

# Enhancing Capacities of Faculty



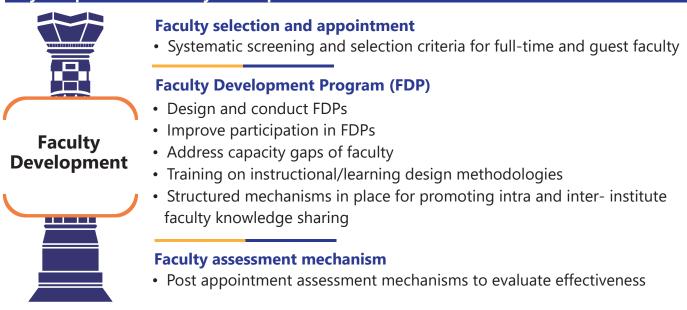
## Need for Faculty Development in Civil Service Training Institutions (CSTIs)

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



#### 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



<sup>1</sup>NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf\_doc/CBC\_Approach%20Paper.pdf





Determine program options	<ul> <li>In house: orientation trainings for setting the context and expectations from the institute</li> <li>Central: Trainings by CSTIs/PSUs/public institutions on domain specific topics (e.g., MSME, defence etc) and functional (research skills, writing etc.).</li> <li>External*: FDPs offered by IIMs, ISBs etc. on course design, adultt learning principles</li> </ul>	
Determine program type #	<ul> <li>Orientation training: Setting context during onboarding</li> <li>Induction training: Generic and management skills, Instructional design training, Teaching and management skills etc</li> <li>Regular training: On-field knowledge, attidudinal attributes, subject matter</li> <li>Refresher training: Subject matter, cross-functional</li> <li>Progressive training: advanced leadership skills, modern training methodologies</li> </ul>	
Mechanisms for assessment of program effectiveness	Define mechanisms to mea procedure for continuous a	sure program effectiveness and the ssessment and evaluation
What can institutes do in s	short term for improving the	Faculty in all CSTIs <sup>2</sup>
<ul> <li>Design a one-day orientation program for newly appointed faculty</li> </ul>	<ul> <li>Monitor and evaluate the staff utilization at regular intervals</li> </ul>	<ul> <li>Conduct domain related training at regular intervals and instructional design training for the faculty</li> </ul>
• Evaluate the selection proc of the appointed faculty thro feedback forms		al/in-formal knowledge sharing culty clubs, faculty lounge, inars 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

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

<sup>&</sup>lt;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

<sup>#</sup>The trainings mentioned are indicative in nature