A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 1:Orientation Towards Technical Education and Curriculum Aspects

RATIONALE

Technical education contributes a major share to the overall education system and plays a vital role in the social and economic development of the nation. Hence, the Technical Education has the need to create skilled manpower to enhance industrial productivity and to further improve the quality of life. The bridge from human resource development to economic growth has to be built by well trained teachers.

The most important 'agent of change' in 'Knowledge Society' is the teacher. A teacher requires many educational and didactical skills to deal with new situations. Teachers must be curriculum leaders. Ensuring that teachers are central to the reformation of curriculum will enable the development of pedagogy that provides the most favorable condition of learningand the highest quality learning outcomes for all students. The new role of teachers demands a new way of thinking and understanding of the new vision of the learning process.

The Module on "Orientation Towards Technical Education and Curriculum Aspects" delivers necessary foundations for shaping teacher education and refining the role of teachers and learners in the new, independent and engaging environment that has been created for them.

MODULE OUTCOME

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

- Comprehend the criteria for quality in technical education system.
- Develop instructional objectives and learning outcomes at different levels for all domains of learning.
- Apply the principles of learning in teaching learning process.
- Explore the psychological characteristics of adolescent learners and motivation techniques.
- Interpret the aspects of curriculum for implementation, monitoring and evaluation.

CONTENTS

Unit 1: Orientation towards Technical Education

Structure of Technical Education System - Formal, Informal and Non formal Education- Types of Technical Institutes - ITIs, Polytechnics, Engineering colleges, Universities, INI - National Agencies - MHRD, AICTE, UGC, NITTTR, DTE - Quality in Higher Education - Models and Criteria - NBA, NAAC - Excellence in Technical Education.

Unit 2: Three Domains of Learning

Domains of Learning - Cognitive, Affective and Psychomotor - Revised Bloom's Taxonomy - Cognitive Processes dimension and Knowledge Dimension.

Unit 3: Instructional Objectives and Learning Outcomes

Goals and Objectives - Mager's Behavioral Objectives and Gronlund's General and Specific Cognitive Objectives- Writing well defined Instructional Objectives - Mapping the Objectives in Two dimensional Matrix of Knowledge Dimension and Cognitive Process- Writing Learning outcomes for all domains of learning.

Unit 4: Learning and Instruction

Basics of Psychology of Learning and Instruction - Pedagogy, Andragogy,Teaching,Training,Learning; Teaching Learning Process-Basic Teaching Model,Factors Influencing Learning,Transfer of Learning, Laws of Learning, Principles of Teaching and Learning.

Unit 5: Learner Characteristics and Motivation

Student Characteristics - Student Motivation - Four pillars of learning proposed by UNESCO- learning to know, learning to do, learning to be and learning to live together.

Unit 6: Alternative modes of Learning

Role of Teacher in 21st Century, Millennial Learners - Learning Principles, Introduction to Multimedia Learning, e-learning, Blended Learning and Flipped Learning, Active Learning strategies.

Unit 7: Aspects of Curriculum

Concept of Curriculum- Attributes of Curriculum -Types of Curriculum - Interpreting the Curriculum -Teacher's Curriculum - Curriculum and Instruction - Co-curricular and Extra curricular

Unit 8: Curriculum Implementation, Monitoring and Evaluation

Steps involved in the Process of Curriculum Development- Curriculum Implementation - Monitoring and Evaluation - Need for co-relating knowledge to professional practice, research & development

National Institute of Technical Teachers Training and Research
Taramani, Chennai-600113

www.nitttrc.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 2:Professional Ethics and Sustainability

RATIONALE

Professionals are required to practice value- based ethical behaviour in their professional and personal lives to achieve perpetual prosperity and happiness for maximum possible number of people. However, appropriate professional behaviour is possible only when professionals have a clear understanding of self and appreciation of importance of working with harmony at various level of existence. Professionals are also supposed to take care of social issues and environmental protection while working for economic development and well being of their clients. This module therefore, attempts to develop understanding that for achieving perpetual prosperity and happiness in life, it is important to accept the concept of co-existence and need of harmony at different levels of existence such as self, family, society and nature. This understanding is more required for professionals as compared to other occupations and therefore this module strives to explain that what makesprofessions different from other occupations.

In this context it is important that appreciation for values, professional ethics and sustainability should become necessary component of any professional education. For this to happen, it is essential that teachers in professional education system themselves first understand the importance of universally accepted values and the need of self explorations the process for value education and for appreciation of ethics. It is also important for teachers to show value-based and ethical professional behaviour so that they may become role models for the students and hence expected behaviour from a teacher as professional is also discussed in this module.

Environment Conservation is also one of the essential condition for perpetual prosperity and happiness of not only future generations but even of this generation. Therefore, the foremost professional responsibility of teachers is that they should develop desired knowledge, skills and attitudes for environment protection in the UG students who would be professionals on graduation. It is in this regard that the concept of sustainable development with reference to importance of development for poverty alleviation and its side effects on environment is explained in this module. Special approaches to be adopted for sustainable development to ensure environment protection and energy conservation are also emphasized. Since the professionals are at the top of their professions, they are expected to self- regulate themselves, for which the role of professional societies is also highlighted in this module.

The learning effort required by the teachers for this module is 40 hours, which will include studying the e-content and related videos, completing activities and assignments. The process of completing activities and assignments,participating in discussion forumsand taking the tests will further clarify the concepts.

MODULE OUTCOME

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

- 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; co-existence 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 tatavas.'
- Adapt the appropriate approaches and techniques for sustainable development.

CONTENTS

Unit 1: Technical Teachers' as Professionals

- Professions and professionalism.
- Technical Teacher as a Professional: Guru-Shisya Parampara
- Professional excellence.
- Mentoring and Counseling of University Students
- Social responsibility.

Unit 2: Human Realities and Essentialities of Values and Skills

- Human Aspirations: Sustainable Happiness and Prosperity
- Harmony with Oneself
- Harmony with Family, Society and Nature for Co-existence: 'Sarve Bhavantu Sukhinah'

Unit 3: Development of Professional Values, Attitudes and Ethics

- Understanding of Values, Attitudes and Ethics
- Value education: need for self exploration.
- Professional values and ethics for technical teachers.
- Ethical Conflict : case studies of professionals.
- Code of Conduct: Academic Ethics and its implementation.
- Role of Professional Societies.

Unit 4: Sustainable Development

- Development and Poverty Alleviation
- Impact of Development on Ecosystem: Panch-tatva
- Sustainable Development: Concept and Environmental Ethics

Unit 5: Approaches for Sustainable Development

- Sustainability: Cradle to Cradle approach.
- Role of 5Rs for Sustainable Development
- Development of Organisation Culture for Sustainable Development.

National Institute of Technical Teachers Training and Research
Shamla Hills, Bhopal - 462 002

www.nitttrbpl.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 3: Communication Skills, Modes and Knowledge Dissemination

RATIONALE

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 classroom 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 teacher relationship more effective and contribute to student learning. It i s also the wellspring 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.

This 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 engagement, 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 handouts 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 learning.

CONTENTS

Unit 1: Classroom Communication: An Introduction

Introduction, Communication: Concept and Process, Stages in Classroom Communication, Skills and Purposes, Principles of Effective Classroom Communication; Principles for Teachers, Principles for message design, Principles for selection of instructional methods and media, Principles for creating conducive learning environment.

Unit 2: Listening and Speaking

Listening: Concept, Difference between hearing and Listening, Purpose of Listening, Process of Listening, Types of Listening, Principles of effective Listening, Development of Listening among students.

Speaking: Introduction, Purpose Principles of Effective Speaking, Improving your speaking skills.

Unit 3: Reading and Writing

Reading: Concept, Purposes, Types, Stages, Strategies for effective reading, techniques and practices to promote reading in classrooms, helpful tips for effective reading.

Writing:Concept,Purpose,Process of writing in classroom,Principles of Effective writing. Different types of writing in classroom, Developing writing inclassroom.

Non-technical Communication: Memorandum, Noting and Drafting, Meeting Procedure.

Unit 4: Barriers to Classroom Communication

Introduction, Teacher related barriers, Message related barriers, instructional methods and media related barriers, students/learners related barriers, Learning environment related barriers.

Unit 5: Active Learning

Concept of Active learning, Major Characteristics of Active learning, Elements of Active Learning, Benefits of active Learning, Requirements to create Active Learning classroom, Active Learning techniques to achieve learning objectives at various levels of Bloom's Taxonomy, Classification of Active Learning Techniques, Barriers to Active Learning, Overcomes Barriers to Active learning.

Unit 6: Role of Media in Classroom communication

Media: Concept, Types and Purposes: Concept, Types, Advantages and disadvantages of some selected instructional media, Purpose served by media.

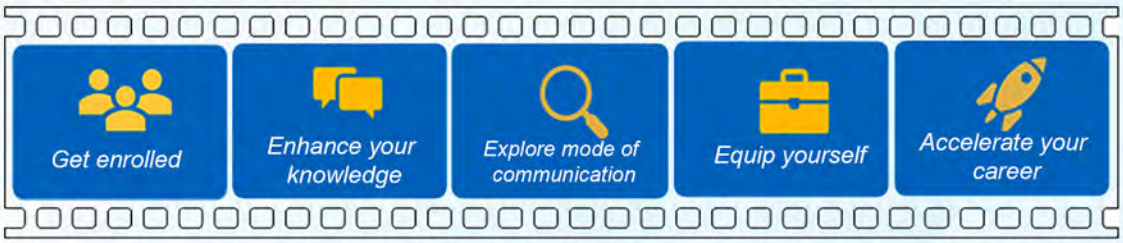
Digital Media in teaching learning: Introduction, Types of digital media tools, advantages of using digital media in classroom, factors to consider while using digital media in classroom.

Unit 7: Use of Board (Whiteboard/Blackboard)

Concept, Significance of Board- Merits and Demerits, Dos' and Don'ts to be followed while using board, Different methods of using board.

Unit 8: Feedback

Concept and purpose, Types of Feedback, four 'W's and one 'H' of feedback, Relationship between Assessment and Feedback, Principles for obtaining and providing feedback.



National Institute of Technical Teachers Training and Research
Sector 26, Chandigarh- 160019

www.nitttrchd.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 4: Instructional Planning and Delivery

RATIONALE

In the process of effective curriculum implementation through teaching learning strategies, one of the most essential competencies required by the teacher is to plan and effectively deliver the instructions for achieving the expected learning outcomes. Instructional planning emphasizes on the whole range of planned activities used by the teacher for active engagement of students. It is one of the core abilities for effective delivery in the classroom, laboratory, workshop and other learning environments. For this, the teacher ought to know the subject matter to be taught, the learner characteristics as well as the strategies to develop the skills and abilities in the learner. This requires the teacher to understand the process of human learning and curriculum analysis in order to interpret correctly the expected learning outcomes for their accomplishment. In this module teachers have also been provided opportunities to integrate the principles of media design with principles of learning for designing instructional material and planning the total instructional process. This module has six units: Curriculum analysis for session planning, Instructional methods and strategies Part 1 and Part 2, Instructional media, Instructional plan preparation,and Instructional delivery.The module has been designed to provide hands-on experience to trainee teacher in preparing instructional plan and instructional material leading to delivery through practicum in the classroom.

MODULE OUTCOME

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

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

CONTENTS

UNIT 1: Curriculum analysis for session planning

- Curriculum Analysis.
- Mapping for Curriculum Analysis.
- Strategies for Teaching Elements of Content Analysis.
- Learning Principles and Events of Instruction.

UNIT 2: Instructional methods and strategies- Part 1

- Basic Teaching Model.
- Need for Variety of Instructional Methods.
- Classification of Instructional Strategies.
- Basic Instructional Methods (Lecture, Demonstration, Tutorials, and Laboratory).

Unit 3: Instructional Methods and Strategies- Part 2

- Advanced Instructional Methods (Seminar Method, Panel Discussion, Educational Games, Brain storming,Group Discussion,Case Method, Role Play, Industry/ field visit, Simulations, Project Method, Self-directed Learning, and Problem-basedLearning).
- Blended and Flipped Learning Approach.

Unit 4: IInstructional Media

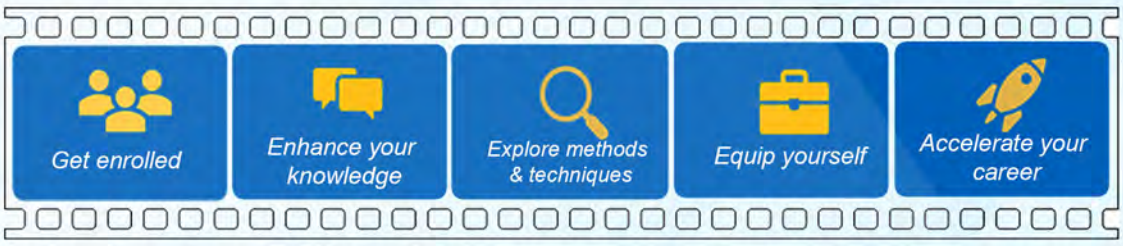
- Need for Instructional Media.
- Classification of Media.
- Design of Handouts, Assignments and Laboratory Worksheets.
- Media Design Principles and Effective Board Work.

Unit 5: Instructional Plan Preparation

- Classroom Session Plan Preparation.
- Feedback Mechanism for Improvement.
- Planning for Laboratory and Industry-Based Instruction.

Unit 6: Instructional Delivery

- Organising for Effective Delivery in Classroom and Laboratory.
- Assessment Tools for Classroom and Laboratory Session.
- Classroom Management: Students, Resources and Time.
- Practicum in Classroom.



National Institute of Technical Teachers Training and Research
Shamla Hills, Bhopal - 462 002

www.nitttrbpl.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 5:Technology Enabled Learning and Life-Long Self Learning

RATIONALE

The "Technology Enabled Learning and Life-long self-learning" is an online SWAYAM course 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 interviewees from the stake-holders.

MODULE OUTCOME

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

- Design an effective lesson utilizing instructional technology resources and integrate into the teaching environment.
- Explore online Free and Open Source Software [FOSS], Open Educational Resource (OER) and other digital tools for the creating effective learning environment.
- Examine and utilize online platforms & Social media to promote student communication and peer discussion.
- Design different formative and summative assessment strategies for a technology enabled instruction.
- Actively participate and enrol in the online MOOC courses / webinars for knowledge enhancement.
- Explore the online journals and other learning resources for professional growth and improve their paraphrasing and avoid plagiarism.
- Understand the importance of Artificial Intelligence in classroom teaching and its revolution.

CONTENTS

Unit 1: Introduction to Technology Enabled Learning

Introduction to Teaching into Technology – Technology in Education: National Educational Policy (Draft) Overview – The Crucial role of the teacher in TEL – Learning Space: Teaching Environment – Teaching Learning Principles: ICT Perspective Learning Theories – The potential benefits of adopting TEL – Developing and Drafting Institutional Policies – Reviewing about Institutional Capacity with respect to ICT – Institution preparedness for TEL.

Unit 2: Tools & Resources for creating Technology based Learning Environment

Using Online Environments for Teaching - Planning Online Class – Considerations for Choosing Technology Tools - Demonstration: Google Classroom; Edpuzzle; LMS (Lite Version) – Virtual Laboratories – Online Access to Remote Laboratories - Case Study: Experiential Sharing – Virtual Laboratories – Teaching Using Scenario Based Simulations.

Unit 3: Tools & Resources for creating Learning Resources

Online tools for content creation – Promoting active learning strategy – Considerations for Choosing Technology – Screen Casting Technique – Ed TED – Creation of Mind map – Introduction to Gamification – Use of Documentaries in TEL.

Unit 4: Tools & Resources for creating Learning Assessment

Fundamentals of Assessment – Online tools for assessment - Considerations for Choosing Technology – Tool Demonstration: Google Forms, Hot Potatoes, Plickers, Assessment in LMS, Inline Video Quiz, Framing of Rubrics, Audio Feedback, portfolios – Reflective Teaching Tool – Learning Analytics to inform learning.

Unit 5: Blended / Flipped Classroom & AI In classroom teaching

Concepts of Blended Instruction - Blending Models – Implementation strategies of Flipped Classroom – Role of Artificial Intelligence in Education – Personalised learning – Role of Educators – Tutoring

Unit 6: Digital Literacy, Copyrights & Lifelong learning

Understanding Creative Commons – Handling copyright for online resources / courses – Looking into Insight about OER – Insight about Research ID, ORCID, Scopus Author ID – Plagiarism tools and its implementation.

Unit 7: Social Media in Education, Webinars & MOOCS

Web 2.0 Technologies: Twitter, Wikis and Blogs - Using Blogs for Peer Feedback and Discussion Using Online communities – Nurturing Collaboration – Webinar – MOOCS – Strategies to select MOOC – Steps to complete MOOCs.

Unit 8: Integration and Implementation

Insight about integration of tools in the classroom – Curriculum design, activity structure, the relevance of chosen technology and effective classroom management – Learning analytics.

National Institute of Technical Teachers Training and Research
Taramani, Chennai-600113

www.nitttrc.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 6:Student Assessment and Evaluation

RATIONALE

Student Assessment and Evaluation is an online SWAYAM course specially designed and developed for the AICTE Technical Teacher Training Module. The main theme this MOOC is that the assessmen t of learning plays an important role in the instructional process and that its effectiveness depends heavily on the ability of teachers to construct and select tests and assessments procedures that provide valid measures of learning outcomes. This course is structured to provide interactive learning experience to the faculty members and also to develop an understanding of how to assess the students in-terms diagnostic, formative, and summative assessment. The assessment would provide 360- degree feedback of the student in connection to quantitative as well as qualitative performance. The assessment practices must give the clarity between learning versus scoring. Since, assessment gives the feedback to the faculty members about their instructional strategies,it helps to plan and improve the Instructional strategies scientifically. So, this course helps to the faculty member to gather information about the impact of instructional strategies and how well the student learned subject. Further, assessment and evaluation provide pathway to improve the institution as whole.

MODULE OUTCOME

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

- To define the functional role of assessment and evaluation in an educational institution.
- To explain the complexity of the content and ability need to be developed among the students.
- To differentiate convergent and divergent questioning in the assessment practices.
- To differentiate the Direct and Indirect assessment strategies and select appropriate method.
- To design a Table of Specification (ToS) for the preparation of the question paper.
- To design a question paper based on the table of specification.
- To establish the characteristics of the assessment such as validity and reliability.
- To assess the performance of the student using rubrics.
- To perform item analysis of the assessment tool.
- To interpret the assessment score with respect to difficulty index and discrimination index.
- To integrate different technology tools for class room assessment and summative examinations.

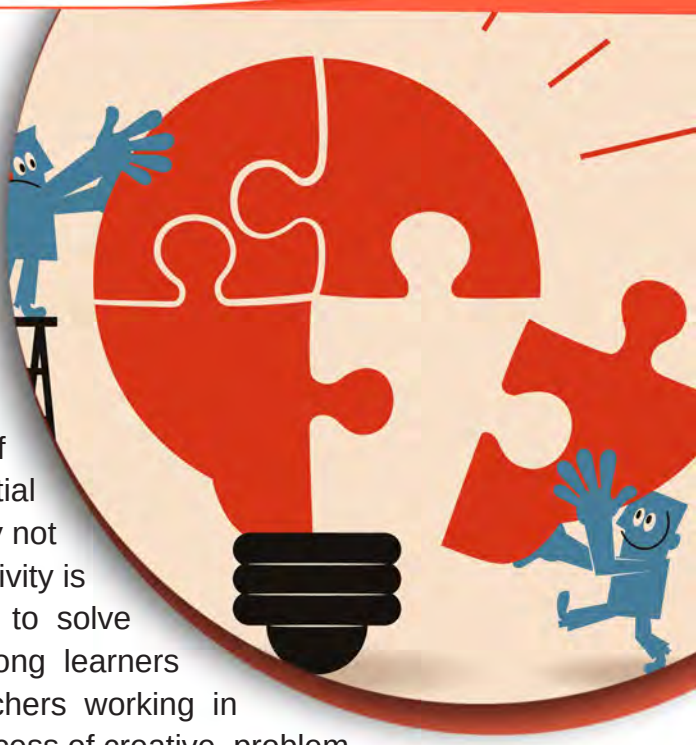
CONTENTS

National Institute of Technical Teachers Training and Research
Taramani, Chennai-600113

www.nitttrc.ac.in

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 7:Creative Problem Solving, Innovation and Meaningful R and D



RATIONALE

There has been increasing emphasis on research and development, creativity and innovation due to globalization, intense competition and rapid technological developments.Society is facing a number of challenges that require novel responses. Products have shorter life cycles and there is a need to develop new products that meet the needs and expectations of customers. Creativity and innovation have become essential for survival of any organization or industry. Creativity may not lead to innovation but for any innovation to happen,creativity is essential. Thus it is essential to develop capabilities to solve problems creatively, innovate and undertake R & D among learners of 21st century. The module aims at enabling the teachers working in technical institutions t o understand the concept and process of creative problem solving, innovation and R & D so as to enable them solve problems faced creatively and innovate the processes, products, and services in institutions or in their own areas of specializations; and to ensure development of these capabilities among the learners. In addition, the module aims at enabling the teachers to undertake research to improve the relevance, efficiency and effectiveness of various sub-components of technical education system.The objectives of the module will be achieved through e-content, e-tutorials, discussion forum assignments, and project work.

MODULE OUTCOME

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

- Solve problem creatively.
- Innovate the process, services and products etc. in work life.
- Build effective teams for R and D
- Undertake research to improve the various sub-components of technical education system.

CONTENTS

Unit 1

- Creative Problem Solving- Concept, Process of Creative Problem Solving, Techniques of generating focussing ideas/Options
- Innovation- Creativity, Invention & Innovation , Concept of Innovation, Types of innovations - Incremental and radica l Innovations; process innovation, product innovation, service innovation, technological innovation; Models of Innovation used in various generations of innovation, Process of Innovation- Idea generation and mobilization, Advocacy and Screening, Experimentation, Commercialization and Diffusion and implementation; Creating Conducive Environment for Innovations; Benefits of Innovations.
- R&D Through Team Work - Concept, Characteristics of effective teams, Principles for Building Effective Teams.

Unit 2

- Research in Technical Education- Research in Technical Education: An Introduction, Review of Relevant Literature; Selecting & Defining a Research Problem, Selecting & Describing Methodology of Research- Descriptive Research- Survey Research, Case Study research, Content Analysis Research, Correlation Research, Ex-Post Facto Research, Experimental Research; Action Research; Sampling Techniques, Measuring Instruments; Collecting data; Analysis of Data; Formulation of Research Proposal, Writing a Research Report, Evaluation of Research Report.

A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS

Module 8:Institutional Management and Administrative Procedures

RATIONALE

The Institutional Management and Administrative Procedures is an online SWAYAM course as a part of AICTE - National Initiative for Technical Teachers Training. It is designed to provide an interactive learning experience to the faculty members and also to develop basic skills to effectively and efficiently manage their departments /institution, there-by contribute in the holistic growth and development of the institution.It is an important fact that when the quality of education in the Indian institutions is a big question mark, the role of a teacher as a leader of teaching learning process and as a manager in executing varied needed tasks for enhancing the efficiency and effectiveness of the teaching system becomes very important. In addition to managerial capabilities needed by a teacher, he should be well acquainted with the administrative procedures used for the holistic growth and development of his institution. As the public perception of the engineering-professionals coming out the technical institutions is also on a downward spiral, which can be seen from various reports by national and international agencies, it is important that the students coming out of the institutions are churned with needed skills, both hard and soft, making them relevant to the highly competitive world of work. Here also, the role of a teacher becomes extremely important. This module has been aimed to d evelop professional teachers who shall lead the institutions on the path of success both internally with its up to date growth and development and externally by producing competent professionals. The module is structured with lectures, experiential sharing through videos, tasks and assignments. The module shall pave the way for the participants to explore the answers of following questions:

- What is institutional management and why it has become so important in today's scenario?
- What is the scope of institutional management process?
- Why institutional planning is important for its growth and development?
- How a strategic plan is made for an institution?
- How organising helps in optimum utilisation of institutional resources?
- How networking, teaming and partnering with different stakeholders can play a significant role in the success of an institution?
- How institutions are to be staffed with relevant human resources following applicable rules and regulations?
- How training and development are important for the competency of teachers?
- How skills of leadership, communication and motivation can play a role in enhancing efficiency and effectiveness of institutions?
- How academic audit can be a tool for institutional evaluation?
- How controlling systems are vital for monitoring the performance of institutions?

MODULE OUTCOME

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

- Explain the concept and importance of Institutional Management in today's scenario.
- Identify the process involved in Institutional Management.
- Explain the importance of planning in institutional management and development.
- Prepare a strategic plan for the department/institute and prioritise thrust areas for its growth and development.
- Prepare institutional design/ chart highlighting clearly authority accountability relationship.
- Form teams for different projects and programmes and effectively network with other agencies/organisations.
- Determine manpower requirements and recruit, select and place relevant individuals applying appropriate rules and regulations.
- Direct the activities of individuals through effective means of communication, motivation and leadership.
- Manage planned change by setting SMART goals and innovative approaches.
- Evaluate performance and prepare action plan for improvement.
- Develop students with managerial skills to emerge as leaders in their own sphere of work.

CONTENTS

National Institute of Technical Teachers Training and Research
Sector 26, Chandigarh, 160019

www.nitttrchd.ac.in