

5.0 Motivational Incentives:

5.1 Employees Provident Fund (EPF)

The eligible members of the staff are enrolled under EPF scheme and the contribution as fixed by the GOI is deducted from their salary. This amount together with the management contribution will be deposited in the bank account of the Government department concerned within the stipulated time.

5.2 Incentives and Awards

Awards are instituted for the faculty as well as supporting staff members. In case of faculty members, variables considered are academic performance measured by student feedback, student pass percentage, student grades/marks obtained by the student, no. of top ranks at university level secured by students in their respective subjects. These awards are in the form of cash, appreciation letter, commending letters, promotions, increments, interest free loans for computers etc. There is an institutional incentive for bright and meritorious students by way of fee waivers, merit scholarships, attendance awards, year and programme wise institution rankers and university rankers in any subject and/or year.

5.3 Faculty and Staff Development Programmes and Service Initiatives:

As institutional development is a byproduct of developed faculty and student groups, the institution extends its efforts in this direction and offers incentives to faculty, some of which are listed below:

No	Nature of Conference	Category	Amount Rs.	No. of days of OD
1	Publication of Papers in National Level Conference	Faculty	Rs. 1,000/- 100% Registration Fee and OD	Maximum of Two Times in a year for 2 Days
2	Publication of Papers in International Conference	Faculty	Rs. 1,500/- , 100% Registration Fee, 50% TA, Publication Charges and OD	
3	Publication of Papers in	Faculty	Rs. 1,000/- 100%	

	National Journals		Registration Fee and OD	
4	Publication of Papers in International Journals	Faculty	Rs. 2,000/- + 100% Registration Fee, OD, 50%TA and Publication Charges	
5	Participation in FDP/TDPs/Workshops conducted by JNTUH/Premiere Universities/IITs/IIM (4 and 8 Weeks only in summer vacation)	Faculty	Registration Fee, and OD	Maximum of 8 Weeks Once in three years of Service
6	Text Book Authorship	Faculty	Maximum of Rs.10000/-	Not applicable
7	QIP and Career Development to graduate/post graduate technical staff members(B.Tech./M.Tech./M.Phil./Ph.D.)	Faculty	Maximum of Rs.50000/-	Need Based
8	Loans and Advances, Transport Allowance, Medical Insurance and PF	All Staff members eligible	Interest Free Loans/ Advances and Transport, Medical Insurance allowances at Concessional Rates	Need Based
9	Result Oriented Financial Incentives	All Eligible Faculty Members	Rs.2000/- Cash Award / Certificate of Appreciation	Only for Theory Subjects

"I can teach anybody how to get what they want out of life. The problem is that I can't find anybody who can tell me what they want" - Mark Twain

6.0 Leave Rules and Leave Policy:

6.1 GENERAL

6.1.1. Leave of absence from duty cannot be claimed as a matter of right. The sanctioning authority has full powers to refuse or revoke leave of any kind when the exigencies of work so demand.

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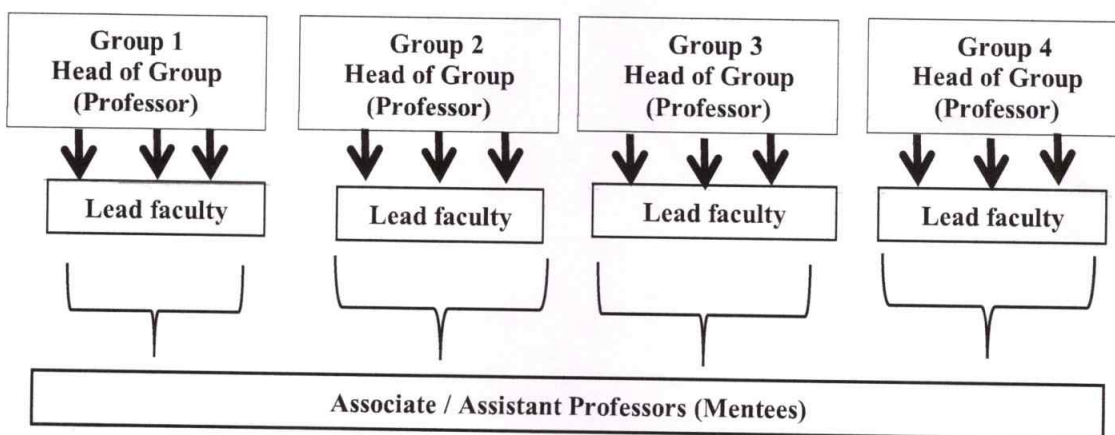
Faculty Training and Development Policy

Objectives

- ✓ To develop a vibrant organizational culture characterized by minimal disparity between the various levels of pedagogy, brought about by establishing purposeful mentor-mentee relationship and encouraging academic activities.
- ✓ To endeavor to achieve the highest standards of academic excellence by motivating faculty to undertake research activities and continuous learning process.
- ✓ To develop a plan for nurturing and retaining talent.
- ✓ To create an environment where the members of academic fraternity derive most professional satisfaction and contribute their mite to make the college highly competitive in the knowledge intensive sector.

Implementation Plan

- Conceptualize, install, reinforce & enrich mentor-mentee relationship for helping and inspiring junior faculty members.
- Provide a brief orientation session to new and junior faculty members, which includes information session on academic expectations, governance structure of the institute, teaching methodology, resources of the institute, how to apply and obtain research grants, etc.
- Identify and nominate senior faculty members who shall act as Mentors, by structuring each department as per certain specializations shown below.



- Identify the faculty having up to three to five years of experience, to be associated with mentors, as mentees.
- Maintain a comprehensive database containing the
 - i. details about the mentors and mentees
 - ii. career opportunities

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iii. skill up-gradation opportunities

- Pair up those mentor and mentee, whose academic interests, and pursuits match.
- Convene meetings of the mentor-mentee group to review the progress and facilitate their requirements.
- Get feedback from all the members of the group regarding the progress of the activity of mentoring and initiate necessary steps to improve it further on a need basis.
- Conduct meetings frequently, record the proceedings and file them at the centre.
- May preferably provide fresh faculty members with slightly reduced teaching load in their first year; prepare the course that he/she will teach eventually; associate and keenly observe the class room teaching of senior professors, scope to get started on research at the new place; submit his/her papers from their thesis, etc.
- Nurture the faculty in a manner to ensure that teaching and research should go together, i.e. all faculty members do teach and conduct research.
- Conduct teaching workshops and conferences to cover the latest developments.
- Encourage faculty participation in the formulation of new courses, improvement of existing syllabi and making proposals to the university on these items.
- Encourage faculty members to write books, treatises, monograms etc.
- Persuade and co-ordinate organization of seminars by senior faculty of all the departments, at least, once a month in each semester and by every faculty once in each semester
- Establish conducive academic atmosphere, conduct faculty seminars, identify the needs of faculty for training/development and make recommendations for participation in events, courses, seminars etc.
- Shall undertake performance evaluation of the faculty once after three weeks of the commencement of the semester, faculty members who require improvement in their teaching methodology be counseled. Performance evaluation of the faculty at the end of the semester should normally be improved.
- Faculty submit a document with regard to their career development plan, which includes the goals set forth by him/her self and their achievements during the beginning of the semester and again at the end of the semester. Further, they are requested to bring to the notice of the superiors and mentors with regard to any impediments they have faced and seek the necessary help in their efforts to achieve their goals. This applies to “Teaching Effectiveness, R & D, Consultancy, Improvement of Qualifications, Publications, Up gradation of Skills, etc.”

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Training Needs Analysis

Before one thinks of providing the training, it is important to link training to the organisation priorities based on strategy and other strategic needs of the organisation.

S. No	Objectives / Priorities of the Institution	Objectives / Priorities of the Department
1.	Best teaching learning practices	Best teaching learning practices
2.	Improving performance of students	Improving performance of students
3.	Improving employability of students	Improving employability of students
4.	Research and development across	Faculty development through improved
5.	Improving quality of teaching across	Improving quality of teaching within
6.	Industry institute interaction	Industry institute interaction

Once we have identified training needs across the organisation, they need to be analysed and prioritised. Areas to consider when prioritising are:

- What will be the impact of developing these skills on our performance?
- What would be the cost/benefit of investing in developing these skills?
- Which of the skills are most important to our long-term success?
- Which skills needs are the most urgent?

The outcome of training/learning needs analysis at an individual level should be a personal development plan, which outlines personal learning objectives, linking them to the agreed work objectives. Some questions to ask for your personal development plan:

1. What do you want to get from your work?
2. What are your strengths?
3. What areas would you like to improve?
4. Where would you like more responsibility?
5. What is preventing you from developing as you would like?
6. Which interests or talents would you like to develop?
7. How do you like to learn?
8. What skills or experience would allow you to feel more confident at work?

General observations of faculty training needs are:

- Wider use of ICT in the classroom
- New equipment/software in the lab
- Use of new additional e-learning modules
- Change in teaching-learning methods
- Change in assessment methods
- Communication skills
- Classroom management

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Training Needs for Faculty

Skills	Training Required (Indicate Yes or	Additional comments, if any
Team work		
Communication skills		
Educational planning		
Classroom management		
Higher Proficiency in English language		
Equipment usage and maintenance		
Working with digital and web camera		
Text processing		
Working with spreadsheets		
Designing presentations		
Developing flash animations		
Developing other multimedia products		
Searching for appropriate information		
Sharing information		
Designing e-learning content		
Identifying e-assessment criteria		
Defining e-assessment questions and documents		
Designing and giving feedback		
Developing e-portfolio		
Research Methodologies		
Identifying a research problem		
Learning a new course/area		

This identification of needs should be happening as part of the appraisal process. One will also find it useful to complete the Training and Development Plan below to help you identify one's needs.

Training needs can be met in a variety of ways - most often perhaps by a structured, monitored and assessed activity within my teaching itself i.e. learning by doing or any of the options listed below.

Why choose a training program/FDP (course)?

When training is provided away from the job relating the theory to the practice can be tricky. Therefore, in choosing to attend any course one must consider: How will I apply the learning to my Teaching-Learning and possible research that I am carrying out?

That is a question one should start to consider before the course and not just during the action planning session at the end of the course.

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Training and Development Plan

Academic Year:

Name of the faculty member:

Department of :

What do I want to achieve by the end of this period?
What do I need to learn?
In order to achieve this I will: <ul style="list-style-type: none">• Forgo my vacation, during which period, I would attend training/FDP• ...• ...• ..
What outcomes am I looking for?
What support and resources do I need?

Signature of the faculty member
(Name of the faculty member)

Signature of the Group Head

Signature of the HoD

Please forward it to Dean, Academic, who in turn would coordinate with IQAC cell to arrange for the required training to the extent possible.