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**A NEED FOR SUSTENANCE OF CURRICULAR REFORM - OUTCOME
BASED CURRICULA IN TECHNICIAN EDUCATION IN WESTERN
REGION OF INDIA,**

Abstract:

This paper discusses the need of sustenance of the technician education curricular reform in the context of National Institute of Technical Teachers' Training and Research (NITTTR) Bhopal recent experiences of taking up the huge task of a introducing 'reform oriented intervention' of redesigning the existing curriculum as 'outcomes-based' for the western region state to respond to the global challenges of accreditation & employability. In the context of outcome based curriculum there are also evidences of factors contributing to or impeding the sustenance of such reforms in education systems. The institute in the past has introduced many similar minor, medium or major scale project based reforms in technician education system and has witnessed indicators as 'facilitators' or 'impediments' of sustenance. It is very important and significant that such an educational reform need to be sustained for the intended success by institutionalizing the systems and subsystems required as appropriate to the Outcome Based Education (OBE) philosophy, on which the outcome based curriculum is primarily based. Based on the responses from the interviews/discussions with the beneficiary stakeholder, and reform specific research questions on sustenance, the author discusses out the factors those 'contribute to sustenance' or 'impediments to sustenance' pertaining to technician education in India in western region. In order to successfully institutionalize and broadly responsive to the needs of multiple external constituents, this paper attempts to discuss some factors, which can facilitate and factors which can work as impediments to sustenance and few necessary steps by the system in respect of recently introduced curricular reform in technician education in western part of India.

Keywords:

NITTTR -National Institute of Technical Teachers' Training and Research; OBE- Outcome based education; OBC-outcome based curriculum; autonomy, institutional reforms; management of change, institutionalization, stabilization, sustenance