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Teacher Training Policy

At MITSDE, we place the utmost importance on delivery excellence and ensure our faculty members remain updated with the latest developments in their respective domains. To achieve this, we follow a structured and continuous teacher training framework implemented across four major phases: Measure, Analyze, Design, and Implement.



1. Measure Phase

We consistently measure and evaluate the quality of delivery for all sessions conducted at MITSDE. This is achieved through:

a. Student Feedback/Surveys

Feedback is collected from students regarding the content delivered to them. Their responses form a key input to assess session effectiveness.

b. Peer Feedback

Faculty members also receive feedback from fellow teachers, enabling a broader perspective and helping enhance delivery quality through collaborative evaluation.

2. Analyze Phase

All feedback collected is thoroughly collated, categorized, and analyzed using the following NPS-based color-coded system:

	Faculty's feedback is good with NPS 9 and 10 (Promoters)
	Faculty's feedback is neutral with NPS 7 and 8 (Neutral)
	Faculty's feedback is bad with NPS 0 to 6 (Detractors)

To gain a more detailed understanding of the NPS outcomes, we also circulate a Google Form capturing qualitative feedback from students and peers on faculty delivery. The form asks what the Academic Department should CONTINUE doing, what it should START doing, and what it should STOP doing. The responses gathered help us identify specific areas for correction and improvement in faculty training, ensuring that the necessary changes are implemented in a timely and targeted manner.

This systematic categorization enables targeted interventions and focused improvements.

3. Design Phase

Based on categorized feedback, a Training Need Analysis (TNA) is conducted. A customized and robust training plan is then designed to address the relevant improvement areas. Broad training categories include:

- Technical IT Process Training (ERP, LMS, Zoom platform, Ticketing System)

- Domain Training
- Soft Skills Training
- IT Tools Training
- New Product Training

4. Implementation Phase

Upon finalizing the training strategy through the TNA, the training is delivered by a mix of internal experts and external industry professionals. Post-training feedback is again collected to evaluate training effectiveness. Faculty members are then placed back on the job to observe improvement outcomes.

This cycle repeats continuously to ensure consistent enhancement of delivery standards and complete student satisfaction.

Outbound Training Initiatives

The training policy also includes outbound programs focusing on:

- Team building activities
- Personality development

These initiatives strengthen employee engagement, collaboration, and bonding.

Teacher Trainings Conducted in 2026 (with Refresher Plan)

Sr. No.	Training Topic	Training Conducted By	Refresher Training Month
1	Hygen Training	IT	19-Jan-26
2	WhatsApp Bot Discussion	IT	28-Jan-26
3	New Program Structure & APL Certifications	Academic & IT	27-Apr-26 and 29-Apr-26
4	Crisis War Room Simulation	Academic	From 20-May-26 to 12-Aug-26 (as and when the training is scheduled with external faculties)
5	Institutional Dashboard Development	Academic	18-Jun-26
6	Student Communication and Engagement Channel Discussion	Academic	24-Jun-26
7	LMS New Features Training	LMS Team	4th Aug-26 and 5th Aug-26

Conclusion

At MITSDE, we are committed to continuously training and developing all stakeholders, with teachers being among the most crucial contributors to academic excellence. We thus adopt a stringent and structured approach to ensure all faculty members remain updated, competent, and aligned with evolving industry and academic trends.