



**Bharath Institute of Higher Education and Research  
(Deemed to be University)**

**Office of the Dean of Engineering,**

**Sree Balaji Institute of Science and Technology (SBIST),**

**7, Works Road, Chromepet, Chennai – 600044**

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SBIST/TS/POL/2025-26/001

Date: 01 October 2025

**OFFICE ORDER  
IMPLEMENTATION OF TEACHER TRAINING &  
FACULTY DEVELOPMENT POLICY  
(2025–2029)**

**1. PREAMBLE**

In alignment with the **AICTE Comprehensive Technical Teachers Training Policy (CTTTP)**, UGC Quality Mandate, NAAC Accreditation Framework, and NBA Outcome-Based Education (OBE) requirements, Sree Balaji Institute of Science and Technology (SBIST) has formulated and implemented a structured **Teacher Training & Faculty Development Policy (2025–2029)**.

This policy ensures systematic and continuous professional development of faculty members to:

- Strengthen Outcome-Based Education implementation
- Improve Course Outcome (CO) and Program Outcome (PO) attainment
- Enhance research productivity and innovation
- Promote industry relevance
- Ensure regulatory and accreditation compliance

Faculty development is institutionalized as a strategic academic responsibility to ensure sustained quality enhancement.

**2. POLICY OBJECTIVES**

The policy aims to:

1. Enhance pedagogical effectiveness aligned with OBE.
2. Strengthen CO–PO mapping and attainment analysis.
3. Promote research, innovation, consultancy, and IPR.

4. Integrate ICT-enabled and experiential learning practices.
5. Encourage industry-academia collaboration.
6. Improve student learning outcomes and employability.
7. Ensure compliance with AICTE, NAAC, NBA, and UGC norms.
8. Foster a culture of continuous professional excellence.

### **3. OBE INTEGRATION FRAMEWORK**

The Teacher Training Policy is directly aligned with the OBE model implemented in the institution.

Faculty training shall support:

- CO formulation using Bloom's Taxonomy
- CO–PO–PSO mapping
- Direct & indirect assessment tools
- Attainment calculation and gap analysis
- Remedial action planning
- Continuous improvement cycle

Every faculty member shall undergo mandatory OBE orientation and periodic refresher training.

### **4. SCOPE OF POLICY**

Applicable to:

- All regular faculty members
- Contractual and visiting faculty
- Newly recruited faculty
- Senior academic administrators
- Technical and non-teaching staff (separate provisions included)

### **5. CAREER-STAGE BASED TRAINING STRUCTURE**

#### **5.1 Induction Training (0–1 Year)**

Mandatory within 6 months of joining:

- Institutional orientation

- OBE and CO–PO mapping
- Bloom's Taxonomy application
- ICT-enabled teaching tools
- Academic governance & policies
- Mentoring and student counselling
- Research orientation
- NAAC/NBA awareness

## **5.2 Early Career Faculty (1–5 Years)**

Minimum Requirements:

- Minimum 2 FDPs per academic year
- 1 OBE training annually
- 1 Research/Innovation training in 2 years
- 2 MOOCs (NPTEL/SWAYAM) per year

Focus Areas:

- Refresher modules in core subjects
- Active learning methodologies
- Assessment strategies
- Research methodology
- Grant proposal writing
- Industry certification programs

## **5.3 Mid-Career Faculty (5–10 Years)**

Focus Areas:

- Curriculum design & revision
- Advanced OBE implementation
- CO attainment improvement strategies
- Laboratory modernization
- Research supervision
- Accreditation documentation

- Leadership and governance training

Minimum:

- 2 structured training programs per year
- 1 leadership or research advancement program every 2 years

#### **5.4 Senior Faculty & Academic Leaders**

- Strategic academic planning
- Centre of Excellence development
- Policy formulation workshops
- International collaboration programs
- Research mentoring & Ph.D. supervision training

### **6. CATEGORIES OF TRAINING PROGRAMS**

#### **6.1 Faculty Development Programs (FDPs)**

- AICTE-sponsored FDPs
- ATAL Academy programs
- NITTTR programs
- University/Autonomous Institution FDPs
- Accredited online FDPs

Duration:

- Short-term (1–3 days)
- Medium-term (5–7 days)
- Long-term (2 weeks and above)

#### **6.2 Pedagogical & OBE Training**

- Outcome-Based Education
- CO–PO attainment analysis
- Bloom's Taxonomy
- Experiential & Project-Based Learning
- Rubrics development

- Hybrid and blended learning
- Assessment and evaluation techniques

### **6.3 Research & Innovation Training**

- Research methodology
- Publication ethics
- Journal selection
- Funded research schemes (AICTE, DST, SERB)
- IPR & patent filing
- Entrepreneurship & incubation

### **6.4 Industry-Oriented Training**

- Faculty internships in industry
- Industrial visits
- Emerging technologies workshops
- Consultancy development training
- Industry certifications

### **6.5 MOOC & Digital Learning**

Faculty shall undertake:

- SWAYAM/NPTEL certifications
- AICTE-approved MOOCs
- Digital pedagogy training

Recommended Target:

- 2 FDPs per semester
- 5 online certification courses annually

## **7. NON-TEACHING STAFF DEVELOPMENT**

Technical and administrative staff training includes:

- Laboratory equipment maintenance

- Office automation
- Digital record management
- Stock & inventory control
- Environmental safety & waste management
- Communication and documentation skills

Minimum Requirement:

- 1 structured training annually
- 3 online courses per year

## **8. IMPLEMENTATION STRATEGY**

### **Institutional Level**

- Formation of Faculty Development Committee
- Annual Training Calendar
- Budget allocation
- Identification of thrust areas
- Monitoring through IQAC

### **Department Level**

- Training needs assessment
- Faculty nomination
- Training record maintenance
- Knowledge dissemination seminars

## **9. APPROVAL & SUPPORT MECHANISM**

- Faculty submits request through HoD.
- Approval by Principal.
- On-duty leave granted.
- Financial assistance provided (partial/full).
- Travel and industrial exposure support provided.

## **10. BUDGET PROVISION**

The Institution shall:

- Allocate annual budget for faculty development.
- Provide funding support for quality programs.
- Support industry training and certification.
- Provide paid leave for approved programs.

## **11. DOCUMENTATION & MIS TRACKING**

Maintained by IQAC:

- Faculty Training Register
- Digital certificate repository
- Department-wise training dashboard
- Annual Faculty Development Report
- OBE impact analysis records

## **12. MONITORING & IMPACT ASSESSMENT (OBE LINKED)**

Impact of training evaluated through:

- CO attainment improvement
- Student feedback enhancement
- Reduction in attainment gaps
- Increase in research publications
- Funded projects secured
- Industry consultancy growth
- Accreditation score improvement

IQAC shall review annually and submit report to the Governing Body.

## **13. PERFORMANCE LINKAGE**

Faculty training shall be linked to:

- Annual Performance Appraisal
- Career Advancement Scheme (CAS)

- Promotion eligibility
- Subject allocation preference
- Leadership nomination
- Recognition and awards

#### **14. EXPECTED OUTCOMES**

- Improved teaching effectiveness
- Higher CO & PO attainment levels
- Enhanced student academic performance
- Increased research and innovation
- Strengthened accreditation readiness
- Improved institutional ranking
- Sustainable quality culture

#### **15. REVIEW & REVISION**

- Policy reviewed annually by IQAC.
- Updated as per AICTE/UGC revisions.
- Approved by Governing Body.
- Applicable for Academic Years 2025–2029.

#### **16. DECLARATION**

This document certifies that SBIST has implemented a comprehensive, AICTE CTTP-compliant, OBE-aligned Teacher Training & Faculty Development Policy to ensure continuous academic excellence and institutional quality enhancement.

*J. Indumathi*



