FACULTY TRAINING POLICY

2025
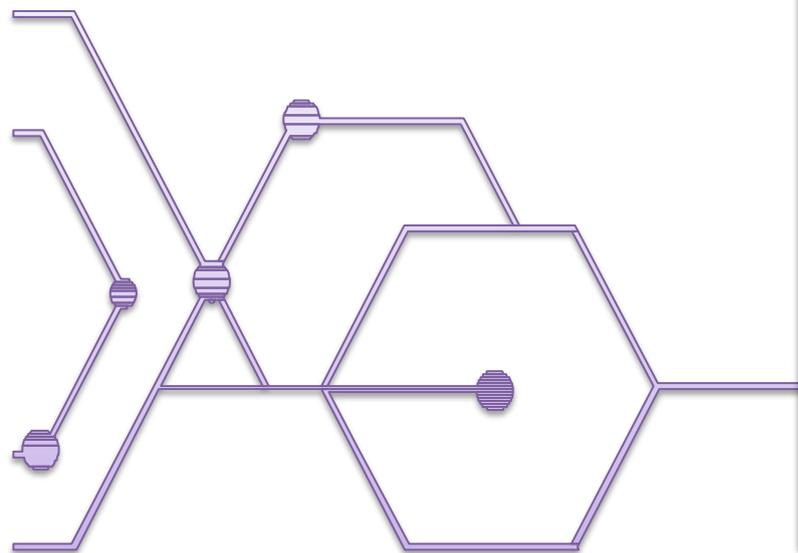
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The training proposes an all-round development of teachers including exposure of teachers to curriculum planning, professional ethics, communication skills, innovation, research and development and institution management.

1. Preamble

The Teachers Training Policy of the institute is formulated with the guidelines prescribed by AICTE's Technical Teachers training policy. The policy is designed based on the modern requirements with due consideration of the practical scenario in self-financing Professional Technical institutes. As specified by AICTE the training requirements, **National Education Policy 2020 guidelines, UGC Faculty Training Recommendations, and National Professional Standards for Teachers (NPST)** of the faculty is broadly classified into two sub categories based on the teach- er needs.

1. **Faculty Induction Program** to be provided just after joining the institute.

2. **In-service training program** for specific requirements at various levels of the career.

Further a separate training policy for the supporting staff and Technical assistants is formulated.

2. Objectives

- ➢ To recognize the training needs at different levels of career and for various categories of teachers with consideration of present technical education state and the faculty expectation.

- ➢ To propose the training program structure and contents at different levels.

- ➢ To facilitate training through the industry, institutions and government agencies.

- ➢ To provide and monitor the quality of training through ap- propriate resource persons and resource material.

- ➢ To identify latest trends in technology through Industry Institute Interaction and provide appropriate trainings.

- ➢ To develop healthy, technology oriented academic and re- search culture in the institute.

- ➢ To ensure a minimum of 50 hours annual Continuous Professional Development (CPD) for all faculty members as mandated by NEP 2020.

- ➢ To integrate digital and blended learning methodologies through national platforms like SWAYAM, DIKSHA, and NPTEL.

- ➢ To establish formal mentorship ecosystems supporting the National Mission for Mentoring.

- ➢ To implement National Professional Standards for Teachers (NPST) in all training modules.

- ➢ To promote multidisciplinary and holistic pedagogical approaches in technical education.

- ➢ To integrate Professors of Practice and industry professionals in the training ecosystem.

3. FACULTY INDUCTION PROGRAM

The comprehensive faculty induction program is designed to orient newly recruited faculty members to modern educational practices, institutional policies, and national compliance requirements. The training encompasses the following key areas:

A. INSTITUTIONAL ORIENTATION

A.1 Academic Framework and Policies

- Teaching-Learning Philosophy: Comprehensive analysis of modern technical education approaches, understanding millennial learners, and contemporary pedagogical challenges

- Outcome-Based Education (OBE): Introduction to OBE principles, implementation strategies, and assessment methodologies

- Academic and R&D Policies: Detailed overview of institutional academic policies, research guidelines, and development procedures

- Quality Assurance Systems: Training on NAAC, NBA accreditation processes and documentation requirements

A.2 Administrative Structure and Procedures

- Institutional Hierarchy: Understanding of administrative setup, reporting structures, and communication protocols

- Financial Procedures: Overview of budget processes, procurement guidelines, and financial compliance

- Grievance Mechanisms: Introduction to conflict resolution systems and formal complaint procedures

- Legal and Regulatory Compliance: Awareness of legal implications, institutional policies, and regulatory requirements

B. PEDAGOGICAL COMPETENCY DEVELOPMENT

B.1 Teaching Excellence and Best Practices

- Modern Teaching Methodologies: Advanced instructional strategies, student-centered learning approaches, and interactive teaching techniques

- Curriculum Planning and Delivery: Course design principles, content structuring, and effective delivery mechanisms

- Assessment and Evaluation: Contemporary assessment tools, continuous evaluation methods, and feedback systems

- Laboratory Management and Development: Best practices in laboratory setup, equipment management, safety protocols, and hands-on learning facilitation

B.2 Digital Pedagogy and Technology Integration (NEP 2020 Aligned)

National Digital Platforms:

- SWAYAM Integration: Platform utilization, course mapping, and student engagement strategies

- DIKSHA Resources: Digital content access, creation tools, and resource integration

- NPTEL Programs: Course selection, delivery methods, and curriculum alignment

- Learning Management Systems: Virtual classroom management, online content delivery, and digital student interaction

- Digital Assessment Tools: Online examination systems, proctoring technologies, and digital evaluation methods

C. PROFESSIONAL STANDARDS AND CAREER DEVELOPMENT

C.1 National Professional Standards for Teachers (NPST)

- Competency Framework: Introduction to professional, pedagogical, and personal competency standards

- Performance Evaluation Systems: Understanding NPST-based assessment criteria and documentation requirements

- Career Progression Pathways: Professional development routes aligned with national standards

- Continuous Professional Development: Framework for lifelong learning and skill enhancement

C.2 Research and Industry Integration

- Research Attitude Development: Introduction to research methodologies, project planning, and scholarly activities
- Industry-Institute Interaction: Strategies for building industry partnerships, collaborative projects, and practical exposure
- Innovation and Entrepreneurship: Training on intellectual property rights, startup ecosystems, and technology commercialization
- Consultancy and Funding: Understanding funding agencies, project proposal writing, and consultancy opportunities

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D. HOLISTIC AND MULTIDISCIPLINARY EDUCATION (NEP 2020 Integration)

D.1 Interdisciplinary Teaching Approaches

- Course Design: Training on interdisciplinary curriculum development and delivery methodologies
- Liberal Arts Integration: Incorporating humanities, social sciences, and professional studies
- Cross-Functional Collaboration: Strategies for departmental collaboration and integrated project work

D.2 Student Development and Mentoring

- Holistic Student Development: Life skills integration, personality development, and career guidance approaches
- Value-Based Education: Character building methodologies, ethical education, and moral leadership development
- Mentoring and Counseling: Student support systems, counseling techniques, and personal development strategies

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E. PERFORMANCE MANAGEMENT AND FEEDBACK SYSTEMS

E.1 Faculty Performance Framework

- Appraisal Systems: Understanding performance evaluation criteria, documentation requirements, and improvement strategies
- Feedback Mechanisms: Multi-stakeholder feedback processes, student evaluation systems, and peer review procedures
- Professional Growth: Setting development goals, tracking progress, and career enhancement strategies

E.2 Institutional Engagement

- Committee Participation: Introduction to various institutional committees, clubs, and academic activities
- Event Organization: Training on workshop planning, conference management, and symposium coordination
- Community Engagement: Understanding social responsibility initiatives and community outreach programs

F. MANDATORY NATIONAL PROGRAM COMPLETION

All newly recruited faculty must complete the following within 1 year of joining:

- **NITTT Orientation Program**: Mandatory completion for appointment confirmation and professional recognition
- **ATAL Academy Courses**: Minimum 1 specialized course during induction period focusing on emerging technologies
- **UGC Orientation Program**: Required for academic staff with research responsibilities and higher education engagement

4. FACULTY IN-SERVICE TRAINING PROGRAM

The objective of in-service training is to train faculty based on their experience at various levels, ensuring continuous professional development and alignment with contemporary educational standards.

4.1 Service Period 1-2years

- Continuous Professional Development: Minimum 50 hours annually through UGC/AICTE recognized Refresher Modules, STTPs, FDPs, and specialized programs for knowledge updating in niche and emerging areas

- Digital Platform Mastery: Complete 2 SWAYAM courses annually in subject area or pedagogy, supplemented by modern education technology tools and learning management systems

- ATAL Academy Engagement: Minimum 2 ATAL courses per year focusing on emerging technologies and innovative teaching methodologies

- Research and Innovation Foundation: Comprehensive training in research methodologies, funding agency procedures, project proposal writing, and consultancy development

- Intellectual Property and Entrepreneurship: Training in IPR processes, patent filing, technology commercialization, and startup ecosystem development

- Laboratory Excellence: Advanced training in laboratory development, equipment management, content delivery improvement, and hands-on learning facilitation

- Quality Assurance Systems: Training on Outcome-Based Education (OBE), NAAC processes, NBA accreditation standards, and institutional compliance requirements

- Event Management and Organization: Skills development in organizing workshops, conferences, symposiums, and academic events

- Mentorship Development: Formal mentor preparation programs for supporting junior faculty and student guidance systems

- Multidisciplinary Integration: Cross-disciplinary workshops, collaborative projects, and interdisciplinary teaching approaches

- Industry-Academia Interface: Structured industry immersion programs (minimum 15 days annually) for practical exposure and collaborative partnerships

4.2 Service Period 2-10 years

- Advanced Professional Development: Minimum 60 hours annually with focus on leadership skills, specialized competencies, and advanced subject matter expertise through recognized programs

- Curriculum Innovation and Leadership: Training in curriculum development, good teaching practices integration, pedagogical innovations, and educational best practices implementation

- NPST Advanced Competencies: Training modules for higher-level National Professional Standards for Teachers and competency framework development

- Digital Content Creation: Advanced skills in developing MOOCs, publishing books and monographs, leading SWAYAM courses, and DIKSHA content development

- Student Psychology and Counselling: Specialized training in student psychology, counseling techniques, and individual learning support systems

- Administrative Excellence: Comprehensive training on institutional administrative policies, procedures, and management systems

- Quality Documentation and Compliance: Advanced training in record keeping for evaluation by NAAC, NBA, and other accreditation bodies

- Professor of Practice Collaboration: Active engagement with industry professionals in curriculum design, course delivery, and practical application development

- Research Excellence and Leadership: Advanced training in funded research project management, publication strategies, and scholarly excellence

- International Collaboration: Participation in global faculty exchange programs, international research partnerships, and cross-cultural academic initiatives

- National Program Leadership: Leading roles in SWAYAM courses, DIKSHA content development, and national educational initiatives

4.3 Service Period 10 years and more

- Strategic Leadership Development: Minimum 70 hours annually focusing on institutional transformation, advanced leadership competencies, and strategic vision implementation

- Advanced Knowledge Updates: Participation in cutting-edge Refresher Modules for latest developments and thrust areas in respective fields and interdisciplinary domains

- Institutional Growth Planning: Training in departmental and institutional strategic planning, resource allocation, and sustainable development initiatives

- Industry and Government Collaboration: Advanced training in building partnerships with industries and government agencies for research, consultancy, and policy development

- Leadership and Team Management: Expert-level training in leadership principles, team dynamics, conflict resolution, and organizational behavior

- Disciplinary Management and Mentoring: Advanced skills in handling complex disciplinary issues, effective mentoring systems, and faculty development programs

- Regulatory and Compliance Excellence: Expert training in cooperation with UGC, AICTE, NBA, NAAC, and other governmental monitoring/regulatory bodies

- Ethical Leadership and Values: Training in facilitating value-based ethical environments, character development programs, and institutional culture building

- Modernization and Innovation Leadership: Training in removing obsolescence, institutional modernization and innovation ecosystem development

- National Mission Integration: Active participation in National Mission for Mentoring, policy development, and national educational transformation initiatives

- Policy Development and Implementation, institutional policy formulation, and regulatory adaptation strategies

- Global Excellence and Best Practices: Participation in international faculty development programs, academic leadership certifications, and global best practices integration

- Innovation Ecosystem Development: Advanced training in startup incubation, technology transfer, intellectual property commercialization, and entrepreneurship promotion

5. CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) FRAMEWORK

5.1 Minimum Annual Requirements (As per NEP 2020)

All Faculty Categories:

- Minimum 50 hours CPD annually (mandatory for all teaching faculty)

- Documentation Requirements: Digital portfolio maintenance with certificates and completion records

- Quality Assurance: Only UGC/AICTE/NITTT recognized programs will be counted towards CPD

5.2 CPD Activity Categories

Category	Hours Required	Focus Areas
Category A: Subject Expertise Development	20-25 hours	Discipline-specific refresher courses, Advanced technical workshops, Industry-specific skill development, Research methodology training
Category B: Pedagogical Enhancement	15-20 hours	Teaching methodology workshops, Digital pedagogy training, Assessment techniques, Student counseling skills
Category C: Professional Development	10-15 hours	Leadership training, Communication skills, Ethics and professional conduct, Administrative compliance

5.3 Digital Platform Integration

5.3.1 SWAYAM Platform Utilization

- Faculty Requirement: Complete minimum 2 SWAYAM courses annually

- Institutional Support: Dedicated SWAYAM coordinator for course mapping and tracking

- Credit Recognition: SWAYAM course completion certificates counted towards CPD hours

- Student Integration: Faculty trained to guide students in SWAYAM course selection and completion

5.3.2 DIKSHA Platform Engagement

- Content Creation: Faculty encouraged to develop digital content for DIKSHA platform
- Resource Utilization: Integration of DIKSHA resources in curriculum delivery
- Training Modules: Regular workshops on DIKSHA content development tools

5.3.3 NPTEL Integration

- Advanced Courses: Faculty participation in NPTEL certification programs
- Student Mentoring: Training faculty to guide student NPTEL course completion
- Industry Collaboration: Utilizing NPTEL industry partnership programs.

6. SUPPORTING STAFF TRAINING POLICY

Objective:

To empower non-teaching/supporting staff through structured training programs that enhance their technical, administrative, and interpersonal competencies in alignment with institutional goals and NEP 2020.

Training Areas:

1. Technical and Operational Skills

    - Servicing and maintenance of equipment
    - Stock maintenance and inventory control
    - In-house development and skill enhancement courses
    - Multimedia design

2. Digital and Administrative Skills

    - Office automation and administrative tools
    - Computer literacy
    - Digital literacy enhancement (advanced tools and platforms)
    - Data management, digital record-keeping, and analytics

3. Communication and Documentation

    - Communication and interpersonal skills
    - Technical writing and documentation
    - Communication excellence (advanced training)

4. Quality and Student Support

    - Institutional quality standards and compliance
    - Student counseling and support services

5. Environmental Awareness

    - Waste management
    - Sustainable practices and green initiatives

6. Continuous Learning and Updates

    - Refresher modules on knowledge updates, newer developments, and thrust areas

7. IMPLEMENTATION FRAMEWORK

To facilitate continuous professional development of faculty and non-teaching staff through structured support systems, institutional incentives, and national policy alignment (NEP 2020).

- o Paid leave/on-duty for attending faculty development programs (FDPs)
- o Induction programs for new faculty in collaboration with external agencies (free of cost)
- o Regular in-campus FDPs organized by HoDs and Training Coordinators with minimal cost to faculty
- o Remuneration for industry experts delivering in-house sessions
- o Mandatory target: minimum 2 FDPs per semester
- o Minimum 5 online courses per year via MOOC platforms (e.g., SWAYAM, NPTEL)
- o Minimum 3 online courses and 1 training session annually
- o Weightage for FDPs and certifications in faculty performance appraisals
- o Preference in subject allocation for certified faculty
- o Partial or full funding for quality training programs (based on HoD/Principal recommendation)
- o Free transport and other amenities for industry-linked training
- o Faculty Development Cell to coordinate all training activities
- o High-speed internet and access to digital learning platforms
- o Minimum 2% of the annual institutional budget allocated for training and development
- o Integration with national platforms: SWAYAM, DIKSHA, NPTEL
- o MoUs with industries for faculty development programs
- o Collaborations with international universities for faculty exchange
- o Participation in government-sponsored training initiatives

8. EXPECTED OUTCOMES

🏛 Institutional Transformation

- NEP 2020 Compliance ensuring alignment with national educational goals
- Digital & Research Leadership through technology adoption and faculty development
- Industry & Global Integration fostering partnerships, MoUs, and international recognition
- Organizational Growth via cohesive teamwork and improved institutional environment

📜 Faculty Excellence

- Professional Standards Alignment with NPST and national benchmarks
- Interdisciplinary Competence and advanced digital pedagogy skills
- Mentorship & Research Output boosting publications, patents, and student guidance
- Continuous Learning Culture through ongoing in-service and peer training

*◆ Student Development

- Holistic Growth & Employability through life skills, soft skills, and industry-readiness
- Innovation & Ethics embedded in value-based, socially responsible education
- Enhanced Student-Teacher Interaction enabling mentoring, counseling, and personality development
- Global Competitiveness empowering graduates for international careers

This policy represents our institutional commitment to:

- **Excellence in Education:** Continuous improvement in teaching-learning processes
- **Innovation and Research:** Fostering a culture of innovation and scholarly excellence
- **Industry Integration:** Seamless collaboration between academia and industry
- **National Compliance:** Full adherence to national educational standards and guidelines
- **Global Competitiveness:** Preparing faculty and students for global challenges and opportunities

ANNEXURES

Annexure I
National Professional Standards for Teachers (NPST) Implementation

The National Professional Standards for Teachers (NPST) were developed by the National Council for Teacher Education (NCTE), under the guidance and mandate of the National Education Policy (NEP) 2020. The guidelines require;

I.1 Professional Competencies

- Subject Knowledge
- Curriculum Design
- Assessment Strategies
- Research Capabilities

I.2 Pedagogical Competencies

- Student-centered Teaching Methods
- ICT and Digital Platform Integration
- Inclusive Education
- Innovative Teaching Strategies

I.3 Personal and Professional Competencies

- Leadership and Management Skills
- Communication and Stakeholder Interaction
- Ethics and Value-Based Conduct
- Lifelong Learning Commitment

I.4 Career Progression Based on NPST

Career Stage	NPST Requirements	Assessment Criteria
Appointment & Confirmation	Completion of NITTT Orientation Program	NPST-based evaluation during probation
Assistant to Associate Professor	Demonstration of advanced pedagogy competencies	Portfolio aligned to NPST
Associate to Professor	Leadership and research excellence	Comprehensive NPST-based assessment

Annexure II
Mentorship and Peer Learning Framework

The mentorship and peer learning framework in India's education system is a recommendation of the National Education Policy (NEP) 2020. Guidelines are as follows:

II.1 Formal Mentorship Structure

- Senior Faculty as Mentors
- Peer Learning Circles
- Student Mentoring and Guidance
- Research Mentorship Practices

II.2 Mentorship Training Programs

- Mentor Skill Training for Seniors
- Mentee Orientation Programs
- Mentorship Monitoring and Evaluation

II.3 Collaborative Learning Initiatives

- Interdisciplinary Faculty Learning Communities
- Research Clusters
- Best Practice Forums
- Problem-Solving Teams

Annexure III
Professors of Practice and Industry Integration

The "Professor of Practice" (PoP) initiative was introduced by the University Grants Commission (UGC) of India in alignment with the recommendations of the National Education Policy (NEP) 2020. This new category of positions is designed to bring industry experts and seasoned professionals into academic institutions, especially universities and colleges, to foster skill-based education and strengthen industry-academia integration.

Key Points about the Professors of Practice and Industry Integration:

III.1 Professor of Practice Program

- Recruitment of Industry Experts
- Joint Teaching Initiatives
- Industry-informed Curriculum
- Real-World Student Projects

III.2 Integration Framework

- Structured Appointment Process
- Orientation on Academic Environment
- Performance and Feedback Evaluation
- Competitive Compensation Policy

III.3 Enhanced Industry-Academia Interface

- Faculty Industrial Exposure Programs
- Industry-Linked Research Collaborations
- Technology Transfer Training
- Startup & Entrepreneurship Capacity Building

Annexure IV
Promotion and Appraisal Linked Training

The National Education Policy (NEP) 2020 and regulatory bodies like the University Grants Commission (UGC) and National Council for Teacher Education (NCTE) are the primary drivers recommending and mandating promotion and appraisal linked training.

IV.1 UGC Regulation-Compliant Training Matrix

Promotion Level	Training Requirements	Minimum Duration
Assistant to Associate Professor	Refresher, Orientation (if pending), Research Methodology, Teaching Certification	21 days
Associate to Professor	Advanced Subject Training, Leadership, Research Supervision, International Programs	42 days

IV.2 Appraisal Integration

- Mandatory CPD Hours for Evaluation

- Recognition of Accredited Trainings Only

- Training Completion for Career Advancement

- Maintenance of Digital Training Portfolios

Annexure V
Multidisciplinary and New Curricula Training

The initiative for multidisciplinary and new curricula training primarily stems from the National Education Policy (NEP) 2020, introduced by the Government of India's Ministry of Education. NEP 2020 emphasizes a holistic, flexible, and multidisciplinary education system to prepare students for the challenges and complexities of the 21st century

V.1 Cross-Disciplinary Competency Development

- Liberal Arts in Technical Education

- STEM-Humanities Integration

- Industry 4.0 Technologies

- Sustainability and Social Responsibility

V.2 Curriculum Innovation Training

- Choice-Based Credit System (CBCS) Training

- Vocational and Life Skills Integration

- Outcome-Based Assessment Methods

- Digital Curriculum Development Tools

V.3 Holistic Student Development Training

- Value-Based and Moral Education

- Indian Knowledge Systems and Culture

- Global Citizenship and Diversity Awareness

- Student Leadership Development