



AICTE

AICTE sponsored

Faculty Development Programme

Developing World Class Teaching Competencies:

A New Perspective



Rajasthan Technical University

KOTA

1 - 15 May, 2008



INTERNATIONAL SCHOOL OF INFORMATICS & MANAGEMENT

Sector - 12, Mahaveer Marg, Mansarovar, Jaipur 302 020

About IIIM

Established in 1995, International School of Informatics & Management IIIM (Formerly India International Institute of Management) is among the top three B-Schools of Rajasthan, committed to innovative professionalism by creating, disseminating and applying Management and IT knowledge and practice for learning and resource-use optimization. IIIM offers MBA and MCA programs duly approved by AICTE and is affiliated to the Rajasthan Technical University, Kota. IIIM is a unit of the network of Institutions run under the aegis of Indian Council for International Amity (ICFIA), a society devoted to the promotion and propagation of education. The other units are India International School (IIS), International College for Girls (ICG), The Play House (TPH), IIS centre for Information Technology (IISCIT), FM Radio7, and ICG Institute of Educational Research and Development (ICGIERD). IIIM strives to achieve excellence through partnerships with industry and leading academic institutions, all over the nation. It aims at further strengthening and enhancing its contribution in the field of management education, rich research and publication and consulting. Build on the basis of its highly accomplished faculty and motivated student body, the institute has emerged as an integrated business school where learning environment is an optimal blend of 'value based growth' and 'future-preparedness' ...

...In this time of extra ordinary change throughout the world, our clarity of purpose gives the Institute an unmatched strength and influence...



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of INFORMATICS &
MANAGEMENT_{JAIPUR}**
(Formerly India International Institute of Management)

Introduction

Profound changes in the structure, the curriculum and most of all the student population of professional/ technical education, are leading to a crisis of professional identity of teachers. The lack of the relevant competencies to deal with the new situation leads many teachers to perceive that their professional identity is under siege. Moreover, external pressure for them to assume "new responsibilities" may be seen as a rupture with their previous know-how, which deepens the identity crisis even further. Therefore, there is an urgent need to reconstruct the professional identity. If they are to be in control of their own professional practice, they can no longer be trained solely as a subject specialist at the university.

It is quite remarkable that our knowledge society - or late modernity, in Giddens' vocabulary - has produced such a wide consensus on a number of new skills and competencies which are said to be crucial for individual socialization and national competitiveness in the 21st century. All over the world, government reports and white papers cluster around the need to implement a competency-based curriculum in professional education, where emphasis is made on problem solving, teamwork, peaceful conflict resolution, dealing with complexity and living with ambiguity, thrive with change, be life-long learners, etc.

The issue of teaching competencies beyond or across different knowledge areas and disciplines becomes a critical one in the context of the overall consensus around the 21st century competencies. At the macro level, what teachers should know and be able to do continue to be country-specific, although it appears to be increasingly shaped by world trends. The available literatures show quite a remarkable convergence in terms of the stakeholders' views as to the teaching competencies that teachers should acquire and display in the classroom.

The debate about the curriculum of teacher education programs has taken place around two fundamental and conflicting stands: First that the emphasis should be on subject-related or so-called content knowledge. Second, that the most pertinent knowledge for teaching is obviously teaching and learning-related knowledge: professional knowledge about pupils themselves, classroom management, pedagogy and evaluation, and the institution as knowledge and learning producing body. Contrary to common wisdom in education, there is strong research evidence that knowledge about teaching and learning processes is more related to student achievement than content knowledge of the discipline. Educational research in several related fields has pointed out that there is a third category of knowledge which would be at least as relevant for teacher education as the previous two: Pedagogical content knowledge which is the specific and specialized knowledge about teaching and learning processes of a particular discipline. According to some recent reviews, pedagogical content knowledge is the type most clearly linked to student achievement and the one with the strongest potential vis-à-vis the professional development of teachers.

Nevertheless, it has to be recognized that, while there seems to be consensus around the competencies, there is still profound disagreement as to which is the right balance of disciplines and pedagogical approaches for students to acquire such competencies. The student community can hardly be expected to acquire these 21st Century competencies if the teachers in charge of their education simply do not have them.

Objectives

The primary objective of this two week programme is an effort to bridge the gap between profound mismatch between the radically new key competencies demanded from the students in the knowledge society and the teaching skills that teachers are equipped with after their passage through various training programmes and on the job/in service training process. Targeted for the young management & IT teachers in the AICTE recognized/RTU affiliated institutions of state and conducted by International School of Informatics & Management and Rajasthan Technical University, Kota (RTU), the programme also provides an intensive training in case study based teaching and an in-depth understanding of research issues in the growing field of management & IT.

Topics Covered

The topics covered include various facets of academic environment, management & IT research and various e-learning techniques which would facilitate the classroom teaching learning process. The tracks and themes include general trends and issues in management and IT education along with specific stress on

- **Content knowledge** (Subject related).
- **Teaching & Learning related knowledge** (Professional knowledge about pupils themselves, classroom management, pedagogy and evaluation, and the institution as knowledge and learning producing body).
- **Pedagogical content knowledge** (The specific and specialized knowledge about teaching and learning process of a particular discipline).Objectives

Methodology

The programme methodology will include case discussions, video presentations, demonstrations, games, deliberations, exercises and lectures.

Participant Profile

This well crafted programme is useful for young teachers who have opted for a career as a management and IT academic. This programme is quite exhaustive and the participants are expected to devote 07-08 hours of work everyday for making use of the programme content.

Resource Person

The programme faculty will comprise academicians from renowned B-schools & IT Institutes, Research Scholars & Profess-ionals from various Private, Government and Semi Government organizations.

Venue and Accommodation

The programme will be held at International School of Informatics & Management Campus. Boarding, lodging & TA expenses will be provided to outstation candidates (attending full programme) as per AICTE norms on first come first serve basis.

How to apply

Interested participants should apply using the enclosed Registration form. The duly filled-in form along with the registration fee vide DD or Cheque drawn in favour of International School of Informatics and Management payable at Jaipur should be sent in on or before the last date of registration at the address given below. Acceptance will be communicated by e-mail. Nomination forms, if required, can also be downloaded from www.icfia.org

Important Dates

Last date for Registration: **30 April, 2008.**

Fee

For Participants from AICTE Approved institutions/ RTU affiliated Institutions Rs. - **1,000.00**

The fee includes course material, breakfast and working lunch.

Advisory Committee

Dr. Ashok Gupta, Director

Dr. Shalini Talwar, Vice Principal

Dr. Manju Nair, Asstt. Principal

Dr. Kavaldeep Dixit, Asstt. Principal

Prof. Swati V. Chande, Principal - Computer Science

Organizing Committee

Dr. Ruby Dwivedi

Ms. Kavya Saini

Mr. Vijay Singh Rathore

Ms. Antima Sharma

Important

The programme participation certificate will be issued only to participants who complete the programme successfully, by meeting all the course requirements and participating actively in all the sessions and exercises.

Address for Correspondence

International School of Informatics & Management

(Formerly India International Institute of Management)

Sector-12, Mahaveer Marg, Mansarovar,

Jaipur - 302020, Rajasthan, India

Tel. : +91-141-2781154/55

Telefax: +91-141-2781158

Email: iiim@icfia.org

Web : www.icfia.org