G H RAISONI COLLEGE OF ENGINEERING AND MANAGEMENT, NAGPUR.

Standard Operating Procedure Development - Faculty Recruitment & Evaluation

Process Documentation Module: Budgeting

APPROVED BY THE BOG MEETING HELD ON 13-02-2021 IN RESOLUTION NO 3/10

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PROCESS: TRAINING & DEVELOPMENT

SUB PROCESS-TRAINING & DEVELOPMENT PROGRAM FOR STUDENTS

KEY OBJECTIVES:

- To ensure an all-round development of the student

KEY INPUTS:

- List of students in the institute

KEY ACTIVITIES:

A) TRAINING NEED ASSESSMENT

- The training need for the students is assessed based on the interaction with
  - ✓ Students
  - ✓ Faculties
  - ✓ Alumni
  - ✓ Parents
  - ✓ Corporate
  - ✓ Head of Department
- The interactions with each of the stakeholder is recorded and assessed for the areas of focus for the student development

B) MODULE IDENTIFICATION

- Based on the TNA, the training needs should be identified. Some of the focus areas for the student development should include
  - ✓ Communication Skills
  - ✓ Life Skills
  - ✓ Employability Skills
  - ✓ Professional Skills and Personality Development
  - ✓ Aptitude Skills
- The focus areas under each of the heads mentioned above should be identified.

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- The focus areas for the programs can be
  - ✓ Engineering Program
  - ✓ 1st Year - Communication Skills
  - ✓ 2nd Year - Life Skills
  - ✓ 3rd Year - Employability Skills
  - ✓ 4th Year - Professional Skills
  - ✓ MBA / MCA Program
  - ✓ 1st Year - Communication Skills & Life Skills
  - ✓ 2nd Year - Employability & Professional Skills

C) INSTITUTE COORDINATION

- One month prior to the commencement of academic session (Before the academic calendar is finalized), the Training & Development program should be introduced to the Director as well as the entire faculty
- The faculty / Head of Department / Director should provide minimum of 2 hours per week per section for the Training & Development program. Maximum of 4 hours per week per section can be allocated
- The schedule for the Training & Development Program sessions should be part of the academic schedule and decided along with the academic calendar and teaching plan

D) STUDENT CATEGORIZATION

- In the first class of the year, a mock interview should be conducted by the trainers. The evaluation of the student should be performed to identify the weak areas of the students.
- Based on the evaluation of the students for the mock interviews, the students with the common weak area should be categorized together
- The trainings should be provided to different groups in isolation. The focus area of the sessions should be based on the weakness of the group identified during the mock interviews

E) TEACHING & TRAINING MODULE

- The trainers of the Training & Development Program should be equipped with the necessary technical skills and terminologies required by the students of a particular course. These terminologies should be required for building the employability skills
- The trainers are required to attend some classes of the courses to equip themselves with the technical skills and terminologies required
- The schedule for the classes should be mapped with the availability of trainers. The list of trainers and the classes for their attendance should be prepared and approval from the Director should be sought.

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F) SCHEDULING TRAINING

- The schedule for the Training & Development Program sessions should be part of the academic schedule and decided along with the academic calendar and teaching plan
- Two hours per week should be allocated to each section for Training & Development Program for the student

G) FEEDBACK COLLECTION & COURSE CORRECTION

- Head of Training & Development should meet the Director at least once a month to seek feedback from the Director
- The trainers should also gather feedback from the students in intermittent period. This feedback from students should be assessed by the trainers and they can do a course correction in the training, if required

KEY OUTPUTS

- List of students attending the training & development program

KPIS

- 100% students covered under training
- No of hours of training conducted for the students

SUB PROCESS- TRAINING & DEVELOPMENT PROGRAM FOR FACULTY

KEY OBJECTIVES

- To ensure proper development of the faculties
- To coach faculties on latest methodologies and instill teaching skills

KEY INPUTS

- List of faculties in the institution

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KEY ACTIVITIES

A) FACULTY ORIENTATION PROGRAM

- The faculty should be provided an orientation program within 1 week of joining of the institute. This should be done before a faculty should be permitted to conduct any classes at the institute.
  - ✓ The orientation program should comprise of:
  - ✓ Orientation about Raisoni Group of Institutions
  - ✓ Orientation about GHCACS
  - ✓ Orientation about the autonomy
  - ✓ Brief of academic and other responsibilities by Director / Dean of the institute
  - ✓ Role of faculty in mentoring of students
  - ✓ Planning for Sessions
  - ✓ Training on MIS
  - ✓ Inputs on Presentation Skills, teaching skills, effective classroom management, pedagogy, improving communication skills
  - ✓ Any other inputs as deemed required from time to time

B) FACULTY NOMINATION & MODULE SELECTION

- The college should have an annual faculty Training & Development Program, where the primary objective will be to facilitate the overall development of the faculty.
- The Training Department should send a circular to the Director to obtain nominations for the faculty
- The schedule for the faculty training should be made in consultation with the Director
- The "Training Need Assessment" for the faculty should be done and accordingly the modules should be identified. The module for the faculty can include
  - ✓ Effective classroom management
  - ✓ Mind mapping
  - ✓ Case studies
  - ✓ Emotional Intelligence
  - ✓ Public speaking
  - ✓ Any other module that Training Department / Department feel necessary from time to time

C) TRAINING CONDUCTION & FEEDBACK

- The batch of the faculties should be formed depending on the common needs
- The trainings should be conducted as per schedule
- The trainer should seek feedback from the faculty from time to time. Also feedback should be sought from the Director once a month.

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D) FACULTY DEVELOPMENT PROGRAM

- The Head of Department analyses perform TNA based on the appraisal. This is performed across departments.
  - ✓ Inputs are sought based on the following
  - ✓ Portfolio in-charge / lab in-charge / new subject requirement
  - ✓ Faculty's interest
  - ✓ R&D Needs
  - ✓ Technical skills enhancement
  - ✓ Skills required by faculty
  - ✓ Poor feedback in the subject
  - ✓ Training required for promotions
- Based on the TNA, a yearly training need should be identified by 1) Internal trainer 2) Industry training. A calendar should be prepared for the annual trainings to be held
- One week of mandatory training should be provided to the faculty
- Feedback should be sought from the faculty on the training program

KEY OUTPUTS

- List of faculties attending the training & development program

KPIS

- 100% faculties covered under training
- No of hours of training conducted for the faculties

SUB PROCESS- TRAINING & DEVELOPMENT PROGRAM FOR NON-TEACHING

KEY OBJECTIVES

- To ensure development of the non-teaching staff
- To teach non-teaching staff basic level of etiquettes

KEY INPUTS

- List of non-teaching staff along with levels

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KEY ACTIVITIES

TRAINING & DEVELOPMENT FOR NON-TEACHING STAFF

- The non-teaching staff should also go through Training & Development Program. This is required to coach them with basic level of etiquettes and make them presentable in front of the stake holders
- The non-teaching staff should be categorized based on the level and a customized program should be developed by the Training Department for each level
- The training & development program can comprise of:
    - ✓ Dressing skills
    - ✓ Talking etiquettes
    - ✓ Technical skills required in Department
    - ✓ Any other skills that Training Department feels necessary from time to time
- At least 45 hours of training activities should be performed for the non-teaching staff in each module and 2 modules of training should be administered to them in a year
- Qualitative assessment should be performed by the trainers to evaluate the development of the staff and according do course correction in the program

KEY OUTPUTS

- List of non-teaching staff attending the training & development program.

KPIS

- 100% non-teaching staff covered under training.
- No of hours of training conducted for the non-teaching staff.

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REPORT USAGE LIMITATIONS

- This report is intended solely for the information and use of the management of RGI and is not intended to be and should not be used by anyone other than these specified parties. Ernst & Young therefore assumes no responsibility to any user of the report other than RGI Management. Any other persons who choose to rely on our report do so entirely at their own risk.

LIMITATIONS OF PROCEDURES

- As it is practically not possible to study all aspects of a process in its entirety thoroughly during the limited time period of a review, based on our methodology for conducting the exercise, we conducted a review of the process and held discussions with the process owners and other key people in the process during the planning stage of audit which helped us in identifying specific areas where control weaknesses & process gaps may exist, opportunities for process improvement and/or cost reduction/revenue enhancement. Our subsequent test work, study of issues in detail and developing action plans are directed towards the issues identified. Consequently this report may not necessarily comment on all the function / process related matters perceived as important by the management.

- The issues identified and proposed action plans in this report are based on our discussions with the people engaged in the process, review of relevant documents/records and our physical observation of the activities in the process. We made specific efforts to verify the accuracy and authenticity of the information gathered only in those cases where it was felt necessary. The work carried out and the analysis thereof is based on the interviews with the personnel and the records provided by them.

- The identification of the issues in the report is mainly based on the review of records, sample verification of documents / transactions and physical observation of the events. As the basis of sample selection is purely judgmental in view of the time available, the outcome of the analysis may not be exhaustive and representing all possibilities, though we have taken reasonable care to cover the major eventualities.

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