

TEACHER TRAINING POLICY

Introduction

DIHE strongly believes that a well-trained and efficient workforce is crucial for the development of any institution. As such, DIHE will always strive to attract and retain employees of the highest caliber.

To achieve this, DIHE will recruit all levels of staff strictly on merit. After their engagement, the trust will further provide them with opportunities to advance skills and professional expertise as well as give them adequate exposure.

Objectives

The objectives of the Training and Development Policy are:

- providing teachers with training opportunities to achieve maximum effectiveness;
- ensuring that they develop their skills and capabilities to be able to work efficiently and respond rapidly to changes within the organizations;
- improving performance of their present duties;
- ensuring that the best use is made of their natural abilities and individual skills for the benefit of the organization and their career.
- In fulfilling above objectives care is to be taken to:
- Ensure that need-based training and development interventions are equitably distributed to all categories of staff and at all levels, with particular emphasis on the lower ranks;
- Equal opportunity is provided in training and development within all Department.
- An environment that is conducive to self-development and career advancement of faculty members is created.

Focus Areas

Faculty development in general refers to those programs which focus on the individual member. The most common focus for programs of this type is the faculty member as a teacher. Faculty development specialists provide consultation on class organization, evaluation of students, in class presentation skills, press. They also advise faculty teacher/student interaction, such as advising, tutoring, discipline policies and administration and give some instructions and information about the Curriculum.

A second frequent focus of such program is the faculty member as scholar and professional. These programs offer assistance in career planning, professional development in scholarly skills such as publishing, committee work, administrative work, supervisory skills, and wide range of other activities expected of faculty.

A third area on which faculty development programs focuses is the faculty member as person. This includes wellness management, interpersonal skills, and a host of other programs address the individual's well-being.

A fourth area is development of skills for successful research careers getting funded, conducting innovative research, getting published and giving scientific presentations.

Special area for improvement in teaching is development of interpersonal and communication skills.

Developing of Faculty Leadership Skills is also an important criterion and different programs are to be organized for leadership, management skills and business of management.

Knowledge and Skills Development

At DIHE Faculty development has three aspects or characteristics: enhancing knowledge, developing skills, and improving understanding.

Each of these characteristics requires a different approach to faculty development activities. Activities focusing on enhancing knowledge are those that help the teacher to increase his/her understanding and knowledge in his field of interest. As regards improving of skills (delivery methods), activities are to be performed in order to improve teacher's proficiency or ability to implement or apply what he or she learned. It is also important to work on improving of interpersonal skills and communication abilities in which a teacher observes another teacher. All three aspects are to be combined together.

Quality faculty development has the power to increase teacher's knowledge and skills, while changing what educators believe about student learning and how they interact with students.

For effective faculty development following are necessary:

- Teachers realize that continual learning is essential to student success
- Creation of faculty development plans, based upon student learning data
- Creation of individual faculty development plan goals.
- Regular evaluation of faculty development program to ensure experiences are of high quality, learning is research based and should meet plan goals.

Process and Criteria

DIHE will assure, as much as possible to effectively handle staff training as an integral part of its institutional development. It will endeavor to train its staff members continuously and impart them with new skills, through some of the following ways:

- DIHE shall time to time identify training courses, seek funding, and identify staff to attend such courses.
- DIHE regularly organizes FDPs for faculties and MDPs for the management and the staff.
- DIHE will also encourage staff to pursue further training on their own, which it could also support whenever there are funds available;
- Professional staff such as certified accountants, economists, bankers, etc., shall be encouraged to attend functions organized by the institute.
- Training or Development Program shall only be offered as per feedback of MDP (Management Development Program) for teaching as well as non-teaching staff, it depends on person to person in different conditions.
- DIHE shall encourage faculty to design and deliver MDP/Workshops programs for corporates.
- DIHE shall motivate faculty to write and publish quality research papers/present them at national and international conferences with suitable incentives to be provided to faculty in this regard.
- Annual Research Paper Competition to be held and suitable cash prizes awarded to faculty for the Best Research paper and the Second Best Research published by them in reputed journals.

In the event where an employee cannot attend a particular Seminar/Presentation training for one or the other reason, such employee should inform the Human Resources Officer in writing at least three working days before the commencement of the course through his/her senior. Shorter notice through the same procedure shall only apply in the event of unforeseen circumstances, such as illness, death, unplanned leave, and the like.

The nature of faculty training and skills development could take the following forms: Development in Teaching Techniques (Classroom Management,

Curriculum Development, Learning Styles, On-Line Delivery etc.)

- Special Skills Development (Computer Software Training, Diversity Awareness Training, Communication/Inter personal Skills Training etc.) FDPs, Refresher Courses Workshops etc. to be conducted.
- Job Skills Development (Learning New technology or methodology, Industry internship experience, Project Guidance/Mentoring etc.)
- Community/Civic Service (Active Participation in Rotary, Lions etc., Leadership of College Committees, Working with student in Community Welfare projects, Bharat Swachh Program etc.)
- Faculty members are also encouraged to pursue higher studies such as M.Phil/Ph.D programs for which leave and incentives are provided as per the institute's HR Policy.

Non – Teaching Staff

Professional Development of staff members is based on following principles:

- The institute is committed to supporting the development of its staff members
- The staff members are encouraged to improve their own and other people's performance
- The institute will strive to recognize the contribution made by all staff members
- The institute is committed to ensuring equality of opportunity in the development of the staff members
- HODs will work towards supporting the development of staff members within their areas.

Professional Development: The institute will give equality of access to training for non-teaching staff members. Is available for individual staff members to plan their careers and to identify career opportunities. Involve guidance and support before, during and after training as appropriate. May include a variety of Strategies, including, in-house training.

Dr. Rajeev Kumar



Principal