

FACULTY DEVELOPMENT POLICY



ROHINI

COLLEGE OF ENGINEERING & TECHNOLOGY

Approved by AICTE and Affiliated to Anna University, (An ISO Certified Institution)

FACULTY DEVELOPMENT POLICY

POLICY STATEMENT

Rohini College of Engineering and Technology recognizes faculty as the cornerstone of academic excellence, research productivity, and institutional growth. The institution is committed to fostering continuous professional development through a structured framework that integrates teaching excellence, research advancement, skill enhancement, industry engagement, and performance evaluation.

The policy ensures that faculty members are empowered across their career lifecycle—from induction to leadership—through training initiatives, mentoring systems, research support, and a transparent Faculty Performance Appraisal and Development System (FPADS).

OBJECTIVES

- To enhance teaching effectiveness through innovative pedagogy and Outcome-Based Education (OBE) practices
- To promote research, innovation, publications, and consultancy
- To identify faculty strengths, gaps, and training needs through structured evaluation
- To support higher education and career progression (Ph.D., certifications)
- To foster mentoring, leadership, and academic excellence
- To align faculty competencies with institutional goals, industry requirements, and global trends
- To motivate faculty through recognition, incentives, and a supportive work environment

POLICY FRAMEWORK AND KEY COMPONENTS

1. Faculty Induction and Onboarding

- Structured orientation programme for newly recruited faculty
- Training on institutional practices, OBE, NBA/NAAC requirements, and teaching methodologies
- Introduction to research opportunities, funding mechanisms, and institutional policies

2. Mentoring and Faculty Empowerment

- Implementation of a mentor–mentee system to support professional growth
- Formation of departmental mentoring groups based on specialization
- Regular mentoring interactions to review teaching, research, and career progress
- Guidance for career planning, skill enhancement, and leadership development

3. Teaching and Academic Development

- Continuous improvement in teaching effectiveness through:
 - Student feedback analysis
 - Course outcomes and academic performance
 - Innovative teaching practices and digital content development
- Adoption of experiential learning methods such as project-based learning, case studies, and field exposure
- Integration of ICT tools, simulation software, and blended learning approaches
- Strengthening Outcome-Based Education (OBE) practices

4. Continuous Professional Development

- Organization of Faculty Development Programmes (FDPs), workshops, and seminars
- Encouragement to attend external FDPs, conferences, and training programmes (national/international)
- Participation in MOOCs (SWAYAM, NPTEL, Coursera, etc.)
- Training in emerging technologies, interdisciplinary domains, and pedagogical advancements

5. Research and Academic Excellence

- Promotion of:
 - Publications in SCI/Scopus indexed journals
 - Patent filing and innovation activities
 - Funded and collaborative research projects
- Seed funding support for research initiatives
- Encouragement for conference participation and knowledge dissemination
- Support for book publications and academic contributions
- Organization of research colloquia, seminars, and conferences

6. Higher Education and Qualification Enhancement

- Necessary leave for pursuing Ph.D.
- Reduced workload for faculty engaged in higher studies or research (where applicable)
- Incentives and benefits as per UGC/AICTE norms upon completion of Ph.D.

7. Consultancy and Industry Interaction

- Encouragement to undertake consultancy and industry-sponsored projects
- Facilitation of industry collaborations, training programmes, and expert lectures
- Opportunities for faculty to serve as trainers, consultants, and subject experts
- Strengthening industry exposure and practical relevance

8. Administrative and Leadership Development

- Faculty involvement in institutional roles such as:
 - Academic coordination
 - Accreditation (NBA/NAAC) activities
 - Examination and placement responsibilities
 - Student mentoring and institutional committees

PERFORMANCE APPRAISAL AND DEVELOPMENT SYSTEM (FPADS)

The objective of this scheme is to motivate each member of faculty to perform better and better in delivering quality education and research. The results of this assessment shall be used for the following purposes:

- (i) Award of annual increment in the pay scale.
- (ii) Rewards in recognition of superior performance.
- (iii) Monitoring and recording the regular growth of each member of faculty for ready reference.
- (iv) Identifying training, development and career needs and ensuring that individual contribution is valued and recognized.

1. Period of Assessment and Performance Index

Assessment shall be carried out every academic year preferably in the month of December. The overall performance of a Faculty during an academic year is reflected through a single index termed as “Academic Performance Indicator (API)” which is based on the following ratings:

Outstanding: If the score is >80

Good: If the score is between 71 to 80

Satisfactory: If the score is between 61 to 70

Needs Improvement: If the score is < 60

2. Performance Appraisal Scoring System Report

To facilitate performance assessment, a well-structured Performance and Potential Assessment Form is provided to every faculty Member for self-evaluation (copy enclosed). The report comprises three parts.

- Academic Performance Assessment
- Research / Publication / Academic contributions.
- Assessment by HOD for Staff / Assessment by Principal for HOD

3. Components of Assessment

Faculty performance is assessed under three major domains:

3.1 Academic Activities

- Teaching effectiveness (results, student feedback)
- Examination responsibilities
- Participation in FDPs, conferences, and training programmes
- Innovation in teaching and learning practices

3.2 Research Activities

- Publications in indexed journals
- Patents and intellectual property contributions
- Funded research and consultancy projects
- Research guidance and academic contributions

3.3 Administrative Activities

- Institutional and departmental responsibilities
- Contribution to accreditation, admissions, placements, and student engagement

IMPLEMENTATION MECHANISM

The Faculty Development Policy is implemented through a structured and systematic process:

- Preparation of annual faculty development and action plans at department level
- Submission of self-appraisal reports with supporting documents by faculty
- Verification and evaluation by Heads of Departments
- Final review and approval by the Principal
- Integration of development activities into the academic calendar
- Allocation of mentors and monitoring of mentoring activities

Faculty requiring improvement are:

- Guided through mentoring
- Provided targeted training programmes
- Monitored periodically for progress

INCENTIVES AND SUPPORT MECHANISMS

- Financial incentives for research publications, books, and innovations
- Support for patent filing and research activities
- Leave and financial assistance for FDPs, conferences, and workshops
- Support for pursuing higher education (Ph.D.)
- Provision of a conducive academic and research environment

EXPECTED OUTCOMES

- Enhanced teaching quality and student learning experience
- Increased research output, patents, and funded projects
- Strengthened industry collaboration and consultancy
- Continuous professional growth and faculty retention
- Improved institutional performance and national recognition

The Faculty Development Policy of RCET integrates professional development, research promotion, mentoring, and performance evaluation, ensuring continuous growth of faculty members and sustained institutional excellence.