



## Need for Faculty Development in Civil Service Training Institutions (CSTIs)

For an institute it is important to appoint highly skilled faculty and ensure their stable tenure, efficient utilization, and development. Faculty Development is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI). 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.

Faculty Development Programs (FDPs) are important to prepare faculties, who can train officials of diverse age groups and experience. FDPs provide training and coaching to practitioners and external faculty on adult learning and co-creating content. FDPs developed can be customised as per the level of trainings required for a faculty.

## Key components of faculty development



### Faculty selection and appointment

- Systematic screening and selection criteria for full-time and guest faculty

### Faculty Development Program (FDP)

- Design and conduct FDPs
- Improve participation in FDPs
- Address capacity gaps of faculty
- Training on instructional/learning design methodologies
- Structured mechanisms in place for promoting intra and inter- institute faculty knowledge sharing

### Faculty assessment mechanism

- Post appointment assessment mechanisms to evaluate effectiveness

## A step by step to conduct Faculty Development Programs

An institute should form a Faculty Development Committee that may consist of 3-4 members. Their key responsibilities will be:

- Identify the area of content and duration which needs dedicated FDP for the faculty
- Coordinate with knowledge partners to conduct and design FDPs
- Ensure sustained participation in the FDP at the institute

### Conduct a Training Needs Analysis (TNA)

To identify training needs of target audience such as content type and level of training required





### Determine program options

- In house: orientation trainings for setting the context and expectations from the institute
- Central: Trainings by CSTIs/PSUs/public institutions on domain specific topics (e.g., MSME, defence etc) and functional (research skills, writing etc.).
- External\*: FDPs offered by IIMs, ISBs etc. on course design, adult learning principles

### Determine program type #

- Orientation training: Setting context during onboarding
- Induction training: Generic and management skills, Instructional design training, Teaching and management skills etc
- Regular training: On-field knowledge, attitudinal attributes, subject matter
- Refresher training: Subject matter, cross-functional
- Progressive training: advanced leadership skills, modern training methodologies

### Mechanisms for assessment of program effectiveness

Define mechanisms to measure program effectiveness and the procedure for continuous assessment and evaluation

## What can institutes do in short term for improving the Faculty in all CSTIs<sup>2</sup>

- Design a one-day orientation program for newly appointed faculty
- Monitor and evaluate the staff utilization at regular intervals
- Conduct domain related training at regular intervals and instructional design training for the faculty
- Evaluate the selection process of the appointed faculty through feedback forms
- Conduct formal/in-formal knowledge sharing programs like faculty clubs, faculty lounge, workshops, seminars etc.

## What can institutes do in long term for improving the Faculty in all CSTIs<sup>2</sup>

- Maintain a ratio of practitioners to external experts as 70:30 or 60:40
- Apply scientific tests as a tool to evaluate the faculty during the selection
- Monitor and track participation in the FDPs
- Conduct external FDP with empanelled knowledge partners

<sup>2</sup>Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions

\*CBC will empanel knowledge partners who will conduct external FDPs in the CSTIs

#The trainings mentioned are indicative in nature