside as well as outside the organization and hence the user profiles hosted by the platform will become a representation of a single source of truth. With this platform, learning will not just be confined to the classroom, but shall be available on the job, through peer challenging, competition and mentorship. This section highlights some benefits of the platform for different stakeholders.

- Citizen-Centric Responsive Government**
- My-time, My-place, My-device Learning**
- Continuous, lifelong, “on-the-job” learning**
- Equitable access to learning resources to all officials**

#### Citizen / Residents

- Through systematic capacity building initiatives for officials at all levels, it is anticipated that the citizen experience for government services and government interactions will improve.

#### Civil Services

- Civil services can pursue learning courses on iGOT 2.0 at their own convenience and drive their professional development.
- Civil services can access all courses on the platform and are free to pursue lifelong learning in multiple directions.
- Civil services across rank will have access to courses from leading institutions and the best of private provider, thus creating equitable access to learning resources for all officials.
- Civil services can create their own learning path with personalized training content that is linked to roles and competencies for each position and is refreshed and updated on a continuous basis.
- With bite-sized learning modules focused on providing job-aides, officials can have access to instant and right guidance at the exact point of need on their job (e.g., an official with the responsibility of conducting

procurement for large technology set up will have access to a course specifically for that purpose).

- Officials can signal the need for specific courses/content on the platform through a feedback mechanism.
- By developing and enhancing competencies, officials may create their own specialization and become subject matter experts, formally recognized for their expertise .
- Officials can visibly demonstrate their capacities and will be scored and certified by the system.

### Managers

- Managers can access learning and competency insights of all reporting employees and use the insights to guide their professional development.
- Managers can assign courses and assessments to the reporting employees based on their job requirements.
- Managers can use the platform to support the reporting employees through on the job learning and mentorship tools available on the platform; research shows that 70% of learning takes place on the job and 20% through active mentorship<sup>1</sup>.
- Managers can access the independent competency testing arrangements onboarded on to iGOT 2.0 for themselves and their subordinates.

### Departments and their training institutions

- iGOT 2.0 brings scale necessary to undertake capacity building initiative for more than two crore officials in India; something which cannot be achieved through traditional forms of physical, classroom-based training.
- iGOT 2.0 will provide readily available courses, modules and items which can then be leveraged by the departments and the training institutions. The platform will also have arrangements through which independent assessments of the current levels of competencies

Driving cross-utilization  
and standardization of  
knowledge

<sup>1</sup> Lombardo, Michael M; Eichinger, Robert W (1996). *The Career Architect Development Planner*; <https://www.gov.uk/government/news/learning-and-development>

## A shared learning architecture

of officials of all levels can be undertaken, with suitable courses recommended for their professional development.

- Learning can be made available to any official posted anywhere, be in India or abroad, significantly reducing the need to be away from stations of posting for training purposes.
- iGOT 2.0 will enable a shared learning infrastructure where training institutions can cross leverage the learning resources. This will significantly reduce duplication of effort and cost at every institution.
- Departments will cross leverage available competency frameworks to drive capacity building initiatives .
- Departments can also access learning and competency information of all employees in the department on real time basis, enabling data driven decision making.
- As the identification of competencies for all roles and activities (FRACs) associated with all positions progresses, an owner department will be notified for each competency. It will then be the responsibility of that department to ensure that suitable capacity building resources of the highest and independent proctored testing arrangements both of the highest quality, reliability and validity are on-boarded onto iGOT 2.0. These will be available for use by all officials, managers and departments at Central, State and Local government.

## Government

### Develop critical competencies to serve citizens of tomorrow

- iGOT 2.0 will reduce existing service-based silos in capacity development which will eventually lead to better public service delivery.
- iGOT 2.0 will provide a holistic view of the capacity building initiatives happening across the departments and states along with their outcomes. This in turn will

provide policy level inputs to further enhance capacity development in all of the civil services.

### Content Providers

- Content providers can gain visibility and an opportunity to drive usage of their content by uploading it on a platform which will reach a large number of users.
- Content providers can identify new modes of learning, innovative pedagogy and new solutions basis insights on courses, performance, competency, efficacy etc. With a widespread user base spanning different demographics, geographies, educational and social backgrounds, insights gained from the data will be important. While the data will remain with the government, aggregated insights from it will be provided to improve content.
- Content providers can further their brand image and effectively establish themselves as leaders in the content space. By providing content for skilling of the government workforce, providers can reinforce their brand and signal impact and quality of their content.

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*“Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great.”*

*—Dr.A.P.J. Abdul Kalam*

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# The Competency Layer operationalizing the Framework of Roles, Activities and Competencies including skills (FRACs)

NTP 2012 talks about the Competency Based Human Resource Management

Strategic and Operational needs of a robust competency framework

Introducing FRACs on the hierarchy of Roles, Activities and Competencies including skills

## Need

Competencies encompass all domain, functional and behavioural competencies, required by an individual for effectively performing the functions of a role or a post. The need for competency driven capacity development and human resource management was introduced in the National Training Policy of 2012. It recommended a shift to strategic human resource management in which individuals' competencies were matched with jobs, and training activities focus on bridging competency gaps for current and future roles<sup>2</sup>.

At a strategic level, the competency framework (FRACs) will enable the government to successfully align official's Attitude, Skills and Knowledge (ASK) with the government's priorities. It will also provide stakeholders with clarity on the competencies that are required to successfully perform relevant roles and activities and enable identification of clear benchmarks against which an individual performs her duties.

At an operational level on iGOT 2.0, a competency framework will drive the design of courses and learning path. Which courses get onboarded on the platform will eventually depend on the competencies which are identified. Learning path for an official on iGOT 2.0 will be an outcome of an algorithmically defined combination of the competencies necessary for her current roles and her professional aspirations.

The competency framework in the context of iGOT 2.0 is called FRACs – Framework of Roles, Activities and Competencies including skills.

## Salient Features

For every government post, there are roles; each role has activities associated with it; accomplishing each activity needs

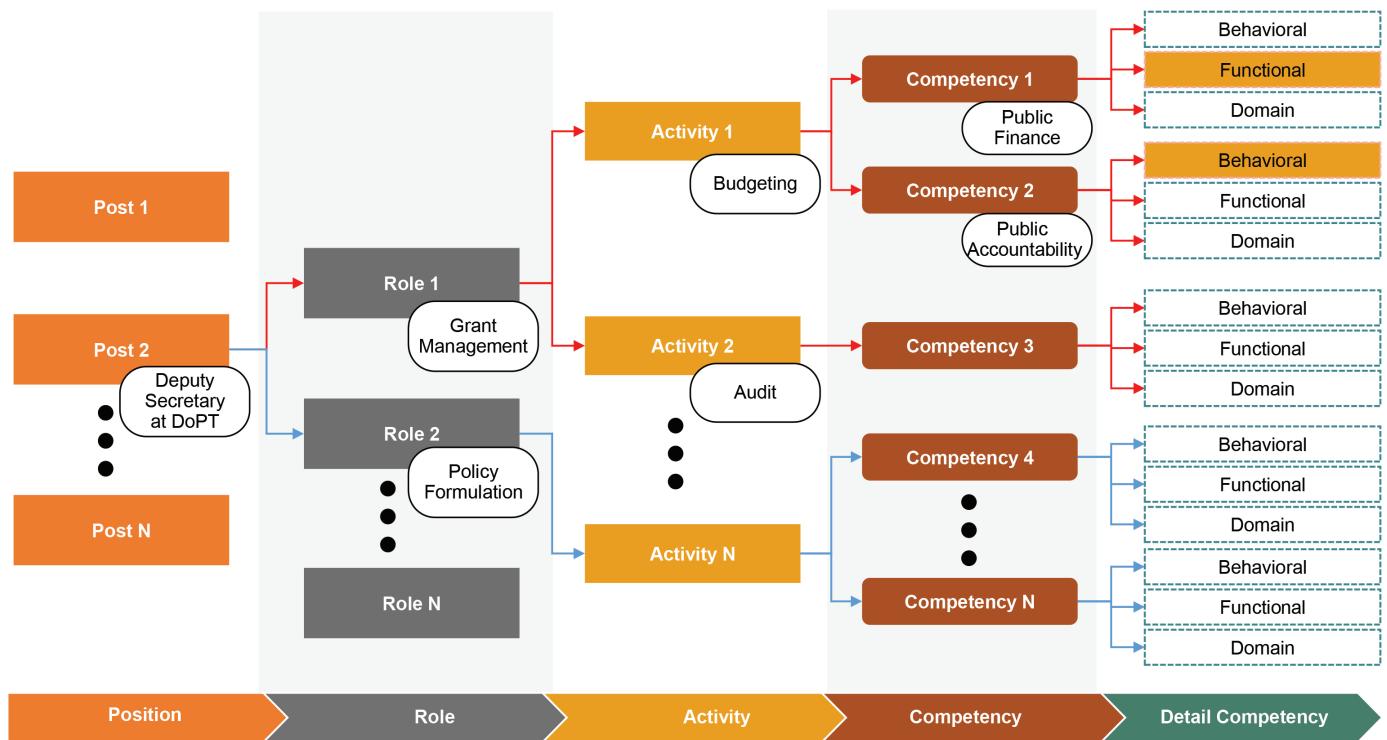


Fig 4: Hierarchy of Position, Role, Activity, Competency including skills with one illustration

certain competencies. The Framework of Roles, Activities and Competencies including skills (FRACs) will map the roles and activities corresponding to every government position with their desired competencies. This is depicted in the Figure 4.

Competencies encompass Behavioural attributes, Functional skills and Domain knowledge, which are required in an individual for effective performance.

*Behavioural competencies are a higher order or behaviours that are applicable across a range of jobs, functions and roles, within the organization. They describe the key values and strengths that help a department/organisation/official perform effectively in a range of jobs.*

*Functional competencies describe the application of knowledge and skills needed to perform effectively in a specific role or group of jobs. They may also include job specific competencies, that define the skills and knowledge needed to perform a specific role effectively.*

*Domain competencies are shared by a 'family' of related jobs that have common functions and form a logical career path. These competencies are defined for a specific department or*

Behavioural Competencies

Functional Competencies

Domain Competencies

## Proficiency Levels for a Competency

*business unit, but it may also define jobs across departments that share common tasks and functions.*

A competency further will have multiple levels of proficiency, from beginner to expert, organized in a stepped manner depicting gradual progression from one level to the other. As officials progress in career, it is desirable that they gain new competencies and evolve their proficiency in their current competencies. FRACs will therefore, also capture what are the required proficiency levels for each of the competencies and the associated performance or outcomes for the said role.

Appendix 4 captures an illustrative behavioural competency with the definition, the proficiency levels and the proficiency indicators from the Competency Dictionary 2014.

Development and operationalization of FRACs will be owned by the relevant departments and implemented by specialized agencies and will be conducted in parallel to the iGOT 2.0 rollout. To this end, DoPT will empanel such agencies and departments will select one such agency who in turn will work on the FRACs definition and operationalization. There are global best practices on how to identify activities from roles and link them to competencies, at a scale, and empanelled agencies specialized in such activities will conduct the exercise on behalf of departments. For behavioural competencies, DoPT will start with the Competency Dictionary of 2014 as the base and operationalize it. Domain and functional competencies will be developed at the relevant departments notified to be its owner.

## FRACs as an ever-evolving Framework

Roles and activities and its linked competencies are likely to change over time, especially in light of fast changing worlds, changing government priorities and changing citizen expectations from the government. Given the ever-evolving nature of FRACs, the development of courses and content for iGOT 2.0 does not have to wait till FRACs is fully developed. FRACs remains a living document, capturing newer competency needs as and when they arrive and driving the evolution of platform through signals on evolved content and evolved learning paths. The evolving and dynamic nature of FRACs, will also provide iGOT 2.0 with the configurability to be the digital backbone for learning, and enable development of other innovative solutions.

<sup>2</sup>National Training Policy, 2012

# The Digital Platform

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## Need

iGOT 2.0 is an online learning platform with a robust underlying technical architecture. The need for an online learning platform is motivated primarily by two considerations – (a) the massive scale of civil services which makes it untenable to depend solely on traditional capacity development activities primarily focused on classroom trainings and (b) the rapid proliferation of mobile and internet in India, which has enabled a large part of the government workforce to currently own and understand the usage of smart handheld devices.

The core to iGOT 2.0 is digital platform which binds the other two layers, namely FRACs and the Content Marketplace. The digital platform is the layer on which all interactions and exchanges take place. It provides the core technical components which will drive iGOT 2.0, including the frontend service delivery channels, content management system, the assessment engines, the learner management systems and the analytics engines.

As a shared public good, States and Departments will have the autonomy and choice to repurpose content and co-create assets, enabling continuous re-energizing and evolution of the platform.

## Salient Features

iGOT 2.0 is built on a multi-layered architecture with decoupled modules which support all interactions and ‘emits’ data continuously and in real time. The core modules of the platform and the key design principles have been captured in the following figure.

The learner management modules maintain the learners’ profile through aggregated telemetric data. The profile constantly updates by capturing the learning history of the user in terms of the courses enrolled and completed, the assessment outcomes, certifications and reward points. It stores both professional information and personal interests which eventually determine the training needs and the guided learning path for a learner.

The content management modules support creation, curation and consumption of content with a view to make content available to

Guided learning path based on professional requirements and personal interests

Comprehensive Content AI/Analytics for effective, discoverable and curated content

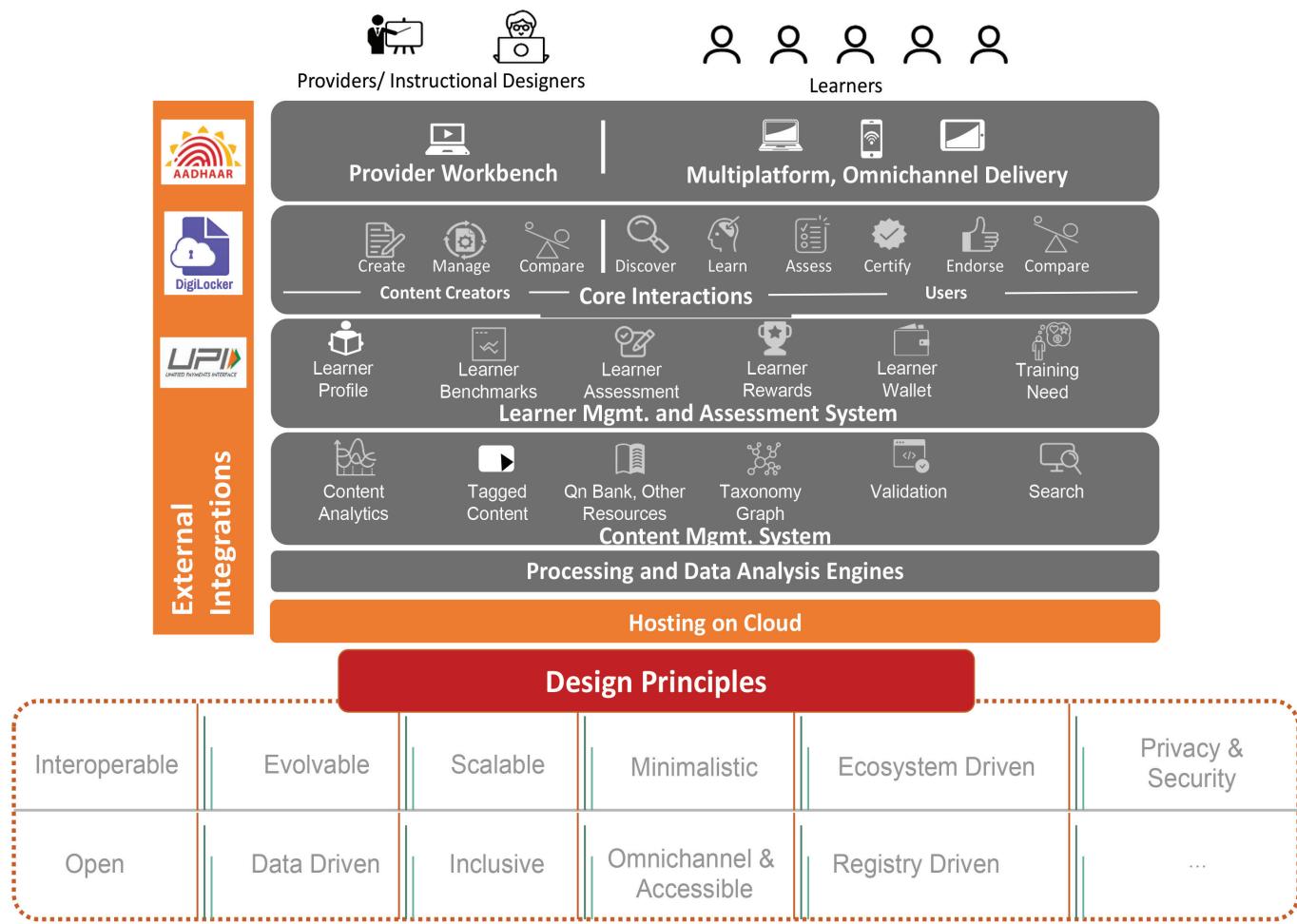


Fig 5: High Level Functional Architecture of the Digital Platform with key modules

all and consumable on multitude of devices. To support multi-format use, the platform provides content in PDF, audio, video and interactive formats and going forward shall provide newer forms of content to cater to newer forms of learning such as Augmented Reality, Virtual Reality, and Gamification. The platform also allows for departments to repurpose the content and offer it in the languages required by users, ensuring equitable access to the same content across officials. The discover functionality will allow all courses to be discovered uniformly on the platform and is implemented through use of Natural Language Processing (NLP) driven search, crowdsourced tagging, Search Engine Optimization (SEO), and content filtering.

To ensure continuous evolution of the platform in the contexts of people, processes and technology, key design principles have been identified. Adherence to these critical technology design principles will drive autonomy and choice in the ecosystem and

enable government to achieve aspirational outcomes, through continuous transformation.

iGOT 2.0 will be ecosystem driven enabling an environment of innovation, and collaboration that is responsive to the needs of all users. To ensure wide adoption across the ecosystem, the platform will allow for interoperability through openness and use of open standards. The solution will have no dependence on a specific technology, language or platform ensuring that strategic control remains with the government, and technology does not become a barrier to evolution of the ecosystem.

The implementation of the digital platform is proposed on cloud to ensure high availability, scalability, flexibility and high performance. With iGOT 2.0 aimed at providing “any time” learning experience to the users, the digital platform will be designed for high availability across architectural layers. The complete platform design is based on micro-services and Application Program Interface (API) driven architecture which allows ease of integration with other systems including India Stack components like UPI, Aadhaar, Digilocker etc.

A key objective of iGOT 2.0 is to democratize learning and enable equitable access to content at the learner’s convenience. Thus, with user-centricity at its core, the design will be inclusive to ensure that the needs of all officials are met, and specially-abled officials can engage with the solution to design their own learning paths, through features for transcription, transliteration and subtitling. Similarly, iGOT 2.0 will ensure optimal user experience through omni-channel access that allows for continuous learning across devices.

Data and telemetry form the backbone of the digital platform and are implemented on the telemetry data generated on the platform. This capability allows for a real time feedback to the users, enhances adoption by generating insights for individuals and can also feed into other evidence-based decision making, including policy formulation. This telemetric data analysis facilitates content personalization ensuring that relevant and effective content bubbles up for the users. It also enables the platform to match the right content with the desired competencies for a learner based on the learner’s persona. Transparency, accuracy and reliability of data and analytics will also be ensured through a registry-driven approach, whereby data will be logically organized as a shared, single source of truth.

Open, interoperable and ecosystem driven

“Anytime is peak time” philosophy to govern platform design

User-Centricity through inclusion, omnichannel use and accessibility

Data and registry-driven approach enabling transparency, accountability and evidence-based policy formulation

### Privacy and Security by Design

Given the highly confidential nature of user data on iGOT 2.0 and the proposed implementation on cloud, adequate attention has been given to protect user data from any form of unauthorized access, use, distortion and publishing. The design will take into consideration all relevant Government of India security norms regarding sensitive information and personal information of individuals.

### Driving adoption through incentives and behavioural nudges

At the heart of the platform is a continuous mission for catalysing adoption, which will be achieved through use of incentives and behavioural nudges. Learners will be assessed on engagement parameters with scores being published to the ecosystem, which will drive participation. These scores will also guide nominations for specialized and long-term training programs like Domestic Funding of Foreign Training (DFFT), which will incentivize learners to continuously engage with the platform. Gamification techniques like leader boards and badges for both learners and content providers will also promote adoption and repeat use of the platform. Driven by machine learning modules, emit functionalities of the platform will also make it intelligent enough to provide behavioural nudges. These carefully designed learner centric prompts will encourage better outcomes by leveraging how people naturally think and feel, to make the platform more effective.

### Evolving, Scalable, Minimalistic design for the Future

iGOT 2.0 platform is designed for the future and needs to keep pace with new expectations and technological breakthroughs, as they evolve over the years. Hence, it will have an architecture that can easily accommodate new systems and capabilities, as required. The platform will also be designed for scale to ensure that it can enable learning for more than 2 crore users in the future. An aspirational goal of iGOT 2.0 is to evolve into the national digital learning backbone of the country, due to which minimalistic design is essential. This will allow innovative solutions to emerge as actors respond to context and complexity, rather than forcing a particular type of solution.

*"The products of spirit and intelligence, the positive sciences, the engineering techniques, the governmental forms, the legal regulations, the administrative arrangements, and the economic institutions are binding together peoples of varied cultures and bringing them into closer reciprocal contact. The world today is tending to function as one organism"*

— Dr. Sarvepalli Radhakrishnan

# The Content Marketplace

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## Need

Content provides the real purpose and meaning for the learners which binds them to the platform driving engagement. iGOT 2.0.

Platform content has to be the most engaging, relevant and impactful which can be constantly refreshed as part of the two sided platform.

Creating and maintaining a repository this large cannot be left to few departments in the government. The content sourcing on iGOT 2.0 will have to rely on multiple channels of curated content including government training institutes, private content/training providers and bespoke content development that is fit for purpose. The marketplace will offer a continuous and updated content stream to iGOT 2.0, with content undergoing iterative validation and improvement process.

The content marketplace will also enable creation of a self-sustaining ecosystem which will be critical in driving the evolution of the digital backbone for learning.

## Salient Features

Content will be onboarded on iGOT 2.0 keeping in mind the learning needs, preferences and interests of a variety of learner personas and will be sufficiently exhaustive to cover the learning needs of civil services, be for their professional competency or personal learning interests.

As a content marketplace, iGOT2.0 will allow for content and services providers to compete for consumption, creating a natural evolution where content is enriched, deepened and widened. The market place will use multiple pricing models like freemium (few modules are free, all modules are free, but certification is paid), pre-paid (enterprise wide consumption rights are paid for), usage based (pay per use) etc. Government may choose to consider course promotions on the platform for enhanced revenue for sustainability.

To create a repository of content that is engaging and personal, it

Content pricing models on the marketplace

## Content Supply Chain

is essential to operationalize the content supply chain and empower all relevant stakeholders. In this context, the key processes for content include—

- **Identification:** Departments/ content providers will identify courses for corresponding competencies across roles and activities. With inputs from FRACs and signals from users in the ecosystem, the providers shall determine the market demand and create content that matches the learning needs of multiple user groups.
- **Creation and production:** After identification of relevant content, the providers will work to develop curriculum for courses, the script of which shall be handed to production. Instructional designers, graphic developers etc. will work to storyboard and visually present the content in different formats, suited to iGOT 2.0. In addition, linguists shall also translate the courses into local languages, if applicable and voice transcriptions for text content and text transcripts for audio/video content will be prepared. Content may also be crowdsourced from officials, who will be recognized for the utility of their contribution.
- **Validation:** This is a critical design feature which will ensure that the content onboarded on the platform is of high quality and drives learning. For this, a formal validation framework will be created and adopted by DoPT.

## Robust Taxonomy to enable content tagging

iGOT will enable a robust taxonomy graph to easily “tag” the content resources on the platform. The tags will partly emerge from the competencies but will mostly be managed at the content owners end and will mature as users incrementally tag the content. A robust taxonomy not only makes it easier for users to search content on the platform, it also helps create guided learning path for users based on a combination of competencies.

## Content Impact Scores

The efficacy of content or courses on the platform will be determined by their Impact Scores. The platform will have a mechanism to assign an impact score to every course. The score is an indicator of how impactful a course is for gaining a competency and is determined by assessing the success rate of competency

progressions made by all individuals who have completed the said course.

Another critical component of iGOT 2.0 beyond the content marketplace is the assessment framework. The framework will provide independent & 360-degree assessments of observable competencies which will enable officials to demonstrate competencies related to their current role and desired future domains. The assessments will also be critical in measuring the efficacy of the learning and capacity development activities, including the quality of content. Three types of assessments have been envisaged –

- Course based assessments to evaluate the learning acquired by the learner against the said outcomes of a course.
- Rating mechanism for self-assessments, peer-assessments, subordinate assessments and supervisor-assessments. This provides a comprehensive rating mechanism.
- Standardized proctored assessments for independent evaluation of proficiency of an individual against a competency or a set of related competencies. Such assessments will be developed by specialized assessment agencies and will be administered in a proctored environment. The owner department notified for each competency will be responsible for identifying and onboarding an assessment agency for each of the competencies assigned to them.
- Learner scores and ratings will enhance self-motivation and determine effectiveness of the platform. The assessment of user engagement will focus on parameters like time spent on learning, number of certificates etc. This will be published to other users in the ecosystem, to reinforce user participation and learning.

## Assessment Framework in iGOT 2.0

# Roles and Responsibilities of Key Stakeholders

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The adoption of iGOT 2.0 will rely on a centrally curated learning platform but with decentralized execution. Each stakeholder will require a clear understanding of what is required from it for the roll out.

## Role of DoPT

- DoPT will enable the implementation and rollout of iGOT 2.0. It will fund and manage the development and enhancement of the platform over a period by incrementally bringing in new features based on inputs from the stakeholders till the time the platform becomes self-sustaining. The same can be leveraged by CCAs and all government training institutions as a central resource, thereby further enabling cross-sharing of content and leading practices.
- DoPT will develop a Learning Architecture which provides the governance framework for entire learning reforms agenda, including iGOT 2.0.
- DoPT will develop policies necessary to enable iGOT 2.0 and other capacity building initiatives in government. DoPT will, as per requirements, create suitable and competent sub-committees to bring in expert opinions on critical policy decisions.
- DoPT will conduct annual Public HR Summit, as an emit to the world on the advancements and thought leadership that India brings on reforming HR management and capacity building in public sector. DoPT will publish the annual State of Civil Services Report capturing the performance of each Central Department, organizations and State on several parameters including the effort and spend made by the departments around capacity building of Civil Service.
- DoPT will develop and maintain the PM's iGOT 2.0 dashboard capturing the critical Key Performance Indicators (KPIs) around capacity building of officials , at departmental and state levels.

- DoPT will develop the FRACs Strategy and Implementation Standard Operating Procedures (SOPs) – the guiding document capturing what defines what FRACs is and provides the templates and toolkits which can then be used by the departments to develop FRACs at the departmental level. DoPT will also be responsible for harmonizing the competencies across departments and play the role of an arbitrator in the event of disagreement between departments on who is the notified owner of a competency.
- DoPT will empanel specialized agencies to facilitate rollout of iGOT 2.0 to the departments and states. While the empanelment will significantly reduce the procurement timelines, it will also ensure quality and standardization of the outcomes.
  - Empanelment of HR Consulting agencies who will work with the departments to define and operationalize FRACs at the departmental level.
  - Empanelment of agencies specializing in instructional design who will work with the departments to develop learning courses on iGOT 2.0.
  - Empanelment of agencies specializing in proctored assessments who will work with the departments to develop assessments and provide the physical infrastructure to conduct proctored assessments.
- DoPT will develop an organization which will have the mandate of managing iGOT 2.0 and all the other activities around it. The organization will bring in suitable capabilities around areas like technology, data & analytics, content management, competency management, risk management, quality etc. along with supporting functions like procurement, finance, legal and HR.

## **Role of Departments including the training institutions under the departments**

- Departments will encourage users to use the iGOT 2.0 platform for a central learning platform for capacity building, monitoring progress as the roll out progresses with respective departments as per agreed timelines.
- Departments will create, validate and upload on iGOT 2.0 suitable courses/ content for the competencies owned by them. While internal experts will be the owner of a course, the department has the option of engaging any DoPT empanelled instructional design agency for content design and production. Departments will develop proctored assessments for the competencies owned by them, either on iGOT 2.0 using internal resources or using DoPT empanelled agencies.
- Departments will operationalize FRACs at the departmental level documenting the key positions and roles in the department, the activities and the corresponding competencies. Departments will create a task force on competency development with specialist internal resources who in turn will be supported by any DoPT empanelled agency chosen by the department.
- Departments will ensure that the FRACs, content and assessments thus developed are maintained and kept up to date on a regular basis.
- Departments will ensure that the spend on learning and capacity building in the department aligns to the government stated norms as stipulated in NTP, i.e., 2.5% of the salary budget.
- This budget of 2.5% is proposed to be spent entirely on iGOT 2.0.

# Monitoring and Coordination Framework

The CCAs, departments, their training institutions, states and individual civil service officials are the most important stakeholders in the success of iGOT 2.0. While DoPT will provide the policy framework, the actual operationalization of iGOT 2.0, through on boarding of courses or FRACs will happen at the level of individual departments and states. Constant monitoring of the capacity building initiatives and the progress of iGOT 2.0 platform is therefore of utmost importance.

## Prime Minister's iGOT 2.0 Dashboard

For monitoring of progress, it is proposed to create a Prime Minister's iGOT dashboard. The dashboard will capture, for all departments, CTIs, States and STIs, KPIs in the following broad areas. Some illustrative potential KPIs have been mentioned in the Appendix 3. The dashboard will primarily measure two parameters -

- What is a department or a state currently doing in capacity building?
- What is the progress made by a department or state in terms of onboarding on iGOT 2.0?

The dashboard will provide a real time view of the KPIs identified and will be driven by the data from the iGOT 2.0 platform. While the inherent telemetry data of the platform will provide insights to a very large extent, there will be a need to create additional data sharing workflows to enable the departments and states share data. The dashboard will be made available to all departments, CCAs and states to view their progress real time as the single source of truth.

The outcomes of current initiatives, the targets against goals (including key KPIs from the Prime Minister's iGOT dashboard) along with the goals for future for the Public Sector HR and Capacity Building area may be published in an Annual State of Civil Services Report.

*"In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment."*

*– National Training Policy 2012*

Annual State of Civil  
Services Report

## Conclusion

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Designed for the future, iGOT 2.0 will be a self-sustaining platform, managed by DoPT with departments, CTIs and States co-creating assets on the platform and contributing to its uptake. A transformative initiative of this size requires commitment and acceptance from all stakeholders to be successful, with each stakeholder group having a specific role to play.

Given the sheer volume of potential users, rollout of the platform to the department and states will be performed in a phased manner. The pilot launch has been envisaged which will enable early validation of the features and effectiveness of the platform, before being rolled out to the departments and states. DoPT will engage with the departments and states to formalize an onboarding arrangement. This will include bringing in necessary policy interventions whenever needed, guiding the departments and states on the key roles and activities that they need to play and handholding them through the onboarding journey, creating toolkits and standard operating procedures, and training the relevant officials to enhance the readiness. Over time, the responsibilities will shift to the departments and states, and they will need to start creating internal capacity to deliver to their responsibilities.

As the backbone for the larger bureaucratic reform, iGOT 2.0 will lay the foundation for multiple transformative changes in learning and capacity building in the government. It will continuously augment and enhance capacities while driving social good and innovation across the ecosystem. As we move towards a digital and open society, it is this endeavour of making capacity building of officials a national mission- that will ultimately empower the Indian government and enable it to deliver to rapidly shifting aspirations.

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*“In this land of the Ganga, there was an education of culture. But, more importantly, there was a culture of education.”*

**– PM Shri Narendra Modi**

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## List of Abbreviations

Abbreviation	Meaning
API	Application Program Interface
ASK	Attitude, Skills and Knowledge
ATI	All Training Institutions
CCA	Cadre Controlling Authorities
CTI	Central Training Institutes
DFFT	Domestic Funding of Foreign Training
DoPT	Department of Personnel and Training
FRACs	Framework of Roles, Activities and Competencies including skills
HR	Human Resources
GoI	Government of India
iGOT	Integrated Government Online Training
MMO	Means, Motive and Opportunity
KPI	Key Performance Indicators
NLP	Natural Language Processing
NTP	National Training Policy
OTI	Other Training Institutions
SEO	Search Engine Optimization
SOPs	Standard Operating Procedures
STI	State Training Institutes

# Appendix 1 – Pull Factors for the Users which will Drive Adoption

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The success of a platform like iGOT 2.0 will be determined by the extent to which the platform is adopted by the civil services. The platform strategy and supporting policy frameworks will consider the pull factors which can drive the adoption. Some pull factors can be as follows:

## Through Policy Mandates:

- Adopt policies establishing iGOT 2.0 as a single window for all learning initiatives (online, face to face and blended) for officials given the advantages of scale, commonality of learning and the resultant breaking up of silos.
- Adopt policies mandating the departments to spend a part or whole of their training budget (2.5% of salary budget) on iGOT.

## Through incentives to end users:

- iGOT 2.0 will use the “Learning Score” for officials, for which a formal framework will be created and adopted by DoPT. The learning score will drive nominations for specialized and long-term training programs including DFFT.
- Include relevant training content and mock examinations which will prepare the civil services for their departmental/ promotion examinations.
- Include short, bite sized content which serve as job aids and provide information on how to address a specific task.
- Host courses from reputed institutions so that users across the spectrum will be motivated by the opportunity to attend courses and get certificates from leading institutions.

- Use proficiency and competency information on iGOT 2.0 to recognize individuals for various prestigious assignments / roles.

### **Through network effect to drive scale**

- Enable leader boards and badges on iGOT 2.0 for both content contribution and consumption by users to create and promote platform champions.
- Frequent referrals and strong word of mouth process of a strong learning platform will attract officials as the platform picks up, creating a cycle.

### **Through regular Nudges**

- Use the emit functionalities of the platform to make it intelligent enough where the platform proactively recommends related content to the learner which will help them to internalize the concept better. For example, based on the emit from a Machine Learning course the system may suggest a Statistics module to be taken by a learner.
- Enable a framework of push notifications where the platform will regularly send notifications on new courses to the infrequent users, based on their persona.
- Enable mechanisms on the platform will provide a learner with the information on what peers or other learners with similar persona are pursuing.

## Appendix 2 – Key Considerations for Choices Made

With the implementation of iGOT 2.0 already underway, there are some key choices which have been made

Indian Technology for an Indian Platform solving an Indian Problem

### Digital platform

The digital platform is core to iGOT 2.0 and will drive all interactions on it. The platform needs to be scalable to serve more than 2 crore officials, configurable to enable introduction of features incrementally, well proven for purposes of capacity development and secure. The choice of the underlying technology therefore becomes of essence. iGOT 2.0 is implemented on DIKSHA, an open source learning solution, made in India and made for India. DIKSHA as a learning platform has been proven with scale and configurability, the same core is being repurposed to develop iGOT 2.0.

### FRACs to drive the platform taxonomy

iGOT 2.0 will be built on taxonomy that is aligned to FRACs to ensure a fit for use for the future workforce in government. FRACs will evolve over time as competencies evolve, and iGOT 2.0 will have to evolve accordingly. FRACs brings in a formal yet loosely coupled structure (roles, activities, competencies including skills are configurable and not tightly linked) in defining the competencies that is easily replicable across departments. The intercoupling of evolving FRACs and the configurable taxonomy graph of the platform is a key driver for the evolvability of the platform is a key driver for the evolvability of iGOT 2.0.

Design for Future,  
Implement for Now

### A phased approach of iGOT 2.0 implementation and rollout

A choice has been made to implement iGOT 2.0 in a phased manner with features being introduced incrementally with

feedback from the various stakeholders. The focus is to design for future while showing tangible results by 2022. The onboarding of the department and states will also be done in phases, with the learnings of every iteration of onboarding improving the subsequent iterations. While this will ensure a very focused deployment and enable incremental feature development with collaborations of smaller number of departments, it will also provide the time necessary to operationalize the organization responsible for managing iGOT 2.0.

## **Emit over Extract for telemetry data on iGOT 2.0**

By design, the digital platform for iGOT 2.0 emits data continuously and in real time, instead of waiting for post facto extraction. This emit of telemetric learning data on iGOT will enable the key stakeholders to see what is happening on the platform. The data emit ensures that all stakeholders are proactively provided with insights based on which they can optimize their roles on the platform. For example, (a) for an official, data emit will enable insights on what her skill/competency gaps are and how is she faring against her peers in the learning journey, (b) for departments and CCAs, it will signal the outcome of all learning initiatives in terms of the professional development of the reporting officials and how the same can be improved, (c) for content providers, it will signal the effectiveness of their training content, the areas for improvement, while also providing signals on the key areas in which training is sought by the users, and (d) for the government, the aggregated data can further be used to drive policy level decisions.

Data emit over data extract

## Appendix 3 – Tentative KPIs for PM’s iGOT 2.0 Dashboard

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As explained in Section 8, the Prime Minister’s iGOT 2.0 dashboard will be the most important tool for monitoring of the capacity building initiatives within departments and states across India. Below is a non-exhaustive list of some of the KPIs the dashboard will capture.

### **What is a department or a state currently doing in capacity building?**

This will be measured in terms of information on:

- Departments will also share the details of all the training institutions under them and the learning infrastructure available at each institution.
- Number of trainings/ capacity development initiatives conducted .
- Number and percentage of employees who have been trained under different trainings.
- Departments will also share the details of all the training institutions under them and the learning infrastructure available at each institution.
- Total budget and total spend at the department on training and capacity development initiatives, as a percentage of the total salary budget.
- Percentage of total spend on training that is made on iGOT 2.0.

### **What is the progress made by a department or state in terms of onboarding on iGOT 2.0?**

This will be measured in terms of information on:

- The progress made in development of FRACs

- Whether the department has identified internal resources and has onboarded agencies for development of FRACs for the department?
- Number and percentage of all roles, activities and competencies which have been defined and onboarded on iGOT 2.0.
- The progress made in the development of content, courses and assessments
  - Whether the department has identified internal resources and has onboarded agencies for development of content?
  - Number and percentage of all competencies for which courses/ content have been developed and onboarded on iGOT 2.0.
  - Number and percentage of all competencies for which proctored assessments have been developed and onboarded on iGOT 2.0.
  - Number and percentage of training materials currently available at the department/ CTIs which have been refactored and onboarded on iGOT 2.0.
- The progress made on onboarding training institutions under the department on iGOT 2.0.
  - Number of training institutions the department has under it and the number of training institutions onboarded on iGOT 2.0.
  - Number and percentage of training institutions which have information of their learning resources shared on iGOT 2.0.
  - Number of trainings, workshops, seminars etc. organized by the different training institutions and the percentage of them which were onboarded on iGOT 2.0.

## Appendix 4 – Illustration of a Behavioural Competency with its different proficiency levels

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Competency Name	<b>STRATEGIC THINKING</b>				
Competency Definition	Ability to understand dynamic internal and external environment and its impact. Responds to the opportunities and challenges for the betterment of the society.				
Proficiency Level within the competency					
Indicators of the Proficiency Level					
Level 1: Understands Own Work	<ul style="list-style-type: none"> <li>Understands what is required in their role and how this contributes to Departmental priorities</li> <li>Considers how their job impacts colleagues in own and other Departments</li> <li>Takes an active interest in expanding knowledge of areas related to their role</li> </ul>				
Level 2: Aligns Work to Department	<ul style="list-style-type: none"> <li>Keeps up-to-date with a broad set of issues relating to the work of the Department</li> <li>Develops an understanding of how their area's strategy contributes to Departmental priorities</li> <li>Ensures their area/team activities are aligned to Departmental priorities</li> <li>Gathers additional information from relevant sources inside and outside their Department</li> <li>Focusses on the overall intent of what one is trying to achieve, not just the task</li> <li>Identifies bottleneck in existing systems and suggests steps to overcome them</li> </ul>				
Level 3: Contributes to Strategy	<ul style="list-style-type: none"> <li>Is alert to emerging trends, opportunities and risks in the environment which might impact or benefit the Department</li> <li>Ensures that relevant issues relating to their policy area are effectively fed into big picture considerations</li> <li>Actively seeks out knowledge and shares experiences to develop understanding of one's area of responsibility</li> <li>Seeks to understand how the services, and strategies in the area work together to create value for the public</li> </ul>				
Level 4: Identifies Strategic Imperatives	<ul style="list-style-type: none"> <li>Anticipates the long-term impact of national and international developments in one's area, including economic, political, environmental, social, and technological</li> <li>Identifies implications of Departmental and political priorities in one's area to ensure alignment</li> <li>Creates joint strategies that have positive impact and add value for stakeholders, citizens, and communities</li> <li>Uses appropriate forms of technology during evaluations and/or implementation to achieve strategic goals</li> </ul>				
Level 5: Develops Long Term Strategies	<ul style="list-style-type: none"> <li>Shapes the Department's purpose in delivering Civil Service priorities for the public and economic good</li> <li>Leverages technology in programme design</li> <li>Shapes plans which help put into practice and support the Department's long-term direction, including those shared with other departments</li> </ul>				

*Fig: Competency Definitions and Proficiency Levels*

(Source: Competency Dictionary for Civil Services, DoPT & UNDP, 2014)





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