



SINHGAD TECHNICAL EDUCATION SOCIETY'S

# SINHGAD INSTITUTE OF TECHNOLOGY

(Affiliated to Savitribai Phule Pune University & Approved by AICTE, NBA, NAAC)

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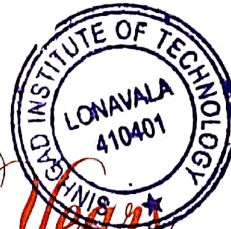
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## Teacher Training Policy

The proficient teacher in Engineering discipline should have a sound knowledge and associated skills of the subject and should aware about its application in real life. Every teacher should have the essential teaching skills to systematically plan for instructional delivery of curriculum and should be able to communicate the knowledge and skills to the students in an effective manner. The teachers should acquire knowledge and related skills and envision its application for assisting them to become competent professionals. Thus, a faculty member is required to plan the efforts of effective teaching learning and implementation to make the academic career meaningful. Teachers Training Policy at the institute is prepared using guidelines given by AICTE


### Objectives

- Identify training needs at various career stages and for different teacher categories, considering expectations of a good teacher and the technical education landscape.
- Define the structure and content of training programs at different levels.
- Oversee, facilitate, and enhance collaboration with industry, institutions, government agencies, and NGOs to improve training quality using appropriate resources and materials.
- Continuously update technical expertise by completing at least one technology-based course annually.
- Stay informed about the latest technological trends through interactions between industry and institutions.
- Foster a technology-oriented academic and research culture within the institute, ultimately benefiting students.



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The training need of teachers in their career can be classified under two distinct categories of the training program:

1. Faculty Induction Program to be provided just after joining the institute.
2. In-service training program for specific requirements at various levels of the career.

### **Faculty Induction Program**

- The Faculty Induction Program (FIP) should be implemented following the recruitment of new teachers.
- Faculty members must stay current with the latest curriculum in their subject area.
- New faculty members receive training to develop systematic lesson planning skills and effective classroom interaction, enhancing their communication abilities with various models relevant to technical problems.
- Training in human values, facilitated through a process of self-exploration, is a crucial component of teacher development. Educators should also understand the connections and interactions between science, technology, the environment, and social and ethical values.
- Teachers should also acquire skills for continuous knowledge updating and lifelong learning
- Apply instructional concepts, principles, and processes to effectively implement the curriculum.
- Exhibit ethical, responsible, and professional behavior in fulfilling duties and adhering to rules.
- At various stages of their teaching careers, educators will need training on curricular development, infrastructure enhancement, institutional growth, and other crucial aspects of educational administration and policy formulation.
- A comprehensive training policy must be developed to address the diverse needs of new teachers at different career stages.
- Monitor and enhance training quality by developing appropriate resources, creating resource materials, and conducting action research.
- Continuously update technical expertise by mandating the successful completion of at least one technology-based course annually from any global institution.
- Gain a basic understanding of the teaching-learning process, develop systematic lesson plans, and ensure effective classroom interaction.
- Receive guided exposure to effective teaching practices and lab development.

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- Engage in additional responsibilities beyond teaching, such as administrative procedures, financial processes, and legal implications.
- All teachers are required to attend seminars, workshops, or conferences each academic year.

#### **In-Service Training Needs at Various Levels**

- Refresher modules for updating knowledge on new developments and key areas in the relevant field.
- Training on curricular development, research material creation, and best practices in teaching and research.
- Strategic planning for departmental growth, motivation, and efficiency.
- Inviting distinguished experts in science and technology to conduct seminars for students.
- Participation in seminars to engage with current advancements in the technical field.
- Attendance at four seminars, workshops, or conferences per academic year.
- Courses on institutional management and promotion development.
- Leadership training focused on creating vision, mission, and strategy with stakeholder involvement.
- Training in collaborative research with industry, institutions, government agencies, and NGOs.
- Planning for departmental growth, motivation, and efficiency.
- Addressing obsolescence and planning for continuous departmental and institutional growth.
- Effective interaction with monitoring and collaborating agencies.
- Promoting a value-based, ethical environment and managing disciplinary issues related to entrepreneurship.
- Liaison with governmental monitoring and regulatory bodies.

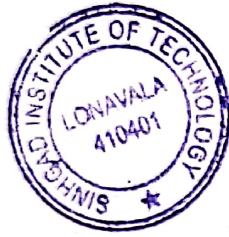
#### **Expected Outcome from The Proposed Training Program**

- It is strongly believed and anticipated that the successful implementation of the Comprehensive Training Program outlined in this policy will significantly enhance the quality of technical education in the country.
- The institutional environment, discipline, and motivation of both students and teachers will improve, thereby enhancing the quality of teaching and learning processes.
- Professional skills, values, and attitudes development will profoundly impact young minds, shaping them into socially responsible technical professionals.
- Ongoing in-service training programs will keep teachers updated with the latest

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developments, aligning their teaching with current practices and indigenous advancements tailored to national needs.

- This approach will foster a culture of continuous learning from experienced colleagues and promote effective teamwork within departments and institutions.
- Additionally, it will address the current lack of student-teacher interaction outside the classroom, facilitating proper mentoring, counseling, and healthy personality development among students.



  
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