

CSI INSTITUTE OF PG STUDIES

SECUNDERABAD

IMPLEMENTATION OF TEACHER TRAINING POLICY

INTRODUCTION

With rapidly changing technological scenario in the context of ever-increasing global connectivity as well as competitiveness in modern times, the role of technical education in economic development has become very significant and challenging. Also, as a consequence of intensive technological developments, the concerns of sustainability, environmental degradation, resource depletion and inclusive growth have become more relevant. The need for well-qualified professionals is more critical with complex problems that affect the quality of life of everyone, everywhere for businesses seeking well-rounded engineers and professionals who face global challenges. Further, the concerns about making the educational curricula and training more conducive to the national needs are becoming a top priority.

Basing on the measures taken by the AICTE to include an exhaustive revision in the current curricula; training of teachers; mandatory student orientation program at the time of induction; examination reforms; mandatory accreditation; mandatory internship; effective industry interaction; advance perspective planning, etc. the institution framed and implemented a “Comprehensive Training Policy for Teachers”.

2. BROAD OBJECTIVES OF THE TRAINING POLICY

As per the norms of AICTE, two distinct categories of the training program are identified and implemented:

Faculty Induction Program (FIP) to be provided just after the recruitment of inductee teachers and In-Service Training Program (ITP) catering to the specific requirement at various levels of their teaching career.

The Committee proposes the following broad objectives of the Training Policy for inductee teachers:

- To begin with, clearly demarcate the training needs at different levels of career and for different categories of teachers, keeping in mind their present status, the expectations from a good teacher and the ground reality of technical education in the country. This will naturally characterize the training needs at the time of induction as well as at the successive stages of the academic career.
- To prescribe the structure and the contents of the training program at different levels
- To propose a feasible mechanism to effectively implement the desired Training Policy on a large scale throughout the country.

- To monitor, facilitate and successively improve the quality of training by proposing to develop suitable resource persons, resource material (both print and online modes) and carrying out action research.
- To recognize the salient implications of the proposed policy and to suggest ways and means to appropriately deal with these to establish a sustainable system for training of technical teachers.
- Continuous updating of technical subject expertise (theory and practice) by making mandatory, the successful completion of at least one subject course offering through technology-based means i.e. Massive Open Online Courses (MOOCs) and/or open online courses every year

3. TRAINING NEEDS DURING THE FACULTY INDUCTION PROGRAM (FIP)

In this phase of Faculty Induction Training (FIP), imparting of teaching skills and enhancement of leadership would be required in addition to general academic as well as domain-specific requirements. This will need both instructional inputs as well as guided exposure to good practices and demonstrative situations.

The following requirements to be met in the training:

- General orientation about the present scenario and challenges of technical education and the spectrum of duties and expectations.
- Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Training for preparing lesson plans and effective instructional process and initiatives for developing competence in communication skills in various modes relevant to the technical profession.
- Inculcation of a holistic perception, professional values and ethical attitudes.
- Exposure to relevant ICT tools and aids for effective teaching-learning and resources for lifelong self-learning.
- Training in the appropriate use of various modes of student evaluation.
- Training in creative problem-solving; research methodology; conducting guidance for R&D projects etc.
- Guided exposure to good teaching practices, learning methods, lab development and organization of practical classes etc.
- Training in miscellaneous aspects other than teaching and research, such as administrative procedures, financial procedures and legal implication etc.

FRESHER INDUCTION PROGRAM:

A new faculty member who completes his / her studies in a timely manner from any technical institution and joins in our polytechnic college needs basic training, he / she is required to provide quality outputs in the short run so that they lead to meaningful outcomes for the discipline in the medium duration

which in turn a valuable impact for the institutions in the long duration. Therefore, the faculty member is required to plan the efforts and their directions to make the academic carrier meaningful.

Faculty induction programme (FIP) has to be implemented just after recruitment of fresh teachers

- He / She has to keep abreast with the latest AICTE syllabus in his subject.
- New faculty members are trained to develop the art of preparing a systematic lesson plan and effective class room interaction developing competence in communication skill in various models relevant to technical problems.
- Training in human values through an appropriate process of self-exploration happened to be, by far the most important component of the training of fresh teachers.
- A teacher also has to learn the knack of continuous knowledge updating and life long learning.
- Apply the concepts, principles, and process of instructions and learning to ensure effective implementation of the curriculum.
- Demonstrate ethical and responsible, professional behavior in the performance of his duties and rules.
- Also at successive stages of teaching career, training inputs about curricular development, infrastructure development, Institutional development, disciplinary and other important aspects of educational administration and policy formulation etc., will also be needed.
- The points explained above required the development of a comprehensive training policy for young inductee teachers at different stages of their carrier as well as meeting different needs.
- To prescribe the structure and contents of the training program at different levels.
- To monitor, facilitate and successfully improve the quality of training by proposing to develop suitable resource persons, resource material and carrying out action research.
- Continuous updating of technical subject expertise by making mandatory, the successful completion of at least one subject course offer through technology based means every year from anywhere in the world. Basic understanding of the teaching learning process.
- Training in preparing a systematic lesson plan and effective classroom interaction.
- Guided exposure to good teaching practice and lab development.
- Teaching in miscellaneous expects other than teaching such as administrative procedure, financial procedure and legal implication etc.,
- A fresher is required to attend two seminar / workshop / conferences in an academic year.

FDP PROGRAMME FOR ABOVE 1 YEAR - 10 YEARS SERVICE

- Refresher modules, for knowledge updating newer developments and thrust are as in concerned field.
- Training on curricular development, research material development and good practices in teaching and research.
- Planning for departmental growth, motivation and efficiency.
- Inviting eminent personalities who have achieved some feat in science and technology to take some seminar for our students.
- Participation in the seminar will help them to interact with present and ongoing advancements in the technical field.

- They should attend 4 seminar / workshop / conferences in a academic year.

FDP PROGRAMME FOR ABOVE 10 YEARS OF SERVICE

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- Training on curricular development, research material development and good practices in teaching and research.
- Planning for departmental growth, motivation and efficiency.
- Inviting eminent personalities who have achieved some feat in science and technology to take some seminar for our students.
- Participation in the seminar will help them to interact with present and ongoing advancements in the technical field.
- They should attend 5 seminar / workshop / conferences in a academic year.

PEER GUIDANCE:

At CSI Institute of PG Studies we believe in co-learning will be helping any individual to transform the knowledge in order to upgrade themselves for the trending needs of the industry. In the institution the Professors will guide and support the associate professors and in turn the associates will transform their knowledge to the young assistant professors in terms of research, knowledge etc. This process is monitored by Principal / HoD in the institution.