



Faculty Development Programme (FDP)

Vision of Capacity Building Commission:

Capacity Building Commission (CBC) was constituted in April 2021 under Mission Karmayogi - National Program for Civil Services Capacity Building (NPCSCB). Mission Karmayogi is a Government of India initiative that aims to transform capacity building efforts across different levels of government to improve the execution capacity of civil servants and foster citizen-centricity.

CBC wishes to strengthen the capacity of training institutes across the country - 25 Central Training Institutes (CTIs), 33 Administrative Training Institutes (ATIs) and about 790 training institutes. The faculty at these training institutes forms the anchor for success of training of civil employees. 60 percent of faculty is formed by civil service practitioners who bring the richness of their experience to their training in the training institutes. The practitioner's experiences backed by academic theories and frameworks can form the foundation of enhancing the capacity of the learners.

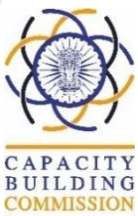


Faculty Development Programme conducted at YASHADA, Pune with the support of Indian School of Business under the chairmanship of Dr. Balasubramaniam

Faculty Development Program - Ideation:

Capacity Building Commission under its efforts for building state capacity wishes to conduct a consolidated training of 2 days for 1000+ faculty across training institutes in the country to enhance their capacity as learning facilitators. Through this training, the faculty will be encouraged to:

- A. Utilise their experiences in civil services in the shadow of academic theory to bring the attention of their learners towards impact, and achieving positive outcomes in their jobs.





- B. Approach training at their CTIs with a facilitative approach, to motivate their learners for utilizing opportunities of upgrading their skills and adapt a citizen centric service delivery mindset.
- C. Conduct training based on adult learning and learning design principles to place the context of their learning which is most relatable to their learners.
- D. Run training programs that rely on reflection, feedback on practice and peer-driven processes for enhancing learning and co-creating contextual learning content. Placement of a trainer is to ensure learning for desired performance by individuals. Training ensures performance on the job and delivery of service to the citizens.

Ideal Faculty Profile:

A training focused on emphasizing the below traits of a trainer will be effective to ensure a positive impact towards capacity building.

1. Practicing adult learning principles

Addressing the challenges of adult learning, and utilising the motivations of adult learners will help a CTI faculty to encourage learning in their classrooms. A focus has to be maintained towards unlearning and relearning. A self-driven learning process for adult learners will ensure optimum impact of learning.

2. Becoming a learning facilitator

The ability of the faculty to facilitate practice and reflection for the learners, and transfer control to the learners can ensure effective learning. Focus cannot be on knowledge heavy or delivery alone sessions. Learning is an experiential process which happens by doing, experimenting with new skills and reflecting on new knowledge.

3. Learning design

Being a trainer is like being an artist, creating experiences ensuring learning and citizen-centric service delivery. Being able to prompt learners to practice what they learn and help them adapt new skills or ways of working ensures the success of training.

4. Facilitating reflective learning

Reflection is a necessary part of the learning cycle for engaging with theory and learning content, understanding it in one's own context and determining its applicability. Engaging in numerous observations, feedback dialogues, and active experimentation activities to prompt reflection and inquiry will enhance one's facilitation practice.

5. Encouraging immersive learning

An expert teacher who plays the role of a novice learner can gain enduring insights about their learning cohort, their context and their learning capacity. Such facilitators will be motivated to create spaces to encourage conversations and discussions around learning and create a community of practice, with themselves being a hub to all the spokes, who are their learners. This offers social, emotional and practical support to learners for development.



6. Co-creating content

Co-creating content is a way to ensure that the training is not placed out of the context of the learners. Co-creation can happen at several stages; at the time of designing training by involving learners or their representation at that stage. It can also be enabled during the training, by involving several open-ended activities where learners fill the missing gaps guided by the trainer.

7. Coaching and feedback

Feedback is a critical factor of a training program for improving practice. Individual feedback based on observed behaviors challenges learners as well as guides them towards growth. Ability to give useful and non-judgmental feedback is an essential skill of training to develop skills and behaviors.

8. Long-term training impact

Learned 'information' slips out of memory over time, with the majority of the information slipping out soon after learning unless that information is reinforced. As a trainer, keeping the focus on sharing information or knowledge alone will not help to achieve the goal of learning. Keeping the focus on reinforcing learnings over time, motivating learners to be invested in their learning and prompting them to practice what they have learnt at their jobs over time will reflect the impact of training and thus, the effectiveness of training sessions.