



MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

Date: 30 -09-2019

TEACHER TRAINING POLICY

To excel as a teacher in any field, one must possess a deep understanding and practical proficiency in the subject matter, along with the ability to apply it within real-world contexts. Additionally, one should possess the necessary pedagogical skills to strategically design instructional methods and effectively convey knowledge to students. It's crucial to inspire and engage students, igniting their enthusiasm for acquiring knowledge and skills, while showcasing the practical applications that can empower them to become capable professionals contributing meaningfully to society and advancing in their careers.

Upon entering an academic career, which typically spans around 30-35 years, faculty members are tasked with delivering measurable outcomes at various stages. Initially, they must focus on producing tangible outputs. Subsequently, over a medium term of 10-15 years, they aim to achieve meaningful outcomes. Finally, over the long term, beyond 20-25 years, their efforts should culminate in impactful contributions to the nation. Consequently, effective planning and implementation of teaching and learning strategies are essential for ensuring a fulfilling and purposeful academic career.

The Teachers Training Policy at the institute is formulated in accordance with the guidelines provided by AICTE, taking into account the practical scenario in Unaided Professional Technical institutes.

The training needs of teachers throughout their careers are categorized into two distinct programs:

1. The Faculty Induction Program, which is administered immediately upon joining the institute.
2. The In-service training program, tailored to address specific requirements at different career stages.

Objectives:

1. Identifying the training requirements across various career stages and teacher demographics, aligning with the standards of effective teaching and the evolving landscape of technical education.
2. Establishing the framework and curriculum components for the training initiatives across different professional levels.
3. Overseeing and facilitating collaboration with industry stakeholders, educational institutions, governmental bodies, and non-governmental organizations to enhance training quality by leveraging appropriate expertise and materials.

4. Ensuring continuous enhancement of technical subject proficiency by completing at least one technology-based course annually.
5. Fostering Industry-Institute Interaction to stay abreast of the latest technological advancements.
6. Cultivating a vibrant academic and research environment centred around technology, fostering its integration throughout the institute and extending its benefits to students.

Faculty Induction Program:

- Implementation of the Faculty Induction Program (FIP) immediately following the recruitment of new teachers.
- Ensuring faculty members remain abreast of the latest curriculum developments in their respective subjects.
- Equipping new faculty with the skills to construct organized lesson plans and foster effective classroom interactions, enhancing communication proficiency in addressing technical challenges.
- Prioritizing training in human values through self-exploration, emphasizing the interconnectedness between science, technology, environment, and social and ethical values.
- Cultivating a culture of continuous knowledge updating and lifelong learning among teachers.

Teacher Training Policy MLRITM:

- Application of instructional concepts, principles, and processes to effectively execute the curriculum.
- Demonstrating ethical and professional conduct while fulfilling teaching duties and responsibilities.
- Providing training inputs on various aspects of educational administration and policy formulation as teachers progress in their careers.
- Developing a comprehensive training policy tailored to the diverse needs of early-career teachers.
- Enhancing training quality through the development of resource persons and materials, alongside conducting action research.
- Ensuring ongoing enhancement of technical subject expertise by mandating the completion of at least one technology-based course annually.
- Providing foundational understanding of the teaching-learning process, structured lesson planning, and effective classroom interaction.
- Offering guided exposure to exemplary teaching practices and laboratory development.
- Familiarizing teachers with administrative, financial, and legal procedures beyond teaching responsibilities.
- Requiring new faculty members to participate in at least two seminars, workshops, or conferences annually.

In-Service Training Needs at Various Levels:

- Refreshing modules aimed at updating knowledge with the latest developments and focal areas within the relevant field.

- Training sessions focusing on curriculum development, the creation of research materials, and the implementation of best practices in teaching and research.
- Workshops addressing strategies for departmental growth, employee motivation, and enhancing efficiency.
- Arranging seminars featuring distinguished individuals who have made significant contributions to science and technology to enrich the learning experience for our students.

Teacher Training Policy MLRITM:

- Engaging in seminars to foster interaction with current advancements in the technical domain.
- Mandating attendance at a minimum of four seminars, workshops, or conferences annually.
- Offering training programs in Institutional Management and promoting Entrepreneurship development.
- Providing leadership training, emphasizing the formulation of vision, mission, and strategy through stakeholder involvement.
- Conducting training sessions on collaborative research with industry, educational institutions, government agencies, and non-governmental organizations.
- Strategizing for departmental growth, employee motivation, and enhanced efficiency.
- Addressing obsolescence and devising plans for the continuous growth of departments and the institution.
- Facilitating effective interaction with monitoring and collaborating agencies.
- Cultivating a value-based ethical environment to handle disciplinary matters within the institution.
- Establishing liaisons with governmental monitoring and regulatory bodies to ensure compliance and quality assurance.

Expected Outcomes from The Proposed Training Program:

- Implementation of the Comprehensive Training Program outlined in this policy document is expected to significantly enhance the quality of technical education nationwide.
- The institutional environment, student and teacher discipline, and motivation are anticipated to improve, thereby enhancing the quality of teaching and learning processes.
- The development of professional skills, values, and attitudes is projected to profoundly influence the mindset of students, moulding them into socially responsible technical professionals.
- Continuous in-service training programs will enable teachers to stay updated with the latest developments and align their teaching methods with current practices and indigenous developments as per the country's requirements.
- The program will foster a culture of continuous learning from experienced colleagues, fostering cohesive teamwork within departments and institutions.
- Enhanced student-teacher interaction outside the classroom is expected to develop, facilitating mentoring, counselling, and healthy personality growth among students.

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30/9/19