

Teacher Training Policy

Sacred Heart College Autonomous, Thevara, focuses on holistic teacher development through continuous professional training, incorporating modern skills like life skills and certifications, fostering research, and integrating national policies like the NEP 2020 for quality education, aiming to produce teachers committed to academic excellence and societal contribution.

Based on the AICTE guidelines, the teachers training is designed in two distinct categories of the training program:

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

Objectives

- To identify the training needs at different levels of career and for different categories of teachers, considering the expectations from a good teacher and technical education scenario.
- To prescribe the structure and contents of the training program at different levels.
- To improve the quality of training through suitable resource persons and resource material.
- To know latest trends in technology through Industry Institute Interaction.
- To develop healthy, technology oriented academic and research culture in the institute which will eventually percolate to students

TRAINING POLICY

1. Faculty Induction Program:

Effective classroom interaction requires faculty to develop the ability to prepare systematic lesson plans and foster engaging classroom activities. This constitutes a fundamental teaching competency. In addition, faculty must master appropriate pedagogical techniques, understand diverse student learning styles, and employ effective evaluation methods to ensure the achievement of desired learning outcomes. These competencies are essential components of faculty training programs.

Faculty members progress at their own pace in various professional activities. Initially, newly appointed faculty may face challenges in student engagement, institutional development, and teaching-learning responsibilities. As faculty gain experience, competence in student development, teaching-learning effectiveness, and institutional contributions increases, often accompanied by enhanced technological expertise and alignment with industry standards at national and international levels.

The Faculty Induction Program is designed to support newly appointed faculty in achieving the following objectives:

- Provide an overview of the current landscape and challenges in technical education, emphasize the importance of teamwork, instil a sense of ownership, and clarify faculty duties and expectations.
- Develop a foundational understanding of teaching-learning processes, outcome-based education, and institutional policies related to academics, research and development, and internships.
- Introduce relevant ICT tools to support effective teaching-learning and promote access to resources for continuous professional development.
- Familiarize faculty with exemplary teaching practices, laboratory development, and mechanisms for industry-institute interaction.
- Emphasize the importance of feedback in professional development and performance appraisal.
- Explain faculty roles within the vertical hierarchy (department under Head of Department) and horizontal hierarchy (functional committees under senior faculty) as per the institutional organizational structure.
- Provide guidance on administrative processes, financial procedures, and legal considerations beyond teaching and research responsibilities.

2. In-Service Training Needs at Various Levels

- Refresher Modules, STTPs, FDPs for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training on curricular development, resource material development and good practices in teaching and research.
- Training for necessary record keeping work in view of evaluation by various bodies such as NAAC, NBA etc. in a role of some criterion in charge at department or institute level.

- Training to contribute to institute level functioning as head of Functional Committees under senior faculty members as per organization chart of the institute.
- Industrial exposure and training to bridge the gap between academia and industry.
- Training on collaborative research with industry, institutions, government agencies and NGOs
- Planning for departmental growth, institutional growth, motivation and efficiency
- Removal of obsolescence and planning for continuous growth of the departments and the institute.
- Effective interaction with monitoring and collaborating agencies.
- Facilitating a value-based ethical environment in the institution.
- Handling of disciplinary issues.
- Liaison with governmental monitoring/ regulatory bodies.
- Training for research guidance, sponsored project planning and conduction, consultancy etc.
- Training for lab development.
- Training on IPR issues, patenting, technology transfer/dissemination and ethical issues in R & D
- Training on organization of conferences, workshops, symposia etc.

3. Expected Outcome from The Proposed Training Program

- It is strongly believed and expected that the Comprehensive Training Program as envisaged in this policy document if properly implemented, will go a long way in improving the quality of technical education in the country.
- The institutional environment, discipline and motivation of students/ teachers will also boost up, thus improving the quality of teaching-learning processes.

- The grooming in professional skills, values and attitudes will have a profound impact on shaping up the young minds and transforming them into socially responsible technical professionals.
- Organization of continuous in-service training programs will help the teachers to keep themselves abreast with the latest developments and correlate their teaching to the prevailing practice and indigenous development as per the needs of the country.


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