

ROLE OF AICTE FOR FACULTY DEVELOPMENT IN TECHNICAL INSTITUTIONS

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PREAMBLE

The status of the teacher reflects the socio-cultural ethos of society and no people can rise above the level of its teacher (NPE 1986). The usefulness and effectiveness of the education system largely depends upon the active, influential, resourceful, and competent teachers. Therefore, giving opportunity to the right kind of professionals through the best possible training can really enhance the quality of the education system.

BACKGROUND

Our society is not static. Societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management policies are continuously changing. New advances are emerging on the horizon of education. In this context, initial teacher training of suitable duration cannot sustain the survival competencies of the teacher for the long race. It is not appropriate to consider or claim that a

teacher who has received it can teach for the next four decades or so without any additional academic or professional input. Continuous professional development can only serve this purpose.

Throughout the world, education is undergoing a paradigm shift. Instruction centred education is shifting towards a learner-centered integrated network model, which is based on access to learning resources, and on student initiative.

INTRODUCTION

During the last few decades the world has witnessed unprecedented explosion of knowledge almost in all areas. The effects of globalisation have been experienced in all walks of life including education. In this millennium, the society will be more and more knowledge as well as skill based. The use of information technology will be detrimental for quality of all human endeavors. The competition at all levels

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will demand highly competent, total and almost perfect professionals, who have to be prepared, developed and supported by the personnel with high and varying degrees of professionalism, values, attitudes, skills and many other qualities and virtues, etc. Keeping this in view, teachers or faculty members need to be thorough professionals, fully equipped with academic excellence, pedagogical and practical skills with a set of values. The All India Council for Technical Education AICTE can play a vital role in this

To meet the needs of technical education in the new millennium, AICTE should enhance and strengthen its present activities and programs of faculty development to equip the faculty to address the newer needs.

AICTE should refocus its programs of faculty development from merely quantity, level, promotability or career growth based to result orientation/real performance improvement of faculty. The efforts and endeavors should be to equip the faculty with such pool of knowledge, expertise, skills, attitudes and values as can make them good and effective teachers in class room and also conscientize them to the problems of economy, polity and environment.

PRESENT SCENARIO

The existing faculty development, programmes of Q.I.P., Refresher Courses, (Summer/Winter Schools) and STTPs for Engineering Colleges and Polytechnics devised decades ago have

helped to some extent in the improvement of the quality of education. However, in the present context where the diversified roles for faculty are imperative and the large quantitative growth in the number of institutions at degree and diploma levels, it is time for the AICTE to review strategically the existing programmes and evolve and implement comprehensive and effective professional development programmes for teachers of engineering colleges and polytechnics. Such a programme should cover not only the technological and pedagogical aspects, but also equip faculty to perform the task of integral personality development of students which is the crying need of today and tomorrow.

TASK AHEAD

There is a need of a systematic model for teacher development. It is a long-term commitment of time, energy, experience and resources. Efforts have been made to systematize in-service education of teachers both at the macro and micro levels. But hardly any effort is made for continuous professional development of teachers.

An independent body like Academic Staff Institute/College for technical teachers be set up at regional levels for professional development of technical teachers. The aim of such college/institute should be to motivate the technical teachers to:

- (a) understand the significance of technical education in the local as well as global context,

- (b) acquire and improve continuously skills of teaching,
- (c) keep pace with the changes in technology and industrial practices,
- (d) understand the organisation and management of institute and technical education system in India,
- (a) perceive and perform the role of teacher in the total system and community,
- (f) motivate the students for learning to learn and build their all round personality,
- (g) conscientize to the problems of economy, environment, socio-economic, socio-cultural.

AICTE should make mandatory for all managements including state governments to provide necessary opportunities at national and/or international level for professional development of the faculty.

The programmes of professional development should not be linked with

the requirements (8 or 16 weeks refresher programme) of career advancement for senior and select grade scales.

The academic staff orientation or professional development programmes organised by the staff college should not be mistaken for teachers training or refresher programmes linked with the career advancement. They should be linked with the performance reward system. Here greater emphasis be given to process/facilitation rather than content.

CONCLUSION

The objectives of education formulated in the National Policy on Education are laudable and strive for higher standard of education. Teachers are one of the major contributors for translating them into action and help in bringing most wanted transformation in students. In turn, the teachers should be trained and equipped to translate the objectives into action. AICTE has to play a vital role in this regard.

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