

JAINEE COLLEGE OF ENGINEERING AND TECHNOLOGY, DINDIGUL

Implementation of Teacher Training Policy:-

AICTE has initiated "A Comprehensive Training Policy for Technical Teachers" for enabling new inductee teachers and the teachers into service with less than 5 years of teaching experience (appointment by transfer) as on 01 March, 2019 to register under this policy.

The AICTE policy brings out character building, important facets of new teaching methodology and better and innovative means of transferring knowledge from one to another.

AICTE in collaboration with NITTTR has prepared seven online courses:

- 1) Orientation towards Technical Education and Curriculum aspects.
- 2) Professional Ethics and Sustainability.
- 3) Communication Skills, Modes and Knowledge Dissemination.
- 4) Instructional Planning and Delivery.
- 5) Technology Enabled Learning and Life-long Self Learning.
- 6) Student Assessment and Evaluation.
- 7) Creative Problem Solving, Innovation and Meaningful R & D

1) Orientation towards Technical Education and Curriculum aspects:-

Major Learning Outcomes of the Module.

The following are the major outcomes the inductee trainee will have to display in three term work (indicated by different colors) during the on-the-job-the training in Phase – II:

1. Identifies the issues and challenges in the domain of technical education, especially concerning quality.
2. Formulates Instructional Objectives at different level of cognitive, psychomotor and affective domains

3. Applies the principles of learning in teaching learning process
4. Interprets the psychological characteristics of adolescent learners
5. Uses the appropriate motivational techniques to improve the attitude of the students
6. Integrates the various aspects of curriculum for effective implementation of the predetermined outcomes.

2) Professional Ethics and Sustainability.

Modules.

1. Technical Teachers as Professionals
2. Human Realities and Essentialities of Values and Skills
3. Development of Professional Values, Attitudes and Ethics
4. Sustainable Development
5. Approaches for Sustainable Development.

Modules Outcome:

- Practice the roles of „Technical Teachers as Professionals“ in establishing the 'Guru-Shisya Parampara in present context.
- Establish the interdependence of the „Harmony at Different Levels', 'coexistence' and „Sarve Bhavantu Sukhinah.
- Suggest with justification, ways and means for ensuring ethical behaviour by teachers.
- Interpret the concept of „sustainable development“ with reference to „need of development for poverty alleviation“ and „impact of development on „Panch-Tatva“.
- Adapt the appropriate approaches and techniques for sustainable development.

3. Communication Skills, Modes and Knowledge Dissemination.

The “communication Skills, Modes and Knowledge Dissemination” is a Module developed as a part of AICTE – National level initiative for technical teachers training. As we all know, the class room is a complex communication space. It is meant not only for the provision of information on classified subjects but also to develop all sort of communicative abilities communication makes student teachers relationship more effective and contribute to student learning. It also the well spring for continued academic exchange and mentoring. A teacher who is an effective communicator will be able to express his/ her ideas and views more clearly and with confidence. The module aims at providing interactive MOOC learning experience and enabling the teachers to acquire skills in communication i.e., listening, speaking reading and writing, select various active learning strategies to enhance student, select and integrate media in classroom and evolve strategies for obtaining and providing feedback for improving effectiveness of teaching learning. The objectives of this module will be achieved through video based lectures and hand outs along with practice task embedded in it. The additional resources include web links and other references for study.

Module outcome

After completing the learning tasks in this module, the learners will be able to:

- Demonstrate effective communication skills i.e., listening, speaking, reading and writing.
- Select active learning strategies to enhance students’ engagement.
- Select and integrate media to enhance interaction in classroom.
- Evolve strategies for obtaining and provide feedback for improving effectiveness of teaching and learning.

4) Instructional Planning and Delivery.

Major Learning Outcomes of the Module

JAINEE COLLEGE OF ENGINEERING AND TECHNOLOGY, DINDIGUL

The following are the major outcomes the inductee trainee will have to display in three term work (indicated by different colours) during the on-the-job-the training in Phase – II:

1. Interpret the learning outcomes after curriculum analysis of a given course.
2. Select appropriate instructional methods and strategies in view of the learning outcomes.
3. Prepare session plan for classroom, laboratory, workshop and industry-based instruction.
4. Relate the classroom delivery with relevant assignments, tests and other activities for reinforcement of learning.
5. Supplement the classroom presentations with appropriate media and materials for effective teaching learning process.
6. Deliver a session in a classroom and obtain feedback for improvement.

5) Technology Enabled Learning and Life-long Self Learning.

The "Technology Enabled Learning and Lifelong Self-Learning" is an online SWAYAM courses as a part of AICTE - National Initiative for Technical Teachers Training. It is Designed to provide interactive MOOC learning experience to the faculty members and also to develop an understanding of infusing technology into the classroom instruction. How technology facilitate in connecting CONTENT to CONTEXT during the teaching learning process is explained in this course. Through many examples and case studies, the participants will be exposed how to effectively use technology for their instruction and what aspect to be taken into consideration while designing courses with technology. In addition to this, Participants will be exposed, how technology tools can foster collaboration while delivering engaging instructional Content. They will also learn strategies for assessing students and Managing classroom instruction. The course is structured with Lectures, Experiential sharing activities and interviews from stake holders.

6) Student Assessment and Evaluation.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluations helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluations are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, projects, and a midterm) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies which:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement chart descriptions given in Ministry
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair and transparent to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course

JAINEE COLLEGE OF ENGINEERING AND TECHNOLOGY, DINDIGUL

7) Creative Problem Solving, Innovation and Meaningful R & D;

Major Learning Outcomes of the Module

The following are the major outcomes the inductee trainee will have to display in three term work (indicated by different colors) during the on-the-job-the training in Phase – II:

1. Solve problems creatively.
2. Innovate in the processes, products and services in work life.
3. Build effective teams for R&D.
4. Build student teams.
5. Undertake research to improve the various sub-components of the technical education systems

8/2-2021
DR. J. RALPH LEEBEN, M.E., Ph.D.,
PRINCIPAL
Jainee College of Engineering and Technology,
Dindigul Theni Main Road, N. Panjampatti (Pc),
DINDIGUL - 624 303. TN.