

# Training Policy

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## Faculty Induction Program

The objectives for training newly recruited faculty include

- \* Orientation about the modern age technical teaching and the knowledge about the millennial learners, present challenges in teaching technology, the requirement for working as a team, Taking responsibility, realizing ones duties and expectations of stakeholders.
- \* A comprehensive analysis of the teaching-learning process, the need for an outcome based education, the dissemination of the details about Academic and R&D Policies of institute.
- \* Imparting knowledge about the proper use of Modern ICT tools and effective teaching- learning strategies.
- \* A briefing about the best practices in teaching, laboratory development and content delivery.
- \* The knowledge on developing Industry Institute Interaction and developing research attitude.
- \* Orientation about various feedback mechanism and faculty performance appraisals with its significance.
- \* Awareness about laboratory development, financial procedures, Various clubs and activities and legal implication etc.
- \* Imparting the knowledge of the administrative setup and the hierarchy to be followed in the institute and also about grievance mechanisms.

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## Faculty In-Service Training Program

The objective of In service training is to train faculty based on their experience on various levels.

### Service Period 1-5 years:

- ◆ Motivate to take part in various Refresher Modules, STTPs, FDPs for knowledge updating, developments in Niche areas and key areas in the concerned fields.
- ◆ Provision of Training in Research, funding agencies, project works, consultancy etc.
- ◆ Trainings in the laboratory development course and content delivery improvising.
- ◆ Innovation, IPR, Entrepreneurship related trainings
- ◆ Training in organizing events, workshops, conferences, symposium and so on.
- ◆ Training on OBE, NAAC, NBA accreditation etc.
- ◆ Training in Education technology.

### Service Period 5-10 years:

- ◆ Refresher modules, STTPs, FDPs for knowledge updating, developments in Niche areas and key areas in the concerned fields.
- ◆ Training of curriculum development, good practices in teaching and learning.
- ◆ Training for necessary record keeping work in view of evaluation by various bodies such as NAAC, NBA etc.
- ◆ Training on student psychology and counseling courses
- ◆ Training on other important Administrative policies.
- ◆ Training in developing MOOC and publishing books and monographs.

### **Service Period 10 years and more ( Professors) :**

- ◆ Refresher Modules for knowledge updating, newer developments and thrust areas in the respective fields.
- ◆ Trainings on Collaboration with industries and government agencies for research and consultancy.
- ◆ Trainings on how to plan for Departmental and institutional Growth .
- ◆ Training on Handling disciplinary issues and effective mentoring .
- ◆ Training on leadership and team managements.
- ◆ Effective training on cooperation with governmental monitoring/ regulatory bodies
- ◆ Training on facilitating a value-based ethical environment in the institutional handling disciplinary issues
- ◆ Training on removal of obsolescence and modernization at department and Institute level.
- ◆ Training on establishing effective interaction with monitoring and collaborating agencies.

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## Supporting Staff

### Non-Teaching Training

The objective of Training the supportive staff is to empower them by providing,

- ◆ Refresher Modules for knowledge updating, newer developments and thrust areas the respective fields.
- ◆ Trainings on Servicing and maintenance.
- ◆ Trainings on office automation for support of administrative purpose .
- ◆ Training on stock maintenance and inventory control .
- ◆ Training on multimedia design
- ◆ Effective training on inhouse developments and skills development courses.
- ◆ Training on waste management and other environmental issues.
- ◆ Training on communication skills
- ◆ Training on documentation and technical writing skills.
- ◆ Computer literacy on administrative tools.

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## Implementation

The management provides the following for effective implementation of training to the faculty members by means of the policies explained below.

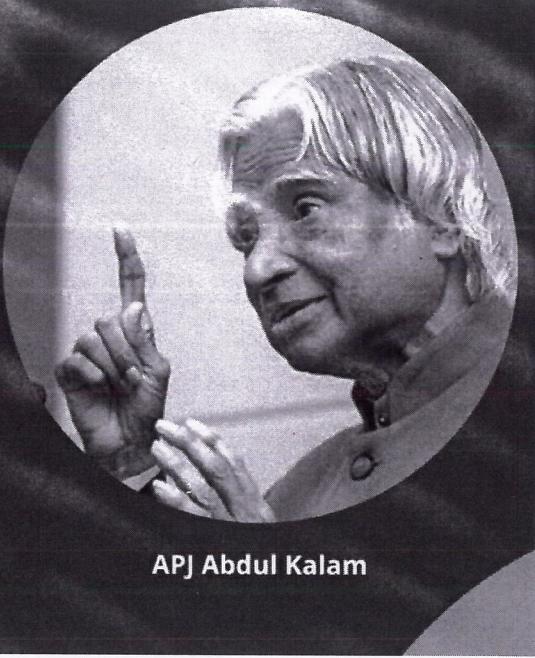
- ◆ Provision of paid leaves and on duty to faculty for attending the faculty development programs.
- ◆ The management provides induction program for new faculty free of cost with the help of internal or external experts .
- ◆ Heads of department and Training coordinators arrange for FDP in campus with the support of management and provide training on specific topics with very minimum financial commitment from faculty.
- ◆ Providing weightage for FDPs attended and other trainings in the Performance appraisal of faculty which is monitored every year.
- ◆ Giving preference to faculty with certifications during subject allocation.
- ◆ Management provides partial or full funding for specific training when recommended by head of the Department or Principal for quality training.
- ◆ Provisions of free transport and other amenities for any industrial related training.
- ◆ Management remunerates industrial experts for providing in house trainings.
- ◆ Faculty are given a target of attending minimum 2 Faculty training each semester and minimum 5 online courses per year through MOOC.
- ◆ Non-teaching staff are given a target of minimum 3 online courses and one training every year.

# EXPECTED OUTCOME

It is strongly believed and expected that the Comprehensive Training Program as envisaged in this policy document if properly implemented, will improve the quality of technical education provided by the Institute. The institutional environment, discipline and motivation of students/ teachers will also boost up, thus improving the quality of teaching-learning processes. The grooming in professional skills, values and attitudes will have a profound impact on shaping up the young minds and transforming them into socially responsible technical professionals.

Organization of continuous in-service training programs will help the teachers to keep themselves abreast with the latest developments and also correlate their teaching to the prevailing practice and indigenous development . It will also promote a culture of continuous learning from the seniors and ensure a cohesive teamwork within the department as well as institutions. A major area of student-teacher interaction outside the classroom, which is presently conspicuous by its absence will also develop, enabling proper mentoring, counselling and healthy personality development among the students.

**"Educationists should build the capacities of the spirit of inquiry, creativity, Entrepreneurial and moral Leadership among students and become their Role Model."**



APJ Abdul Kalam



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