



TEACHER TRAINING POLICY AT NIM

1. Introduction:

- Teacher Training Policy outlines the guidelines and procedures for training faculty members at Navjeevan Institute of Management, Nashik to ensure academic excellence, professional development, and effective teaching practices. Teachers Training Policy at the institute is prepared using guidelines given by AICTE and considering practical scenarios in HEI.

2. Objectives:

- Enhance teaching methodologies and pedagogical skills.
- Promote innovative and interactive teaching techniques.
- Foster a culture of continuous learning and professional development among faculty members.
- Ensure alignment with the latest trends and practices in management education.
- Support faculty members in their research endeavors and industry engagement.

3. Training Programs: Implementing the Faculty Induction Programme (FIP) immediately following the recruitment of new teachers is essential.

Here's how it can be structured:

- **Timely Induction:** The FIP should commence promptly upon the recruitment of fresh faculty members to provide them with essential guidance and support as they integrate into the institute's academic environment.
- **Curriculum Familiarization:** New faculty members must stay abreast of the latest curriculum developments in their respective subjects to ensure they deliver up-to-date and relevant content to students.
- **Pedagogical Training:** Training sessions should focus on equipping new faculty with the skills to develop systematic lesson plans and facilitate effective classroom interactions. Special attention should be given to enhancing communication skills, particularly in addressing technical issues through various instructional models.
- **Human Values and Ethical Education:** An integral part of the FIP should include training in human values through self-exploration exercises. It's crucial for faculty members to understand the interconnectedness between science, technology, environment, and social and ethical values, fostering a holistic approach to education.



- **Continuous Professional Development:** New teachers should be encouraged to cultivate a mindset of continuous knowledge updating and lifelong learning. They should be made aware of the resources and opportunities available for further professional development, including technology-based courses, workshops, and conferences. By prioritizing these components within the Faculty Induction Programme, the institute can ensure that new faculty members are well-equipped to fulfill their roles effectively, contribute positively to the academic community, and maintain a commitment to ongoing growth and development.
- **Ethical and Professional Behavior:** Cultivate ethical and responsible professional behavior among teachers, emphasizing integrity, respect, and adherence to institutional rules and regulations.
- **Professional Development at Successive Career Stages:**
 - Offer training inputs tailored to different career stages, covering areas such as curricular development, infrastructure enhancement, institutional governance, and educational policy formulation.
 - Provide opportunities for continuous learning and skill development to meet evolving professional needs.
- **Quality Improvement through Monitoring and Action Research:**
 - Establish mechanisms to monitor and facilitate the quality of training programs, incorporating feedback loops and action research initiatives to continuously improve training effectiveness.
 - Develop resource persons and materials to support training initiatives and promote best practices in teaching and learning.
- **Continuous Subject Expertise Updating:** Mandate the annual completion of at least one technology-based subject course from reputable sources worldwide to ensure continuous updating of technical subject expertise.
- **Teaching-Learning Process and Classroom Interaction:**
 - Provide foundational training on the teaching-learning process, emphasizing the development of systematic lesson plans and effective classroom interaction techniques.
 - Facilitate guided exposure to exemplary teaching practices and laboratory development to enhance teaching proficiency.
- **Training in Miscellaneous Aspects:** Offer training in miscellaneous aspects of teaching, including administrative procedures, financial protocols, and legal implications, to equip teachers with essential non-teaching skills for effective institutional functioning.



- **Attendance at Academic Events:** Require young inductee teachers to attend a minimum of two seminars, workshops, or conferences annually to broaden their perspectives, foster networking, and stay updated on emerging trends in their field.
4. **Mentorship and Coaching:**
 - Newly recruited faculty members shall be assigned senior faculty to provide guidance and support during their initial period at the institute.
 - Senior faculty members shall conduct regular coaching sessions to assist junior colleagues in enhancing their teaching effectiveness and professional growth.
 - Mentorship programs shall facilitate knowledge sharing, collaboration, and peer learning among faculty members.
 5. **Faculty Development Leave:**
 - Faculty members shall be encouraged to pursue further education, research, or professional development activities through duty leave or study leave.
 - The institute may provide financial support and other resources to facilitate faculty members' participation in conferences, workshops, and short-term courses relevant to their field of expertise.
 6. **Performance Evaluation:**
 - The effectiveness of faculty training programs shall be assessed through regular feedback mechanisms, including surveys, evaluations, and peer reviews.
 - Performance evaluations shall consider faculty members' participation in training activities, implementation of new teaching methodologies, and contributions to the academic community.
 7. **Incentives and Recognition:**
 - Faculty members who actively participate in training programs, demonstrate exceptional teaching performance, and contribute significantly to the institute's academic mission shall be eligible for incentives and recognition.
 - Incentives may include awards, bonuses, professional development grants, and opportunities for career advancement.
 8. **Resource Allocation:**
 - The institute shall allocate sufficient resources, including funds, facilities, and administrative support, to facilitate the implementation of the Teacher Training Policy.
 - Budgetary provisions shall be made for organizing training programs, inviting guest speakers, procuring educational materials, and supporting faculty development activities.



9. Policy Review:

- This Teacher Training Policy shall be reviewed periodically to ensure its relevance and effectiveness in achieving the institute's goals.
- Feedback from faculty members, students, and other stakeholders shall be solicited to identify areas for improvement and refinement.

10. Compliance:

- All faculty members are expected to comply with the provisions outlined in this policy and actively participate in training and development activities to enhance their professional competencies.

This Teacher Training Policy aims to foster a culture of excellence, innovation, and continuous improvement among faculty members at Navjeevan Institute of Management, ultimately contributing to the institute's academic reputation and the success of its students.




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