



# **Bharati Vidyapeeth's Institute of Management & Information Technology**

**CBD Belapur Navi Mumbai**  
(NBA Accredited)

## **Teacher Training Policy**

It may be appreciated that to be a proficient teacher in any field, one should have a sound knowledge and associated skills of the subject and its application with the prevailing practice scenario in real life. One should also have the requisite teaching skills needed to scientifically plan for instructional delivery and communicate the knowledge and skills to the students in an effective manner. This has to be done in a manner so that they are motivated and fascinated to acquire knowledge and associated skills and visualize its application for helping them to become competent professionals, capable of contributing effectively towards the welfare of the society and also their career development.

A faculty member who completes his/ her studies in a timely manner, and joins the academic career normally enjoys 30-35 years of the total working period. The first deliverable viz. 'outputs' is quantifiable in a short duration from the start of the academic career. The second deliverable viz. 'outcomes' comes in a medium duration say 10-15 years of working and the third, 'impacts' is visualized in a long duration say beyond 20-25 years. A faculty member is required to provide quality outputs in the short run so that they lead to meaningful outcomes for the disciplines in the medium duration which in turn cause a valuable impact for the nation in the long duration. 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 and considering practical scenario in Un aided Professional Technical institutes.

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

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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.

### **Objectives**

1. 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.
2. To prescribe the structure and contents of the training program at different levels
3. To monitor, facilitate and successively imp industry, institutions, government agencies and NGOs. To improve the quality of training through suitable resource persons and resource material.
4. Continuous updating of technical subject expertise by successful completion of at least one subject course offered through technology-based means every year.
5. To know latest trends in technology through Industry Institute Interaction.
6. To develop healthy, technology oriented academic and research culture in the institute which will be eventually percolated upto students.

### **Faculty Induction Program**

- Faculty induction programme (FIP) has to be implemented just after recruitment of fresh teachers.
- The faculty has to keep well-informed with the latest curriculum in his subject.
- New faculty members are trained to develop the art of preparing a systematic lesson plan and effective classroom interaction developing competence in communication skill in various models relevant to technical problems.
- Training in human values through an appropriate process of self-exploration happens to be, by far, the most important component of the training of teachers. They must also be able to visualize the interrelationship and interaction between science, technology, environment, social and ethical values
- A teacher also has to learn the skill of continuous knowledge updating and lifelong learning.

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- Apply the concepts, principles, and process of instructions and learning to ensure effective implementation of the curriculum.
- Demonstrate ethical and responsible, professional behaviour in the performance of his duties and rules.
- 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 monitor, facilitate and successfully improve the quality of training by proposing to develop suitable resource person's 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, 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.

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

- Refresher modules, for knowledge updating newer developments and thrust areas 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.

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- 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
- Training courses in Institutional Management and promotion of Entrepreneurship development
- Training in leadership; preparing vision, mission and strategy by involving all stakeholders.
- Training on collaborative research with industry, institutions, government agencies and NGOs.
- Planning for departmental growth, motivation and efficiency.
- Removal of obsolescence and planning for continuous growth of the departments and the institution.
- Effective interaction with monitoring and collaborating agencies
- Facilitating a value-based ethical environment in the institutional handling disciplinary issues.
- Liaison with governmental monitoring/ regulatory bodies.

### **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 also correlate their teaching to the prevailing practice and indigenous development as per the needs of the country.

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- It will also promote a culture of continuous learning from the seniors and ensure a cohesive teamwork within the department as well as institutions.
- A major area of student-teacher interaction outside the classroom, which is presently conspicuous by its absence will also develop, enabling proper mentoring, counselling and healthy personality development among the students.