

Comprehensive Teacher Training Policy

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Introduction

With rapidly changing technological scenario and ever-increasing global connectivity as well as competitiveness in modern times, the role of technical education in development has become very significant and challenging. Also, as a consequence of intensive technological developments, the concerns of sustainability, environmental degradation, resource depletion and inclusive growth have become more relevant. The need for well qualified engineers/ professional is more critical with complex problems that affect the quality of life of everyone everywhere and also for businesses seeking well rounded engineers and professional who can take on leadership roles. Further, the concerns for making the educational curriculum and training more conducive to the national needs are becoming urgent. The technical institutions provide the technical power needed to meet the requirements of the country. In these institutions, the most important component of the information knowledge transition is facilitated by the teachers. The teaching professionals or teachers join this profession immediately after the completion of their post graduate or research degrees and then progress in their career. As of now, there is no training, which prepares them to take on the role in the teaching profession.

As a step forwards, the RIMS constituted a committee to suggest modalities for implementation of the Training Policy for Technical Teachers.

Terms of reference:

To suggest modalities for implementation of the scheme of training policy for technical teachers and scheme for starting mandatory certificate course for teachers at entry level.

The Committee's mandate was to prepare a comprehensive Training Policy for Technical teachers which will include a training program as the induction level as well as propose suspensive training inputs at various stages of the teaching career.

The Rationale and need for the Training Policy:

The committee highly appreciated the R I M S initiative towards framing and implementing a comprehensive training policy for technical teachers. It strongly concurs that there is an urgent need for doing this to bring tangible improvement in the quality of technical education in the country as well as to attract highly motivated and talented persons to this profession and to facilitate them to contribute to their full potential.

It may be easily appreciated that to be a proficient teacher in any field, 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. This has to be done in a manner so that they are motivated and fascinated to acquire that knowledge and visualize its application, should helping them to become a competent professional capable of contributing effectively towards the welfare of the society and also their career development.

Need for Orientation in Human Values:

Another very important and yet grossly neglected area of teacher competence is in the domain of value inculcation, attitude formation and personality development. Realization of their social responsibility and the ethical conduct of the profession is becoming more and more significant.

It is not difficult to appreciate that there exists a strong complementarity between human values and skills. All the acquired skills are harnessed in accordance with the value perception. Unless a person inculcates a holistic perception and universal human values, all the skills are likely to get misused under the influence of greed, fear, selfishness, jealousy etc. In the modern times, human beings have been able to empower themselves with sophisticated technology. Hence simultaneous enrichment with human values has become all the more important.

Continuous Teaching Learning:

It may be pointed out that a teacher also has to learn the knack of continuous knowledge updating 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. will also be needed.

The need and rationale explained above require the development of a comprehensive Training policy for young inductee teachers at different stages of their careers as well as meeting different needs. Considering the training needs and also the size of the problem in our country, the policy has to be comprehensive to be implementable on a large scale.

Broad Objectives of the Training Policy:

The committee deliberated in detail on the training need of teachers in their career and visualized two distinct categories of the training program:

- Faculty Induction Program (FIP) to be provided just after the recruitment of fresh teacher candidate.

- In-service training program catering to the specific requirement at various levels of the teaching career.

The committee progress the following broad objectives of the training policy for inductee teachers

- To begin with clearly demarcate the training needs at different levels of career and for different categories of teachers, keeping in mind their present status the expectations from a good teacher and the ground reality of technical education in the country. This will naturally characterize the training needs at the time of induction as well as the successive stages of the academic career.
- To prescribe the structure and contents of the training program at different levels.
- To propose a feasible mechanism to effectively implement the desired training program at a large scale throughout the country.
- To monitor, facilitate and successively improve the quality of training by proposing to develop suitable resource persons, resource material (both print and electronic) and carrying out action research.
- To recognize the salient implementations of the proposed policy and to suggest ways to appropriately deal with these to establish a sustainable system for training of technical teachers.
- Continuous updating of Technical subject expertise by making mandatory, the successful completion of at least one subject course offer through technology-based means every year from anywhere in the world.

Instructor Modules to be delivered

- ✓ Orientation towards Technical Education & Curriculum aspects
- ✓ Professional Values, Ethics, Ecology & Sustainable Development
- ✓ Communication skills and Modes and Knowledge Dissemination
- ✓ Instruction Planning & Delivery
- ✓ Technology Enabled Learning and Life-Long Self-learning
- ✓ Effective Modes of Student Assessment and Evaluation
- ✓ Creative Problem Solving, Innovation and Meaningful R&D

Mode of conduction and evaluation

The training program will be coordinated and supervised by the respective teacher training centre to which the institution of the trainee teacher is associated. The parent institution of the trainee teacher will be requested to share responsibility and accordingly a senior mentor will have to be assigned to a trainee by the institution. The mentor would be coordinating the complete training activities of the trainee in both the terms. Besides, he/she will coordinate the subject and lab class to be handled by the teacher and also help in assessing the work done by the trainee in the classroom, laboratory, report, and project preparation etc. The mentor would also be coordinating the complete training package of individual trainees. The instructional inputs as designed and indicated will be delivered by experts some of whom may be available within the institution and/or be outsourced. Online course material will also need to be developed and made available.

The trainee will be assessed for the instructional inputs on the basis of written examination, viva, relevant reports etc. at the end of the first term and the mentor will assist in the evaluation of the work done in the second term including teaching performance as well as the industry/ labs visits.

An appropriate certificate would be issued to the trainee teacher at the end of the training program.

Expected outcomes from the Training Program

- ✓ It is strongly believed and expected that the comprehensive training program as envisaged above, if properly implemented, will go a long way in improving the quality of technical education in the country and motivating academically bright candidate to take up teaching profession and making it challenging.
- ✓ The institutional environment, discipline and motivation of students/teachers will also boost up, thus improving the quality of processes.
- ✓ The grooming in professional skills, values and attitudes will have a profound impact on shaping up the young minds and transforming them into socially responsible technical professionals.
- ✓ The continuous in-service training programs will help teachers to keep abreast with the latest developments and also co-relate their teaching with the prevailing practice and indigenous development as per the needs of the country.
- ✓ It will also promote a culture of continuous learning from the seniors and a cohesive Team work within the department as well as institutions.
- ✓ A major area of student-teacher interaction outside the classroom which is presently conspicuous by its absence will also develop enabling proper mentoring , counseling and healthy personality development among the students.