



## FACULTY TRAINING POLICY MANUAL

### Preamble:

With rapidly changing technological scenario in the context of ever-increasing global connectivity as well as competitiveness in modern times, the role of technical education in economic development has become very significant and challenging. Also, as a consequence of intensive technological developments, the concerns of sustainability, environmental degradation, resource depletion and inclusive growth have become more relevant. The need for well-qualified teachers is more critical with complex problems that affect the quality of life of everyone who face global challenges. Further, the concerns about making the educational curricula and training more conducive to the national needs are becoming a top priority.

Teachers Training Policy at **Jayalakshmi Institute of Technology, Thoppur, Dharmapuri -636352**, is prepared using the guidelines given by AICTE and considering practical scenario in aided Professional Technical institutes. The Teachers Training Policy of the institute is formulated with the guidelines prescribed by AICTE's Comprehensive 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 of the faculty is broadly classified into two sub categories based on the teacher 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.**



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

## OBJECTIVES:

- ❖ To identify the training needs at different levels of career and for different categories of teachers, considering the expectations from a good teacher and technical education scenario.
- ❖ To prescribe the structure and contents of the training program at different levels.
- ❖ To improve the quality of training through suitable resource persons and resource material.
- ❖ To know latest trends in technology through Industry Institute Interaction.
- ❖ To develop healthy, technology oriented academic and research culture in the institute which will eventually percolate to students.

## TRAINING POLICY:

### 1. Faculty Induction Program:

A core requirement for effective classroom interaction is that the teachers develop the art of preparing a systematic lesson plan and a lively classroom interaction. This is an area of basic teaching competence. Further, appropriate pedagogical techniques, different modes of learning by the students as well as effective modes of evaluation of the desired learning outcomes are required to be mastered by the young teachers to be successful. These skills have to form an important part of their training. Each faculty member has to set the relative pace of activities in the career. In the beginning, the faculty member is not comfortable with student engagement, institutional development and teaching-learning activities. While the faculty becomes



comfortable with student development activities and improved competence in teaching-learning and institutional development, there is usually a quantum improvement in the technology and its relevance to the industry at national and international levels.

The faculty induction programs to the newly joined faculty are aimed to meet the following objectives.

- ❖ General orientation about the present scenario and challenges of technical education, need of teamwork resulting in feeling of ownership, duties and expectations.
- ❖ Basic understanding of the teaching-learning process, outcome based education, details about Academic, R&D and Internship Policies of the institute.
- ❖ Orientation about relevant ICT tools supporting effective teaching-learning and resources for lifelong learning.
- ❖ Exposure to good teaching practices, lab development, Industry Institute Interaction etc.
- ❖ Orientation about importance of various feedbacks resulting into appraisal.
- ❖ Awareness about role in view of smooth working through vertical hierarchy (Department under Head of the Department) and horizontal hierarchy (Functional Committees under senior faculty members) as per organization chart of the institute.
- ❖ Awareness about aspects other than teaching and research such as administrative procedures, financial procedures and legal implications etc.

## 2. In-Service Training Program at Various Levels of Teaching Career



It may be appreciated that to be a proficient teacher in any field, one should have a sound knowledge and associated skills of the subject and its application with the prevailing practice scenario in real life. One should also have the requisite teaching skills needed to scientifically plan for instructional delivery and communicate the knowledge and skills to the students in an effective manner. This has to be done in a manner so that they are motivated and fascinated to acquire knowledge and associated skills and visualize its application for helping them to become competent professionals, capable of contributing effectively towards the welfare of the society and also their career development.

A teacher has to contribute effectively for professional grooming of the student, institutional development and address relevance to industry. It may be pointed out that a teacher also has to learn the knack of continuous learning, updating and life-long learning. Also at successive stages of the teaching career, training inputs about curriculum development, infrastructure development, institutional development, discipline and other important aspects of educational administration and policy formulation etc. will also be needed.

The need and rationale explained above require the development of a comprehensive training policy for all teachers working at different stages of their careers as well as meeting different needs. Institution promotes attending faculty development programs, workshops and seminars in IITs, NITs and other pioneer institutions, and also promotes attending industrial training. Those who are attending are entitled to get duty leave with prior sanction from the head of the institution through proper channel.

## 2.1 Service Period 1-5 years:

- ❖ Motivation to attend various Refresher Modules, STTPs, FDPs for knowledge updating, newer developments and thrust areas in the concerned fields.



- ❖ Training for research guidance, sponsored project planning and conduction, consultancy etc.
- ❖ 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 on IPR issues, patenting, technology transfer/dissemination and ethical issues in R & D Training on organization of conferences, workshops, symposia etc.
- ❖ Training for necessary record keeping work in view of evaluation by various bodies such as OBE, NAAC, NBA etc.
- ❖ Training to contribute in institute level functioning as member of Functional Committees under senior faculty members as per organization chart of the institute.
- ❖ Industrial exposure and training to bridge the gap between academia and industry.

## 2.2 Service Period 5-10 years:

- ❖ Refresher Modules, STTPs, FDPs for knowledge updating, newer developments and thrust areas in the concerned fields.
- ❖ Training on curricular development, resource material development and good practices in teaching and research.



- ❖ Training for necessary record keeping work in view of evaluation by various bodies such as NAAC, NBA etc. in a role of some criterion in charge at department or institute level.
- ❖ Training to contribute in institute level functioning as head of Functional Committees under senior faculty members as per organization chart of the institute.
- ❖ Industrial exposure and training to bridge the gap between academia and industry.

### **2.3 Service Period 10-30 years (Professor/ Associate Professor/ HOD/ Dean)**

- ❖ Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- ❖ Training on collaborative research with industry, institutions, government agencies, consultancy and NGOs.
- ❖ Planning for departmental growth, institutional growth, motivation and efficiency.
- ❖ Removal of obsolescence and planning for continuous growth of the departments and the institute level.
- ❖ Training on leadership and team managements.
- ❖ Effective interaction with monitoring and collaborating agencies.
- ❖ Facilitating a value-based ethical environment in the institution.
- ❖ Handling of disciplinary issues and effective mentoring.
- ❖ Liaison with governmental monitoring/ regulatory bodies.



## 2.4 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 in 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 in-house 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.

**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 external private and government agencies.
- ❖ 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.
- ❖ Faculties are given a target of attending minimum 2 Faculty training each semester and minimum 5 online courses per year through MOOC.
- ❖ Non-teaching staffs are given a target of minimum 3 online courses and one training every year.

### **3. Expected Outcome from the Proposed Training Program:**

- ❖ It is strongly believed and expected that the Comprehensive Training Program as envisaged in this policy document if properly implemented, will go a long way in improving the quality of technical education.
- ❖ 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



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teaching to the prevailing practice and indigenous development as per the needs of the country.

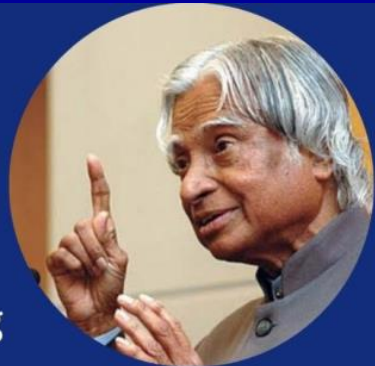
- ❖ It will also promote a culture of continuous learning from the seniors and ensure a cohesive teamwork within the department as well as institutions.
- ❖ A major area of student-teacher interaction outside the classroom, which is presently conspicuous by its absence will also develop, enabling proper mentoring, counselling and healthy personality development among the students.



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"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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