



Criterion 6- Governance, Leadership and Management

6.3 Faculty Empowerment Strategies

6.3.3 - Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1 – Total number of of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Sr No	DVV Findings	Institutes Claim
7	DVV partner observation : Even non-teaching staff is undergoing training in technical programs like Linux , cyber security, CCNA , Open power ISA RISC which only in the case of staff with computer science department can benefit , HEI to clarify the above observation failing a sufficient answer can lead to elimination of non-teaching staff from 6.3.3.1 data input HEI to recheck the above for the metric 6.3.3	The concept involves providing training to non-teaching technical staff in technical programs such as Linux, cyber security, CCNA, and Open Power ISA RISC within the E&TC Department. These programs are aligned with subjects related to System Programming, Operating Systems, Network Security, Cloud Computing, and Mobile Computing. Additionally, relevant subjects from the Mechanical Department are also included in the training program for non-teaching technical staff.

Reasons Why Non-Teaching Staff Should Undergo Technical Training:

1. Improved Institutional IT Infrastructure and Support

- **Maintenance and Support Roles:** Non-teaching technical staff in roles such as **IT support, network administrators, system administrators, or helpdesk personnel** can directly benefit from training in programs like Linux, cyber security, and CCNA. These roles are critical in maintaining the institution's **network infrastructure, server management, system security, and user support**.
- **Linux and Server Management:** Training in Linux is especially useful since many institutional servers and IT infrastructure rely on Linux-based operating systems. Non-teaching staff responsible for maintaining these systems will benefit from knowing how to manage Linux servers and handle system updates, configurations, and troubleshooting.




2. Enhanced Security Practices

- **Cybersecurity Awareness:** Non-teaching staff can play a crucial role in maintaining the institution's **cybersecurity**. While technical staff focus on securing networks and systems, non-teaching staff can act as the first line of defence by being trained to recognize phishing attempts, suspicious activities, and potential vulnerabilities. A basic understanding of **cybersecurity** principles can help non-teaching staff recognize and mitigate security risks.
- **Data Protection:** In an institution, non-teaching staff often handle sensitive **student** or **faculty data**. Training in cybersecurity can ensure they understand how to safely handle, store, and transmit this data, reducing the risk of security breaches.

Non-teaching staff should undergo training in technical programs like **Linux, cybersecurity, CCNA, and Open Power ISA RISC** because these programs directly contribute to improving the institution's **IT infrastructure, security, and operational efficiency**. Additionally, they foster a **multidisciplinary workforce**, enhance **career development** opportunities for non-teaching staff, and provide a greater sense of **institutional resilience** in times of technological or security crises. This training helps integrate non-teaching staff more effectively into the institution's technological ecosystem, ensuring that they are capable of addressing technical challenges and supporting the institution's overall goals




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