



Panel discussion on Enhancing capacities of Faculty

Concept Note

JUNE 2023

Introduction

For a Civil Services Training Institute it is important to appoint highly skilled faculty, ensure their stable tenure, efficient utilization, and their career development. Faculty Development is one of the key pillars of the National Standards for Civil

Service Training Institutions (NSCSTI)¹. This pillar aims to enhance the capacities of faculty in a training institute by following three stages: I. Faculty selection and appointment, II. Faculty Development and III. Faculty assessment.

Overview of panel discussion

The panel discussion on Enhancing Capacities for Faculty is a key session during the National Training Conclave. This document outlines the challenges and topics for discussion, aiming to shed light on the significance of faculty selection, appointment, development and assessments.

The panel discussion will serve as a platform to

- Discuss the existing challenges in the CSTIs

- Deliberate on the best possible interventions and key takeaways for each institute.

The knowledge outcomes of the panel will contribute to the ongoing efforts of the Capacity Building Commission towards enhancing the capacities of Training institutes. The participants of the panel include representative from CSTIs, Academia, Private institutes and Civil services.

Challenges identified in enhancing faculty in a CSTI

A. Faculty selection and appointment:

- Structured mechanism for faculty selection
- Authority to select faculty (tenured and guest) as per the demand
- Diverse faculty from different sector
- Mechanism to assess the entire selection and appointment process

B. Faculty Retention

- Lack of attractive rewards and recognition for guest faculty
- Maintaining guest faculty strength

C. Faculty Development Programs

- Institutionalize the process of conducting the Faculty Development Program
- Prepare unique FDPs for faculties based on their experience, subject matter expertise, and development needs
- Maintain sufficient participation of faculty from non-academic backgrounds in FDPs
- Training on adult learning principles and domain expertise

¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf

Topics of discussion

Q1. What are the different roles of an ideal faculty in a CSTI?

- Demystify the different types of faculty in a CSTI and their role
- Utilise their experiences in civil services
- Motivate their learners
- Upgrade their skills and adapt a citizen centric service delivery mindset

Q1.1 Can you elaborate on the competencies a faculty should have? How does ISB assess such competencies for its new faculties?

- Learning design
- Encouraging immersive learning
- Practicing adult learning principles
- The ability to facilitate practice and reflection for the learners

Q2. Learning in CSTIs is balancing theoretical and practical learning. What are the key steps to appoint such learning facilitators in the institute?

- What could be structure and roles of Faculty Recruitment Committees
- Demystify the key criteria to select a guest and fulltime faculty
- Scientific tests to evaluate the faculty
- Incentives for the practitioners to join as faculty

Q2.1 What can be an ideal ratio of practitioners and external experts in a CSTI, to enhance experiential learning?

- Ratio of practitioners to external experts
- External experts from- academia, private sector, public sector, NGOs

Q3. What are the mechanisms to build these competencies at regular intervals, both in guest and permanent faculties ?

- Design curated FDP for each type of faculty based on domain, behavioral, functional, teaching effectiveness competencies
- Formal and informal knowledge sharing programs to exchange ideas etc.

Q3.1 How does an FDP enhance the teaching-learning experience?

- FDPs to improve their scholarly and training skills
- Bridge the gap between academics and practical knowledge
- Knowledge of the upcoming trends

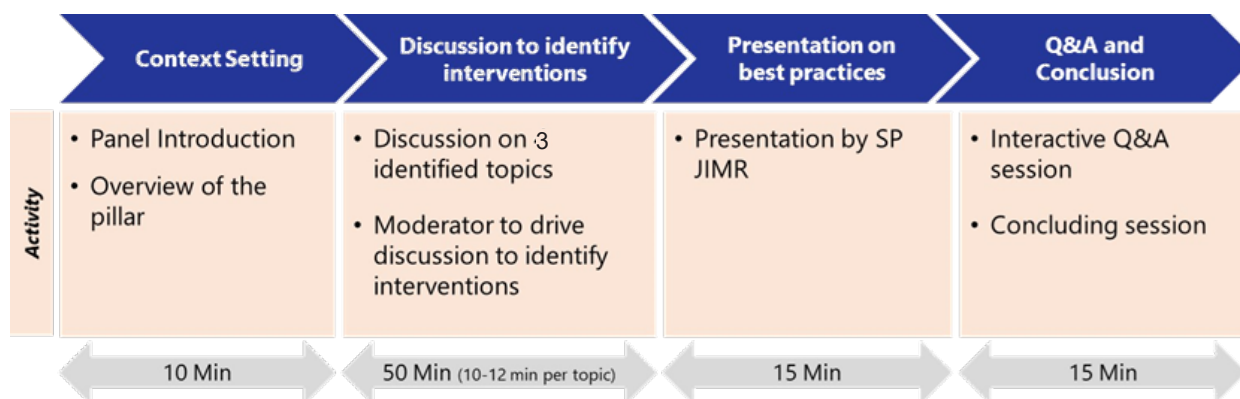
Q3.2 Where can the knowledge partners like ISB contribute in the FDP process?

- Help in curating the components of FDP: Type of content, type of faculty, level of training, transaction methodologies, learning ecosystem
- Training on learning design, instructional design, adult learning principles for the faculty
- Deliberate on the kinds of incentives that a training institute can provide to ensure participation in FDPs

Presentation on Best Practices:

Best practices presentation by **Dr. Ashita Aggarwal, faculty from SP JIMR** on systemised Faculty Development Programs.

Format and duration of panel discussion





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