



ST. ALOYSIUS' COLLEGE

AUTONOMOUS
JABALPUR- 482001
MADHYA PRADESH, INDIA

CRITERION-6

GOVERNANCE, LEADERSHIP AND MANAGEMENT

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Institutional Reviews and Teaching Learning Reforms

Document Name

Staff Professional Development Policy



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(AUTONOMOUS), JABALPUR(M.P.)

Reaccredited 'A+' Grade by NAAC (CGPA 3.68/4.00)

College with Potential for Excellence (CPE) by UGC

DST-FIST Supported & Star College Scheme by DBT.

Staff (Teaching and Non-Teaching staff) Professional Development Policy

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Introduction

a. Purpose of the Policy

The purpose of this Professional Development Policy is to support the ongoing learning and growth of both teaching and non-teaching staff at the institution. The policy aims to enhance their skills and knowledge, aligning staff development with the institution's goals to improve overall effectiveness and success.

b. Scope

This policy applies to all teaching and non-teaching staff of the institution, covering a range of professional development opportunities such as workshops, training, and further education.



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Policy Objectives

a. Enhancing Skills and Knowledge

This objective aims to equip staff with up-to-date skills and knowledge through access to training and educational resources, ensuring they remain effective and proficient in their roles.

b. Supporting Career Advancement

The policy supports staff career progression by providing opportunities for professional growth and development that prepare them for advanced roles and increased responsibilities.

c. Improving Institutional Effectiveness

By investing in staff development, the policy enhances the overall effectiveness of the institution, leading to improved performance, innovation, and a strengthened academic and administrative environment.



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Implementation Strategies

This policy outlines the comprehensive strategies the institution employs to facilitate continuous professional development for both teaching and non-teaching staff. It aims to provide clear guidelines on eligibility, the array of programs offered, and the supportive framework that ensures effective participation and benefit from these initiatives.

1. Eligibility Criteria

This section defines who qualifies for professional development opportunities. All full-time teaching and non-teaching staff are eligible. Part-time staff are included, with eligibility based on criteria such as hours worked or contract terms. Additional eligibility requirements may include a minimum tenure at the institution or specific performance benchmarks.

Programs and institutional support

- Workshops, Conferences, Seminars, and Training Courses: The institution supports participation by granting leaves and covering expenses, including travel and registration fees, to facilitate staff attendance.
- Education Upgradation: Supports faculty members pursuing higher academic qualifications and professional certifications, providing access to necessary resources such as laboratory facilities, libraries, academic journals, and plagiarism detection software.
- Online Learning Modules: Recognizes the importance of flexible and accessible learning opportunities, providing faculty members with free access to the internet for video conferencing and online learning platforms. Unrestricted access to a range of online databases supports continuous learning and professional growth.



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- Organize Development Programs: Periodically organizes development programs to enhance faculty skills and knowledge, tailored to meet the evolving educational landscape and institutional demands.

2. In-house development programs

- Skill Enhancement Programs: Periodically organized programs aim to enhance the add-on skills of non-teaching staff, ensuring they are equipped to support the institution's operations effectively.
- Stress Management Programs: Regularly scheduled programs for both teaching and non-teaching staff focus on stress management, promoting well-being and productivity within the workplace.
- Awareness Programs: Sessions are conducted to keep all staff informed about new implementations and changes within the institution, ensuring everyone is up-to-date and can adapt to new processes and technologies effectively.

The Principal plays a proactive role in disseminating information about these opportunities. From time to time, the Principal notifies staff of relevant programs and may direct them to participate in specific events to align their professional growth with the institution's strategic goals and their personal career objectives. This ensures that all staff members are well-informed and can fully benefit from the development opportunities available to them.



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Operational Guidelines for Participation

Faculty members are required to effectively plan their participation in professional development programs:

- Annual Planning: Participation should be planned at the beginning of the academic year and included in the annual teaching plan.
- Leave and Duty Adjustments: For programs outside town, faculty must secure leave approval in advance and arrange for duty adjustments to ensure continuous academic operation during their absence.

Conclusion

This Professional Development Policy for both teaching and non-teaching staff underscores our commitment to fostering an environment of continuous learning and growth. By aligning staff development with the institution's goals, this policy enhances individual skills and institutional effectiveness, ensuring that all staff are well-equipped for their roles and future advancements. Through a clear framework of eligibility, diverse programs, and robust support, we ensure that our staff are not only informed but fully engaged in their professional growth, ultimately contributing to the success and innovation of our institution.