



SKIT Teachers Training Policy: Year 2021-22

Purpose:

In most of technical institutions like ours, fresh graduates like M.Sc., M.Tech., or Ph.D. are recruited as teachers without undergoing any training and are left to fend for themselves in working up in their profession with an expectation that they will become competent teachers by trial and error, totally unmentored.

Scope:

It may be appreciated that to be a proficient teacher in any field, one should have a sound knowledge and associated skills of the subject and its application with the prevailing practice scenario in real life. One should also have the requisite teaching skills needed to scientifically plan for instructional delivery and communicate the knowledge and skills to the students in an effective manner.

About Teachers Training Policy :

In the present scenario, the need for adequately augmenting the quality of technical education and making it more and more appropriate to the present requirements is becoming very acute and requires effort on the part of the monitoring agencies as well as the stakeholders. This has to be done in a manner so that they are motivated and fascinated to acquire knowledge and associated skills and visualize its application for helping them to become competent professionals, capable of contributing effectively towards the welfare of the society and also their career development. Thus, a faculty member is required to plan the efforts of effective teaching learning and implementation to make the academic career meaningful.

Objectives:

- 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 will naturally characterize the training needs at the time of induction as well as at the successive stages of the academic career.
- To prescribe the structure and the contents of the training program at different levels.
- To monitor, facilitate and successively improve the quality of training by proposing to develop suitable resource persons, resource material (both print and online modes) and carrying out action research.
- Continuous updating of technical subject expertise (theory and practice) by making mandatory, the successful completion of at least one subject course offering through technology-based means i.e. Massive Open Online Courses (MOOCs) and/or open online courses every year.

TRAINING NEEDS DURING THE FACULTY INDUCTION PROGRAM (FIP):

- Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- Training for preparing lesson plans and effective instructional process and initiatives for developing competence in communication skills in various modes relevant to the technical profession.
- Inculcation of a holistic perception, professional values and ethical attitudes.
- Exposure to relevant ICT tools and aids for effective teaching-learning and resources for lifelong self-learning.
- Training in the appropriate use of various modes of student evaluation.
- Training in creative problem-solving; research methodology; conducting guidance for R&D projects etc.



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Proposed Faculty Induction Program (FIP):

- This phase of the Training Program for the inductee teachers, can be kept during the one-year probation period of the teachers, just after their selection.
- Keeping in view large numbers of inductee teachers, the training can be conducted through Massive Open Online Courses (MOOCs) mode followed by contact programs organized in summer and winter vacations.
- The induction training can be spread over two terms. The total contact hours proposed for the training would be in the range of 450-480 hours in the first term. This will be followed by the second term which would include on the job training and exposure to industrial/ field practices.

BROAD CONTENTS OF THE INSTRUCTIONAL MODULES TO BE DELIVERED DURING THE FIRST TERM OF FIP:

MODULE 1: Orientation towards Technical Education & Curriculum Aspects

Contents:

- Overview of technical education - the present scenario and emerging challenges; excellence in technical Education – criteria for quality education.
- Domains of Learning-Cognitive, Affective and Psychomotor as per revised Bloom's Taxonomy; Cognitive process dimension and knowledge dimension; program objectives and learning outcomes at different levels.
- Need for correlating knowledge to professional practice, research & development.

Expected Understanding:

- Analyze the issues and challenges in the domain of technical education, especially concerning quality and excellence.
- Formulate learning outcomes at different levels in all domains of learning and explain the application of cognitive process and knowledge dimensions.
- Apply the concepts, principles and processes of instruction and learning to ensure effective implementation of the curriculum.

MODULE 2: Professional Values, Ethics, Ecology & Sustainable Development

Contents:

- Understanding the essential complementarities of values and skills.
- Mentoring and counselling; personality development.
- Understanding the ecology and basic parameters of sustainable development.

Expected Understanding:

- Develop an adequate appreciation of the essential complementarities of values and skills and a better understanding of the human reality vis-à-vis co-existence with the rest of nature.
- Comprehend the prime basis of values, relationships and holistic perception and their significance in the profession.
- Demonstrate ethical and responsible professional behavior in the performance of his or her duties and roles.

MODULE 3: Communication Skills, Modes and Knowledge Dissemination

Contents:

- Basic concepts, models, verbal and non-verbal and written communication; the importance of communication skills in the teaching-learning process and in knowledge dissemination; barriers in communication.
- Different modes of communications and respective media.
- Proficiency in oral communication; logical discussion and presentation; use of dialogue mode: right Pronunciation and command of the language.



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- Various modes of written communication- research papers, articles, technical reports, project proposals/ reports, thesis, manuals etc. Learning to write minutes, summary of deliberation, executive summary etc. in an effective manner; Nontechnical communication, official correspondence, file notes etc.

Expected Understanding:

- Develop requisite competence in communication skills and the use of various modes of knowledge dissemination needed by a technical teacher.
- Communicate effectively and clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching-learning and assessment.

MODULE 4: Instructional Planning and Delivery

Contents:

- Interpretation of learning outcomes; a clear grasp of the subject matter; learning outcome objectives.
- Preparation and effective implementation of the lesson plan for systematic presentation in the classroom.
- Effective chalkboard work; the right pace of delivery; use of interactive mode; frequent recapitulation and summing up the key points.
- Correlating lecture inputs effectively with tutorial exercises, home assignments and laboratory work as well as indicating relevance to prevailing practices.
- Supplementing with brief handouts/ class-notes and references for detailed study.
- Feedback mechanisms for continuous improvement in the teaching-learning process.

Expected Understanding:

- Develop requisite learning materials and methodologies that are appropriate to the level of students and the subject content, accomplishment of learning outcomes and development of the competencies in the students as targeted in the program of study, applying the principles related to:
 - i. Learning and instruction
 - ii. Instructional planning and delivery
 - iii. Practicum in the engineering classroom
- Organize and deliver class/ laboratory/ workshop based and industry/ service sector-oriented instruction and learning to promote students' overall ability, personality and social development.

MODULE 5: Miscellaneous Aspects (Institutional Management & Administrative Procedures)

Contents:

- Familiarization with the institutional vision framework and administrative procedures; financial and purchase procedure; relevant legal matters etc.;
- Modes of interaction with external organizations
- Feedback from alumni and prospective employers, etc. for continuous improvement.

Expected Understanding:

- Describe the purpose and meaningfulness of institutional vision, missions; administrative, financial, purchase and management processes in institutional functioning.
- Relate to alumni and employers for continuous development and improvements.
