

# Kerala University of Digital Sciences, Innovation and Technology



## TRAINING POLICY



Curating a responsible digital world

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# A COMPREHENSIVE TRAINING POLICY FOR TEACHERS

## 1. INTRODUCTION

In the past few decades, there has been a spectacular increase in the number of technical institutions. However, the thrust on improving the quality of education in such a wide spectrum of institutions has been lacking. A large number of technical institutions exist in the country where a huge number of teachers are employed and are being recruited. It is estimated that at present, around 30,000 teachers are being recruited afresh every year in these institutions.

The technical institutions provide the technical manpower 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 careers. As of now, there is no training, which prepares them to take on the role in the teaching profession.

Another important issue worth pondering is that the teaching profession in the technical education domain no longer attracts the best academic performers and many times, it becomes the last choice. There is hardly any mechanism and opportunity to motivate academically brilliant candidates to take up the jobs in the teaching profession and groom them for providing quality education. Needless to emphasize that with such a downside trend, a vicious cycle is created that continues to operate, resulting in further degradation of the quality of education.

Given the above 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.

The measures include an exhaustive revision in the current curricula; training of teachers; mandatory student orientation program at the time of induction; examination reforms; mandatory accreditation; mandatory internship; effective industry interaction; advance perspective planning, etc. The most important among these is perhaps to formulate and implement a "Comprehensive Training Policy for Technical Teachers".

### 1.1 The Rationale and Need for the Training Policy

In most of the technical institutions in the country, including even the pace-setting institutions such as the IITs, NITs, IIITs, etc., fresh graduates like M.Sc., M.Tech., MBA 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.

A faculty member who completes his/ her studies in a timely manner, and joins the academic career normally enjoys 30-35 years of the total working period. The first deliverable viz. 'outputs' is quantifiable in a short duration from the start of the academic career. The second deliverable viz. 'outcomes' comes in a medium duration say 10-15 years of working and the third, 'impacts'

is visualized in a long duration say beyond 20-25 years. A faculty member is required to provide quality outputs in the short run so that they lead to meaningful outcomes for the disciplines in the medium duration which in turn cause a valuable impact on the nation in the long duration. Thus, a faculty member is required to plan the efforts of effective teaching-learning and implementation to make the academic career meaningful.

Therefore, some ways and means need to be evolved to provide such exposure to technical teachers. Guiding them to carry out meaningful R&D, sponsored projects, consultancy etc. provides such an avenue to some extent for which proper training and exposure are required. Hence, it is essential to have such skills and leadership enhancement programs for young professionals entering the teaching profession and continuing such efforts to be able to fulfill the expectation better and succeed to face global challenges.

There is another very important challenge for the present day technical teachers. On the one hand, they have to keep themselves abreast with the latest developments in their fields or the cutting edge technologies in an effort to be at par with the 'world-class' and on the other hand, it is equally important to develop the competence to visualize the indigenous needs creatively and to find appropriate solutions which are useful and user-friendly. To develop such competence and a culture of creative innovation, one needs proper training and practice. Only when teachers themselves acquire the skill of proper need analysis, meaningful literature review, problem framework and creative problem solving, they can carry out meaningful work and guide the students properly.

Each faculty member has to set the relative pace of activities in the career. In the beginning, the faculty member is not comfortable with student engagement, institutional development and teaching-learning activities. While the faculty becomes comfortable with student development activities and improved competence in teaching-learning and institutional development, there is usually a quantum improvement in the technology and its relevance to the industry at national and international levels. Thus, a teacher has to contribute effectively for the professional grooming of the student, institutional development and address relevance to the industry.

A need for new domains of 'Teacher Training' has also arisen because of the increasing use of ICT tools in the modern teaching-learning process, in seeking information and in knowledge dissemination. There is a deluge of new software, online platforms, e-modes of teaching-learning, e-sources of information, etc. and the teacher has to learn how to make judicious use of these tools without getting lost in the quagmire and not becoming obsolete is of paramount importance.

### 1.1.1 Need for Orientation in Human Values

Another very important and yet grossly neglected area of teacher competence has been 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 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. While human beings have been able to empower themselves with sophisticated technology, simultaneous

enrichment with human values has become all the more important.

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. They must also be able to visualize the interrelationship and interaction between science, technology, environment, social and ethical values. During the past two decades, some innovative experiments have been conducted towards integrating human values in technical education in some professional institutions such as IIT Delhi, IIIT Hyderabad, IIT Kanpur, IIT BHU etc. and technical universities such as UPTU, PTU and others. These also include the development of effective teacher orientation programs and resource material which can be quite useful in providing this rather difficult constituent of teacher training. Needless to mention that the real foundation of sustainable development lies in the appropriate integration of science, technology and human values.

Teachers with sound value orientation will also be effective mentors and counselors for younger students, help create a value-centric environment in institutions and mold the thinking of the youngsters enabling a holistic development of their personality. Active academics and intelligence quotient (IQ) alone cannot help to build a nation of good citizens unless it is blended with the due and active preparation of students in emotional quotient (EQ) and social quotient (SQ).

### 1.1.2 Continuous Teaching Learning

It may be pointed out that a teacher also has to learn the knack of continuous learning, updating and life-long learning. Also at successive stages of the teaching career, training inputs about curriculum development, infrastructure development, institutional development, discipline 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 inductee teachers and teachers working 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.

## 2. BROAD OBJECTIVES OF THE TRAINING POLICY

The University deliberated in detail on the training needs of teachers in their careers and visualized two distinct categories of the training program: The Faculty Induction Program (FIP) to be provided just after the recruitment of inductee teachers and the In-Service Training Program (ITP) catering to the specific requirement at various levels of their teaching career.

The following are the 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 at the successive stages of the academic career.
- To prescribe the structure and the contents of the training program at different levels.

- To propose a feasible mechanism to effectively implement the desired Training Policy on a large scale
- 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.
- To recognize the salient implications of the proposed policy and to suggest ways and means to appropriately deal with these to establish a sustainable system for the training of teachers.
- 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.

### 3. TRAINING NEEDS DURING THE FACULTY INDUCTION PROGRAM (FIP)

In this phase of Faculty Induction Training (FIP), imparting of teaching skills and enhancement of leadership would be required in addition to general academic as well as domain-specific requirements. This will need both instructional inputs as well as guided exposure to good practices and demonstrative situations. The Committee after detailed deliberation has recognized the following requirements to be met in the training:

- General orientation about the present scenario and challenges of technical education and the spectrum of duties and expectations.
- 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.
- Guided exposure to good teaching practices, learning methods, lab development, and organization of practical classes etc.
- Training in miscellaneous aspects other than teaching and research, such as administrative procedures, financial procedures and legal implications etc.

#### 3.1 Some Details of the Proposed Faculty Induction Program (FIP)

As mentioned above, the first and a very significant training input proposed shall be in the

form of a Faculty Induction Program (FIP) to be provided to inductee teachers.

- 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 the large numbers of inductee teachers, the training can be conducted through the Massive Open Online Courses (MOOCs) model followed by contact programs organized during 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.

## 4. BROAD CONTENTS OF THE INSTRUCTIONAL MODULES TO BE DELIVERED DURING THE FIRST TERM OF FIP

The modules and their content that follow in this section serve as a guide to provide an overall understanding of the topics to be covered. The minimum knowledge and skills that will have to be acquired after course completion are also outlined.

### 4.1 MODULE 1: Orientation towards Technical Education & Curriculum Aspects

Rationale

To be responsive to internal requirements and to meet the challenges, it is important that various aspects of the technical education system in the country are well understood by the inductee teachers. These teachers should understand the role and linkage of stakeholders and challenges/ issues affecting the quality of technical education. The technical teachers need to be also well conversant with the curricular aspects as it is the 'key constituent' of any educational program. Hence approaches, implementation, monitoring and evaluation aspects are to be understood.

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.
- Psychology of learning and motivation; principles of instruction and learning; understanding the teaching-learning process.
- Four pillars of learning proposed by UNESCO- learning to know; learning to do; learning to be and learning to live together.
- Interpreting the curriculum and its characteristics; curriculum and instruction; curricular and extra-curricular modes of student-teacher interaction; alternative modes of learning; curriculum implementation, monitoring and evaluation.
- 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.

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

Rationale

The technical education system should be able to equip the student with not only technical/managerial competency but also professional values, ethics and moral values. Professional ethics and sustainable development need to be inculcated in inductee teachers who should play role models to peers and students.

Contents

- Understanding the essential complementarities of values and skills.
- Understanding the human reality correctly and the inherent interconnectedness and order in the whole existence.
- *Guru-Shishya parampara*- relationship.
- Developing a holistic perception of human happiness; prosperity; life goals, needs and relationships; ethical human behavior *Sarvejana Sukhino Bhavantu*.
- Mentoring and counselling; personality development.
- Understanding the ecology and basic parameters of sustainable development.
- Salient values and attitudes for professional excellence and personality development; social responsibility as good citizens and also as technical professionals.

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

## 4.3 MODULE 3: Communication Skills, Modes and Knowledge Dissemination

Rationale

Effective communication is the life-blood of education, and hence teacher needs the ability to transfer ideas, views, attitude and feeling etc., effectively and efficiently, through all forms-speaking, reading, writing, listening etc. The inductee teacher should be made aware of



nuances of communication skills and strategies to implement these as knowledge dissemination which is affected by the communication media and hence the effective use in instruction is also critical to utilization and delivery.

#### 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.
- Application of principles of communication to improve the instructional process and for effective professional interaction with peers, superiors and subordinates.
- Proficiency in oral communication; logical discussion and presentation; use of dialogue mode: right pronunciation and command of the language.
- Various modes of written communication- research papers, articles, technical reports, project proposals/ reports, thesis, manuals etc. Learning to write minutes, a summary of deliberation, executive summary etc. in an effective manner; Nontechnical communication, official correspondence, file notes etc.
- Introduction to modern media & methods, appropriate use of Educational Technology (ET) and audiovisual aids.

#### 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.

### 4.4 MODULE 4: Instructional Planning and Delivery

#### Rationale

This is one of the core skills for effective delivery in the learning process. The inductee teacher should be able to appreciate the process of human learning and curriculum design philosophies to interpret it rightly and deliver it effectively and efficiently. This would help the teacher attain the planned outcome of the teaching-learning experiences.

#### 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.
- Appropriate instructional strategies and suitable teaching methods and media for effective instruction and learning by students appropriate to the subject matter/ course content.
- 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.

#### 4.5 MODULE 5: Technology Enabled Learning and Life-long Self-learning

Rationale

With the explosion of data and information and also the evolution of new technologies, including the internet and other ICT techniques, technology-enabled or enhanced learning can make the teaching-learning process more efficient and effective. The young inductee teachers should know about the necessity of technology in the learning process and make effective use of technology in self-learning. The teacher should be able to develop content for such media by appreciating the effectiveness of new technology paradigms. The need and importance of emerging systems of instructions like ICT-based online learning platforms, e-sources of information MOOCs and other open learning systems; various ICT modes and educational technology aids and their effective usages.

Contents

- Suitable online and offline techniques and tools for the assessment of appropriate learning outcomes.
- Effective use of library facilities, use of research journals and classified research material.
- Need for lifelong learning through own experience and by interaction through seminars, workshops, conferences and refresher courses etc.; continuous updating of knowledge.

Expected understanding

- Integrate information and communication technologies in preparing and delivering of

teaching-learning online and offline, print and non-print instructional learning material and activities for instructional management and professional development purposes.

- Engage in the continuous professional development of self through developing lifelong learning skills.

#### 4.6 MODULE 6: Effective Modes of Student Assessment and Evaluation

##### Rationale

The assessment and evaluation of the effectiveness of the teaching-learning process should have the characteristics of validity, reliability and objectivity to match the needs of society. The content should enable the inductee teacher to scientifically design various tools of assessment and also sensitize towards the guidelines for evaluation and assessment.

##### Contents

- Clear identification of outcome expectations.
- Concepts, principles, characteristics and process of student evaluation in the process of education.
- Assessment tests and performance measures, rubrics, etc. to assess cognitive, psychomotor and affective learning outcomes using scientific principles of evaluation.
- Valid and reliable schemes and tools for student assessment; effective design of question paper.
- Evaluation through written tests, quizzes, objective questions, viva-voce through home assignments and open book examination.
- Evaluation through projects and case studies.
- Mechanism for project and thesis evaluation.
- Relevance of alternative modes of evaluation.
- Student self-assessment tools.
- Analysis, interpretation and reporting of test data

##### Expected understanding

- Evaluate student progress in learning the subject and mastering the related competencies.
- Devise and use suitable online and offline techniques and tools for the assessment of appropriate learning outcomes.

#### 4.7 MODULE 7: Creative Problem Solving, Innovation and Meaningful R&D

##### Rationale

Increasing creativity and innovation are the hallmark of the development of the institution,

society and nation. The inductee teacher should be able to increase their own attitude towards creativity and innovation and also that of the students. Therefore, the teacher should comprehend the fundamentals of creativity and innovation and apply them in research and development initiatives.

#### Contents

- Introduction to the creative problem-solving process, needs analysis, problem formulation, innovative concept generation, feasibility analysis, detailed design etc.
- Hunting for innovative solutions; design and development.
- Understanding different research designs including methodologies and their appropriateness to problems; action research proposal; problem identification, literature review, research instruments appropriate to the research problem, steps of analysis and synthesis, presentation of results and conclusions etc.; action research report.
- Guidelines for developing a research field for oneself.
- R&D through teamwork.

#### Expected understanding

- Develop an understanding of creative problem-solving processes, research methodology and action research, including familiarity with the reference sources and their use.

### 4.8 MODULE 8: Miscellaneous Aspects (Institutional Management & Administrative Procedures)

#### Rationale

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. The need for well-qualified professionals could not be more critical when the country is faced with complex problems that affect the quality of life of everyone, everywhere and businesses seeking more well-rounded engineers and professionals who can take on leadership roles.

The public perception of the engineering profession is also on a downward spiral as is the enrolment of young in professional schools. The teacher is the cornerstone of an engineering institution, responsible for inculcating management and leadership skills, in the students. In most professional programs such as legal, medical, accountancy etc. fresh entrants are required to go through a skills enhancement program of different forms, before entering the profession. In the profession of engineering and also its teaching, there is no such practice, and hence it is felt essential to have such skills and leadership enhancement program for young professionals to be able to fulfill the expectations better and successfully.

#### Contents

- Familiarization with the institutional vision framework and administrative procedures; financial and purchase procedures; 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.

#### 4.9 Details of the Second Term of FIP

In the second term of the training, the inductee teacher is expected to work under a mentor (who may be one of the senior faculty) at the institute. The inductee teacher will be teaching one subject and also one laboratory course under the guidance of a senior teacher as a mentor. In this term, the teacher will practically implement the learning acquired under the course studied in the first term.

The mentor will assist the teacher in his/ her endeavor to pick up the right practices on curriculum implementation and evaluation etc. The teacher in the laboratory course will have to understand the laboratory class handling and also develop new experiments to understand the working of laboratory equipment, the process of conduct of laboratory experiments and student assessment. The faculty, in this term, will also be required to practice communication skills by preparing and presenting a paper on the state-of-the-art of subject chosen under the guidance of the mentor. The teacher will also be expected to prepare a mock funding proposal for a research project to be submitted to a funding agency

The teacher will also be expected to spend 2-3 weeks as part of training in an industry/ research laboratory etc. as decided by the mentor.

## 5. IN-SERVICE TRAINING NEEDS AT VARIOUS LEVELS

Continuous knowledge updating through suitably designed refresher courses will always be needed at all levels of the teaching career. These will mostly be subject-specific in the area of specialization.

Also, it will mandate for these teachers to undergo MOOCs in a phased manner as discussed in FIP as well as to provide requisite training modules to train the in-service teachers for the responsibilities required to be carried out in their next professional cadres and also for the specialized inputs such as Intellectual Property Right (IPR) issues, sustainable development, action research, curricular review, infrastructure development etc.

### 5.1 Some Details of the In-service Training Programs at Various Stages of Teaching Career

Stage 1 – Faculty Induction Program (already described above)

#### Stage 2 - During Lecturer/ Assistant Professorship - having experience of 5-10 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training for research guidance, sponsored project planning and conduction, consultancy etc.
- Training for lab development and preparing manuals.

- Training on IPR issues, patenting, technology transfer/dissemination and ethical issues in R & D.
- Training in the organization of conferences, workshops, symposia etc.
- Training in basic principles of education technology through MOOCs.

#### Stage 3 – During Associate Professorship – having an experience of 10-15 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training in curriculum development, resource material development and best practices in teaching and research through MOOCs.

#### Stage 4 – During Professorship/HOD-around 20-30 years

- Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- Training courses in Institutional Management and promotion of Entrepreneurship development
- Training in leadership; preparing vision, mission and strategy by involving all stakeholders.
- Training on collaborative research with industry, institutions, government agencies and NGOs.
- Planning for departmental growth, motivation and efficiency.
- Removal of obsolescence and planning for the continuous growth of the departments and the institution.
- Effective interaction with monitoring and collaborating agencies.
- Facilitating a value-based ethical environment in the institutional handling of disciplinary issues.
- Liaison with governmental monitoring/ regulatory bodies.

## 6. MODE OF CONDUCT AND EVALUATION

The training program will be coordinated and supervised by the respective National Technical Teacher Training Institute/ Identified Training Centres with which the institution of the inductee teacher is associated. NITTTRs will prepare MOOCs within the framework of broad guidelines given in FIP. As far as possible, these programs will be based on applied aspects that are useful for technical teachers.

The parent institution of the inductee teacher will be required to share responsibility and accordingly well experienced senior faculty members will be identified as a mentor by the Vice Chancellor.

The mentor would be coordinating the complete training activities of the inductee teacher in both terms. Besides, he/she will coordinate the subject and laboratory class to be handled by the inductee teacher and also help in assessing the work done by the inductee teacher in the classroom, laboratory and project preparation etc. The mentor will keep a complete record of the progress of the inductee teacher.

The instructional inputs as designed and indicated will be delivered by the coordinating Technical Teacher Training Institutes. Keeping in view the magnitude of training, these institutes can avail the services of eminent experts or outsource some of the modules.

MOOCs will also have to be developed by the coordinating NITTTR/ training institute(s) and made available to the inductee teacher. Besides training through MOOCs, inductee teachers will undergo contact programs during summer and winter vacations at NITTTR/ training institutes.

The inductee teacher 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 a teaching performance as well as the laboratory work and industrial training.

A certificate of having undergone both phases of FIP shall be issued to the inductee teacher at the end of the training program.

## 7. IMPLEMENTATION ASPECTS

Having provided the basic framework of the Training Policy covering both the stages i.e. induction and during different career levels and also have spelt out the broad components of the training, the mode of conducting the training phases, the Committee then deliberated on various aspects of the implementation of the program, keeping in view the scale of the program to be offered to a large number of teachers as well as a large number of technical institutions

## 8. EXPECTED OUTCOME FROM THE PROPOSED TRAINING PROGRAM

- It is strongly believed and expected that the Comprehensive Training Program as envisaged in this policy document if properly implemented, will go a long way in improving the quality of technical education in the country.
- The institutional environment, discipline and motivation of students/ teachers will also boost, thus improving the quality of teaching-learning processes.
- The grooming of professional skills, values and attitudes will have a profound impact on shaping up young minds and transforming them into socially responsible technical professionals.
- Organization of continuous in-service training programs will help the teachers to keep themselves abreast with the latest developments and also correlate their teaching to 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 ensure cohesive teamwork 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, counselling and healthy personality development among the students.