

## Teacher Training Policy at IMRT

IMRT strongly adhere to augmenting the quality of technical education and making it more and more appropriate to the present requirements. To become a proficient teacher in any field, IMRT believes that one should have a sound knowledge of the subject. Also its application aspects in the prevailing practice scenario in real life and then, one should have the requisite teaching skills needed to communicate and share this knowledge with the students. A faculty member is required to provide quality outputs in the short run so that they lead to meaningful outcomes for the disciplines

IMRT continuously work for **effective classroom interaction** so that the teachers develop the art of preparing a systematic lesson plan and a lively classroom delivery. This is an area of basic teaching competence. Further, **appropriate pedagogical techniques, modes of practice** by the students as well as effective modes of evaluation of the desired learning outcomes are required to be mastered by the teachers to be successful.

Exposure to relevant ICT tools and aids for effective **teaching-learning**; and resources for **lifelong self-learning** is part of IMRT training and learning policy. These skills have to form an important part of their training as well as enabling them new software's, online platforms, e-modes of teaching- learning, e-sources of information etc. which are important part of planning for equipping teacher's for better performance. All such learning leads them how to make judicious use of these tools for their desired objective of effective learning output.

Also, the training in **human values** through an appropriate process of self-exploration happens to be, by far, the most important component of the training of teachers at IMRT. They must also be able to visualize the **inter-relationship and interaction between technology and human values**. IMRT consistently inculcates in teachers as a part of their induction and training with sound value-orientation as an effective mentors and counsellors for the young students, and to help create a value-centric environment in institutions and mould the thinking of the youngsters enabling a holistic development of their personality.

IMRT facilitates conducive environment of learning for the teacher's to learn the knack of continuous knowledge updation and life-long learning. Also at successive stages of the teaching career, training inputs about curricular development, infrastructure development, institutional development, disciplinary and other important aspects of educational administration and policy formulation etc are provided to develop their skills in other area also. Besides this teacher's are also motivated to participate in QIP (Quality Improvement Program) based short term course program sponsored by AICTE for the enhancement of their qualification and skills.

IMRT persevere on a regular basis for training in preparing a systematic lesson plan and effective classroom interaction developing competence in communication skills in various modes relevant to the technical profession. As well as training on appropriate use of various modes of evaluation, creative problem-solving.

Effective communication is the lifeblood of education, and hence teacher needs the ability to transfer ideas, views, attitude and feeling etc., effectively and efficiently, through all formats speaking in reading writing listening etc. IMRT diligently work for the learning skills in young teacher so that they should be made aware of nuances of communication skills and strategies to implement them. Also, a teacher should be aware of the basic skills required to emerge as a leader and execute tasks as a manager, and contribute to the growth and development of the institution. The teacher should also have a basic understanding of the administration, finance and legal requirements.

IMRT Follows AICTE Manuals regarding Teacher Training Policy which is available on AICTE Website ([www.aicte-india.org](http://www.aicte-india.org))