

Faculty Development Policy

Preamble:

Dr C. V. Raman University, Khandwa is a new generation multi – disciplinary university, fully compliant to NEP 2020 and aspires to occupy the position of eminence in region. CVRUK in its pursuit to QMS has acquired ISO 9001:2015 QMS Certification and comply with the provisions of quality management system. CVRUK address the quality issue on twine count of enrolling quality students from among the low rung of the rural communities in the region, who cannot afford the quality education due to financial constraints and delivering the quality education through state – of – art learning – teaching outcome – oriented paradigm. Twine objectives are met with enabling policies of enrolment and admissions and faculty development.

Rationale:

The changing scenario in higher education globally demands complete paradigm shift from pedagogical approaches to andragogical thinking. The academic professionals of new era, in the new institutional eco - system fully aligning with NEP 2020 asks for complete overhaul of academic services and professionals engage in it. CVRUK recognizing the changing time and demand for high quality new era academic professionals evangelize its academic team by re-orienting them, equipping them with new outlook, new skill sets and new info – base to deal with upcoming changes.

Policy Objectives:

1. Developing a cadre of academic professionals oriented in dealing with changing demands of the student communities;
2. Engaging with the cadre of academic professionals well equipped with the skill sets required to comply with the NEP 2020;
3. Evolving the strategies wherein the academic professionals in a multi – disciplinary, cross – functional university become true source of new knowledge creation through research, entrepreneurial mind – sets and work in a collaborative institutional eco – system;
4. Design the system of faculty development through continual improvement process;

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Policy Drivers:

1. **Faculty Induction Program (FIP):** CVRUK being the nascent university aspiring to evolve as institution of eminence in higher learning with global outlook induct the new and youthful professionals for academic services. The FIP would enable the new inductee to understand the CVRUK philosophy of higher learning, get acquainted with QMS applied with academic quality circles, enable her / him to become the active member of the CVRUK academic team right at the entry level.
2. **Faculty Development Program:** CVRUK in its pursuit to academic excellence would engage all and sundry faculty members to undergo a series of FDPs with modular approach and gradual improvement. The FDP would be managed by pre – determined CBNA (Capacity Building Need Assessment) using 360⁰ feedback loops.
3. **Faculty Management Program (FMP):** The FMP would enable the senior faculty moving up the ladder and seeking the higher responsibilities and management of the university. The higher academic units like Schools of Studies becoming the Knowledge Growth Centres at CVRUK would require a trained and motivated cadre of leaders and managers who in their capacities would deal with futuristic issues.
4. **Faculty Competency Mapping (FCM):** CVRUK has introduced FCM tool devised to gauge the competency level of its academic team members on regular intervals. The FCM facilitates understanding ASK (Attitude – Skill – Knowledge) trinity in any individual at a given point in time. It provides an analytical assessment of the three critical components in any academic pursuit.

Key Policy Pointers:

1. ***Developing Technical “know – how”, “know – why” and “know – what”*** among the CVRUK academic members with specific reference to their current and future engagement in their won and allied streams of knowledge. This may take care of multi – disciplinarity in the new paradigm aligning with NEP 2020.
2. ***Language proficiency*** leads to effective delivery of the subject matter and attracts learners towards the teachers. Command over language may it be any medium of instruction (English or Hindi) the language proficiency would help adjudge the teacher’s lineage her / his subject information. The language proficiency also determines the teachers’ ability to decipher complex concepts and principles into simple and comprehensible information.

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3. **Writing Skills** – an academic professional in the first place is the new knowledge creator and hence writing comprehension would determine her / his ability to express depth of the subject she or he is assigned to handle. Writing comprehension would be an essential policy pointer wherein the CVRUK pursuit for spreading and creating excellence in every sphere of knowledge would determine its mantle.
4. **Case writing and case teaching techniques** would be the hallmark of the CVRUK teaching – learning paradigm, it would enable the academic service members of CVRUK to connect well with ground zero in their field of enquiry. The Case teaching technique would help create learning material with ground realities, convert mundane principles in the practices and help identify good practice guidelines. The practical approach in case teaching would make the learners connect with concurrent developments globally.
5. **Verbal and non-verbal communication** – as teachers, trainers, coach and mentors the academic professionals of CVRUK shall be the change makers who would design and determine the attitude, aptitude and altitude of the students. The faculty development policy singularly emphasizes the need for attaining highly proficient verbal and non – verbal communication among its academic team.
6. **Digital proficiency** – In the digital era where electronic medium governs the knowledge economy, the digital proficiency among the knowledge workers would be the key denominator to access the new information from across the globe and decipher it into comprehensible information with user friendly interphase. The new digital learning platforms, EdTech initiatives and learning management systems (LMS), virtual classrooms and laboratories, online libraries are few of the examples where digital literacy and digital proficiency determines the quality of academic professionals.
7. **Analytical and problem-solving skills** – the knowledge workers and academic professionals of new era, practitioners and proponents of the case teaching aligning with NEP 2020 and designed to deliver the subject matter with research orientation must be well equipped with analytical and problem-solving skills. The CVRUK policy imbibes with the spirit of andragogy wherein the learners are motivated by the teachers for self – learning and acquiring new information, processing the information and creating the self – possessed knowledge.
8. **Articulation** – is attributed to self – expression of subject information in easily decipherable and receivable information. The gold standards of articulation lies in open,

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transparent and effective communication using media mix. CVRUK policy delves upon the principles of effective communication with its students.

9. ***Learning outcome monitoring*** – the academic professionals engaged in CVRUK must have high level of proficiency in learning outcome monitoring to make the learning goal oriented.
10. ***Learning output assessment abilities*** – this would determine the innovative, transparent and objectively verifiable assessment of the students at regular intervals, framing questions, designing assessment tools, valuating the quality and receptivity of the subject information and comprehending the subject information to convert it in to new knowledge among its students would determine the quality of teaching – learning in CVRUK, this attribute shall point towards the quality of overall conduct of CVRUK academic team.

Action plan:

The policy when adopted would drive the academic team to invest quality time to the tune of 10% annually in the self – development for CVRUK academic excellence.

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