

Teacher Training Policy



INTERSCIENCE INSTITUTE OF MANAGEMENT AND TECHNOLOGY
KANTABADA, KHURDA-BARANGA ROAD, BHUBANESWAR
ODISHA

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Introduction

Teaching fraternity is an integral part of the education system. When it comes to the world of knowledge, teachers are the torchbearers in showing the students the path to the future by means of proper guidance. Hence, it is of utmost importance to train the teachers based on their present status so that they can update themselves with the current knowledge in pedagogical trends, advanced technology, modern teaching aids & tools and their proper application. Training for teachers is also important for them to enhance the teaching skill and ability to guide the students in the right direction. Besides, advanced training for teachers is required to make them updated with the current development in the respective subjects they teach. Hence, continuous teachers training /enhancement programmes are necessary for teachers to equip themselves and cater seamlessly to the learner of fast changing world.

The Committee had following experts as members

SL NO	Name of the Committee	Designation	Position in the Cell	Contact Details
1	Prof. (Dr.) Kabiraj Sethi	Principal	Chairperson	7381067751
2	Prof. (Dr.) Pramod Kumar Prusty	Dean (Academics)	Member	9437185427
3	Prof. (Dr.) Rutuparna Panda	Dean (R & P),	Member	9937222399
4	Prof. (Dr.) Umaranjan Jena	HOD, CSC	Member	9442118060
5	Prof. (Dr.) Satyajit Sahu	Professor, MBA (Finance)	Member	9439748052
6	Dr. Bishwa Ranjan Das	HOD, MCA	Member	8895007227
7	Dr. Smrutiranjana Nayak	HOD, Btech Programmes	Member	7978011499

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

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

The objective of FIP includes (As per the AICTE guideline):-

3. General orientation about the challenges of technical education.
4. Basic understanding of the teaching, learning process, psychology of learning and effective pedagogical techniques.
5. Training for preparing Lesson plans, effective instructional process and initiative for developing competence in communication skill in various modes relevant to the technical profession.
6. Inclusion of a holistic perception, professional values, ethical attitudes etc.
7. Exposure to relevant ICT tools and aids for effective teaching, learning and resources for life long self-learning.

8. Training in the appropriate use of various modes of student evaluation.
9. Training in creative problem solving, research methodology, conducting guidance for R&D projects etc.
10. Guided exposure to good teaching practices, learning methods, Lab development and organization of practical classes.
11. Training provided on professional ethics that is required to inculcate among the students while teaching.
12. . Training in Miscellaneous aspect other than teaching and research such as administrative procedure.

The FIP is divided into three phases as follows:

1. The first phase of the training programme for the inductee teachers shall be conducted in Massive Open Online Courses (MOOCs i.e. NPTEL)/ FDP (Faculty Development Programme).
2. One-month Industrial Internship (second phase) and then
3. Mentor-based training (third phase) that impart mentoring and counselling.

Immediately after recruitment, the inductee teacher is advised to go through the eight module MOOCs training.

The prescribed modules are as follows:-

- Orientation towards technical education and curriculum aspects.
- Professional ethics and sustainability.
- Communication skills, modes and knowledge dissemination.
- Instructional planning and delivery.
- Technology enabled learning and lifelong self-learning.
- Student assessment and evaluation.
- Creative problem solving, innovation and meaningful R&D.
- Institutional management and administrative procedure.

If inductee teacher will not be able to take the training, then initially in house FIP used to be arranged by the Steering Committee to make the inductee teacher ready for conducting classes and managing students proficiently.

In-Service Training Programme (ITP):

Steering Committee members continuously encourages and inspire the faculty members to opt two to five FDP (Faculty Development Programme) in a year to update themselves with the advancement of technology in the field of the relevant subject they teach.

Besides Steering Committee, members continuously mentor the teachers for obtaining in service training programmes to keep themselves abreast with the latest development. Steering Committee members also inspire the faculty members to interact for mentoring/counseling the students for their overall healthy personality development along with profound theoretical and practical knowledge.