



Guidelines for the conduct of Professional Development Programmes



**Centre for Academic
Research and Studies**

**National Institute of Technical Teachers Training and
Research, Taramani, Chennai – 600 113.**

1. Rationale

NITTTR Chennai has a greater responsibility in empowering the technical teachers of our country and especially teachers from south India. In the new normal life, NITTTR Chennai continued to offer training programmes in online/ contact/ hybrid mode so that teachers will enhance their intellect. Lifelong learning is rewarding and meaningful and hence to nurture such activity, it has been decided to offer training programmes in all flexible modes that suit the learner's preference. It is also proposed to align the programmes in accordance with the National Education Policy 2020. NITTTR Chennai training programmes are a holistic approach towards the enhancement of personal skills and proficiency throughout a professional career. We offer programmes in pedagogical and professional skill sets and industrial training programmes to the faculty members, aspiring teachers (Research Scholars, students), Professionals and others. To successfully conduct the training programmes and to meet the needs of the clientele system, it is suggested to adopt the following salient points.

2. Programme Categories

2.1 Short Term Programmes

Short Term Programmes are offered through Online/ Contact/ Hybrid either in Regular or in Fractal Mode as follows:

- i. All the Professional Development Programmes (1 to 21 days) are offered in accordance with NEP 2020 to provide scope to enroll faculty members, aspiring teachers and other professionals to improve their skill set.
- ii. Refresher Courses focus on content updation as listed in the AICTE/ DTE model curriculum.
- iii. Programmes fetching credits as a part of getting academic degree.
- iv. Training of Trainers covers how to teach the particular subject, case studies, teaching plan and assessment, integrated with effective instruction tips.

v. Emerging areas identified in the national body.

✓ Advanced Computing - AI, Quantum Computing, etc.	✓ Energy, Sustainability & Climate change
✓ Advanced materials, critical minerals	✓ Disaster Management & Resilient Infrastructure
✓ Aggrotech & Food Processing	✓ Manufacturing & Industry 4.0
✓ Augmented and Virtual Reality	✓ Next Gen Computing
✓ Blue Economy	✓ Semiconductors
✓ Digital Twins	✓ Smart Cities & Mobility
✓ Health Care & Med-Tech	✓ Space and Defense

- vi. Training programmes in collaboration with industry (70-90% coverage by industry experts) in alignment with Regulatory bodies Industrial Training policy.
- vii. Skill Development Courses focus on hands-on practice with modern tool usage, computational aspects, teaching skills, guidance and counselling skills, laboratory skills, etc.
- viii. Mode of the training – Contact / Hybrid / Online (Synchronous & Asynchronous mode)
- ix. Venue – Headquarters / Extension Centres / Host institution / Outreach, Collaborating and MoU institutions.
- x. The faculty member shall offer the programmes as follows:
- Regular Mode (1 or 2 Weeks)
 - Industrial Training (2/ 3/ 4 Weeks)
 - Customized Special programmes
 - Modular / Fractal Mode (Weekends/ Vacation)
 - Self-Paced MOOC (10/ 20/ 40 hours)
- xi. Boot Camps
- xii. AICTE/ ISTE/ SERB/ Ministry Sponsored training programmes.
- xiii. Programmes to Government agencies for their working professionals
- xiv. Workshops (1 to 5 days)

- xv. Webinars/ Seminars (International/ National) with renowned experts from Industry/ R&D Organizations/ Academia
- xvi. International/ National Conferences

To instill more value and responsibility in the participants, it is proposed to offer programmes in three major clusters.

- **Silver level (S) – Basic Content literacy – Knowledge acquisition**
Programmes listed in the curriculum (DTE/ AICTE) with focus towards teaching the curriculum course content, pedagogy, OER, etc.
- **Gold level (G) – Knowledge Deepening**
Practical integrated case studies with modern tool usage and other similar programmes with the blend of advances in the content.
- **Platinum level (P) – Knowledge Creation**
Programmes based on Industrial interaction, in the thrust areas (e.g., IoT, Artificial Intelligence, VR and AR), etc.

Coordination fee per participant (₹)	For an Academic year
Silver 100 - 500	To the Government and aided technical institutions, the Training Coordination fee is waived for the first two programmes for a faculty member and for the subsequent programmes attended by the same faculty member in an academic year, fee need to be paid.
Gold 501 – 1000	To the Government and aided technical institutions, the Training Coordination fee is 50% waived for the first programme for a faculty member and for the subsequent programmes attended by the same faculty member in an academic year, fee need to be paid.
Platinum 1001 – 5000	To the Government and aided technical institutions, the Training Coordination fee is 50% waived for the first programme for a faculty member and for the subsequent programmes attended by the same faculty member in an academic year, fee need to be paid.

- xvii. For the training programmes scheduled for credit transfer and degree awarding, the fee is based on the credits, and it is decided from time to time.
- xviii. For the Full Time Research Scholars and UG/ PG students attending the above programmes, 50% training coordination fee is waived with valid identity card or Bonafide Certificate from the Institution.
- xix. The faculty members from self-financing institutions/ contractual teachers from Government and aided technical institutions/ working professionals/ anyone interested in attending the training programmes shall have to pay the training coordination fee.
- xx. International participants are also permitted to attend the programmes on payment of an appropriate Coordination fee in USD equivalent.
- xxi. In case of the participants from Government/ Government aided technical institutions attending the programmes without relieving order from the concerned authorities, the same will be mentioned in the Certificates upon successful completion of the training programmes.
- xxii. The institute also offers certified master trainer programmes and fees will be stipulated based on the category.

2.2 Long Term Programmes

- Finishing School Programmes
- Student internship/ Mentoring
- Professional Practicum Programme (PPP) for faculty members
- PG Certificate (upto 6 months)
- PG Diploma (1 Year)
- PG programmes (2 Years)
- Ph.D.

2.3 Online Self-Paced MOOC (10/ 20/ 40 hours)

SWAYAM is a programme initiated by Government of India and designed to achieve the three core principles of Education Policy viz., access, equity and quality. The objective is to take the best teaching learning resources to all, including the most disadvantaged

group. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. SWAYAM provides an integrated platform and portal for online courses, using Information and Communication Technology (ICT) covering High School till all higher education subjects and skill sector courses to ensure that every student benefits from learning material through ICT. A SWAYAM Course shall be classified based on the number of weeks of engagement and number of hours of video. A Course shall be about 40/ 20 Hours of duration that includes about 20/ 10 Hours Video and multimedia e-Content deliveries. The course is scheduled to start during the January and July Months.

In addition to the SWAYAM, NITTTR Chennai learning platform offers courses in self-paced learning. The learners can have unlimited access to our on-demand lecture series for a nominal fee. Some of the benefits include: (a) Access to over 300 titles / 100 PDHs; (b) learn from industry and academic experts to propel your career; (c) Earn certification for professional upliftment, & (d) Learn on your own schedule.

2.4 Development of MMLPs/ Educational Video Films/ Video Lectures

Faculty members are advised to develop educational video films and video lecture on the latest thrust areas. The proposal shall be submitted by the faculty member through proper channel on the content area. The proposal will be reviewed by Video Production Evaluation Committee constituted by the Director. The Department of Educational Media and Technology will facilitate the video production and editing. The course will be duly developed by the internal faculty members. Test the video with a sample audience for feedback. Based on feedback, revise the content to meet the learning objectives.

2.5 Extension Services

- Accreditation (NBA/ NAAC / NABL) Vetting/ Guidance/ Mentoring
- Academic Audit
- Books/ Monographs/ Manuals/ Brief Notes/ Writing Proposal

- Classroom Instruction Observation – Individualized teacher improvement programmes (Aligned to NEP 2020 – Chapters 13 and 15)
- Curriculum Audit
- Curriculum Revision/ Vetting
- Green Campus/ Learning Space (DTH/ Wi-Fi/ Studio/ Digital Repositories) guidance
- Laboratory Demonstration Videos
- Mentoring
- MOOC Design, Delivery and Evaluation
- Student Motivation/ Counselling Services

3. Guidelines

3.1 Important Information

- i. All training programmes shall be planned based on the need assessment carried out with the clientele system.
- ii. The faculty members are suggested to submit the proposal as per their competency and in the emerging areas of interest.
- iii. The training programmes in multidisciplinary/ other technical fields such as Architecture, Planning, Pharmacy, Hotel Management and Catering Technology, Management/ non-formal sectors/ Training of Trainers/ Industrial Training/ Emerging areas are encouraged with the team of faculty members from different specialization.
- iv. ***Repeating the same training programme shall be permitted, only if there is a demand.***
- v. To enhance networking with other organizations, extend invitations to a diverse range of experts rather than repeatedly relying on the same individual.
- vi. Repeatedly engaging the same experts (no more than three times per year) shall not be allowed, however, this criterion may be exempted for inviting an expert from the Company who had supplied the software. Concerned faculty shall attend his/ her lecture to develop the competency.

- vii. The training programme coordinator shall prepare one page Flyer aesthetically designed highlighting the details about the Course content, dates, objectives, outcomes, training methodology, speakers, etc. (Annexure 1) one month prior to the conduct of the programme and communicate the same to the Head, CASR, to upload on the website and share in social media, for the applicants to understand the nature of the programme.
- viii. Programme shall be created in the PDP Portal at least **3 weeks prior to the start date**.
- ix. The programme timetable approvals shall be applied in the portal at least 2 weeks prior to the commencement of the programme (along with the course link (G Meet) address).

Timeline of activities	Deadline
Creation of the course in the PDP Portal	21 days prior to course start date
Submission of poster and content sensitization	21 days prior to course start date
Course advance and Timetable submission	2 weeks prior to course start date
Submission of qualified learners for certification, course report, digital repository of entire video recordings of the programme, honorarium form of resource persons	Within 7 working days after the course completion

- x. The faculty members are encouraged to venture into allied emerging areas. In such instances, the training programmes may be conducted with more than the permissible external resource persons even with less than 40% of the contribution from the Course Coordinator. A faculty member shall conduct two such programmes per academic year to equip themselves to organize the programmes themselves in the future.
- xi. The Head of the Extension Centre, when inviting faculty members from HQ, shall carefully determine the optimal number of faculty members to be invited (may be one faculty member for three or five-days programme). During their travel to Extension Centres, the concerned faculty members shall deliver minimum of three sessions (Three Hours duration) or deliver lecture for three days.

- xii. The proposals to offer the training programmes from the faculty members shall be forwarded through their respective HoD/ HoC in the web portal, ensuring the following aspects to the Director through the office of CASR:
- Programmes are associated with cutting-edge technology/ market driven.
 - Programmes offered in a particular title are not replicated in an allied title unless the Course contents differ by more than 60%.
 - If the faculty members possess the requisite expertise, external experts should be avoided.
 - If there is no demand, discontinue offering the same programme.
 - Disallow programmes with different titles but more or less identical content with another programme.
 - Sufficient number of training programmes are offered for the integrated pedagogy programme to teach the content.
 - The proposed fee for the programmes is appropriate and logical, avoiding different costs for the same programme at different levels (Silver/ Gold).
 - Programmes are offered on diverse topics with experiential learning such as software oriented/ laboratory based/ hands on.
 - Programmes in Pedagogy/ Accreditation are offered in line with the approved curriculum and course schedule. (Annexure 2)
- xiii. For the effective dissemination of the Course content, the faculty members shall ensure the delivery of lectures at least through power point while other technology enabled presentations are very much encouraged.
- xiv. In the Silver and Gold Category programmes, as an academic coordinator, the faculty members need to handle a minimum of 40% and 70% of the programme schedule in the regular and modular training programmes respectively.
- xv. Each faculty member shall offer the following programmes every year:
- an exclusive Massive Open Online Course (MOOC).
 - at least one programme in Gold/ Platinum category.
 - one new programme in identified thrust area.
 - coordinate at least one programme at anyone of the Extension Centre.

- coordinate at least one programme at anyone of the Host Institute in the southern States.
- xvi. Avoiding the conduct of similar programmes offered by different faculty members at the same period as well as maintaining the uniformity in the Coordination fee shall be ensured by CASR.
 - xvii. All the training sessions both contact and online shall be recorded (audio and video) for quality purposes and a digital repository shall be created. DEMA shall maintain the catalogue of training programmes viz., training notes and video lectures to establish OER for NITTTR Chennai.
 - xviii. **Programmes shall not be postponed or cancelled without prior permission of the Director.**
 - xix. Each Department/ Centre shall offer a minimum of one industrial training programme of three/ four-week duration in coordination with industries/ scientific bodies.
 - xx. Each Department/ Centre shall organize a minimum of one seminar/ workshop/ conference in a year.
 - xxi. Each Department/ Centre is advised to host a webinar on contemporary topics with industrial experts (national/ international) at least one webinar quarterly. In addition to the outside industrial experts, in-house faculty members may also deliver on emerging topic to the clientele system.
 - xxii. The services offered by the institute to enhance the learning experience for its clients, the programmes conducted at the host institute based on their request shall be considered as the consultancy works. The consultancy mode training programme shall be in the area of emerging areas, pedagogy, academic audit, curriculum audit, academic leadership, strategic planning, Accreditation and Qualification framework and other allied areas.
 - xxiii. Based on the minimum teaching contact hours for the faculty members and relaxation in teaching contact hours to faculty members handling additional responsibilities (HOD) as per 7th CPC and CAS norms, the minimum (1 week) training programmes to be conducted per year by an Assistant Professor, Associate Professor and Professor are 20, 18 and 16 respectively or the total number of participants trained be 500, 450 and 400 respectively, **not exceeding**

50% from Silver category in the number of programmes/ participants. Under extraordinary circumstances, a faculty member shall utilise a maximum of three Programmes conducted as a coordinator at the host institute based on their request, if there is a shortage in fulfilling the above requirements.

- While calculating the score for APAR, online programmes shall be considered 50% equal to the contact programmes.
- The faculty members shall earn the minimum requirement.
- The number of participants trained by each faculty member per year at the same level shall be almost equal.

xxiv. The number of hours handled by the faculty member as a Resource Person in own/ other programmes shall be considered equivalent to the number of training programmes coordinated as total number of sessions handled/ 6, not exceeding 30% of the minimum training programmes requirement for APAR.

xxv. Handling of other programmes are considered equivalent to the conduct of training programmes as follows:

Type of programmes conducted	Equivalent to the conduct of training programmes as the coordinator
One PG Course with 3 credits (if handled as a sole faculty member; proportionately lesser score, if shared with another faculty member)	4
Development of one Course with 3 credits - SWAYAM/ NITTT/ Online PG/ PG Diploma Programmes	2
Offering of one Course with 3 credits - SWAYAM/ NITTT/ Online PG/ PG Diploma Programmes	1

xxvi. A quarterly review meeting shall be conducted to assess the status of the training programmes.

3.2 Registration and Conduct of the programme

- i. Students, Research Scholars, Technical Officers, Government Officials, Industrial Personnel, etc. who are interested in lifelong learning are permitted to register for the training programmes.
- ii. The prospective learner shall register for the programme online in the Institute web portal and pay the necessary fee to the course.
- iii. The registration is closed seven working days prior to the start date of the Course.
- iv. The programmes shall be conducted with a minimum of 15 registered learners. If the registered learners are less than 15, the programmes shall be postponed, with due notification to the registered learners well in advance. ***The programmes shall be conducted even if the actual number of attendees is less than 15, to avoid hardship for the registered participants. In such cases the faculty coordinator needs to handle at least 60% of the course without any external resource person.***
- v. The programme coordinators shall include faculty members from HQ/ ECs (through contact/ online) to the extent possible for delivering lectures and Resource Persons shall be engaged, only if the internal faculty members do not possess such expertise.
- vi. In the training programmes conducted at Extension Centres, a minimum of two faculty members from Head Quarters/ other Extension Centres shall be involved as Resource Persons.
- vii. A maximum of three Resource Persons per programme shall be permitted for the training programmes under the silver and gold categories and up to five Resource Persons are permitted for the programmes under the Platinum Category.
- viii. Engage one or two appropriate international experts through online mode, preferably for the programmes under Gold and Platinum categories.
- ix. The programme coordinator needs to submit the following items within seven working days from the last date of the training programme. Course report and attendance
 - Copy of timetable executed (if any changes are there to proposed)
 - Soft copy of the course materials to the resource centre.

- Video links to OER in charge
 - Course Honorarium shall be forwarded to the accounts section through OER in charge after due certification of the receipt of recorded lectures.
- x. The trainees need to submit their feedback in the online PDP portal (then only the certificate will be enabled for downloading).
 - xi. DEMA shall prepare a digital repository of the photographs of the training sessions, group photograph of the participants, few photographs related to activities, interaction and field visit.
 - xii. Social media in charge shall sensitize our clientele system with the photos and write up about the programme.

3.3 Coordination between HQ and EC

- i. The Head, Extension Centre shall propose training programmes as per the need of the concerned State in collaboration with the faculty members from the Head Quarters/ other Extension Centres. Whenever a training programme other than the area of expertise of the Head, Extension Centre is proposed, the modalities of conducting the programme and academic coordinator shall be planned in coordination with the committee constituted for this purpose.
- ii. The training programmes offered at Head Quarters shall be sensitized appropriately by the Extension Centres so that the faculty members from those States shall attend these programmes in order to avoid the repetition of the same being offered in the Extension Centres with Resource Persons from other Organizations.
- iii. When a training programme is proposed by the Extension Centre to the respective State Government, ensure the conduct of a similar programme at HQ to work out the modalities of offering the same either at HQ or at EC for all the participants.
- iv. The Head of the Extension Centre serves as an administrator, linking the headquarters with other states. Therefore, when organizing training programmes, they should consider the overall needs of the respective State, beyond their specific area of expertise. The quantity of training programmes coordinated shall be evaluated based on the number organized at the Extension

Centre in collaboration with the faculty members of headquarters and other Extension Centres. Consequently, the faculty member (regardless of the designation) leading the Extension Centre is required to conduct/ organize the following programmes:

- To conduct five one-week training programmes at the Extension Centre as academic coordinator.
- To organize a minimum of 10 training programmes annually as an administrative coordinator at the respective Extension Centre or headquarters or in their respective state, in collaboration with faculty members.
- To mobilize at least 100 participants annually from the respective State of the Extension Centre for courses organised at the headquarters.
- To facilitate in organizing a minimum of five programmes at any host institution at the respective state.

4 Course Evaluation for Certification

- i. The evaluation for the participants is through activities/ assignment and it is grouped under different clusters.
- ii. In each week, assignments/ activities shall be framed from each cluster and graded either individually or in a group.
- iii. The evaluation methodology shall be discussed in detail during the training programme. The evaluation will be unique of its nature with change project.
- iv. A test shall be conducted by the coordinator at the end of the programme.
- v. The certificates shall be issued to the participants who have secured a minimum of 80% attendance and scored a minimum of 60% marks in the test and submitted the online feedback of the Course.
- vi. For the academic credits, the conduct of the training programmes and assessment shall be as per the regulations.
- vii. To accomplish a complete digital database, Certificate of all training programmes conducted at Head Quarters, Extension Centers, Host Institutions and Webinars shall be issued through the Web Portal.

- viii. The Controller of Examination section of CASR shall collect the assessment details and place it in an academic repository.
- ix. The COE section and IQAC shall conduct an academic audit of the training programme yearly with external and internal experts constituted by the Director.

5 Remuneration of the Resource Person

The remuneration of the Resource Person shall be as follows:

- ₹1500/- per hour and ₹500/- towards local transport for experts within station.
- ₹1500/- per hour and travel expenses as per eligibility for experts from outstations.
- US\$50 for two hours to foreign experts for online session.

To uphold the reputation of the institute, the honorarium receipts of the resource persons need to be submitted to the accounts section within seven working days from the last date of the training programme with a certification that the experts submitted the Course material (Presentation material or reading material) to the Head, Resource Centre and entire video recordings were handed over to the Faculty in charge for OER before processing of the honorarium.

6 TA/ DA Guidelines

6.1 Guidelines to the Resource Persons

- i. TA shall be provided as per Gol norms. The Air/ Rail tickets are to be purchased only as per the Government guidelines; else the charges will be disallowed. If travelled by flight, the original Boarding Pass of the onward journey has to be submitted for claim.
- ii. The honorarium paid to the Resource Persons will be allowed as per the approved norms.
- iii. The honorarium to the Resource Person shall be paid through RTGS/ NEFT only. Bank details of the Resource Person shall be collected in the specified proforma (Annexure 3). Tax will be deducted at source before transferring/ crediting the amount.

- iv. Accommodation in the Institute Guest House (if available) will be provided for the Resources Persons. Hotel rooms may be booked (as per norms) in advance at the risk of the individuals. Cancellation charges will not be reimbursed, as there is no provision for the same in the rule.

6.2 Guidelines to the Participants

Programmes will be conducted at NITTTR Chennai/ Extension Centres/ Host Institution (Polytechnic/ Engineering College)

- i. TA/ DA shall be provided to the regular faculty members of the Government and aided technical institutions for the training programmes under the silver and gold categories.
- ii. TA will be limited to Three-tier AC (3A) train fare by the shortest route.
- iii. Tatkal charges are allowed in case of non-availability of regular tickets, on production of proof.
- iv. Payment of the actual bus fare is permissible, if the journey is performed on Government transport.
- v. For journeys made by the private bus, fare shall be restricted to Three tier AC train fare by the shortest route.
- vi. Original ticket of the onward journey and photocopy of the ticket of the return journey by train/ bus should be furnished, otherwise the claim shall be restricted to sleeper class train fare only/ bus fare of the Government transport, as applicable.
- vii. Waitlisted ticket will not be reimbursed for return journey, if not confirmed.
- viii. The Air/ Rail tickets are to be purchased only as per the Government guidelines; else the charges will be disallowed. If travelled by flight, the original Boarding Pass of the onward journey has to be submitted for claim.
- ix. The road mileage from place of residence to the nearby railway station/ bus stand is limited to 25 km to claim taxi/ auto/ own vehicle. Beyond 25 km, bus fare at the rate of ₹1/km will be paid.
- x. Accommodation will be provided in the Trainee Guest House (Single/ Double, based on availability) at the institute.
- xi. Refreshments and three times vegetarian food will be provided in the mess.

- xii. Pocket allowance for the outstation and local participants is ₹450/- per day ₹150/- per day respectively for the programmes conducted at venues other than NITTTR Chennai/ ECs, Else the allowance is ₹300/- per day ₹125/- per day respectively.
- xiii. For participants other than regular faculty members of the Government and aided technical institutions, boarding and lodging will be provided on a payment basis (details available on the Institute website).

7 Guidelines for conducting regular PDP/ training programmes on a payment basis (Self supported) for an institution through contact/ online/ hybrid mode.

- i. The request to conduct the training programmes from the institution shall be sent to “The Director”, NITTTR Chennai by email to: director@nitttrc.ac.in
- ii. The programme coordinator assigned by the Director shall take a minimum of 30% of the sessions.
- iii. The programme coordinator will identify the Resource Persons and upload the timetable along with the financial requirements to the Director.
- iv. A proceeding will be issued by the CASR for the conduct of the programme. The programme proceedings and other particulars could be downloaded from the PDP Portal.
- v. The participants need to register in the online portal and attendance will be opened on all the days during the sessions and automatic attendance lock system needs to be enabled.
- vi. Online feedback from the participants and at least one video feedback is mandatory.
- vii. Certificate (Annexure 4) will be available in the PDP portal.
- viii. The course fee is charged based on the category of the programme requested by the technical institutions / clientele system.

Course Type	Duration	Course Fee	Participants
Foundation of Teaching Learning (Pedagogy, IDDS, Student Counseling, Mentoring, Question paper Authoring etc.)	Three to Six days	Rs. 80000/- (excluding TDS) + 18% GST	40 Nos.
Quality Assurance & Accreditation	Three days (Single Cohort)	Rs. 100000/- (excluding TDS) + 18% GST	40 Nos.
Quality Assurance & Accreditation	Three Phases	Rs. 200000/- (excluding TDS) + 18% GST	40 Nos.
Media and Information Literacy	Three to Six days	Rs. 100000/- (excluding TDS) + 18% GST	30 Nos.
Educational Video Production	Three to Six days	Rs. 200000/- (excluding TDS) + 18% GST	30 Nos.
Academic Leadership & Institutional Development	Three to Six days	Rs. 200000/- (excluding TDS) + 18% GST	30 Nos.

- ix. The Course fee for Professional Development Programmes/ Workshops is fixed @ ₹50000/- and ₹25000/- for 2 days and 1-day programmes respectively.
- x. Fee may be charged on prorata basis, if the number of participants is 20/ 10. **The coordinators are requested to ensure the payment of the Course fee before the start of the training programme.**
- xi. Further, the host institution shall also pay for the TA and DA for the resource person(s) as per the GoI norms.
- xii. For the Professional Development Programmes of the institute conducted at the collaborative Institution including MoU Partners, remuneration/ charges to be paid are as follows:
- ₹5000/- (For five days training programme) to the coordinator of the institution
 - ₹500/- per day for providing AC Classroom/ Laboratory with projection facility
 - ₹500/- per day per person to be paid to the technical/administrative staff
 - Course fee shall be waived for five faculty members of the collaborating institution for PDPs for the Courses under the Silver and Gold categories ONLY. However, a maximum of five additional faculty members of the collaborative institution shall be permitted to pay the necessary course fee.

- xiii. The fee should be paid through Online Transfer to: (Online Gateway – Enabled)
Beneficiary Name: The Director, NITTTR Chennai
Account Number: 2649101010094
IFSC Code: CNRB 0002649
Bank: Canara Bank
- xiv. Programme Schedule will be provided by the coordinator. The resource materials will be available in the LMS of the institute. Online training programmes will be conducted on any one of the platforms such as Cisco WebEx/ Google Meet/ Microsoft Team. The coordinator will inform well in advance about the meeting platform and tools required for the smooth conduct of the programme.
- xv. Course video feedback needs to be submitted to DEMENT.
- xvi. Centralized Online Course Feedback needs to be submitted before the release of certification.
- xvii. If temporary advance is taken, settlement of the same with bills to Accounts Section through CASR has to be submitted within 7 days from the date of completion of the purpose for which the advance was drawn.
- xviii. The claim for the course shall be submitted within a month after the release of certificate. The payment shall be processed every quarterly (July, November, February and April).

All faculty members are requested to pay attention to the above guidelines and ensure necessary compliance.

Annexure 1

PDP-XY	<< Course TITLE>>	<<Duration>>
<p>COURSE DESCRIPTION :</p> <p>TARGET PARTICIPANT :</p> <p>COURSE CONTENT :</p> <p>COURSE METHODOLOGY:</p> <p>LEARNING OUTCOMES: At the end of the programme, the participants will be able to;</p> <p>RESOURCE PERSONS:</p>		
COURSE COORDINATOR		MODE
Name: Designation: Department/Centre:		
		VENUE



Environmental Impact Assessment

May 05 -09, 2022

Course Introduction

Environmental Impact Assessment can be described as a decision-making tool, a legislative instrument and a formalised environmental management process. It exists to enable precautionary measures to be incorporated into project and policy planning for the protection of environmental and human systems. EIA allows determination of the potential impacts of development on environmental quality, social well-being and regional economies.

The course provides an overview of the legislative framework of EIA and explains the EIA process, providing examples of techniques used in impact assessment relating to topics including soils, ecology and landscape. Much of the teaching input to the course is provided by external practitioners specialising in certain aspects of the EIA process, including developers, representatives from local government and other key stakeholders such as SNH, as well as EIA consultants.

The course also provides an opportunity to review and appraise the EIA process and associated techniques through investigation of an EIA case study.

Course Methodology



Course details

What you will learn:

After completing the learning tasks in this course, the participants will be able to:

1. Gain an understanding of the role of SEA & EIA in decision making
2. Gain an overview of the legislative framework for EIA, with a focus towards its application in Scotland
3. Have knowledge of the EIA process and stages, and how it is applied to specific topic areas, such as landscape and visual impact assessment, ecology, soils and climate change, including its application
4. Be skilled in review and appraisal of the EIA process and its outputs

Course Certification:

The certification is provided for the participants who meets:

- 1) 80% attendance
- 2) Assignment & Assessment - 70% of the score out of 100

Certificate will have your name, photograph, roll number and the percentage of score in the final exam.



Content

The topics to be covered:

- Introduction to Environment Management & EIA
- Legal, Policy & Regulatory Framework
- EIA Procedure - Scoping & Screening and Establishing Baseline Conditions
- EIA Methodologies
- Impact Identification & Analysis of Alternatives-I
- Impact Identification & Analysis of Alternatives-II
- Public Involvement in EIA
- Impact Management - Mitigation & Preparation of Environment Management Plans (EMP)
- EIA Reporting & Review of EIA Quality
- Decision Making & Project Management Implementation & Follow up
- EIA Case Examples Individual Final Assignment

Course LMS:

MOODLE



Course Delivery Platform

Google Meet



Course Handholding

Telegram / Whatsapp



Course Fee

Rs 3,500 for Indian participants

US \$100 for International participants

The countries listed on this page get the specified discounts on course fee, based on their World Bank classification. Your discount will be automatically applied during the application process, based on your primary address.

Online payment link

Target Participants

Students of engineering; urban planning programmes; Professionals/practitioners from transportation planning/ engineering; urban planning sectors; Programme managers of transport/ infrastructure solution providers/ consultants ; Developers; Researchers and consultants; Environmental consultants

Course Coordinator Contact details

Dr. G. Janardhanan

Associate Professor Dept of Civil and Environmental Engg.

NITTTR Chennai . Ph: +91-9445520968

Email: jana@nitttrc.ac.in

Annexure 2

In alignment with our ongoing efforts to enhance educational quality and ensure consistency across training initiatives, the committee is constituted to develop a common curriculum, course schedule for the following courses.

- a. Instructional Design and Delivery System (One week/ Two Weeks)
- b. Induction Training Programme (One week/ Two Weeks)
- c. Advanced Pedagogy (Two Weeks)
- d. NBA Accreditation Programme (Diploma/ UG/ PG) – (Three days to One Week)
- e. Outcome Based Education
- f. Student Assessment and Evaluation
- g. Curriculum Revision Orientation Programme

The detailed curriculum and course schedule is given below:

Preamble:

In the ever-evolving landscape of higher education, faculty development programmes play a crucial role in enhancing the quality of education and ensuring that educators are well-equipped to meet the demands of the 21st century classroom. These programmes are designed to support faculty members in their professional growth, improve their teaching and research skills, and ultimately contribute to the academic success of their students. NITTR Chennai empowers, energize the faculty members of technical institutions by organizing various professional development programmes.

Enhancing Pedagogical Skills

Faculty development programmes offer opportunities for educators to stay current with the latest pedagogical techniques and educational technologies. By engaging in continuous professional learning, faculty members can adopt innovative teaching strategies that foster active learning, critical thinking, and student engagement. This, in turn, leads to more effective and dynamic classroom environments where students are better prepared to succeed.

Enhancing Research Capabilities

In addition to teaching, faculty members are often involved in research activities that advance knowledge within their disciplines. Faculty development programmes provide

training in research methodologies, grant writing, and academic publishing. These programmes help faculty members enhance their research capabilities, contribute to scholarly work, and secure funding for their projects. Strong research skills not only benefit the individual faculty member but also raise the academic profile of the institution.

Fostering a Culture of Continuous Improvement

The academic landscape is continually changing, with new challenges and opportunities arising regularly. Faculty development programs instill a culture of continuous improvement by encouraging educators to reflect on their teaching practices, seek feedback, and make data-driven decisions. By embracing lifelong learning, faculty members can adapt to changes in educational standards, accreditation requirements, and student needs.

Promoting Collaboration and Networking

Faculty development programmes often bring together educators from diverse disciplines and institutions. This creates a valuable platform for collaboration, idea exchange, and networking. By participating in these programs, faculty members can build professional relationships, share best practices, and collaborate on interdisciplinary projects. Such interactions enrich the academic community and foster a spirit of collegiality and mutual support.

Supporting Institutional Goals

Institutions of higher education have strategic goals related to teaching excellence, research innovation, and community engagement. Faculty development programmes align with these goals by preparing faculty members to contribute effectively to their institution's mission. Well-trained faculty can enhance the institution's reputation, attract and retain students, and achieve higher standards of academic excellence.

Adapting to Technological Advancements

The rapid advancement of technology has transformed the educational landscape, making it imperative for faculty to integrate digital tools into their teaching and research.

Faculty development programmes provide essential training in educational technologies, online teaching platforms, and digital resources. This ensures that faculty members can effectively utilize technology to enhance learning experiences and remain competitive in a digital world.

In conclusion, professional development programmes are indispensable for fostering the professional growth of educators, enhancing the quality of education, and achieving institutional excellence. By investing in these programmes, institutions can ensure that their faculty members are well-prepared to inspire and educate the next generation of students, contribute to scholarly research, and lead in a rapidly changing academic environment. The common curriculum ensures quality in the programme offered at NITTTR Chennai.

INDUCTION TRAINING PROGRAMME

Duration: Two weeks

Course Curriculum:

Introduction to Teaching and Learning Process - Introduction to Higher Education System / NEP 2020 - Role of faculty in higher education – Instructional Objectives / Course Outcomes - Instructional Methods, Media and Material with Techniques – Technology Enabled Learning – Online and Blended Learning - Curriculum Design and Development - Designing learner-centric curricula - Aligning curriculum with learning outcomes – Lesson Planning - Classroom Management Strategies - Student Engagement Techniques - Engaging diverse learners - Active learning strategies - Student Motivation - Guidance and Counselling - Assessment and Evaluation - Types of assessments - Designing effective evaluation tools – Laboratory Assessment – Rubrics - Research and Academic Writing - Professional Ethics and Responsibilities - Academic Integrity and Ethics - Faculty Responsibilities and Professionalism - Quality Assurance and Accreditation – Accreditation Processes (NBA / NABL) and Criteria - Communication Skills and Teamwork – Simulated Teaching - Reflection and Action Plan.

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Explain the core principles of teaching learning process.
2. Gain a comprehensive understanding of the structure and challenges of higher education.
3. Recognize the roles and responsibilities of faculty within this system.
4. Develop learner-centric curricula aligned with educational objectives and outcomes.
5. Employ diverse teaching methods and technologies to enhance student learning.
6. Apply effective classroom management strategies to create a conducive learning environment.
7. Utilize techniques to engage and motivate a diverse student population.
8. Understand the fundamentals of academic research and methodologies.
9. Demonstrate an understanding of academic integrity and ethical issues in academia.
10. Commit to ongoing professional development and ethical behaviour.
11. Leverage educational technologies to enhance teaching and learning experiences.
12. Design and deliver online and blended learning courses effectively.
13. Understand the principles of quality assurance and the importance of accreditation.
14. Prepare for accreditation processes and contribute to continuous improvement.
15. Develop strong communication skills for effective teaching and collaboration.
16. Foster teamwork and collaboration in academic settings.
17. Reflect on their learning experiences and identify areas for improvement.
18. Develop a personal action plan for continued professional growth and development.

This structured approach ensures that new faculty members are well-prepared to excel in their roles, contributing to the overall quality and effectiveness of the educational institution.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Teaching Learning Process - Introduction to Higher Education System / NEP 2020		Icebreaking for Training / Games Bond/ Optional Topic 1	
DAY 2 Tuesday	Instructional Objectives / Course Outcomes (<i>Lecture + Guided Practice Session</i>)		Instructional Methods, Media and Material with Techniques	
DAY 3 Wednesday	Technology Enabled Learning – Online and Blended Learning (<i>Lecture + Guided Practice Session</i>)		Classroom Management Techniques / Student Engagement Techniques / Active learning strategies	
DAY 4 Thursday	Preparation of Lesson Plans (<i>Lecture + Guided Practice Session</i>)		Curriculum Design and Development - Designing learner-centric curricula - Aligning curriculum with learning outcomes (NCrF)	
DAY 5 Friday	Assessment and Evaluation - Types of assessments		Designing effective evaluation tools Laboratory Assessment – Rubrics	
DAY 6 Monday	Student Motivation - Guidance and Counselling		Research and Academic Writing	
DAY 7 Tuesday	Professional Ethics and Responsibilities - Academic Integrity and Ethics		Communication Skills and Teamwork	
DAY 8 Wednesday	Simulated Teaching		Simulated Teaching	
DAY 9 Thursday	Simulated Teaching		Simulated Teaching	
DAY 10 Friday	Quality Assurance and Accreditation – Accreditation Processes (NBA / NABL) and Criteria		- Reflection and Action Plan	Feed Back & Valediction

NBA Accreditation Programme

Duration: One Week

Course Curriculum:

Introduction to OBE Philosophy and Accreditation - Overview of NBA and its significance - Accreditation process and timelines - Detailed explanation of NBA criteria – Framing Vision, Mission and PEO – Mapping - Program Curriculum and Teaching-Learning Processes - Course Outcomes and Program Outcomes – Mapping of CO PO – Evaluating student performance and faculty contributions - Continuous improvement strategies - Infrastructure and learning resources - Technical support and continuous improvement - Student support systems - Governance and leadership roles - Components and preparation of the SAR - Best practices for writing the SAR - Preparing the team for the actual visit - Reflecting on the accreditation process

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Comprehend the significance and objectives of NBA accreditation.
2. Understand the detailed steps and timelines involved in the accreditation process.
3. Prepare Effective Self-Assessment Reports (SAR):
4. Write Vision, Mission and PEO, addressing all required criteria.
5. Analyze program curriculum and teaching-learning processes.
6. Document course outcomes and program outcomes aligned with NBA criteria.
7. Evaluate student performance and faculty contributions.
8. Implement strategies for continuous quality improvement.
9. Utilize institutional facilities and technical support effectively.
10. Ensure ongoing monitoring and improvement of resources.
11. Establish effective student support systems.
12. Engage stakeholders in governance and leadership roles.
13. Reflect on the accreditation process and outcomes.
14. Develop actionable plans for sustained improvement and future accreditation cycles.

This structured programme ensures that participants gain a thorough understanding of NBA accreditation, are well-prepared to manage the accreditation process, and can contribute to continuous quality improvement within their institutions.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Introduction to OBE Philosophy and Accreditation - Overview of NBA and its significance		Framing Vision / Mission / PEO; Mapping <i>(Lecture + Guided Practice Session)</i>	
DAY 2 Tuesday	<i>Programme Curriculum / Teaching Learning Process</i>		Framing Course Outcomes <i>(Lecture + Guided Practice Session)</i>	
DAY 3 Wednesday	CO – PO Attainment		Programme Level Criteria – 4 / 5 / 6 / 7	
DAY 4 Thursday	Institution Level Criteria – 8 / 9 / 10		Components and preparation of the SAR - Best practices for writing the SAR	
DAY 5 Friday	Preparing the team for the actual visit - Reflecting on the accreditation process		Reflection and Action Plan	Feed Back & Valediction

Instructional Design and Delivery System

Duration: One Week

Course Curriculum:

Introduction to Teaching and Learning Process - Instructional Objectives / Course Outcomes - Instructional Methods, Media and Material with Techniques – Technology Enabled Learning –Lesson Planning - Classroom Management Strategies - Student Motivation - Guidance and Counselling - Assessment and Evaluation - Types of assessments – Rubrics - Simulated Teaching - Reflection and Action Plan.

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Explain the core principles of teaching learning process.
2. Employ diverse teaching methods and technologies to enhance student learning.

3. Leverage educational technologies to enhance teaching and learning experiences.
4. Formulate assessment to gauge the learning during and at the end of the process.

This structured programme ensures that participants gain a thorough understanding of the behaviour of current day learners, acquire competency in technology enabled learning, and use appropriate evaluation tools to assess students.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Teaching Learning Process		Instructional Objectives / Course Outcomes <i>(Lecture + Guided Practice Session)</i>	
DAY 2 Tuesday	Instructional Methods, Media and Material with Techniques		Technology Enabled Learning <i>(Lecture + Guided Practice Session)</i>	
DAY 3 Wednesday	Preparation of Lesson Plans <i>(Lecture + Guided Practice Session)</i>		Assessment and Evaluation – Preparation of Test Items	
DAY 4 Thursday	Simulated Teaching		Simulated Teaching	
DAY 5 Friday	Student Motivation - Guidance and Counselling / Classroom Management		Reflection and Action Plan	Feed Back & Valediction

Instructional Design and Delivery System

Duration: Two Weeks

Course Curriculum:

Introduction to Teaching and Learning Process - Instructional Objectives / Course Outcomes - Instructional Methods, Media and Material with Techniques – Technology Enabled Learning –Lesson Planning - Classroom Management Strategies - Student Engagement Techniques - Engaging diverse learners - Active learning strategies - Student Motivation - Guidance and Counselling - Assessment and Evaluation - Types of assessments - Designing effective evaluation tools – Laboratory Assessment – Rubrics - Communication Skills and Teamwork - Simulated Teaching - Reflection and Action Plan.

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Explain the core principles of teaching learning process.
2. Formulate and list the course outcomes.
3. Employ diverse teaching methods and technologies to enhance student learning.
4. Apply effective classroom management strategies to create a conducive learning environment.
5. Utilize techniques to engage and motivate a diverse student population.
6. Leverage educational technologies to enhance teaching and learning experiences.
7. Design and deliver online and blended learning courses effectively.
8. Develop strong communication skills for effective teaching and collaboration.
9. Foster teamwork and collaboration in academic settings.
10. Reflect on their learning experiences and identify areas for improvement.

This structured programme ensures that participants gain a detailed understanding of the behaviour of current day learners, acquire competency in technology enabled learning, and use appropriate evaluation tools to assess students.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Teaching Learning Process		Instructional Objectives / Course Outcomes <i>(Lecture + Guided Practice Session)</i>	
DAY 2 Tuesday	Instructional Methods, Media and Material with Techniques		Technology Enabled Learning <i>(Lecture + Guided Practice Session)</i>	
DAY 3 Wednesday	Online and Blended Learning <i>(Lecture + Guided Practice Session)</i>		Preparation of Lesson Plans <i>(Lecture + Guided Practice Session)</i>	
DAY 4 Thursday	Classroom Management Techniques		Student Engagement Techniques / Active learning strategies	
DAY 5 Friday	Assessment and Evaluation - Types of assessments		Designing effective evaluation tools Laboratory Assessment – Rubrics	
DAY 6 Monday	Student Motivation - Guidance and Counselling		Curriculum Design and Development - Designing learner-centric curricula	
DAY 7 Tuesday	Communication Skills and Teamwork		Quality Assurance and Accreditation – Accreditation Processes (NBA / NABL) and Criteria	
DAY 8 Wednesday	Simulated Teaching		Simulated Teaching	
DAY 9 Thursday	Simulated Teaching		Simulated Teaching	
DAY 10 Friday	Design Thinking & Innovation		Reflection and Action Plan	Feed Back & Valediction

Student Assessment and Evaluation

Duration: One Week

Course Curriculum:

Foundations of Assessment and Evaluation - Basics of Assessment and Evaluation - Types of Assessments - Formative and Summative Assessments - Diagnostic and Placement Assessments - Designing Effective Assessments - Principles of Assessment Design - Reliability, validity, and fairness - Aligning assessments with learning objectives - Creating Assessment Tools - Writing effective test items - Developing rubrics and scoring guides - Best practices for administering tests - Analyzing assessment data for insights

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

This structured programme ensures the quality of education and the effectiveness of teaching and learning processes and encourages the development of skills necessary for lifelong learning and adaptability in an ever-changing world.

Course Outcomes:

By the end of the programme, participants will be able to:

1. Define key concepts and purposes of various assessment types.
2. Recognize the importance of assessment in the educational process.
3. Design Effective and Reliable Assessments:
4. Apply principles of reliability, validity, and fairness in assessment design.
5. Create various assessment tools such as test items, rubrics, and scoring guides.
6. Administer assessments using best practices.
7. Collect and analyse assessment data to gain insights into student learning.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Introduction to Assessment.		Aligning Assessment with Outcomes (<i>Lecture + Guided Practice Session</i>)	
DAY 2 Tuesday	Formative and Summative Assessment in OBE		Designing Assessment	Principles of assessment design
DAY 3 Wednesday	Preparation of Test Items		Laboratory Assessment	Case Studies
DAY 4 Thursday	Using Technology for Assessment	Rubrics	Open book examination	Collecting and analyzing data (methods, insights)
DAY 5 Friday	Academic Bank of Credit and National Credit Framework	Challenges in Assessment in the OBE Context	Reflection and Action Plan	Feed Back & Valediction

Outcome Based Assessment

Duration: One Week

Course Curriculum:

Introduction to OBE - Definition and significance of OBE - Comparative analysis with traditional education models - Types of learning outcomes (cognitive, affective, psychomotor) - Writing clear and measurable outcomes - Mapping outcomes to course objectives and program goals - Principles of backward curriculum design - Integrating learning outcomes into the curriculum - Designing OBE-compliant courses and programs - Teaching and Learning Strategies – Outcome based Assessment - Formative vs. summative assessment - Using assessment data for continuous improvement - Case studies and best practices

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes:

By the end of the programme, participants will be able to:

1. Gain a comprehensive understanding of the principles and philosophy of Outcome-Based Education.
2. Write clear, measurable learning outcomes and align them with program objectives.
3. Design and develop curricula that align with OBE principles and ensure the achievement of desired outcomes.
4. Equip with student-centered teaching strategies and techniques to enhance learning and engagement.
5. Develop skills in designing and implementing assessments that accurately measure learning outcomes.
6. Explain the importance of feedback and continuous improvement in the OBE framework and learn to use data to drive enhancements.

This course is designed to empower technical teachers with the knowledge and skills needed to implement Outcome-Based Education effectively, ensuring that educational programs meet the highest standards and produce graduates who are well-prepared for the demands of the modern workforce.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Introduction to OBE and its importance	Case studies of successful OBE implementation	Crafting measurable learning outcomes <i>(Lecture + Guided Practice Session)</i>	Aligning learning outcomes with program objectives
DAY 2 Tuesday	Principles of curriculum design in OBE	Integrating outcomes into the curriculum	Active learning and student-centered teaching methods	
DAY 3 Wednesday	Graduate attributes	Programme Outcomes and course outcomes	Technology-enhanced learning in OBE	
DAY 4 Thursday	Formative and summative assessment techniques	Designing assessments that measure learning outcomes	Designing assessments that measure learning outcomes	Designing assessments that measure learning outcomes
DAY 5 Friday	Strategies for successful implementation of OBE		Reflection and Action Plan	Feed Back & Valediction

Advanced Pedagogy

Duration: One Week

Course Curriculum:

Introduction to advanced pedagogical theories and models - Reflective practices and their importance in teaching - Tools and methods for reflective practice - Principles and benefits of student-centered learning - Designing and implementing student-centered activities - Overview of active learning methods (problem-based learning, project-based learning, etc.) - Developing lesson plans that incorporate active learning - Integrating technology into teaching and learning processes - Overview of digital tools and platforms (e.g., LMS, educational apps) - Strategies for effective group work and peer learning - Innovative and formative assessment techniques - Strategies for creating an inclusive classroom environment - Case studies and best practices

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Gain a thorough understanding of advanced pedagogical theories and practices.
2. Design and implement student-centered learning activities that engage and motivate students.
3. Be proficient in applying active learning strategies in their teaching to enhance student participation and learning outcomes.
4. Develop strategies to facilitate and assess collaborative learning and group projects.
5. Equip with skills to design innovative assessment tools that align with learning outcomes and provide meaningful feedback.
6. Conduct pedagogical research and apply findings to improve teaching and learning.

This Advanced Pedagogy Training Programme is designed to empower technical educators with the skills and knowledge required to adopt innovative teaching practices, thereby enhancing the quality of education and student learning outcomes.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Introduction to emerging pedagogy (Advanced / Resilient)		Reflective teaching	Tools and methods for reflective practice
DAY 2 Tuesday	Principles and benefits of student-centered learning	Designing and implementing student- centered activities	Overview of active learning methods (problem-based learning, project- based learning, etc.)	
DAY 3 Wednesday	Developing lesson plans that incorporate active learning	Integrating technology into teaching and learning processes	Innovative and formative assessment techniques	
DAY 4 Thursday	Insight about NCrF	Conducting action research and applying findings in the classroom	Emotional Intelligence Mentoring and Counselling	
DAY 5 Friday	Strategies for creating an inclusive classroom environment		Reflection and Action Plan	Feed Back & Valediction

Curriculum Revision Orientation Programme

Duration: One Week

Course Curriculum:

Introduction to Curriculum Revision – Stakeholder Engagement – Need and Gap Analysis
- Principles of effective curriculum design - curriculum blueprint - Ensuring coherence and alignment - Integrating Modern Pedagogical Practices - Utilizing technology and digital tools - Assessment and Evaluation in Curriculum - Strategies for effective curriculum implementation - Case studies and best practices.

Course Methodology:

- ✓ **Interactive Lectures:** *Engaging presentations by experts to introduce core concepts and theories.*
- ✓ **Workshops and Practical Sessions:** *Hands-on activities to practice and apply new skills.*
- ✓ **Group Discussions and Collaborative Learning:** *Facilitated discussions to encourage sharing of ideas and collaborative problem-solving.*
- ✓ **Case Studies and Real-world Examples:** *Analysis of real-life scenarios to bridge theory and practice.*
- ✓ **Role-playing and Simulations:** *Activities designed to simulate classroom situations and teaching challenges.*
- ✓ **Online Modules and Resources:** *Access to digital resources and online modules for flexible learning.*
- ✓ **Reflection and Feedback Sessions:** *Regular opportunities for participants to reflect on their learning and provide feedback.*

Course Outcomes

By the end of the programme, participants will be able to:

1. Gain a thorough understanding of the principles and importance of curriculum revision in modern education.
2. Identify and engage key stakeholders effectively in the curriculum revision process.

3. Develop skills to conduct comprehensive needs analyses to inform curriculum changes.
4. Design and develop curricula that align with institutional goals and meet the needs of learners.
5. Equip to incorporate active learning and student-centered approaches into the curriculum.
6. Develop and align assessments with learning outcomes and competencies.
7. Gain strategies for the effective implementation of revised curricula.
8. Implement mechanisms for continuous improvement and feedback in curriculum delivery.

This programme is designed to equip educators and curriculum developers with the knowledge and skills needed to effectively revise and enhance curricula, ensuring that educational programs remain relevant, engaging, and aligned with the needs of students and stakeholders.

Course Schedule:

Date & Day	Forenoon		Afternoon	
	Section – I	Section – II	Section – III	Section – IV
DAY 1 Monday	Curriculum design principles, types, and models		Identifying and Engaging Key Stakeholders	Conducting a Needs Analysis for Curriculum Revision
DAY 2 Tuesday	Designing and Implementing Surveys and Focus Groups	Creating a Curriculum Blueprint	Incorporating Active Learning and Student-Centred Approaches	
DAY 3 Wednesday	Leveraging Technology and Digital Tools in Curriculum	Integrating technology into teaching and learning processes	Aligning Assessments with Learning Outcomes	
DAY 4 Thursday	Creating Rubrics and Assessment Plans		Strategies for Effective Curriculum Implementation	
DAY 5 Friday	Continuous Improvement and Feedback Mechanisms		Reflection and Action Plan	Feed Back & Valediction

Annexure 3

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING AND RESEARCH, CHENNAI

VOUCHER

FDP No.	FDP Title	Topic(s) handled	Duration

Received a sum of ₹_____ (Rupees _____
 _____ Only) from the Director, N.I.T.T.R.,
 Taramani, Chennai – 600 113, towards remuneration for delivering Guest Lecture and
 local transport charges for the Course mentioned above.

Transport charges included/ not included, as I had travelled/ not travelled to the Institute
 to deliver the lecture.

I hereby declare that I have filed/ not filed Income Tax Returns for the last two Assessment
 years 20__-20__ and 20__-20__.

Date : Signature :
 Place : Name :
 Designation :
 Address :
 City/ Pin code :
 Mobile Number :

Details of Bank Account													
Bank													
Branch and Code													
A/c No.													
IFSC Code													
PAN No.													

Annexure 4
Certificate

Certificate No. <<S.No>>


**National Institute of
Technical Teachers Training and Research, Chennai**
(Ministry of Education, Government of India)
Certificate of Participation

This is to certify that
<<Name>>
<<Designation>>
<<College Name>>, <<State>>

Participated in the Quality Improvement Programme on
“Title of the Programme”
Conducted by this Institute from to (One Week)
at NITTTR Chennai/ Extension Centre Hyderabad
duly sponsored by the Organisation / Self

 **Date** **Course Coordinator** **Director**

Happy Learning



Great Teachers are made, not just born. Are you ready for the journey?