

# TEACHERS TRAINING POLICY



## Teachers Training Policy at Shri Gnanambica Degree College (A), Madanapalle

### Introduction

In the rapidly evolving technological landscape, marked by increasing global connectivity and competitiveness, the role of technical education in driving economic development has become both significant and challenging. Moreover, with intensive technological advancements, concerns such as sustainability, environmental degradation, resource depletion, and inclusive growth are now more relevant than ever. The critical need for well-qualified educators capable of addressing complex global challenges has become evident. Therefore, designing educational curricula and training programs to align with national needs has emerged as a top priority.

The Teachers Training Policy at **Shri Gnanambica Degree College (A), Madanapalle**, has been formulated based on the guidelines provided by AICTE and tailored to address the practical challenges faced by aided professional and technical institutions. The training requirements of teachers are classified into two primary categories:

1. **Faculty Induction Program:** Designed for newly recruited faculty members.
2. **In-Service Training Program:** Tailored to meet specific requirements at various stages of a teacher's career.

### Objectives

1. To identify training needs at different career stages and for various categories of teachers, aligning with the expectations of a competent educator in the technical education sector.
2. To prescribe the structure and content of training programs at different career stages.
3. To enhance the quality of training by engaging suitable resource persons and using effective resource materials.

4. To stay updated on the latest technological trends through collaboration with industries.
5. To cultivate a technology-oriented academic and research culture that positively influences the students.

## **Training Policy**

### **1. Faculty Induction Program**

The Faculty Induction Program is crucial for enabling new educators to excel in classroom interaction, systematic lesson planning, and fostering active engagement with students. Additionally, this program introduces teachers to essential pedagogical techniques, diverse learning modes, and effective evaluation strategies.

Objectives of the Faculty Induction Program:

- General orientation about the challenges in technical education, the importance of teamwork, and institutional responsibilities.
- Introduction to the teaching-learning process, outcome-based education, and institutional policies on academics, R&D, and internships.
- Orientation on ICT tools to support effective teaching and lifelong learning.
- Exposure to good teaching practices, laboratory development, and industry-academia interactions.
- Familiarization with feedback mechanisms and appraisal systems.
- Understanding roles in institutional functioning, including departmental and committee responsibilities.
- Awareness of administrative, financial, and legal procedures beyond teaching and research.

### **2. In-Service Training Program**

To ensure continuous professional growth, teachers must stay updated on subject knowledge, practical applications, and instructional delivery techniques. This requires a well-structured training program at various stages of their careers:

## **2.1 Early Career (1-5 Years)**

- Attending refresher modules, short-term training programs (STTPs), and faculty development programs (FDPs) for knowledge enhancement and emerging areas.
- Training on research guidance, project planning, consultancy, and laboratory development.
- Understanding intellectual property rights (IPR), patents, technology transfer, and ethical R&D practices.
- Organizing conferences, workshops, and symposia.
- Maintaining records for institutional evaluations by NAAC etc.
- Engaging in industrial training to bridge the academia-industry gap.

## **2.2 Mid-Career (5-10 Years)**

- Advanced refresher modules, STTPs, and FDPs for staying updated in their fields.
- Training on curriculum and resource material development.
- Leadership training for contributing as heads of functional committees or departmental coordinators.
- Continued industrial exposure and participation in collaborative initiatives.

## **2.3 Senior Faculty (10-30 Years)**

- Specialized refresher modules in emerging technologies and research areas.
- Training on collaborative research with industries, academic institutions, and government organizations.
- Leadership training for departmental and institutional growth planning.
- Addressing obsolescence in education systems and facilitating continuous institutional advancement.
- Guidance on policy formulation and effective liaison with regulatory bodies.
- Promoting a value-based ethical institutional culture.

## Expected Outcomes

1. Enhanced quality of technical education through well-trained and motivated faculty.
2. Improved institutional environment and a disciplined, motivated student-teacher dynamic.
3. Development of professionally competent students, equipped with technical and ethical skills for societal welfare.
4. A culture of continuous learning and teamwork among faculty, promoting holistic institutional growth.
5. Strengthened student mentoring and counselling practices, contributing to the overall development of students' personalities.



A handwritten signature in black ink, appearing to read "S. Ramesh".

**PRINCIPAL**  
Principal

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