



CAPACITY  
BUILDING  
COMMISSION

## Enhancing Capacities of Faculty

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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 to support them to become best class. 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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- a) Mr. Shivendra Shukla, Dean, Senior Professor Infrastructure, Indian Railways Institute of Transport Management (IRITM)
- b) Mr. Deepak Bisht, Joint Director, Institute of Secretariat Training and Management (ISTM)
- c) Shri. Sanjeev Kumar, Director, National Institute of Defence Estates Management (NIDEM)
- d) Mr. S.K. Awasthi, ADG, Indira Gandhi National Forest Academy (IGNFA)
- e) Dr. Hitashi Lomash, Director, Sushma Swaraj Institute of Foreign Service (SSIFS)

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- a) Mr. Praveen Pandey, Divisional Railway Manager, Bilaspur
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- c) Smt. Monika Yadav, DG, National Academy of Customs, Indirect Taxes & Narcotics (NACIN)
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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<sup>1</sup> needs to be selected after screening and based on fulfilment of certain criteria specific to the requirements of CSTI. Besides the permanent<sup>2</sup> 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<sup>3</sup> which can be undertaken to evaluate the candidates.

### **Step 4: Selection and making offer**

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<sup>1</sup> 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 practitioners 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.

<sup>2</sup> 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

<sup>3</sup> <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. <sup>[4]</sup> For individual trainers, faculty development entails adapting a facilitative approach towards training and designing content based on principles of adult learning. <sup>[5]</sup> 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:

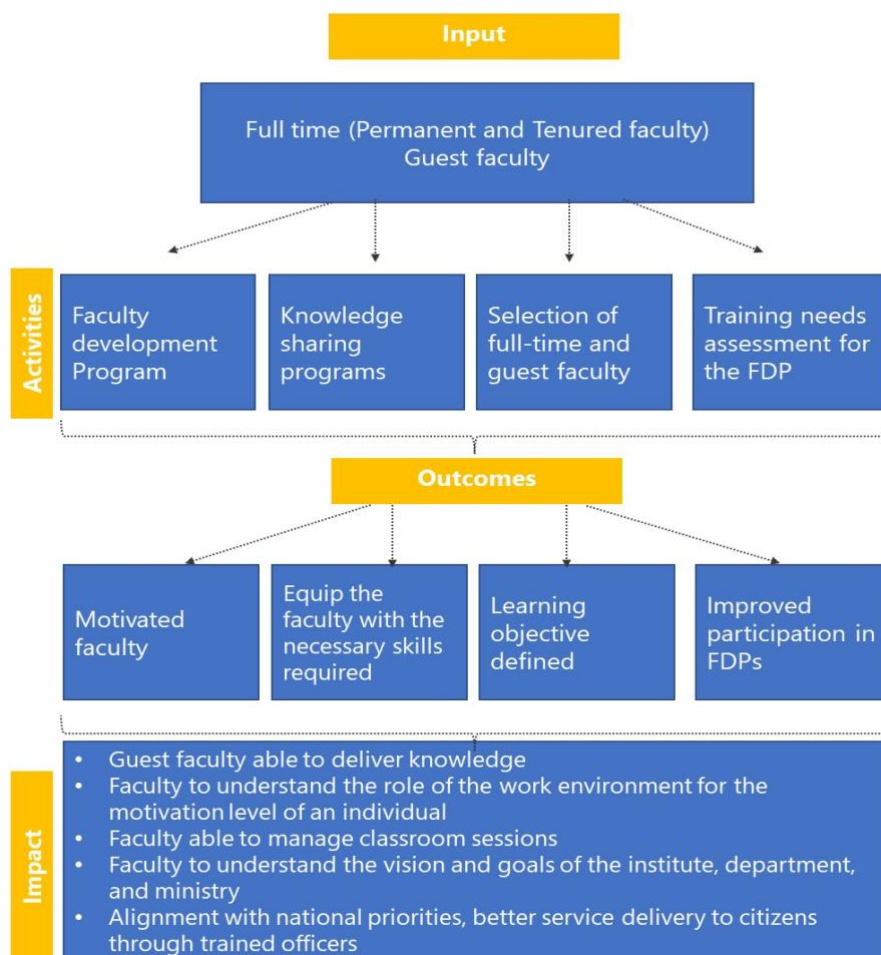


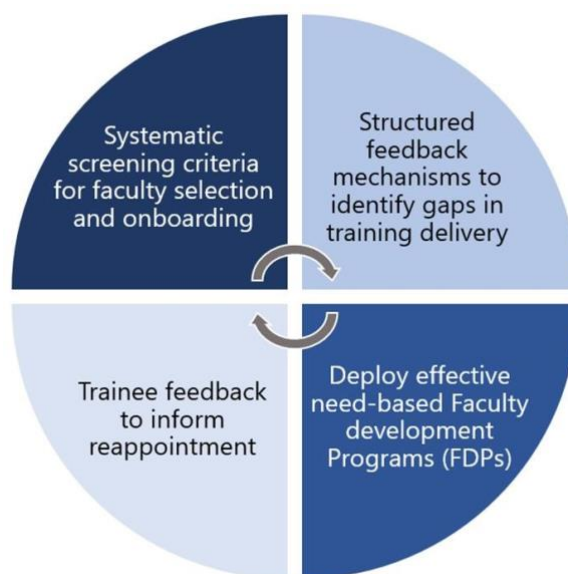
Figure 1: Theory of Change

<sup>4</sup> Alev Elçi, 2020, Handbook of Research on Fostering Student Engagement with Instructional Technology in Higher Education, Aksaray University, Turkey

<sup>5</sup> 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<sup>6</sup>/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<sup>7</sup> 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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<sup>6</sup> 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>

<sup>7</sup> 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 (Level 1), 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 (level 2), 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. Please refer to the FDP design for Basic FDP ([Annexure 8](#)) and Advanced FDP ([Annexure 9](#)). The basic FDP has been conducted in NACIN as a pilot.

- **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.

- To educate the participants to become effective facilitators to build a participant centred learning environment.
- To familiarize the participants to the foundation of adult learning principles and its challenges
- To enable participants to design and deliver pedagogical tools such as case studies, role plays, and group discussions that would enable participant centred learning
- To enhance participants' competence to create a nurturing learning environment as a space for conversations, discussions, and feedback

### Step 4: Set learning outcomes:

It is important to set learning outcomes based on the objective of each training session designed in FDP. Detailed learning outcomes are explained in Annexure 8. Step 5: Determine tools of engagement:

Based on the course design different tools available are:

- Case Discussion
- Videos
- Peer Discussion o Role play

### Step 6: 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 7: Determine program type

Determine the type of FDP that needs to be designed based on the results of the TNA conducted. When designing training sessions or workshops, it's important to consider the framework of Relevance, Relatability, and Applicability to ensure that the content delivered is meaningful and effective for the participants.

1. **Relevance:** Relevance refers to the degree to which the training content aligns with the needs, goals, and challenges of the participants. Incorporate examples and case studies that are relevant to the participants' roles and responsibilities. These scenarios should mirror the challenges they might encounter in their day-to-day work.
2. **Relatability:** Relatability is about ensuring that the training content is relatable and resonates with the participants. To achieve this, the faculty should: Avoid jargon and technical terms that may be confusing to the participants. Acknowledge the diverse backgrounds and experiences of the participants. Use examples and stories that resonate with different demographics, ensuring everyone feels represented. Create an interactive learning environment where participants can share their experiences and insights.
3. **Applicability:** Applicability is the practical aspect of the training, focusing on how participants can use the knowledge and skills gained in their actual work. To make the training applicable, the faculty should provide hands-on exercises by including practical exercises, simulations, or role-plays that allow participants to apply the concepts they've learned in real-life scenarios.

By incorporating the framework of Relevance, Relatability, and Applicability into their training design, the faculty can create a more engaging and impactful learning experience for the participants, leading to better knowledge retention and improved performance in their roles. 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/	Full time faculty and Guest faculty	<p><b>Domain</b></p> <p><i>Focus on macro <b>picture of</b> the role played by the training</i></p>	Basic	Phygital	Mandatory



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

FDP Type	Option	Target Audience	Content	Level of Training	Mode of Training	Nature
	Central / In-house	Guest faculty	<b>Functional</b> <i>For e.g., focus on cross-functional competency like research</i>			
Progressive training	Central / External	Full time faculty	<b>Functional</b> <i>For e.g., focus on modern training methodologies</i>	Advanced	Online Phygital	Choice based

#### Step 8: 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 9: 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 10: 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.

- 7. Conducting FDPs:** CBC has set a target to facilitate FDPs in the next 6 months for all the accredited institutes, CTIs and ATIs that have signed a MoU agreement with CBC. The target for these institutes is to complete FDPs for at least 75% of the faculty. Online self based programs (Level 1) will be developed by CBC which will be mandatory for all the faculty members. Physical programs (Level 2) will be only for selected faculty based on a criteria developed by CBC. Institutes can nominate the faculty for the level 2 program.

## 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<sup>8</sup> 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

#### Annexure 4: Maturity levels in Faculty development

<b>Metric</b>	<b>Descriptor Stage I</b>	<b>Descriptor Stage II</b>	<b>Descriptor Stage III</b>	<b>Descriptor - Stage IV</b>	<b>Descriptor - Stage V</b>
<i>How are faculty members selected and appointed in the institute?</i>	<i>The institute has no defined process for faculty selection and appointment.</i>	<i>The Institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection and appointment.</i>	<i>The Institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for screening of the faculty.</i>	<i>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.</i>	<i>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.</i>
<i>What are the criteria or parameters considered for selecting guest faculty in the CTI?</i>	<i>There are no criteria or parameters defined while selecting guest faculty.</i>	<i>The Institute considers only domain expertise as a parameter for selection and appointment of guest faculty.</i>	<i>The Institute considers domain expertise and practitioner experience for selection and appointment of guest faculty.</i>	<i>The Institute considers multiple criteria (including domain expertise, practitioner experience, previous training experience) for selection and appointment of guest faculty.</i>	<i>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 &amp; private sector.</i>

<sup>8</sup> 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.

<b>Metric</b>	<b>Descriptor Stage I</b>	<b>Descriptor Stage II</b>	<b>Descriptor Stage III</b>	<b>Descriptor - Stage IV</b>	<b>Descriptor - Stage V</b>
<i>Do full-time faculty members undergo a structured, pre-designed onboarding process?</i>	<i>No formal mechanism for onboarding faculty members exists.</i>	<i>Formal mechanism for onboarding faculty members exists. Faculty undergoes orientation training to some extent.</i>	<i>Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for only full-time faculty at the time of onboarding.</i>	<i>Formal mechanism for onboarding faculty members exists. The Institute conducts orientation training for both guest and full-time faculty at the time of onboarding.</i>	<i>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.</i>
<i>What percentage of faculty have been professionally certified on instructional/learning design methodologies within the last five years?</i>	<i>The Institute does not have policies for encouraging professional certifications on instructional/learning design methodologies</i>	<i>&lt; 49% of faculty have undertaken professional certifications on instructional/learning design methodologies</i>	<i>50-69% of faculty have undertaken professional certifications on instructional/learning design methodologies</i>	<i>70-89% of faculty have undertaken professional certifications on instructional/learning design methodologies</i>	<i>&gt;90% of faculty have undertaken professional certifications on instructional/learning design methodologies</i>
<i>Is there a structured mechanism in place for faculty to exchange ideas among themselves for probationary, mid-career trainings or in-service training programmes?</i>	<i>No mechanisms in place for promoting interactions between faculty.</i>	<i>The Institute faculty have informal online / offline discussions within the Institute.</i>	<i>The Institute has structured mechanisms in place for promoting intra-Institute discussions. No mechanisms in place for inter-Institute faculty discussions.</i>	<i>The Institute has structured mechanisms in place for promoting intra- Institute and inter- Institute faculty discussions.</i>	<i>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.</i>
<i>Has the Institute conducted faculty development programmes in the past 2 years?</i>	<i>There is no structured or formal mechanism for faculty development in place.</i>	<i>Faculty development programmes are conducted sporadically.</i>	<i>Faculty development programmes are conducted on need basis.</i>	<i>Faculty development programmes are conducted on need basis. The development programmes are aligned with the annual performance targets for faculty.</i>	<i>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.</i>

<b>Metric</b>	<b>Descriptor Stage I</b>	<b>Descriptor Stage II</b>	<b>Descriptor Stage III</b>	<b>Descriptor - Stage IV</b>	<b>Descriptor - Stage V</b>
<i>What is the percentage of total faculty taking part in programmes designed for development of faculty (workshops, seminars, etc.)</i>	<i>The Institute does not monitor or track compliance to faculty development programmes</i>	<i>&lt;49% of eligible faculty have attended faculty development programmes</i>	<i>50-69% of eligible faculty have attended faculty development programmes</i>	<i>70-89% of eligible faculty have attended faculty development programmes</i>	<i>&gt;90% of eligible faculty have attended faculty development programmes</i>
<i>How are faculty members selected and appointed in the institute?</i>	<i>The institute has no defined process for faculty selection and appointment.</i>	<i>The Institute has a defined process for faculty selection and appointment. However, they are rarely referred to for faculty selection and appointment.</i>	<i>The Institute has a defined process for faculty selection and appointment. The selection process engages an internal committee for screening of the faculty.</i>	<i>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.</i>	<i>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.</i>

## Annexure 5: Compendium of scientific test<sup>9</sup>

- 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

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



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?

### **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<sup>10</sup>](#)

- What parts of the search process worked well?
- What parts didn't work well?
- How could they be improved?

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<sup>10</sup> <https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>

- 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.

### 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.

### **Annexure 8: Designing Level 1 FDP – Case in National Academy of Customs, Indirect Taxes, and Narcotics (NACIN)**

Through a tender bid, S P Jain Institute of Management and Research (SPJIMR) was appointed to design and deliver a program on 'the art and science of teaching effectiveness' organized by NACIN, Bangalore. The brief was to equip the officers of CBIC with appropriate tools and techniques to enhance their capacity as learning facilitators.

#### **Overall Program Objectives**

- To educate the participants to become effective facilitators to build a participant centred learning environment.
- To familiarize the participants to the foundation of adult learning principles and its challenges
- To enable participants to design and deliver pedagogical tools such as case studies, role plays, and group discussions that would enable participant centred learning
- To enhance participants' competence to create a nurturing learning environment as a space for conversations, discussions, and feedback

#### **Participants' Profile**

- Civil Service Practitioners holding position in Office as Directors / Regional Directors with 15-20 years of work experience

- The participants may currently be holding their position in Public Administration Offices along with being a faculty at these training institutions or maybe full-time faculty.
- The participants may either have no experience or very less experience of training and facilitation
- Around 40 participants per batch

**Overall Pedagogy :** The program will use a mix of pedagogical tools suited to the session themes and topics, including:

- Class/Peer discussions
- Group activities
- Case studies
- Videos Duration

### **Program Architecture & Session Details**

**Theme 1 - Essentials of being an effective facilitator:** This session will focus on how to be an effective facilitator who can drive the course learnings to the desired outcomes and create a meaningful learning experience.

#### **1. Learning outcomes**

At the end of the session, the participants will be able to learn the nuances of being an effective facilitator to drive student centric learning.

#### **2. Learning objectives**

To explain the importance of being an effective facilitator and the elements of participant entered learning.

#### **3. Content Coverage**

- The 'why' of effective teaching . Effective teaching determines the effectiveness of learners' retention of knowledge gained and ability to transfer the learning to the job.
- Introduction to Participant-centred learning. Participant-centred learning involves keeping the focus on the needs and drives of the learners at the core of the learning design. This involves more of discussion-based teaching and learning as opposed to say lecture-based delivery.

#### **4. Tools of engagement**

- Icebreaker
- Video (How to Learn)
- Poll Questions
- Peer Discussions

#### **5. Reference Material – No pre-reads or reference material for this session**

**Theme 2 - Foundations of Learning Design** : Learning Design involves applying principles of adult learning that leverages learning styles and an experiential pedagogy. This session will address essentials of conducting a Training Needs Assessment (TNA) to understand content coverage as well as the skill gap to be addressed.

### **1. Learning outcomes**

At the end of the session, the participants will be able to plan their course structure by conducting a training needs assessment as well as apply adult learning principles in course design

### **2. Learning objectives**

- To familiarize participants to different adult learning principles that form the basis of course learning design
- To learn how to do a training needs analysis to assess learning needs

### **3. Content coverage**

- Learning to Learn – Developing a Growth Mindset. A growth mindset is about curiosity to learn across different experiences to create an engaging learning environment. It involves an openness to ideas and feedback as opposed to giving up under different circumstances.
- Introduction to Kolb model of experiential learning: Kolb's model provides a strong foundation to understand learners' needs and preferences to design participant focussed experience-driven courses
- Design and implementation of Training Needs Analysis: A basic assessment of gaps in learners' knowledge and skills would help determine the need and scope of a new course and its structure

### **4. Tools of engagement**

- Caselet discussion (TNA of NACIN FDP Intervention)
- Class Discussion Questions

### **5. Group Work (Part 1)**

- The participants will be provided a template to implement the concepts of training needs assessment for one of their own courses such as MCTP, induction, or subject wise refresher courses chosen by the group.
- Objectives: Implement the concept of training needs assessment discussed in the class customized to the participants' own course
- Lessons learnt: Demonstrate the ability to conduct a training needs assessment to gauge the participants' requirements for the courses they would conduct

### **6. Reference Material**

- Pre-read – Note on Kolb's experiential learning cycle and Training Needs Assessment
- Caselet – Training Needs Assessment of NACIN FDP Intervention tailored to their needs (developed as an example for use for this program only)

### **Theme 3 – Foundations of building a course outline – the ‘how’ of course design.**

A course design is a tool to let the learners know about the intended objectives and outcomes of the course i.e., what they can expect to learn at the end of the course and how it would help them in their job. The session will explain the components of a course outline.

**1. Learning outcomes:** At the end of the session, the participants will learn how to design course learning objectives and outcomes using the principles of adult learning

#### **2. Learning objectives**

- To discuss the elements of Bloom’s taxonomy
- To distinguish between course learning outcomes and objectives
- To map out the elements of a course in relation to principles of adult learning

#### **3. Content coverage**

- Introduction to Bloom’s Taxonomy as a foundational principle to learning design basic understanding of how a common repository of words can be used to develop learning objectives, learning outcomes, and assessment methods to prepare a course design based on the principles of adult learning theory
- Identify components of course outline template, robust course design covers the essential elements of learning design that makes the learning process effective

#### **4. Designing course learning outcomes and objectives**

Clearly stated outcomes and objectives inform the learners on what to expect from the course, the intent of the course, the depth and scope of the content, as well as the overall course structure

#### **5. Tools of engagement**

Case let discussion (Designing a course on ‘Measurement of Social Sciences’) o Class Discussion Questions

#### **6. Group Work (Part 2)**

The participants will be provided a template to redesign their own course template; describe the learning objective and outcomes for the course of their choice

#### **7. Objectives**

To implement the concepts of learning outcomes and objectives to the course selected by the participants to demonstrate application of learned concepts

#### **8. Lessons learnt**

Demonstrate the ability to write detailed learning outcomes and objectives and build on the course design template using the SMART framework. Reference Material:

- Post session read – Note on Bloom’s Taxonomy
- Caselet – Designing a course on ‘Measurement of Social Sciences’

Note: The groupwork (parts 1 and 2) will be done after all five teaching sessions are completed for the day. The details of the group composition shall be circulated at the end of the first session. The participants shall be provided with the required templates to be worked on for the group work.

**Theme 4 – Introduction to digital and hybrid teaching and facilitating:** In the present context, it is important to understand the various tools of engagement available to make the virtual learning experience wholesome and student-centric as well. This session will take the learners through examples of different tools available to create an engaged classroom in the virtual and hybrid context.

## **Sessions 5-6**

### **1. Learning outcomes**

At the end of the session, the participants will learn how to gainfully engage with on-line/hybrid audiences with the help of different technological devices, settings, configurations, and platforms as well as understand the use of various tools for content aggregation, storage and extended release of asynchronous content, rapid collaboration by students, quick assessment, and real-time feedback by teachers

### **2. Learning objectives**

- To integrate useful back-end with front-end technologies to set up the hybrid classroom o To foster student engagement and learning in hybrid mode, also for mixed audiences
- To understand the kind of challenges that students at different locations may face, that are different from one another
- To learn how to prepare back-up teaching-learning plans in case of sudden challenges faced by some sub-segments of your audience, or by your entire audience, where these challenges may or may not be in your control
- To coach students in making informed choices of using mixed-methods, versus only technology driven methods, for improved collaborative work
- To overcome the challenge of using different software for conducting assessments, and how to use technology to provide both group and individual feedback on real time

### **3. Content Coverage**

- Different devices and platforms available for taking sessions
- Exploring various available tools and platforms for customizing facilitation to virtual/hybrid sessions
- Differences between Jamboard, Stormboard, Whiteboard, Miro, Ziteboard, Zoomboard
- Understanding the different applications of different tools relevant to the course
- Collaborate meets
- Understand challenges with hybrid learning setup

- Use of Socratic sessions
- Use of tech-based tool for course assessments in real-time
- Challenges of asynchronous teaching

#### **4. Tools of engagement**

- Hands-on usage of tools
- Video
- Poll
- Class Discussions

#### **5. Reference Material**

- Relevant url's will be provided in class prior to each tool
- In-class login for various websites will be done
- Post class practice exercises will be given

### **Day 2**

At the beginning of the first session, a de-brief of the previous day's group work shall be done in the class to ensure transfer of learning and serve as a part of learning feedback (not to be evaluated).

#### **Theme 5 – Foundations of building a course outline – the 'what' of course design:**

A robust course structure helps in making the learning process more participant centric and customized to their needs. This session will focus on the other critical elements of a course design such as the instructional strategies, tools of engagement, learning resources, and the assessment plans.

### **Session 7**

#### **1. Learning outcomes**

At the end of the session, the participants will learn to develop a detailed course design and a plan for individual sessions

#### **2. Learning objectives**

- To understand the different components of a course outline
- To explain the process of writing a detailed course plan
- To demonstrate mapping of course outcomes, objectives, content, pedagogical tools, and assessments for a comprehensive course structure

#### **3. Content Coverage** o Mapping all elements of a course design template

A well-designed course structure aligns the components of objectives, outcomes, instruction, and assessments to achieve a coherent learning experience

#### **4. Designing a plan for individual sessions**



A plan for each session would entail the content coverage for the session, the intended objectives, relevant reading material, choice of pedagogy, and evaluation method that would help in presenting the course offering in a logical structure

**5. Tools of engagement** - Class discussion

**6. Group Work :** The participants will be expected to fill in the remaining elements of the course design template shared the day before

**7. Objectives**

To implement the learning of designing different elements of a course structure customized to their requirements

**8. Lessons learnt**

- Demonstrate the ability to plan individual sessions based on their choice of the course
- Reference Material
- There are no pre-reads for this session

**Theme 6 – Course Delivery: Pedagogy-** The choice of the right pedagogical tool aligned with the course objectives adds to the effectiveness of the course structure. This session will talk about the different pedagogical approaches such as case studies, role plays, group discussions, and group activities that can be taken to ensure participant centred learning.

**Sessions 8-11**

**1. Learning outcomes**

At the end of the session, the participants would be able to illustrate the use of different tools of engagement for enhanced learning of the participants with a focus on transferring on-field learning to the classroom through the case study method of teaching and learning

**2. Learning objectives**

- To define the elements of course design and instructional strategies
- To describe different tools of engagement to enhance participant centred learning o  
To explain the nuances of teaching with cases
- To administer different tech-based tools to foster student learning

**3. Content Coverage**

- Introduction to different pedagogical tools to create an engaging classroom environment
- Teaching with cases
- Essentials of case teaching and writing
- Leveraging technology-based tools to enhance the learning experience

#### **4. Tools of engagement**

- Case Discussion
- Videos
- Peer Discussion
- Role play

#### **5. Group Work**

- The participants will be asked to choose an individual session of their choice and design its learning outcomes, objectives, contents, and pedagogy o Objectives
- To design appropriate pedagogical strategies to suit their course structure o Lessons learnt
- Demonstrate the ability to choose appropriate pedagogical tool to meet the course objectives

#### **6. Reference Material**

##### **Case – Investment Council of Deccan**

Note: The groupwork (parts 1 and 2) will be done after all five teaching sessions are completed for the day. The groups shall be the same as those on the previous day. The participants shall be provided with the required templates to be worked on for the group work.

##### **Day 3**

At the beginning of the first session, a de-brief of the previous day's group work shall be done in the class to ensure transfer of learning and serve as a part of learning feedback (not to be evaluated).

**Theme 6 – Course Assessments:** Assessment / evaluation plans help in designing fair and suitable assessments with well-defined criteria of evaluation. This session will present different type of evaluations that can be used based on their suitability to the course objectives

##### **Sessions 12, 13**

###### **1. Learning outcomes**

At the end of the session, the participants will be able to plan different evaluations for their courses

###### **2. Learning objective**

- To understand the linkage between course objectives, design, and evaluation
- To identify and implement technology tools to assess learning outcomes

###### **3. Content Coverage** o Design assessment strategies that map to learning objectives

A variety of formative and summative assessment strategies to measure different learning outcomes would be discussed along with a few measures that can be used for virtual and hybrid sessions

#### 4. Tools of engagement

o In-class activity to design an assessment exercise

#### 5. Reference Material

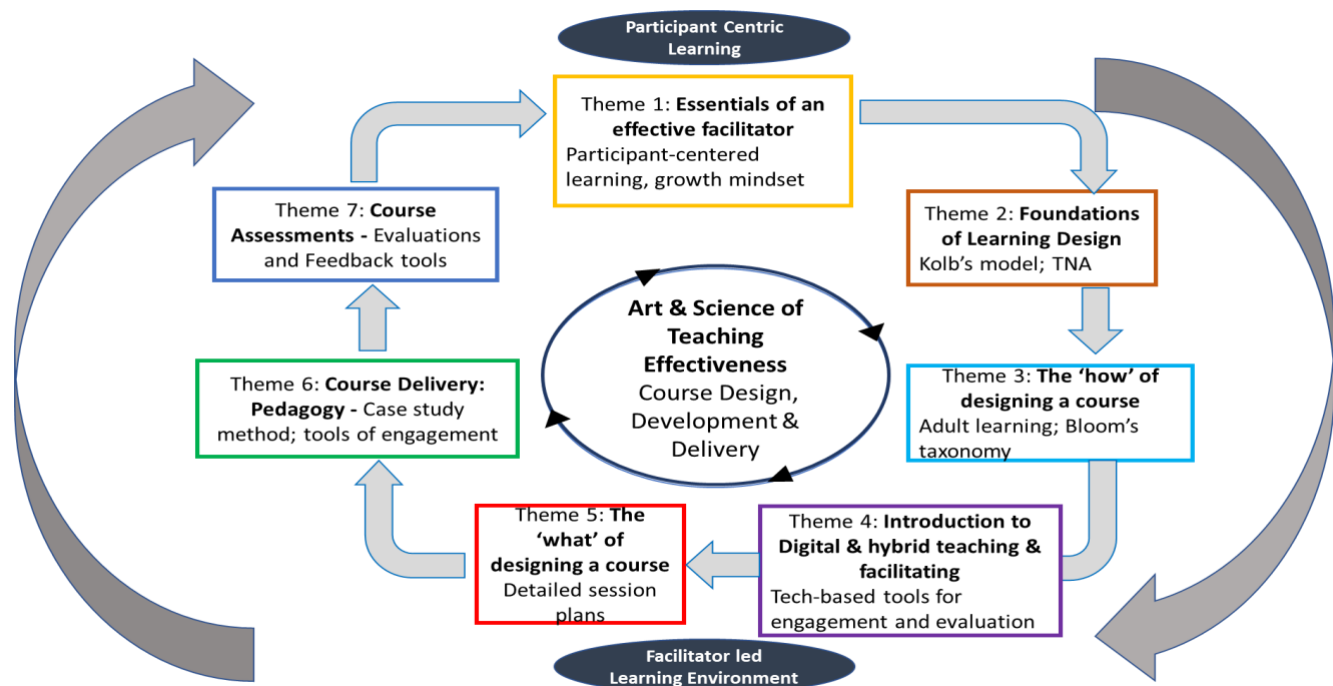
There is no pre-read or reference material for this session

#### Group Presentations

##### Sessions 14-16

Each group would present before an evaluation panel a detailed course outline as per the template provided. They would be given feedback by the panel that would help them synthesize their learning and become good facilitators. This is an extension of the work done during group work sessions on Days 1 and 2. The group would be asked to map how the course design has evolved from its previous version to show how they have integrated their learning from the program. The group members would be expected to explain the rationale behind the changes made as well.

#### Summary of the Learning Design



## Annexure 9: Designing Level 2 FDP

### Indicative session outline

Day	Module	Brief Overview	Duration (Hours)
Day 1	<b>Mega Trends in Education</b>	<ul style="list-style-type: none"> <li>• Emphasis on concept-based learning</li> <li>• Learn about gamification of learning and its impact</li> <li>• Analyze the demand for non-conventional courses, self-paced learning</li> <li>• Develop social and emotional learning skills among your students</li> </ul>	3
Day 1	<b>Case Methods</b>	<ul style="list-style-type: none"> <li>• Understand the fundamentals of case writing, including the structure, format, and components of a well-crafted case study.</li> <li>• Utilize appropriate teaching strategies and methods to effectively present case studies in the classroom setting.</li> <li>• Facilitate meaningful and engaging case discussions by employing effective questioning techniques and promoting active participation.</li> <li>• Reflect on and evaluate the effectiveness of case discussions as a teaching method</li> </ul>	3
Day 2	<b>Experiential learning session</b>	Action-led learning session where learners will present their presentation on pre-provided topics. They will receive reviews from peers and faculty feedback.	3
Day 2	<b>Mentoring and Coaching</b>	<ul style="list-style-type: none"> <li>• Explore effective mentoring strategies that support the professional growth and development of instructors/teachers.</li> <li>• Understand the concept of power mentoring as proposed by Ensher and Murphy (2005) and its potential impact on mentoring relationships.</li> <li>• Develop skills to assist mentees in self-reflection and selfassessment, promoting self-directed learning and growth.</li> </ul>	3
Day 2	<b>Future Classrooms: Role of Emerging Technologies</b>	<ul style="list-style-type: none"> <li>• Develop a foundational understanding of emerging technologies and how to implement their adoption inside classrooms</li> <li>• Understand the What, Why &amp; How of different emerging technology: Quantum Computing in the Future, AI and ML, IoT, RPA, 5G, Edge computing &amp; Blockchain</li> <li>• Embrace the culture of adoption for new-age technologies</li> </ul>	3

		<ul style="list-style-type: none"> <li>Understand the impact of emerging technologies on teaching and learning</li> </ul>	
Day 3	<b>Special session</b>	<b>Assessment of learning Frameworks</b>	1.5
Day 3	<b>New-Age Teaching Methodologies</b>	<ul style="list-style-type: none"> <li>Understand the concept of a flipped classroom and its benefits in promoting student engagement and active learning.</li> <li>Comprehend the principles and characteristics of projectbased learning (PBL) and its role in fostering critical thinking and problem-solving skills.</li> <li>Explore the case method as an instructional approach</li> <li>Learn to facilitate post learning support</li> </ul>	3
Day 3	<b>Speaker Session</b>	<b>Benchmarking and Measuring for Continuous Progress</b>	1.5
<b>Total</b>			<b>18 (3 days)</b>