

# KINGS

## ENGINEERING COLLEGE

**An Autonomous Institution**

**Affiliated to Anna University, Chennai**



## FACULTY TRAINING POLICY

As per the Approval of Governing Council  
(Updated in 2025)

## PREFACE

The **Faculty Training Policy** of KINGS ENGINEERING COLLEGE is strategically aligned with the **AICTE Technical Teacher's Training Policy**, National Education Policy (NEP) 2020 guidelines, and the National Professional Standards for Teachers (NPST) to ensure excellence in engineering education. Specifically designed to meet the practical requirements of **self-financing professional technical institutes**, the policy prioritizes a structured growth roadmap divided into two core categories: a comprehensive **Faculty Induction Program** for new recruits and targeted **In-service training** to support professional development at various career milestones. Furthermore, this framework extends to dedicated training for **supporting staff and technical assistants**, fostering a holistic environment of continuous learning that bridges the gap between academic theory and modern industrial demand

## Objective

The primary objectives of this policy are to systematically enhance the professional standing and technical competence of the faculty. In accordance with AICTE Guidelines and NEP 2020, the core objectives include:

- To implement the National Professional Standards for Teachers (NPST), ensuring every educator meets defined benchmarks in teaching, research, and ethics.
- To equip faculty with Outcome-Based Education (OBE) methodologies and ICT tools for effective digital and blended learning delivery.
- To facilitate regular industry interaction and sabbaticals so faculty remain updated with emerging technical trends.
- To cultivate a robust research culture by training faculty in Research Methodology, patent filing, and scholarly publication techniques.
- To mandate a minimum of **50 hours** of Continuous Professional Development (CPD) annually, tailored to specific career stages from induction to senior leadership.
- 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 provide technical assistants and laboratory staff with the necessary skills to maintain state-of-the-art lab infrastructure and support academic delivery.

The Comprehensive Faculty Induction Program facilitates the seamless integration of new recruits by aligning them with modern pedagogical techniques, internal institutional protocols, and mandatory national standards prescribed by the AICTE and NEP 2020. This foundational training ensures that incoming educators are fully equipped to meet Outcome-Based Education (OBE) requirements and navigate the academic landscape of the institution effectively. The training encompasses the following key areas:

### **1. Institutional Orientation**

- Analyzing modern technical teaching, millennial learning styles, and current pedagogical hurdles.
- A guide to OBE principles, execution strategies, and evaluation techniques.
- Comprehensive insights into academic regulations, R&D frameworks, and administrative procedures.
- Practical training on NAAC and NBA standards, including documentation and compliance.
- Understanding administrative hierarchies, reporting lines, and official communication channels.
- Guidance on budgeting, procurement rules, and fiscal compliance.
- Overview of formal grievance processes and mediation systems.
- Navigating legal obligations, institutional policies, and statutory requirements.

### **2. Pedagogical Competency Development**

- Implementing student-centered strategies and high-engagement instructional techniques.
- Designing robust course structures and optimizing content delivery for maximum impact.
- Leveraging modern assessment tools and continuous feedback loops to measure progress.
- Overseeing facility growth, safety standards, and experiential learning environments.
- SWAYAM Optimization: Mastering course mapping and engagement strategies to maximize platform utility.
- DIKSHA Content Ecosystem: Accessing and developing high-quality digital resources using modern creation tools.
- NPTEL Integration: Aligning specialized technical courses with current curricula for enhanced delivery.

- LMS Excellence: Managing virtual classrooms and driving student interaction through digital platforms.
- Digital Testing Frameworks: Deploying online exam systems, secure proctoring, and automated evaluation.

### **3. Professional Standards and Career Development**

- Introduction to professional, pedagogical, and personal competency standards
- Navigating NPST-aligned evaluation criteria and evidence-based documentation.
- Mapping out career advancement routes that meet national educational standards.
- Staying ahead through constant training and new skill building.
- Cultivating advanced research methodologies, systematic project planning, and high-impact scholarly contributions.
- Developing strategic frameworks for industry partnerships, joint R&D ventures, and immersive practical training.
- Comprehensive training on IPR management, start-up ecosystem navigation, and the roadmap for technology commercialization.
- Mastering the landscape of funding agencies, competitive proposal drafting, and professional consultancy services.
- Training on developing multidisciplinary engineering syllabi and cross-domain delivery methods.
- Frameworks for inter-departmental collaboration on integrated capstone projects and research ventures.
- Methodologies for character building, professional ethics, and fostering moral leadership in technical environments.

### **4. Institutional Engagement**

- Training on active participation in institutional committees, professional clubs, and academic regulatory bodies.
- Best practices for conceptualising and executing technical workshops, international conferences, and research symposia.
- Frameworks for engineering-based community outreach, rural technology initiatives, and institutional social impact programs.

### **5. Continuous Professional Development (CPD) Framework**

- Every member of the teaching faculty is required to complete a minimum of 50 hours of Continuing Professional Development (CPD) per academic year to ensure ongoing pedagogical and technical growth.
- Faculty must maintain a comprehensive digital portfolio, encompassing all participation certificates and authenticated completion records, for periodic institutional review.
- To maintain high quality-assurance standards, only programs recognized by statutory bodies such as UGC, AICTE, or NITTT will be credited toward the mandatory CPD requirement.
- Each faculty member is required to successfully complete at least two SWAYAM courses per academic year to ensure continuous subject-matter expertise.
- The Institution shall appoint a dedicated SWAYAM Coordinator to facilitate curriculum mapping, enrollment assistance, and progress tracking.
- Certification earned through the SWAYAM platform will be directly credited toward the faculty's mandatory annual Continuing Professional Development (CPD) hour requirements.
- Faculty are expected to act as primary mentors, leveraging their training to assist students in identifying and completing industry-relevant SWAYAM courses.
- Faculty are encouraged to pursue NPTEL certification in advanced or emerging domains to enhance classroom delivery and technical expertise.
- Faculty shall undergo specialized orientation to effectively mentor students, ensuring higher completion rates and better performance in NPTEL examinations.
- The institution will actively leverage **NPTEL Industry Partnership** programs to bridge the gap between academic theory and current industrial practices.

## 6. Consulting, R&D and Teaching Assignments

- The Institution actively promotes faculty engagement in consultancy and R&D projects across academic and industrial sectors, aligned with their core technical expertise.
- Faculty members may undertake consultancy or R&D assignments under the following circumstances:
  - a. When the College receives a request for expertise and officially designates the assignment to a qualified faculty member.
  - b. When an outside organization or agency approaches a faculty member directly for their specialized professional assistance.
- In either case, the teacher shall take up the assignment by obtaining the approval of the Principal/Chairman in writing.

- The teacher shall avail the administrative and infrastructure facilities available in the college for carrying out his/her assignment.
- The Project Co-Ordinator shall utilize the project funds received as per the rules and regulations agreed upon with the funding agencies.

## 7. Teaching Assignments

The College authorizes faculty members to accept external teaching engagements subject to the following regulatory framework:

- Faculty invited to deliver guest lectures or academic sessions at other institutions must submit a formal request to the Principal. Authorization will be granted following a review of the assignment's scope and relevance.
- No faculty member may engage in external teaching or non-teaching roles—whether paid or voluntary (honorary)—without prior written consent from the Principal.

## 8. The Institution promotes a culture of internal innovation through the following **In-House R&D** guidelines:

- The College actively encourages faculty to spearhead departmental R&D projects in collaboration with students and peer staff members.
- To support these initiatives, each department is allocated a dedicated research fund of **Rs. 2,50,000/-** per academic year.
- Individual faculty members may apply for a maximum grant of **Rs. 50,000/- per project** to facilitate the development of prototypes or functional models.
- Proposals must be formally submitted through the respective **Head of the Department (HoD)** for review and fund disbursement.

## 9. Seminars / workshops

The College actively supports the organization of **externally funded** professional development programs through the following provisions:

- Faculty are encouraged to lead and organize seminars, workshops, and FDPs sponsored by premier bodies such as **AICTE** and **ISTE** to enhance the academic growth of the campus community.
- To ensure the high-quality execution of these events, the Management provides **supplementary financial support** in addition to the funds sanctioned by AICTE or ISTE.
- The Institution prioritizes hosting these funded programs to facilitate knowledge sharing among fellow educators and provide students with exposure to advanced technical trends.

## 10. Implementation Framework

- Full "On-Duty" support for faculty attending external development workshops and seminars.
- No-cost orientation for new joinees via AICTE or other recognized external agency partnerships.
- Regular, low-cost internal FDPs organized by Department Heads and Training Cells.
- Provision of honorariums for visiting corporate experts to deliver specialized in-house training.
- Minimum requirement of **2 FDPs per semester** per faculty member.
- The Institution shall earmark a minimum of **2% of its total annual budget** specifically for the Faculty Training and Development (FTD) fund to ensure sustained academic growth.
- To provide faculty with diverse learning pathways, the Institution will fully integrate its training framework with national digital platforms, including SWAYAM, DIKSHA, and NPTEL.





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