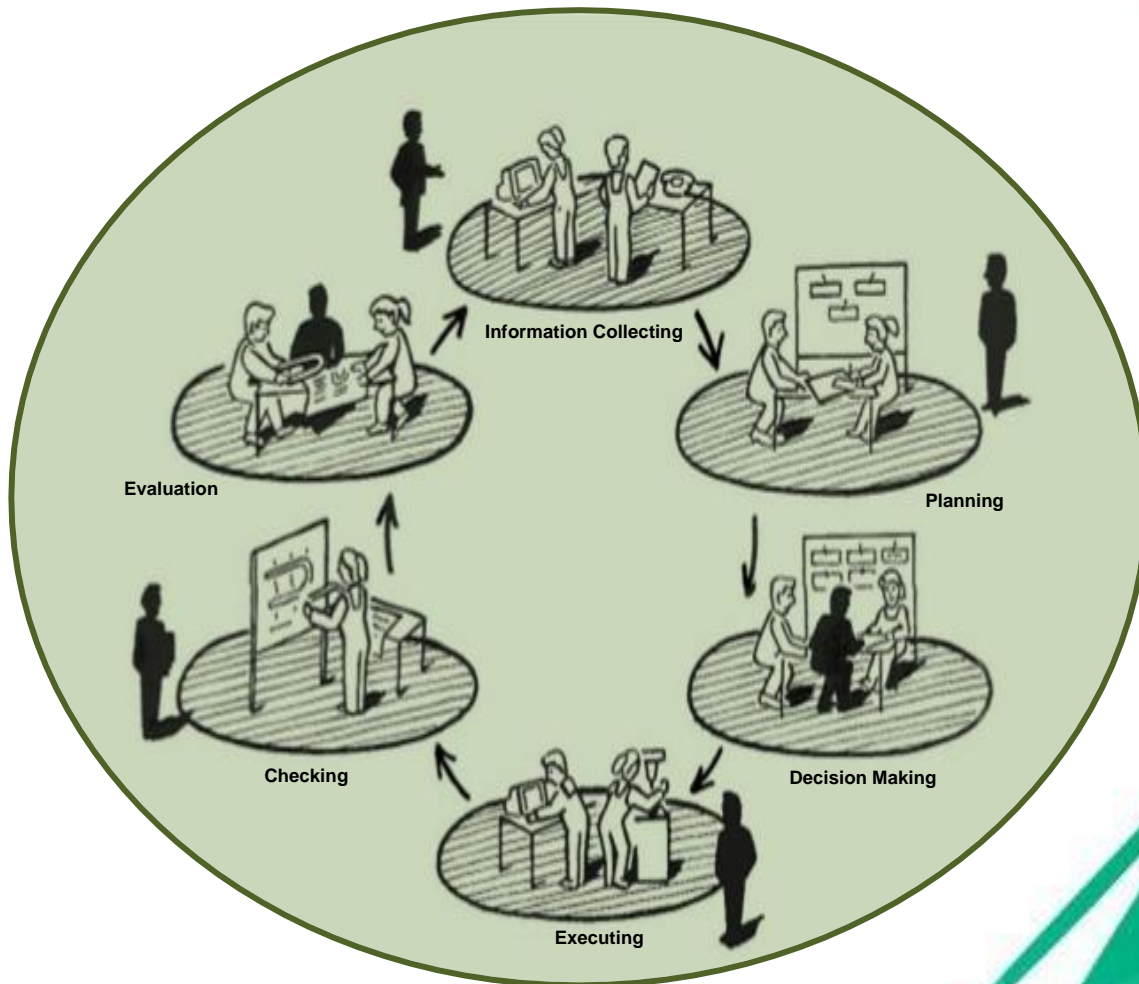


PRINCIPLES OF TEACHING (VOCATIONAL TRAINING)



GOVERNMENT OF INDIA

Ministry of Skill Development and Entrepreneurship

Directorate General of Training

CENTRAL STAFF TRAINING AND RESEARCH INSTITUTE

EN-81, Sector-V, Salt Lake City, Kolkata – 700 091

VERSION 1.0: 2018

SPECIAL COURSE FOR REGULAR ITI INSTRUCTORS



Skill India
कौशल भारत - कुशल भारत



Industrial Training Institute



Directorate General of Training

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BACKGROUND

The skill Eco-system in India is diversifying with fast economic development and to scale-up skilling among masses Govt. of India has launched Skill India programme. In order to fulfill the main objective of skilling, DGT has developed successful model under various schemes viz., Craftsmen Training Scheme (CTS), Apprenticeship Training Scheme (ATS) and Crafts Instructor Training Scheme (CITS) which is time tested and proven.

The economic prosperity of any nation depends upon the development of human resources of that nation. The significant fact in the development of manpower resource refers to the level of competencies. For this purpose we need highly competent trainers to develop these competencies. It is essential that trainers developing these competencies should have the capability to perform their task effectively and efficiently. For this, they need to acquire requisite competencies through capacity building.

The skill training is dynamic in nature especially in the present context of technological changes. This demands a proper understanding of the original ideas, theories and systems that are fundamental base of a good instructor. As an instructor /trainer it is of utmost importance that the various nuances of good training practices are understood and followed in true spirit. To develop this, the training is imperative for instructors to ensure quality training. In view of this CITS courses of 01 year duration were designed mainly for popular trades.

However there are large numbers of instructors in the training system who are working for long time, who could not undergo CITS training which

can be attributed to various factors. As the instructors are imparting training since many years, it is apparent that they might have acquired some level of instructor competencies.

Hence to bring competencies of this pool of instructors at par with the defined competencies under CITS, it is proposed to introduce Special course of 01 month on Principle of Teaching along with 02 months trade related training. This will facilitate them to appear CITS exam without undergoing 01 yr. conventional CITS training, recognizing their prior learning. After the course the participants will be equipped with adequate instructional skills, information, enhanced capacity, more adaptable to changing environment thus strengthening skill ecosystem as a whole.

1| GENERAL INFORMATION

1.	Course	Special course on Principles of Teaching (Vocational Training)
2.	Duration of the Course	1 month (04 Weeks)
3.	Trainees Strength	20 Trainees/ course
4.	Available sessions	20 Sessions/ week (Each session of 02 hour duration)
5.	Eligibility	<p>a) Instructors of the trades for which CITS course is not available.</p> <p style="text-align: center;">OR</p> <p>b) Instructors who are imparting training on CTS courses for more than 3 years without CITS training.</p>

3| LEARNING OUTCOMES

1. Develop ideal instructor characteristics.
2. Prepare the trainees for the class using the basics of Educational Psychology.
3. Motivate the trainees for the required training.
4. Read and understand the competency based curriculum (NSQF format).
5. Use questioning technique effectively.
6. Plan and prepare the instructional material required for imparting training.
7. Test and evaluate the trainees using different assessment techniques.
8. Manage the training facilities and follow the concept of 5S in housekeeping.
9. Plan and prepare the power point presentation and videos for the effective training using modern training aids.
10. Make an effective presentation using power point and other IT tools.
11. Impart effective training as per best teaching and training practices.

4| BROAD COURSE CONTENT

Unit No. I	Broad Vocational Scenario & Traits of Instructor
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Develop ideal instructor characteristics. 	
Lesson No. 1.1	Overview of Vocational Scenario in India
Lesson No. 1.2	Roles and Responsibilities of Instructor
Lesson No. 1.3	Essential traits of a good Instructor
Lesson No. 1.4	Characteristics of good Instruction and common defects in Instruction

Unit No. II	Psychology of Learning
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Prepare the trainees for the class using the basics of Educational Psychology. • Motivate the trainees for the required training 	
Lesson No. 2.1	Educational psychology and teaching
Lesson No. 2.2	Principles of learning & teaching
Lesson No. 2.3	Laws of learning & Theories of learning
Lesson No. 2.4	Motivation in teaching & learning process

Unit No. III	NSQF and Analysis of Syllabus
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Read and understand the competency based curriculum or NSQF compliant curriculum (NSQF format) 	
Lesson No. 3.1	NSQF and implementation in vocational training.
Lesson No. 3.2	Job roles, Learning outcomes and assessment Criteria
Lesson No. 3.3	Analyzing the Syllabus - Break-up of syllabus and schedule of instruction with time duration
Lesson No. 3.4	ADDIE Model of Instruction

Unit No. IV	Planning for Instruction
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Use questioning technique effectively. • Plan and prepare the instructional material required for imparting training. 	
Lesson No. 4.1	Lesson Plan
Lesson No. 4.2	Question & questioning Techniques
Lesson No. 4.3	Skill and its basic elements
Lesson No. 4.4	Phases of skill Learning
Lesson No. 4.5	Demonstration Plan

Unit No. V	Instructional Material
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Plan and prepare the instructional material required for imparting training. 	
Lesson No. 5.1	Written Instructional Material
Lesson No. 5.2	Operation Sheet & Job Sheet
Lesson No. 5.3	Information Sheet & Assignment Sheet

UNIT NO. VI	Test and Evaluation
Learning Outcomes to be achieved from this unit: - <ul style="list-style-type: none"> • Test and evaluate the trainees using different assessment techniques. 	
Lesson No. 6.1	Different levels of learning domain according to Bloom Taxonomy and its correlation with NSQF
Lesson No. 6.2	Test & Characteristics of a good Test
Lesson No. 6.3	Evaluation of Theory & Practical Test Kirkpatrick evaluation model
Lesson No. 6.4	Rules for preparation of Objective type test Items
Lesson No. 6.5	Plan assessment activities and assess competence
Lesson No. 6.6	Training on NSQF implementation manual

UNIT NO. VII	Organization and Management of Instructional Functions
Learning Outcomes to be achieved from this unit: -	
<ul style="list-style-type: none"> • Manage the training facilities and follow the concept of 5S in housekeeping 	
Lesson No. 7.1	Teaching and managerial responsibilities Class room and its management
Lesson No. 7.2	Concept of 5S and its application. Housekeeping and safety.
Lesson No. 7.3	Leadership traits, functions and styles

Unit No.-VIII	Instructional Technology
Learning Outcomes to be achieved from this unit: -	
<ul style="list-style-type: none"> • Plan and use modern training aids to make the communication between trainee and instructor more effective 	
Lesson No. 8.1	Introduction of Instructional Technology
Lesson No.8.2	Different types of media & its impact in teaching and learning
Lesson No. 8.3	Classroom Communication
Lesson No. 8.4	Different Types of teaching-learning Aids (Projected &Non projected Aids)
Lesson No. 8.5	Role of various display boards in instruction

Unit No.-IX	Computer Aided Teaching
Learning Outcomes to be achieved from this unit: -	
<ul style="list-style-type: none"> • Make an effective presentation using power point and other IT tools. 	
Lesson No. 9.1	Importance of computer aided learning and teaching
Lesson No. 9.2	Preparation of Slides by Power Point
Lesson No. 9.3	Application and care of digital camera & LCD Projector
Lesson No. 9.4	Different features and Application of smart/interactive board
Lesson No. 9.5	Application of Internet in teaching and learning. Different sources of e-content

Unit-X	Teaching Practice
Learning Outcomes to be achieved from this unit: -	
<ul style="list-style-type: none"> • Impart effective training as per best teaching and training practices 	
Lesson No. 10.1	Presentation skills and Dales cone of experience
Lesson No. 10.2	Components of Micro – Teaching
Lesson No. 10.3	Micro – Teaching Practice and its evaluation

5|UNITS WITH HOURLY DISTRIBUTION

Unit	Topics	Hours Distribution
Unit No. I	Traits of Instructor	08 hrs.
Unit No. II	Psychology of Learning	20 hrs.
Unit No. III	NSQF and Analysis of Syllabus	24 hrs.
Unit No. IV	Planning for Instruction	16 hrs.
Unit No. V	Instructional Materials	08 hrs.
UNIT NO. VI	Test and Evaluation	12 hrs.
UNIT NO. VII	Organization and Management of Instructional Functions	16 hrs.
Unit No. VIII	Instructional Technology	16 hrs.
Unit No. IX	Computer Aided Teaching	08 hrs.
Unit No. X	Teaching Practice	32 hrs.

6|LIST OF TOOLS AND EQUIPMENT

Sl. No.	Name of Equipment	Quantity
1.	Teaching Board i) Ceramic Chalk Board 4" X 6" ii) Felt Board 4" X 6" iii) White Magnetic Marker Board	01 No. each
2.	Over Head Projector	01 No.
3.	LCD/ DLP Projector	01 No.
4.	Copier cum Scanner	01 No.
5.	LED TV 40" to 48"	01 No.
6.	Digital Video Camera with Tripod stand	01 No.
7.	Multimedia computer with printer- UPS	01 No.
8.	White Projection Screen	01 No.
9.	Multimedia Software	01 No.
10.	Caller Microphone	01 No.

Sl. No.	Name of Equipment	Quantity
11.	PA System	01 No.
12.	Almirah (Big Size)	01 No.
13.	Modern seating with writing attachment	01 No.
14.	Equipment table (as per requirement)	01 No.
15.	Visual/ Document presenter	01 No.
16.	Interactive board	01 No.
17.	1.5 ton A.C.	02 Nos.
18.	Laptop	01 No.



Directorate General of Training

Designed by: -

Central Staff Training and Research Institute (CSTARI)

DGT, Ministry of Skill Development & Entrepreneurship

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