



K.S.RANGASAMY COLLEGE OF TECHNOLOGY

(Autonomous)

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TRAINING POLICY FOR TEACHERS

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Training Policy for Teachers

1. Preamble

In today's rapidly evolving technological and educational landscape, it is imperative that faculty members continuously enhance their knowledge, teaching methodologies, and research capabilities to meet global academic standards and industry expectations. This training policy is established to foster a culture of lifelong learning, professional development, and academic excellence among the teaching community.

The primary objective of this policy is to equip teachers with the latest advancements in their respective disciplines, pedagogical tools, and soft skills required for effective teaching, research, innovation, and mentorship. Through structured training programs, faculty development initiatives, workshops, and industry-academia interactions, this policy aims to bridge the gap between theoretical knowledge and practical application, thereby contributing to the holistic growth of both educators and learners.

This policy underscores the institution's commitment to academic excellence, quality education, and the continuous upskilling of its faculty to remain competitive, relevant, and impactful in the field of engineering education.

2. Objectives of the Training Policy for Faculty

- To systematically assess and address the training needs across various stages of a teaching career and for different categories of faculty, in line with the evolving expectations of quality technical education.
- To define the structure and content of training programs tailored to specific levels and roles of teaching professionals.
- To enhance the effectiveness of training initiatives by engaging qualified resource persons and using relevant, high-quality training materials.
- To stay updated with emerging technologies and industry practices through robust Industry-Institute Interaction.
- To foster a progressive, research-driven, and technologically enriched academic culture within the institution, thereby benefiting the overall student learning experience.

3. Training Policy

In accordance with AICTE directives, faculty training in K.S.Rangasamy College of Technology is structured into two distinct categories:

i. **Faculty Induction Program (FIP):**

This program is mandatory for newly recruited faculty members and is aimed at equipping them with essential teaching skills, institutional orientation, ethics, and professional values necessary for a successful academic career.

ii. **In-Service Training Program (ITP):**

Designed for faculty at various stages of their career, these programs address specific training needs such as pedagogical advancements, research methodology, curriculum development, emerging technologies, and leadership skills, ensuring continuous professional growth.

4. Faculty Induction Program (FIP)

In this phase of the Faculty Induction Program (FIP), emphasis will be placed on the development of effective teaching skills and leadership capabilities, along with coverage of general academic competencies and domain-specific knowledge essential for new faculty.

The faculty induction program to the newly joined faculty is aimed to meet the following:

- General orientation about the present scenario and challenges of technical education and the spectrum of duties and expectations.
- Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Training for preparing lesson plans and effective instructional process and initiatives for developing competence in communication skills in various modes relevant to the technical profession.
- Inculcation of a holistic perception, professional values and ethical attitudes.
- Exposure to relevant ICT tools and aids for effective teaching-learning and resources for lifelong self-learning.
- Training in the appropriate use of various modes of student evaluation.
- Training in creative problem-solving; research methodology; conducting guidance for R&D projects etc.
- Guided exposure to good teaching practices, learning methods, lab development and organization of practical classes etc.
- Training in miscellaneous aspects other than teaching and research, such as administrative procedures.

The newly recruited faculty is advised to complete the eight module MOOCs training program offered by NITTTR within a period of 2 years. The eight modules prescribed by NITTTR are as follows:

- Orientation towards technical education and curriculum aspects.
- Professional ethics and sustainability.
- Communication skills, modes and knowledge dissemination.
- Instructional planning and delivery.
- Technology enabled learning and lifelong self-learning.
- Student assessment and evaluation.
- Creative problem solving, innovation and meaningful R&D.
- Institutional management and administrative procedure.

5. In-Service Training Program (ITP) at Various Levels of Faculty Career

Continuous professional development through well-structured refresher courses is essential at all stages of a teaching career. These refresher programs will primarily focus on subject-specific content aligned with the faculty's area of specialization.

In addition, faculty members will be required to complete relevant MOOCs, as outlined in the Faculty Induction Program (FIP), in a phased manner. These courses will support in-service teachers in preparing for higher professional responsibilities. Training modules will also include specialized topics such as Intellectual Property Rights (IPR), sustainable development, action research, curriculum review, infrastructure planning, and other emerging academic and administrative domains.

Details of the In-service Training Programs at Various Stages of Teaching Career are:

Stage 1: Faculty Induction Program (already described above)

Stage 2: During Assistant Professorship – having experience of 5-10 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training for research guidance, sponsored project planning and conduction, consultancy etc.
- Training for lab development and preparing manuals.
- Training on IPR issues, patenting, technology transfer/dissemination and ethical issues in R & D.
- Training on organization of conferences, workshops, symposia etc.
- Training in basic principles of education technology through MOOCs.

Stage 3: During Associate Professorship – having an experience of 10-15 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training in curriculum development, resource material development and best practices in teaching and research through MOOCs.

Stage 4: During Professorship / HoD around 20-30 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training courses in Institutional Management and promotion of Entrepreneurship development.
- Training in leadership; preparing vision, mission and strategy by involving all stakeholders.
- Training on collaborative research with industry, institutions, government agencies and NGOs.
- Planning for departmental growth, motivation and efficiency. • Removal of obsolescence and planning for continuous growth of the departments and the institution.
- Effective interaction with monitoring and collaborating agencies.
- Facilitating a value-based ethical environment in the institutional handling disciplinary issues.
- Liaison with governmental monitoring/ regulatory bodies.