National Training Conclave 2023

Enhancing Capacities of Faculty

Draft Sub-Committee Report

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Preface

CBC's Accreditation Framework: National Standards for Civil Service Training Institutions

CBC has developed an accreditation framework known as the National Standards for Civil Service Training Institutions (NSCSTI), to benchmark the quality of all training institutes. The framework will introduce minimum standards as a means for continuous improvement of CSTIs.

Faculty Development is one of the key pillars of the framework. This pillar entails structured and pre-designed processes for selection, appointment, onboarding, and development of faculty. This pillar focuses on the need for a defined and structured mechanism for appointing competent faculty and their development at different stages of their tenure in the institute. The accreditation framework is based on a process maturity scale, rating institutions on the performance of the faculty in the institute. See Annexure 4 to learn about the maturity levels in Faculty Development as defined under the NSCSTI.

The sub-committee report emphasises on the need for Faculty Development Programmes (FDPs) for permanent, tenured, and guest faculty. FDPs are important for faculty to prepare them to train officials of diverse age groups and experience, ability to translate field experiences into academic teaching. Participation in FDPs is encouraged for faculty from non-academic background to develop insights into curriculum planning and academic administration. FDPs are participatory in nature and consist of lectures, workshops, group-exercises, management games, and presentations.

The First Roundtable for Central Training Institutions (CTIs) was organized by Capacity Building Commission (CBC) on 12th October 2021. The roundtable was attended by senior management of 25 CTIs. As an outcome of the roundtable, six dedicated sub-committees were formed to drive transformation across six key focus areas viz. (i) identification of training needs; (ii) promoting knowledge sharing and creating a common knowledge repository; (iii) transformation to a phygital world of capacity building; (iv) enhancing capacities of faculty; (v) embedding effective assessment of training; and (vi) overcoming challenges in governance.

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Chapter 1. Introduction

1.1 Objective

Government training institutions lie at the heart of the civil service training ecosystem. The quality and manner of their functioning has a direct impact on what their trainees imbue. Moreover, in any training institution, faculty members are key resources, hence there is a continuous need to hone their knowledge, skill, and attitudes. Further, faculty competencies should be developed in all three competency areas - functional, behavioural and domain.

The objective of the sub-committee report is to guide the training institutes:

1. To define standard procedures and criteria for recruiting full-time faculty (permanent, tenured) and guest faculty at the institute.
2. To deliver efficient Faculty Development Programmes (FDPs) at different stages and determine the program type based on the needs of the faculty. Faculty development programs should be aimed at enhancing training effectiveness, and competency to prepare future civil servants.
   To provide mechanisms for assessment of the FDPs such that it improves training effectiveness. The guidelines will help the institute to achieve higher maturity levels (refer Annexure 4) framed under the National Standards for Civil Service Training Institutes (NSCSTI) for Faculty Development pillar.

1.2 Selection and Onboarding

The autonomy for faculty appointment in most of the CSTIs is with the concerned department and ministry. The sub-committee report provides a model process that institutes may take suggestions from to inculcate in their present structure. Each institute is to establish a Faculty Recruitment Committee (FRC) that will be involved in a robust mechanism of searching for eligible applicants, screening, and evaluation of applicants. Scientifically designed tests like Role based test, digital readiness etc (refer to Annexure 5: Compendium of scientific test may be used to measure the potential of a trainer. The Committee may consist of 3 to 4 members: 2 full-time faculty at the CSTI – one of whom can be from the same or related discipline, whenever possible – with 1 or 2 additional members selected from respective MDOs. Members may also include well known faculty or academic experts from other CSTIs and knowledge partners of CBC. The chair and members of the committee may be nominated by the head/director of the respective institute(s).

Step 1: Search for Faculty

Institute can establish or use a centralized panel of potential candidates from Ministry or Training Division based on teaching skills, for e.g., domain (subject matter expertise), functional (cross functional skills like case writing), behavioural (attitudinal) competencies, and willingness to join CSTI upon placement. The institute should develop partnerships with other institutions to keep a repository of experts that can be appointed as guest faculty. The institute

can also search for guest faculty from the central pool of experts which will be developed by CBC.

To maintain diversity in faculty selection, it is necessary to select candidates who represent diverse backgrounds, areas of expertise, understanding of national priorities. It can comprise of candidates from ministries and other administration departments, academic experts, and experts from public & private sector. The institutes should follow a 70:30 to 60:40 ratio for practitioner and external experts (academicians, private sector experts) to maintain more experiential learning. To ensure a competent pool of applicants, incentives for joining the training institute and offering stability of tenure is critical. The institutes should incentivise the on-field practitioners with benefits in their APAR (Annual Performance Appraisal Report), choice of postings etc., on joining as a faculty in a CSTI. This will help maintain the ratio and diversity in faculty selection. For gender diversity the Faculty Recruitment Committee should define a minimum percentage of female candidates of total members.

Step 2: Evaluation of applications based on defined criteria of merits: Deputed or tenured faculty[1] needs to be selected after screening and based on fulfilment of certain criteria specific to the requirements of CSTI. Besides the permanent[2] faculty members, extreme care should be exercised in selection of guest faculty for any training institution. Each faculty have different criteria for selection mentioned in Annexure 1 and Annexure 2.

Step 3: Evaluation of the shortlisted candidate

The committee may ask the applicant to give a presentation on a topic (selected by the Screening Committee) that will represent the applicant's depth and understanding of the subject matter and teaching/training methods. Following is a suggested evaluation criterion:

- Content and knowledge pertinent to the position
- Trainee-faculty interaction
- Presentation skills

Post the presentation an in-person interview may be scheduled with the Committee. Please refer to Annexure 5 for compendium of tests[3] which can be undertaken to evaluate the candidates.

Step 4: Selection and making offer

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[1] The deputation/tenured faculty are practicing professionals or field practitioners onboarded to provide practical or real-world experience to the trainees. The engagement of field practioners enhances case teaching conducive to co-production of practical knowledge. Their aim is to make trainees more cognizant of the on-ground usefulness of various theories and more capable of relating theory to practice.

[2] Permanent faculty members are generally academicians and domain experts (accounting, law, regional languages, economics, geomatics, management etc.) They lead academic delivery of their specialized domains and play a key role in academic programmes and research at the CTI. They actively engage in mentoring junior faculty and providing direction in the relevant subject areas

[3] https://blog.mettl.com/types-of-pre-employment-tests/#:~:text=There%20are%2012%20types%20of,digital%20readiness%2C%20spoken%20language%20test%2C

The FRC after selecting candidates based on their recommendations will get the final list reviewed by the Director/head of the institute.

Step 5: Evaluating the selection process: The FRC can prepare a survey on the entire of selection and the responses can help guide the committee's evaluation of the search. Please refer to Annexure 6 for details.

Faculty Development

Faculty development is the process of providing development training and coaching to faculty members to help them improve their performance, particularly as trainers. [4] For individual trainers, faculty development entails adapting a facilitative approach towards training and designing content based on principles of adult learning. [5] For Civil Service Training Institutes (CSTIs), these individuals would be practitioners, researchers, retired officers, and in-service officers on deputation who are appointed as faculty members and bring in the years of experience of public service. The theory of change of an FDP is illustrated as below:
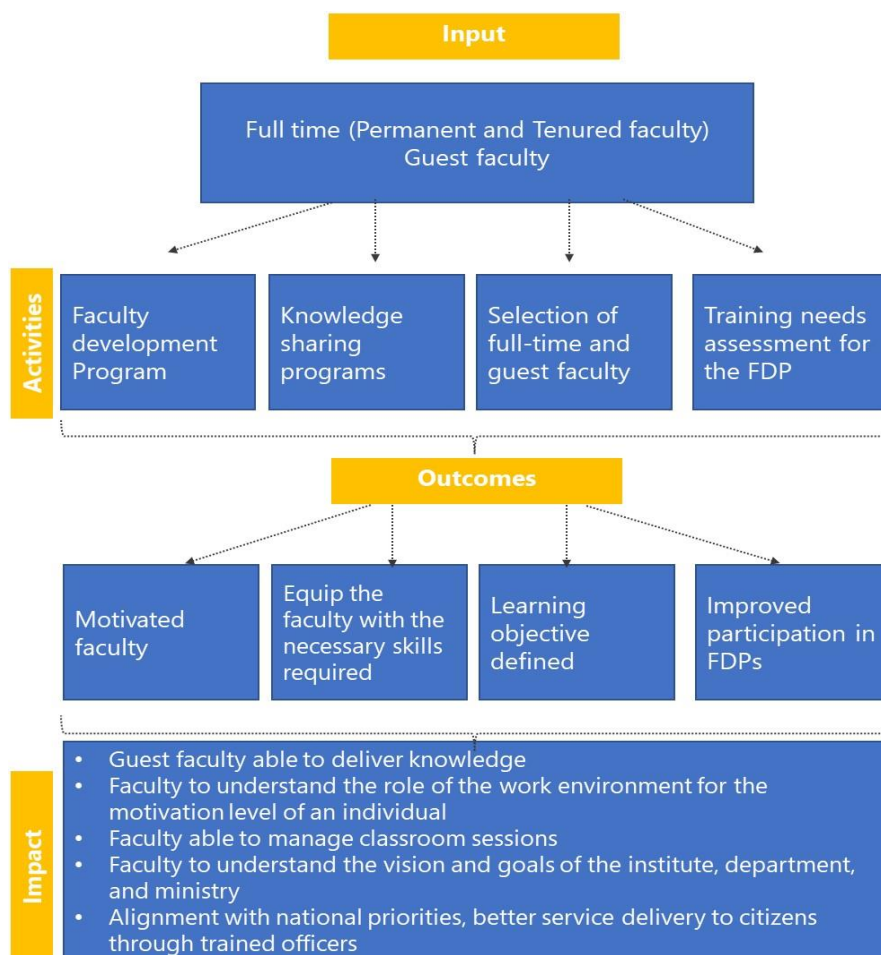

Figure 1: Theory of Change

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[4] Alev Elçi, 2020, Handbook of Research on Fostering Student Engagement with Instructional Technology in Higher Education, Aksaray University, Turkey

[5] Begüm Çubukçuoğlu Devran, 2020, Assessment, Testing, and Measurement Strategies in Global Higher Education, Eastern Mediterranean University, Turkey

The Faculty Development Programmes (FDPs) conducted will ensure to equip the faculty with the necessary skills required based on the training institutes. A 360° view of faculty selection, development, assessment, and re-appointment is shown in the figure below. The kind of faculty selected would determine the needs of faculty development. The quality of faculty development programs would determine the effectiveness of training. The feedback of the training would help assess the faculty, and this assessment would feed into considerations of re-appointment.
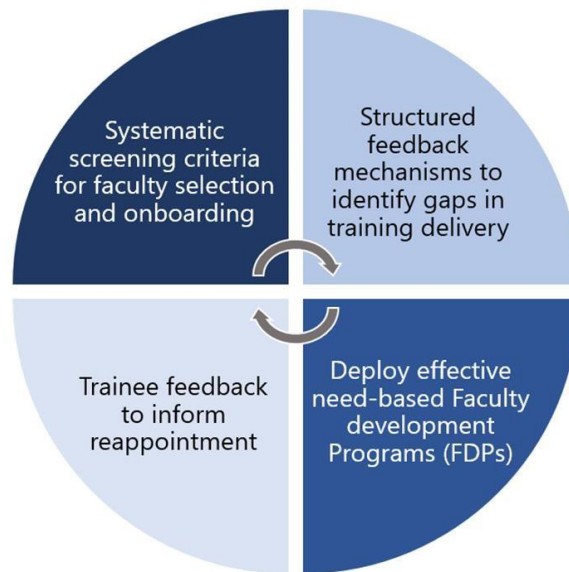
Figure 2 360° view of faculty selection, development, assessment, and reappointment

Faculty Assessment and Re-appointment

Some training institutions like Central Bureau of Investigation Academy (CBI-A) undertake evaluations of training effectiveness to improve trainer performance. Training institutions should have established systems to rate the effectiveness of faculty in training. Most importantly, lecturers should use this input to improve their teaching facilitation to maximise learning.

This feedback has the potential to become an important input for faculty reappointment or future engagements as it draws on participants' experiences to help them understand how training content connects with their own professional environments. See Annexure 3 for an indicative list of faculty assessment mechanisms.

Chapter 2. Faculty Development Programs for Training Institutes

2.1 Context

For Civil Service Training Institutions including Central Training Institutions (CTIs) and State Administrative Training Institutions (ATIs), in addition to permanent faculty, most faculty members are drawn from the field on deputation or tenured posting. Field officers and/or practitioners may also be adjunct as guest faculty or external faculty and participate in delivery of training. Hence, for any training programme to be successful, development of faculty members is essential.

Majority of faculty members at training institutions, except permanent faculty, are not professional trainers/teachers, hence it becomes pertinent that there are structured Faculty Development Programs (FDPs) in place to ensure that the trainers bring in their experience as practitioners and deliver their learnings as effective learning facilitators[6]/trainers and pedagogical techniques.

2.2 Rationale for Faculty Development Program

There is a need for delivering an impactful learning experience for the trainees and the trainer. Through the different trainings under the development programs, 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[7] 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.

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[6] Merriam-Webster defines a facilitator as someone who helps to bring about an outcome by providing guidance or supervision. A learning facilitator, not bound by principles of rote learning facilitates students in learning for themselves and owning the learning content through practice.
https://www.merriam-webster.com/dictionary/facilitator

[7] Adult learning reflects the idea that adults can and want to learn, where they are willing to take the responsibility for learning provided the learning responds to their needs. Better adult learning opportunities enable reskilling based on the changing nature of work and workplaces.
"World Development Report 2019: The Changing Nature of Work."
https://documents1.worldbank.org/curated/en/816281518818814423/pdf/2019-WDR-Report.pdf

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.

Systematic Faculty Development Programs (FDPs) have the potential to effectively upgrade domain knowledge, functional skills, behavioural attributes of faculty members, and teaching effectiveness at training institutions. The rationale for conducting systematic FDPs at training institutions may be categorized under the following:

- Mission Karmayogi: The Mission aims to build a strong foundation for future ready civil servants. The objectives of the Mission can only be achieved if faculty/ trainers/ practitioners are abreast with the latest teaching-learning techniques, technology, and are proficient in transferring the knowledge to trainees.
- Unique requirement of training institutions: The kind of learning that takes place in CSTIs is specific and unique to the civil service it caters to. Therefore, FDPs must be balanced between specialized knowledge requirements and generic learning.
- Dynamic state of faculty positions in CSTIs: Most training institutes host a combination of serving officers, retired officers, guest speakers and a small proportion of permanent faculty. To ensure effective delivery of training modules, FDPs must be customized based on the needs of a specific target audience.

2.3 Key components for an effective Faculty Development Programme

Having established the need for FDPs at training institutions, it becomes imperative to identify and define all components that can contribute to designing structured FDPs. Different combinations of the following components can be structured together to develop relevant and need-based FDP at CSTIs:

- **Type of Curriculum**: The content of FDP may be categorized under three heads, (i) Behavioural, a set of benchmarked desired behaviours displayed (or observed/ felt) by individuals across a range of roles; (ii) Functional, competencies which help cater to cross-cutting and operational requirements such as administration, procurement, technological awareness; and (iii) Domain, competencies that enable faculty members to effectively perform roles within a specialized discipline or field. Domain competencies are generally applicable to the core work of a training institute and are specific to the service it caters to.
- **Type of Faculty**: Generally, faculty in CSTIs may be categorized into four heads i.e., serving officers on deputation, guest speakers, industry academia experts and permanent in-house faculty and expertise on learning facilitation.
- **Level of Training on transaction methodologies:** Level of training may be categorized as (i) Basic, training that equips faculty members with the minimum competencies and proficiency levels within each competency to effectively perform their roles; At the time of Joining every CSTIs should make it mandatory for faculty/serving officer who joins the institute to go through basic FDPs meeting the requirement of the institute. These programs will be aimed towards orientation of faculty and (ii) Advanced, training that

equips faculty members with the competencies that enable them to continually adapt and optimize their performance. Specialized FDP to address a particular need of a training course.

- **Learner Requirements:** The trainer should understand needs of a trainee like their backgrounds, challenges that might affect their learning, delivery mechanism for training, updating of course and content, relevance of training to their requisite competency for the job.
- **Learner ecosystem**: The trainer need understand the different modes through which the training will be delivered, for e.g., classroom session, online session, phygital mode. In a classroom session, should think of interactive seating arrangements for collaborative learning.

2.4 Indicative procedure for designing an effective FDP

Indicative procedure for designing an effective FDP

Depending on the nature and needs of a CTI, the structure of development programs for training facilitators may differ vastly. However, the following common steps may be considered while designing an FDP.

Step 1: Form a Faculty Development Standing Committee

The Committee may consist of 3 to 4 members: 2 full-time faculty at the institute one of whom can be from the same or related discipline, whenever possible – with 1 or 2 additional members selected from each of the non-faculty constituent groups. Members may also include well known faculty or academic experts from other CSTIs and knowledge partners of CBC. The chair and members of the committee may be nominated by Director General/ head of respective institute(s).

The role of FDP standing committee will be to:

a) FDP standing committee and Faculty recruitment committee to define annual person-day targets for Faculty

b) Ensure FDPs are aligned with annual targets for the faculty

c) Ensure the FDPs have an impact on the trainees

d) Able to identify the area of content which needs dedicated FDP for the existing faculty. This can be done through a faculty Training Needs Assessment (TNA).

Step 2: Conduct a Training Needs Analysis (TNA)

The Standing Committee and the external institute who are empanelled to conduct the FDP shall be responsible for conducting an extensive TNA exercise to identify training needs of target audience such as content type and level of training required. Based on the result of this exercise, the next step would be to determine the program type.

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 must 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 behaviours 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 behaviours.

8. Long term training impact

Learned 'information' slips out of memory over time, with most 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.

Step 3: Set learning objective

From needs assessment, determine all, and at least two major objectives to be met by the program. A review of program descriptions from other CSTIs may be helpful. Standing Committee members might collaborate for joint FDPs.

Step 4: Determine program options

Training institutes may choose to implement FDPs externally, in-house, and centrally based on requirements of the program and available resources. For more details refer to Table 1.

External

Institutes can choose from FDPs offered by DoPT and/or other academic institutes such as IIMs, ISBs etc. They may also partner with institutions which can design and conduct FDPs for the CSTI. The CSTI must co-create the FDP with the external agency in designing and conducting appropriate FDPs. The external trainings are for all the faculty.

In house

Institutes can conduct FDPs or become Centre of Excellence on FDP. Orientation trainings for setting the context and expectations from the institute can be conducted for guest faculty and fulltime faculty.

Central

Common FDPs may be developed and anchored at relevant CSTIs CSTI annually. These common programs will focus on developing on specialized knowledge on domain specific topics (e.g., MSME, defence etc) and functional (research skills, writing etc.). The parent ministry or department can conduct trainings for the faculty. The knowledge partners who can deliver the trainings can be from CSTIs, PSUs, public institutions, and private institutions.

Curated FDP workshops will be conducted by CBC along with experts to develop institutional expertise in the faculty. The workshop will be arranged by CBC and respective experts will be invited to provide their insights, experiences, and learnings to the faculty.

Step 4: Determine program type

Determine the type of FDP that needs to be designed based on the results of the TNA conducted. For CSTIs, Faculty Development Programs may be of the following types:

- **Orientation Training:** It is a formal mechanism for onboarding faculty members once they join the institute. The Institute conducts mandatory orientation training for both guest and full-time faculty at the time of onboarding. Guest faculty appointed for a 1–2-

day course delivery will have to attend the orientation mandatorily. For example, gives an overview of the role played by the training institute, target group of the training institute, the sector it operates in, teaching effectiveness, transacting field experiences, relevant trainings for learners.

- **Induction training:** Program may be undertaken when a faculty is newly appointed to the training institute. It may be a two-week programme divided in two phases. Phase 1 is mandatory for all the newly appointed faculty (guest, tenured, permanent faculty). Phase 2 is mandatory for Guest Faculty appointed in engaging for more than 2 days of course delivery which is periodical. Phase 1 may consist of different modules like: a. Understand roles and responsibilities b. Familiarize themselves with the structure, functioning and expectations c. Research and Professional Development d. Recognise the importance of self-development. Phase 2 may consist of modules like a. Explore pedagogical processes b. Understanding credits and outcome-based learning c. curriculum design d. process of evaluation and feedback.

- **Regular training** program focuses on equipping faculty members with teaching effectiveness competencies required for them to effectively perform their current roles and day-to-day activities. For example, functional training on designing a course module for Phase IV officers.

- **Refresher training** program is undertaken by faculty members previously trained on the required competencies to ensure they are abreast with latest development. For example, domain specific modules on teaching a particular in-service course.

- **Progressive training** program anticipates the long-term competency needs of faculty members and equips them with competencies that will prepare them for the future. For example, use of AI, instructional design etc.

Based on the type of FDP, the standing committee can further identify granular elements of the program. The following table may be referred to while making this identification:

Table 1 Detailed type of faculty development programmes

FDP Type	Option	Target Audience	Content	Level of Training	Mode of Training	Nature
Orientation training	In-house/ External	Full time faculty and Guest faculty	**Domain** *Focus on macro **picture of** the role played by the training*	Basic	Phygital	Mandatory

FDP Type	Option	Target Audience	Content	Level of Training	Mode of Training	Nature
			institute and setting expectations			
Induction Training	In-house/ External	Newly appointed faculty	**Domain** *Generic and management skills*	Basic	Phygital	Mandatory
		Guest/ Tenured/ Permanent faculty	**Domain** *Instructional design training, Teaching and management skills etc.*	Basic	Phygital	Mandatory
Regular training	Central/ In-house/ External	Officers on deputation Full-time faculty	**Domain** *For e.g., focus on field knowledge* **Functional** *For e.g., focus on methodologies to transact their professional experiences*	Basic Advanced	Online Phygital	Mandatory
Refresher training	Central/ In- house	Full time faculty and Guest faculty	**Domain** *For e.g., focus on a single fundamental subject matter* **Functional** *For e.g., focus on cross-functional competency like research*	Basic Advanced	Online Phygital	Choice based

FDP Type	Option	Target Audience	Content	Level of Training	Mode of Training	Nature
Progressive training	Central/ External	Full time faculty	**Functional** *For e.g., focus on modern training methodologies*	Advanced	Online Phygital	Choice based

Step 5: Duration and periodicity of the program

Define the duration of program and determine the recurrence of the program for e.g., Induction program may be conducted once every 3 months/or whenever a new cohort of faculty joins.

Step 6: Mechanisms for assessment of program effectiveness

Define mechanisms to measure program effectiveness and the procedure for continuous assessment and evaluation. For e.g., What data should be obtained for formative and summative evaluation? What criteria to use in determining success or failure of the program? What criteria will be used for assessing the actual learning in training programs?

Step 7: Incentives for participation

Deliberate on the kinds of positive incentives that a training institute can provide for participation. For example, measures for recognition, certificates, examples of impact of learning for the citizens et cetera.

Chapter 3. Sub-committee Recommendations

The faculty selection and development are fundamentally the most essential milestone for any institute to achieve distinguished standards in teaching. Every institute have a unique system in place for selection and development of their faculty. The subcommittee proposes recommendations to standardise the entire mechanism so the performance of each institute can be benchmarked against the NSCSTI metrics.

1. **Constitute Faculty Recruitment Committee**: Faculty selection mechanism can be a primary responsibility of the recruitment committee. The committee may consist of 3 to 4 members from the CSTI, respective MDOs, knowledge partners of CBC. The chair and

members of the committee may be nominated by the head/director of the respective institute(s).

2. **Maintain diversity in faculty:** Each institute should maintain diversity in the faculty members. For effective learning and equal opportunities, representations should be from diverse backgrounds, subject matter experts, officials from ministries and other administration departments, academic experts, and experts from public & private sector. For gender diversity the Faculty Recruitment Committee should define a minimum percentage of female candidates of total members.

3. **Maintaining guest faculty strength:** The institutes should follow a 70:30 to 60:40 ratio for practitioner and external experts (academicians, private sector experts) to maintain more experiential learning. This will help maintain the ratio and diversity in faculty selection. To ensure a competent pool of applicants, incentives for joining the training institute and offering stability of tenure is critical. The institutes should incentivise the on-field practitioners with benefits in their APAR (Annual Performance Appraisal Report), choice of postings etc., on joining as a faculty in a CSTI.

4. **Collaboration for resource sharing:** The institute should monitor the training impact evaluations to keep a track on the gaps and needs for the civil service officials. Based on this the institutes can leverage the experts from other institutes, private sector, public sector, academia etc. for onboarding, knowledge sharing, guest lectures etc. All training institutes must create faculty collaboration mechanisms for capacity development by engaging in knowledge partnership with other training institutes, conducting immersion programs for trainers, encouraging resource and faculty exchange, organizing collaborative workshops, and developing a strong alumni network which should function as a pool of experts that CTIs can tap into based on its needs.

5. **Ensure utilization and efficiency of guest faculty:** The institute needs to monitor and evaluate the staff utilization on regular basis and ensure that the utilization stayed above the threshold level for effective use of the staff resources. For this the institute also need to map the staff as per activities and tasks they are undertaking to measure utilization accurately.

6. **Institutionalizing process for faculty selection and appointment:** There is a need improve the decision-making capacity of institute in selection of faculties on permanent and tenure basis. There should be a policy for selection of permanent and guest faculty based on specific criteria. Similarly, the faculty deputed in the instate should be fulfilling the needs of the institute and the duration for deputation should be fixed with possibility of extension based in institutes discretion.

7. **Institutionalize Faculty Development Programmes:** CBC will facilitate the empanelment of knowledge partners to conduct FDP. The institute needs to formalise

the process of conducting FDPs. CBC will support the institutes in leveraging the knowledge partners for conducting FDPs on domain, functional and behaviour competencies. The institute should form a standing committee responsible for the FDPs, setting up the learning objective, program type and option required, duration and periodicity of the program, mechanisms for assessment of program effectiveness and provide incentives for participation.

Annexure

Annexure 1: Criteria for selection of Full-time faculty

The Committee will develop screening criteria (if applicable) to assess knowledge, skills, and attitudes of the candidates to determine those who best meets job-related criteria and desirable qualifications. Following is an indicative list of parameters that may be considered for screening criteria by the committee.

- Breadth / depth in competencies, or training experiences that contribute to their subject matter expertise
- Exposure to new and emerging training techniques and methodologies like adult learning principles, case studies, gamification et cetera
- Experience in academic research and writing
- Problem-solving skills in a training / learning environment
- Knowledge of creating e-learning resources
- Verbal and written communication skills

These parameters may be modified by the Committee based on the specific nature and requirements of the concerned CSTI. The Director General/head of the institute may have the final approval on the screening criteria.

Annexure 2: Criteria for selection of Guest faculty

The Committee will develop screening criteria to assess knowledge, skills, and attitudes of the candidates to determine those who best meets job-related criteria and desirable qualifications. Following is an indicative list of parameters that may be considered for screening criteria by the committee.

Domain expertise, Practitioner experience, Previous Training Experience, Training of Trainer certification, and Certification in Instructional design methodologies. These parameters may be given some numerical indexing to arrive at a cut-off to make the selection objective and transparent. However, eminent persons or persons having significant achievements or first-hand experience in relevant areas may not be judged on the aforesaid criteria.

Annexure 3: Indicative list of Faculty Assessment Mechanisms

Develop structured feedback mechanisms to evaluate effectiveness / improvement on the following:
- Curriculum structure and content
- Delivery of content (both in the physical and virtual spaces) in a facilitative manner

- Engagement with trainees (including creating an immersive learning[8] ecosystem, promoting reflective learning in participants, facilitating group learning processes et cetera.)

The feedback mechanism may be based on:

- Self-assessment/declaration
- Feedback from senior leadership who is monitoring the training program
- Feedback from Trainees

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[8] Immersive learning is a technique that makes use of an artificial or simulated environment to engage the learners in tasks that they might be required to do at their job. Also focusing on learning with peers, immersive learning helps create a minor reflection of the actual workplace.

Annexure 4: Maturity levels in Faculty development

Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
How are faculty members selected and appointed in the institute?	*The institute has no defined process for faculty selection and appointment.*	*The Institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection and appointment.*	*The Institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for screening of the faculty.*	*The Institute has defined process for faculty selection and appointment. The selection process engages a committee with members internal to the Institute as well as from the respective Ministry/Department/Organization for screening of the faculty.*	*The Institute has defined process for faculty selection and appointment. Selection of faculty includes a committee with members internal to the Institute and from the respective Ministry/Department/Organization for screening of the faculty. The Institute conducts post-appointment evaluation for all appointed faculty members.*
What are the criteria or parameters considered for selecting guest faculty in the CTI?	*There are no criteria or parameters defined while selecting guest faculty.*	*The Institute considers only domain expertise as a parameter for selection and appointment of guest faculty.*	*The Institute considers domain expertise and practitioner experience for selection and appointment of guest faculty.*	*The Institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience) for selection and appointment of guest faculty.*	*The Institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience, Training of Trainer certification, Certification in Instructional design methodologies) for selection and appointment of guest faculty. The Institute also maintains a diversity in faculty involving trainers from ministries and other administration departments, academic experts, and experts from public & private sector.*
Do full-time faculty members undergo a structured, pre-designed onboarding process?	*No formal mechanism for onboarding faculty members exists.*	*Formal mechanism for onboarding faculty members exists. Faculty undergoes orientation training to some extent.*	*Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for only full-time faculty at the time of onboarding.*	*Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for both guest and full-time faculty at the time of onboarding.*	*Formal mechanism for onboarding faculty members exists. The Institute conducts mandatory orientation training for both guest and full-time faculty at the time of onboarding.*

Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
What percentage of faculty have been professionally certified on instructional/learning design methodologies within the last five years?	The Institute does not have policies for encouraging professional certifications on instructional/learning design methodologies	< 49% of faculty have undertaken professional certifications on instructional/learning design methodologies	50-69% of faculty have undertaken professional certifications on instructional/learning design methodologies	70-89% of faculty have undertaken professional certifications on instructional/learning design methodologies	>90% of faculty have undertaken professional certifications on instructional/learning design methodologies
Is there a structured mechanism in place for faculty to exchange ideas among themselves for probationary, mid-career trainings or in-service training programmes?	No mechanisms in place for promoting interactions between faculty.	The Institute faculty have informal online / offline discussions within the Institute.	The Institute has structured mechanisms in place for promoting intra-Institute discussions. No mechanisms in place for inter-Institute faculty discussions.	The Institute has structured mechanisms in place for promoting intra- Institute and inter- Institute faculty discussions.	The Institute has structured mechanisms in place for promoting intra- Institute and inter- Institute faculty discussions. The Institute has mechanisms in place for faculty interaction with subject matter experts, private sector experts, and academicians.
Has the Institute conducted faculty development programmes in the past 2 years?	There is no structured or formal mechanism for faculty development in place.	Faculty development programmes are conducted sporadically.	Faculty development programmes are conducted on need basis.	Faculty development programmes are conducted on need basis. The development programmes are aligned with the annual performance targets for faculty.	Faculty development programmes are conducted at pre-defined intervals. Faculty development programmes are developed to address identified capacity gaps of faculty. The development programmes are aligned with the annual performance targets for faculty.
What is the percentage of total faculty taking part in programmes designed for development of faculty (workshops, seminars, etc.)	The Institute does not monitor or track compliance to faculty development programmes	<49% of eligible faculty have attended faculty development programmes	50-69% of eligible faculty have attended faculty development programmes	70-89% of eligible faculty have attended faculty development programmes	>90% of eligible faculty have attended faculty development programmes
How are faculty members selected and appointed in the institute?	The institute has no defined process for faculty selection and appointment.	The Institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection	The Institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for	The Institute has defined process for faculty selection and appointment. The selection process engages a committee with members internal to the Institute as well as from the respective Ministry/Department/Organization for screening of the faculty.	The Institute has defined process for faculty selection and appointment. Selection of faculty includes a committee with members internal to the Institute and from the respective Ministry/Department/Organization for screening of the faculty. The Institute

Metric	Descriptor - Stage I	Descriptor - Stage II	Descriptor - Stage III	Descriptor - Stage IV	Descriptor - Stage V
		and appointment.	*screening of the faculty.*		*conducts post-appointment evaluation for all appointed faculty members.*

Annexure 5: Compendium of scientific test[9]

1. **Behavioural Test:** The FRC can select any of these tools to evaluate the candidates-
- Group Discussion: Assess the ability to influence, communicate and work in a team.
- Group Activities: Determine the ability to handle and solve a problem as part of a group.
- Behavioural Interviews: A detailed description of a candidate's understanding of a given business situation.
- In-tray Exercises: Assess the ability to prioritize, gather information and call meetings when faced with an influx of tasks.
- Role-Plays: Put the candidates within a business constraint where they are asked to play a specific role.
- Case Presentations: Assess candidates' confidence and communication skills in front of an audience.

2. **Role-based Test**

These types of pre-employment cognitive tests are curated as per the functions of the faculty. The competency frameworks in each vary accordingly. They test the expertise prospects possess in their domain. To assess the aptitude the following parameters can be considered-

- Attention to Detail: Assess concentration on every minute detail of a task and sustain focus to ensure quality work without errors.
- Data Analysis: Measure the ability to interpret vast amounts of data and draw logical conclusions.
- Potential for collaboration
- Potential for research-based contribution or innovative solutions for improving the delivery of civil servants.
- Critical Thinking and Logical Reasoning: Analyze a situation to form a judgment based on the candidate's ability to arrive at innovative solutions.
- Decision-Making: Identify the ability to choose between a given set of alternatives and make the most rational decisions when faced with difficult choices.
- Willingness to work in a diverse environment: Is the candidate at ease discussing diversity related. Does the candidate use gender-neutral language?

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[9] https://blog.mettl.com/types-of-pre-employment-tests/#:~:text=There%20are%2012%20types%20of,digital%20readiness%2C%20spoken%20language%20test%2C

3. Remote Work Assessment

Remote work skills and competencies, once considered to be ancillary, are now at the forefront due to COVID-19. At different levels and trainings faculty might have to conduct trainings in virtual mode (online). Need to evaluate skills to steer their way through the remote working environment. It helps in recruitment and selection of candidates by determining their standing on the competencies required to work effectively in remote settings.

4. Digital Readiness

With the recent digital transformation there is need for IT infrastructure and the internet of things (IoT). The institute can evaluate on how digitally ready the candidates are.

5. Background Check for permanent faculty

Background investigations and reference checks are important for securing information about potential hires from sources other than the applicants themselves. A background investigation generally involves determining whether an applicant may be unqualified for a position due to a record of a criminal conviction, poor credit history, or misrepresentations regarding education or work history.

Annexure 6: The list of non-exhaustive questions for FRC[10]

- What parts of the search process worked well?
- What parts didn't work well?
- How could they be improved?
- Was the applicant pool diverse?
- Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
- Could the institute have recruited more actively?
- How to keep promising candidates on file for future searches.
- Did candidates, especially those were women and/or underrepresented minority candidates, refuse an offer? If so, why?

Annexure 7: Profile of an ideal faculty at CSTI

A trainer that keeps their focus on utilizing the below traits in their teaching practice will be able to ensure a positive impact towards achieving the desired learning outcomes. More importantly, they should be able to utilize their experiences in civil services in the shadow of academic theory to bring the attention of their learners towards impact and achieve positive outcomes in their jobs.

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[10] https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf

1. Practicing adult learning principles

The ability to facilitate self-driven learning, draw on context and life-experience of learners and impart skills relevant to their jobs.

2. Becoming a learning facilitator

The ability of the faculty to facilitate practice and reflection for the learners, and transfer control of learning to the learners. Learning is an experiential process which happens by doing, experimenting with new skills, and reflecting on practice of new skills.

3.Learning design

Ability to prompt learners to practice what they learn and help them adapt new skills or ways of working

4. Upskilling and keeping updated

Determined and encouraged to keep upskilling in their field of expertise and keep up with changes trends and innovations. Also keeping up with changing learning design, changing adult learning principles, etc. to be able to deliver trainings most effectively.

5. Facilitating reflective learning

Reflection is a necessary part of the learning cycle. Engaging in numerous observations, feedback dialogues, and active experimentation activities to prompt reflection and inquiry will enhance one's facilitation practice.

6. Encouraging immersive learning

An expert trainer 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 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.

7.Coaching and feedback

Feedback is a critical factor of a training program for improving practice. Individual feedback based on observed behaviours challenges learners as well as guides them towards growth. Ability to give useful and unbiased feedback is an essential skill for trainers.

8. Long term training impact

Learned 'information' slips out of memory over time, with most 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 enhance the impact of training.

CAPACITY
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