Professional Development Policy

Vivekananda Institute of Professional Studies (VIPS) is committed to providing a supportive and rewarding environment for employees and recognises that the quality, responsiveness and professionalism of its workforce are inextricably linked to the institute's achievement of its mission and strategic goals. The purpose of the Professional Development Policy is to encourage and support employees to actively pursue their professional and career development as an integral element of their employment with the institution. The institute acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, reward and recognition. This policy applies to all the employees on fixed term and ongoing appointments and sets out the principles that underpin professional and career development at VIPS. Professional Development includes the provision of learning and development opportunities and activities to extend and broaden the scope of professional capabilities of faculty members, non teaching staff and students in relation to their role and responsibilities. Professional development activities build on the collective knowledge and experience of employees and provide employees with opportunities to acquire, practice and adopt new knowledge, thereby enhancing individual, group and organisational learning and capabilities.

The institute will identify organisational goals and priorities, and develop and implement a range of strategies and programs to enhance and build the capacity, skills and professionalism of faculty members and employees to enable them to contribute effectively to the institute's mission and strategic goals.

VIPS is committed to providing employees with:

a. The opportunity to develop capabilities that contribute to organisational and work unit goals.

b. The opportunity to develop a career plan and participate in career development activities that extend and enhance their capabilities and capacity for advancement within the institute.

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The principles that underpin the provision of professional and career development at VIPS comprise:

a. Acknowledging Continuing Professional Development as a framework to support and encourage opportunities for continuous learning.

b. Applying the principle of merit or achievement relative to opportunity to determine equity of access to professional development programs, resources and support.

c. Recognising that responsibility for professional development is shared between faculty members, administrative and non teaching staff for the planning and undertaking of professional development relevant to their roles and responsibilities.

d. Ensuring the provision of training and development that meet the core requirements of the institute's and employees' roles and responsibilities and that comply with statutory obligations and institute policies.

e. Using performance planning and career development processes as the primary means of ensuring alignment between individual, unit, and organisational plans and priorities and identifying individual and work unit training and development needs of members of VIPS.

f. Evaluating employee participation, learning outcomes and the relevance and quality of professional development programs on an ongoing basis.

Professional Development Policies for Faculty Members

- This policy is to advocate the mission of the Institute through effective planning and employing workshops, seminars, and educational opportunities for the faculty members. Emphasis is to be placed on encouraging the faculties to develop and hone their professional and personal skills.
- Professional development programs for the faculty members are to include- orientation, induction and on-the-job training; career development and transition programs; teaching and learning support and programs; research

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supervision and support; undertaking research or project work; participating in internal or external committees or in governance; and networking, coaching and mentoring programs.

- Faculty members are to be motivated to participate and contribute towards the attainment of the institute academic goals. This is to be done by identifying and participating in professional development activities which caters to their needs and enhances their performance.
- The goal of such professional development is to keep the faculty members updated with the ongoing current trends and also to assist them in developing new set of skills for the purpose of advancement in their respective areas of expertise.
- Faculty Development Policies are to be specially designed for academic educators. They are to be built for the up gradation and keeping abreast of skill, knowledge of the faculty members regarding technology, management and other areas of knowledge and specialization. The duration of the program would range from a week to four weeks.
- Key areas under these would range from case and teaching skill development, research methodology, research skill development, perspectives on management, area wise specialization courses, etc.
- Programs would incorporate different learning methodologies depending upon the job requirements ranging from the participation in applied work experiences as part of the curriculum to workshops and seminars with a mentor.
- The Institution affirms to guarantee its faculty members of the highest level of quality in terms of the teaching and learning process. Adequate procedures to ensure quality enhancement for effective teaching from time to time by the faculty members are to be taken into consideration as a key aspect for the professional development programme.
- The management would promote an ambience for the faculty to enrich their repertoire of knowledge and teaching skills to augment student learning outcomes through Research and Academic Extensions.
- The knowledge creation activities would aid in expanding the horizon of knowledge for both- the faculty and students respectively. Both are encouraged

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to enhance their learning via seminars, workshops and lectures by experts on diverse topics, from time to time.

- The programs would help to facilitate understanding and developing and exploring the recent technological advancements in order to improve the quality of acquired understanding.
- The faculty members are to initiate active efforts in pursuing Doctoral Programmes, Major and Minor Projects, presenting and publishing Research Papers and Books in National, International journals, thereby ensure quality sustenance of the prevalent innovative methodology.
- The Institute is to give special attention to the regular Professional Development Program for its faculty members.

Faculty Development Programme. (FDP)

- FDPs are to be designed to provide a thorough training to the educators and help them strengthen their understanding of core and general management, gain exposure to advanced topics, learn, and experiment with effective pedagogical techniques, and gain familiarity with essential aspects of carrying out research studies.
- The FDPs are to focus largely on a variety of learning settings like classrooms, workshops and seminars, and a participatory approach to learning. These would also be blended with other educational methods like lectures, group-exercises, management games, and presentations etc. The programmes are to be supplemented with knowledge based systems, statistical tools, and audio-visual aids complement these methods.
- The FDPs are to ensure in developing deep insights into curriculum planning and academic administration.

Faculty Development programme would necessitate the following outcomes at successful completion of FDP:

- The faculty members would get aware of and be skilled with the latest technologies.
- The faculty members shall be able to improve research skills and quality work after the completion of FDP.

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- Faculty members would be introduced to multiple forms of teaching pedagogy for improving teaching effectiveness.
- Faculty members would be able to build their capabilities for effective theory building and validation of the same rationally
- The FDP s would make them competent and efficient of working in groups. They would be able to learn more than just classroom related experiences as they usually would get a chance to attend research seminars, special guest lectures along with interacting with people from diverse backgrounds.

Conferences: -

- The faculty members shall be required to participate in national and international conferences. They would be entitled for academic leave, upon showing the acceptance letter for the paper presentation
- The faculty members shall be eligible for certain funds from the institute for the expenses of an academic conference.

Workshops

- Faculty members are supposed to attend workshops, which can be internal or external for their professional development. The workshops would be face-to-face group experiences, with a variety of activities, including lecture, small groupwork, and hands-on technical training, offering faculty development resources, including online seminars, online courses, publications related to online education, and conferences for faculty members.
- It would be mandatory for the faculty members to attend workshops which would enhance their skills as teachers in the classrooms and equip them would new techniques and ideas in teaching.
- The institute would provide grant and academic leave for the same. The learning outcome from these workshops would be used by the faculty members for the benefit of the students and enhancing the teaching pedagogies. The faculty members would be given the facilities of attending to the online workshops, offered both in asynchronous and synchronous formats, varying from are two to four weeks.

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- **Academic Leaves: -**
    - The Institute is to make provisions for leave with pay for the purpose of "professional improvement in the form of attending conferences, seminars, workshops, Refresher Courses or Ph.D. related work.
    - This policy is to improve the quality of higher education professional service.
    - The faculty members would be allocated a fixed number of leaves in a semester for their academic activities.
    - After each leave period is completed, evidence as determined by the institution must be submitted to the respective dean/ reporting head to indicate that the purpose for which the leave was granted has been achieved.
    - Academic leave shall be granted only with the prior approval of the concerned authorities.
- **Induction Programme: -**
    - The institute shall organise regular Induction Programme for the benefit of the new faculties joining the college.
    - The programme shall aid them to understand the working methodologies of the college, its rules and regulations along with the prerequisites for the professional development.
- **Swayam / NPTEL Courses: -**
    - The Institute is to encourage its faculty members for academic developments and additional learning through certified MOOC Courses on Swayam/ NPTEL Portal, a government of India initiative.
    - The faculty members are supposed to choose from more than 2000 courses and can enroll in any of the interested courses availableon the portal.

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Professional Development Programme for the Students

The higher education institutions have a key role to play in the all-round development of their most important stakeholder, the students, therebyleading them to the nation building. Through scientific application of educational psychology, effective classroom management, proper evaluation techniques, inculcation of research aptitude and overall, by a systematic educational administration this goal can be achieved to a great extent. In order to achieve this, the institute has formulated an extensive policy for students.

- The institute is to take all steps to promote the development of the students.
- Various schemes and programmes are to be officiated and inducted during a student's duration of the course.
- Along with ethical and moral development, students are to be encouraged towards honing their academic and other skills.
- Mandated by the government of India under education policy, the Institute would encourage its students, for achieving academic excellence through certified MOOC Courses on Swayam/ NEPTEL Portal.
- The students are to choose from more than 2000 courses and can enroll in any of the interested courses available on the portal. With a repository of more than 2000 courses and e – content, designed by the professors from 7 IIT'S of the country, it would help to bridge the gap between learning and teaching.

- The students shall be aided in keeping pace with the outside world. They shall be guided to LSRW efficiency through Soft Skills Laboratory and in the consequent development of their EQ & IQ. The students shall be mentored by their respective faculties for the same.

- **Career Counselling: -**
  - The **PLACEMENT CELL** of the institute is to assist the students in finding right path for the right. It is supposed to conduct regular Counselling Sessions for students so that they could be properly oriented towards their careers and also choices available to them.

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- The institute is to make all efforts to give guidance and coaching to the students so that they are ready to face and qualify for the competitive examinations like **MAT, CAT, GATE, NET** etc.

- The institute shall encourage and make endeavours towards providing **INTERNSHIPS** to its students in professional as well as non professional courses, which would give them exposure to the industry and orient them with work practices and professional ethics.

- VIPS as a true professional institute would enhance the skills of its students in different programs through the introduction of **VALUE ADDED COURSES** specially designed to suit the needs of the students. The institute would also conduct several **SOFT SKILL ENHANCEMENT** programs for its students which would make them the best and competent enough to take up academic challenges after the completion of their course.

Professional Development Policy for Non-Teaching Staff

- VIPS aims to provide opportunity for all non-teaching staff to further their professional skills and/or qualifications.
- The institute is to provide opportunities for all non-teaching staff to further develop their awareness, knowledge and skills in current educational and support practices.
- In order to develop non-teaching staff with enhanced skills that will in turn enhance the overall quality of the institute, VIPS shall actively conduct **Computer Training Programs, Language Skill Development, Programs for the development of Official Communication and other such training activities.**

- Ongoing and needs driven professional development is an obligation of the institute and thus each individual's professional development is a shared responsibility between the institute and the staff member.

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- VIPS would formulate Non-teaching personal professional development plans as per the needs of the staff and would also identify areas for personal growth, and those of a personal interest.
- The institute would form a committee to look into the training and development of the non teaching staff. Its role would be to inform all non teaching staff of professional development opportunities, which in turn will reflect individual staff needs as identified in their respective performance review plans.
- The institute would allocate a budget for professional development of its non teaching staff every year.
- Non-teaching staff are encouraged to seek and provide professional development from other staff members, as well as to explore Department of Education online accredited training opportunities.
- Non-teaching staff attending professional development are supposed to report briefly to other appropriate staff members about the activity and its benefits etc.

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