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Innovative Institute of Education & Technology

Affiliated to Ch. Charan Singh University, Meerut (U.P.)

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TEACHER TRAINING POLICY

1. Introduction and Rationale

The All India Council for Technical Education (AICTE) emphasizes the importance of faculty development through appropriate induction and periodic professional training to enhance teaching effectiveness and academic quality. These requirements are intended to support faculty members in understanding institutional practices, improving instructional skills, and remaining updated with developments relevant to their disciplines.

In accordance with AICTE guidelines and institutional objectives, the Teacher Training Policy of the Innovative Institute of Education and Technology (IINET) is framed to provide a basic and structured approach to faculty development. The Policy aims to:

- Ensure orientation of newly appointed faculty members with institutional policies and academic practices;
- Encourage professional improvement of faculty members through need-based training;
- Maintain compliance with AICTE norms in a practical and feasible manner;
- Support quality teaching and academic responsibility without imposing unnecessary administrative or training burdens.

Faculty training requirements at IINET are broadly classified into the following categories:

1. Faculty Induction Programme (FIP)

A basic orientation programme to be provided to newly appointed faculty members after joining the Institute. The programme focuses on familiarizing faculty with institutional rules, academic procedures, teaching responsibilities, and professional conduct.

2. In-Service Training Programme

Need-based and periodic training opportunities aimed at updating faculty members on academic, pedagogical, or subject-related developments. Such training may include participation in workshops, seminars, or AICTE-recognized initiatives, as and when considered necessary by the Institute.

This Policy outlines a general framework for faculty induction and professional development, allowing flexibility in implementation based on institutional requirements, availability of resources, and applicable regulatory guidelines.

2. Policy Objectives

The objectives of the Teacher Training Policy of **Innovative Institute of Education and Technology (IET)** are:

1. To identify the training needs of faculty members at various stages of their academic careers.
2. To provide structured induction and in-service training programmes in accordance with AICTE norms.
3. To enhance pedagogical skills, subject knowledge, and professional competence of faculty members.
4. To promote the effective use of modern teaching methodologies and educational technologies.
5. To encourage research orientation, academic innovation, and industry relevance among faculty.
6. To foster ethical practices, academic responsibility, and a culture of continuous professional development.

3. Scope

This policy applies to all teaching personnel engaged with IET, including:

- Full-time faculty,
- Part-time and visiting faculty,
- Adjunct/contract faculty,
- Research supervisors involved in academic delivery and student mentorship.

4. Categories of Training

4.1 Faculty Induction Programme (FIP)

The Faculty Induction Programme (FIP) aims to orient newly appointed faculty members to the Institute and support their initial professional development. The programme may include guidance on the following areas:

- Understanding curriculum structure, course objectives, and expected learning outcomes relevant to the subjects taught.
- Preparing lesson plans, conducting effective classroom sessions, and enhancing communication and instructional skills.
- Familiarity with teaching-learning processes, learner behaviour, assessment methods, and curriculum implementation.

- Awareness of human values, professional ethics, and the social and ethical responsibilities of educators.
- Encouragement to engage in continuous professional learning and stay updated in relevant technical and academic areas.
- Orientation to institutional practices, including administrative procedures, academic documentation, and basic legal and regulatory considerations.
- Exposure to good teaching practices, laboratory use, and academic mentoring through observation and interaction with experienced faculty.
- Encouragement to participate in professional development activities, such as seminars, workshops, or conferences, as appropriate.
- Introduction to academic and institutional processes beyond classroom teaching, including curriculum and infrastructure considerations.

4.2 In-Service/Continuous Training

The objective of in-service training is to provide **faculty development opportunities tailored to experience levels**, supporting professional growth, academic effectiveness, and institutional contribution.

Service Period 1–5 Years

Faculty members may be offered opportunities to:

- Participate in refresher modules, short-term training programmes (STTPs), and faculty development programmes (FDPs) to stay updated in key and emerging areas of their discipline.
- Gain guidance in research, project work, funding opportunities, and consultancy activities.
- Enhance skills in laboratory management, content delivery, and instructional methods.
- Explore areas such as innovation, IPR, and entrepreneurship.
- Receive exposure to organizing events, workshops, conferences, or symposiums.
- Learn about outcome-based education (OBE) and quality accreditation processes (NAAC, etc.).
- Develop understanding and skills in education technology.

Service Period 5–10 Years

Faculty members may be provided opportunities for:

- Participation in refresher modules, and FDPs for updates in their fields and niche areas.
- Guidance on curriculum development and adoption of good teaching and learning practices.
- Familiarization with evaluation processes, documentation, and quality assurance (NAAC, NBA).
- Exposure to student psychology, counseling, and academic guidance methods.
- Understanding institutional administrative policies.