



TEACHERS TRAINING UNDER RMSA

2nd JRM

29th July to 6th August 2013

VISION FOR SECONDARY EDUCATION UNDER RMSA

Secondary school within a reasonable distance (5 kms)

Good quality education available, accessible and affordable to all young persons in the age group of 14-18 years.

100% GER by 2017 and Universal Retention by 2020

Access to economically weaker and educationally backward, SC, ST, OBC and Educationally Backward Minorities (EBM). girls ,disabled like

Professional Development of Teachers

Induction Training

- **RMSA- @ Rs. 300/day/teacher for 10 days**

In-service Training

- **RMSA- @ Rs. 300/day/teacher for 5 days**
- **RMSA-Key Resource Person @ Rs. 300/day/KRP for 5 days**
- **RMSA-Master Resource Person @ Rs. 300/day/KRP for 5 days**

Training of Head Masters

- **Leadership Development Programme For Headmasters @ Rs. 300/day/ for 5 days**
- **Management Training to the HM @ Rs. 30000/HM for 14 days**

Module development

- **Development/Printing/Supply of teacher training modules**

THREE TIER APPROACH: IN-SERVICE TRAINING NEEDS ASSESSMENT (TNA)

School level

- Identify the areas of teachers' weaknesses and learning needs;
- Content, Curriculum change, hard spots of learning and evaluation technique;

District level

- Identify Training Institutions and Master Resource Persons (MRPs) for respective subject teachers;
- Preparation of Training Calender

State Level

- Institutional Coordination and linkages DIETs, IASEs, CTEs, RIEs
- Convergence with Centrally Sponsored Schemes viz. RMSA, SSA and Teacher Education & institutional (DIET & B. Ed) linkage

INSTITUTIONAL ARRANGEMENT FOR TRAININGS

DIETs

- 555 Functional DIETs in the country(599 districts and 593 approved DIETs)
- No DIETs or training institutions in Daman & Diu, Dadra & Nagar Haveli and Chandigarh;

IASEs & STEIs

- STEI- 250 Secondary Teacher Education Institutes (STEIs) .
- IASE (Institutes of Advanced Studies in Education : Functional 31 IASEs – in 18 States/ UTs (Approved 35)
- CTE (College of Teacher Education) : Functional 104 – in 23 States(Approved 118)

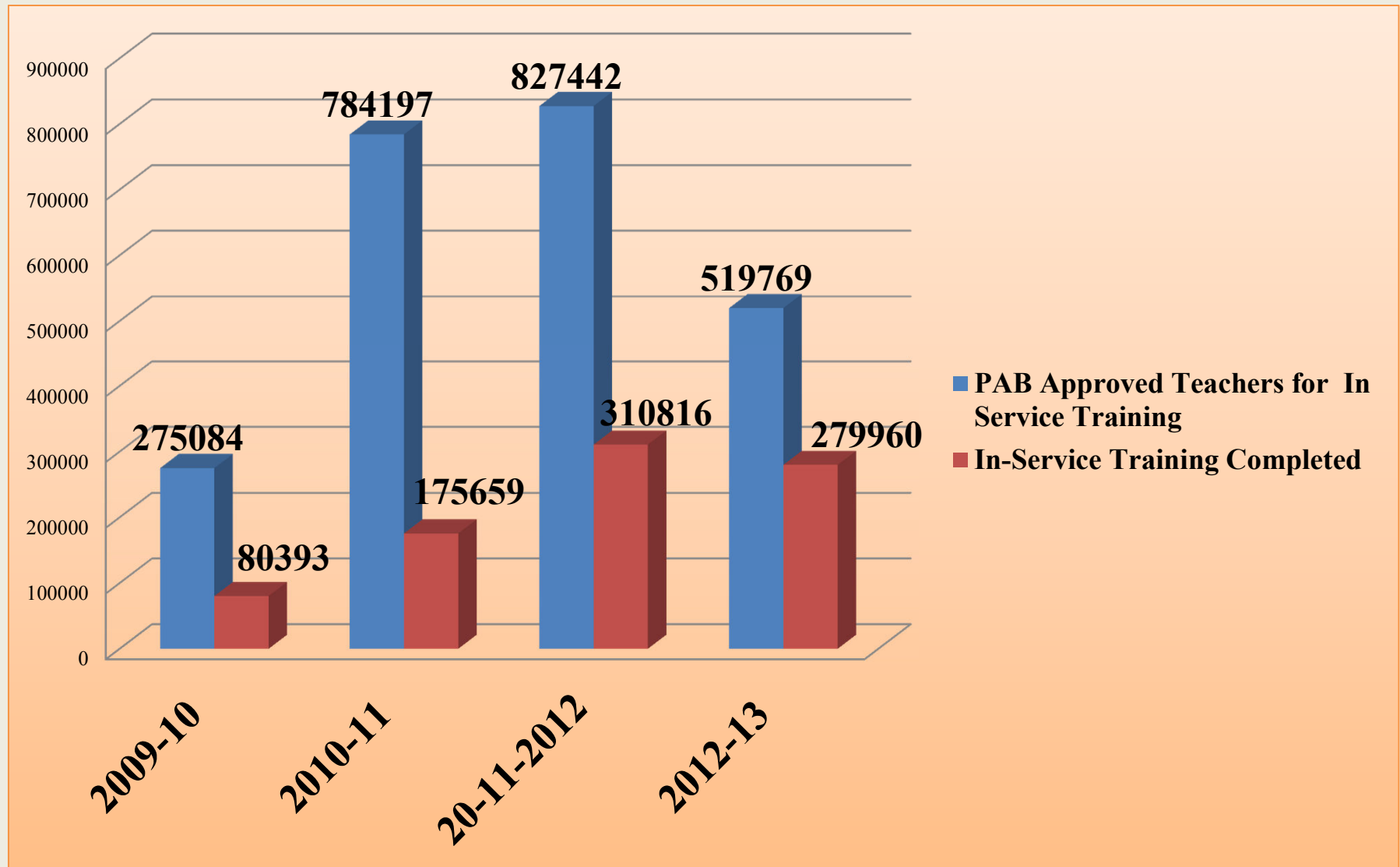
ZIET, RIEs, CIEFL & CIIL

- Five Regional Institutes of Education (RIEs) under NCERT, Shilong, Bhubneswar, Mysore, Ajmer, Bhopal
- Five Zonal Institutes of Education and Training (ZIET) at Bhubaneswar, Chandigarh, Gwalior, Mumbai and Mysore for in-service training, refresher courses, research activities of Kendriya Vidyalay's teachers
- Central Institute of English and Foreign Languages (CIEFL), Hyderabad, the Central Institute of Indian Languages (CIIL), Mysore

STATUS OF CAPACITY BUILDING INTERVENTIONS (2009-10 TO 31ST MARCH, 2013)

Interventions	PAB Approved	Training Provided	Progress in (%)
In-service training	2406492	846828	35.19
Induction Training	86384	16747	19.39
Leadership Development to Headmasters/Principals	123567	60989	49.36
Management training to Headmasters/Principals	8948	290	3.24
Training to the Master Trainers	10871	4042	37.19
Training to the Key Resource Persons	3708	939	25.33
Total	2639970	929835	35.22

PROGRESS OF IN-SERVICE TRAINING OF SUBJECT TEACHERS OF SECONDARY SCHOOLS UNDER RMSA



**STATE-WISE DISTRIBUTION OF INDUCTION TRAINING (2009-10 TO
31ST MARCH, 2013)**

Sl. No.	States/UTs	PAB Approved	Imparted	Progress (%)
1	Andaman & Nicobar Islands	57	9	15.78
2	Andhra Pradesh	10873	0	0
3	Arunachal Pradesh	495	209	42.22
4	Assam	2661	0	0
5	Bihar	8077	0	0
6	Chhattisgarh	5541	2168	39.12
7	Daman & Diu	18	0	0
8	Haryana	6905	0	0
9	Himachal Pradesh	3428	0	0
10	Jammu and Kashmir	5436	0	0
11	Jharkhand	1687	0	0

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Sl. No.	States/UTs	PAB Approved	Imparted	Progress (%)
12	Karnataka	4263	5000	117.28
13	Kerala	1374	0	0
14	Madhya Pradesh	7744	1234	15.93
15	Meghalaya	525	175	33.33
16	Mizoram	1108	880	79.42
17	Nagaland	1264	0	0
18	Puducherry	45	0	0
18	Punjab	1175	566	48.17
20	Tamil Nadu	11151	5211	46.73
21	Tripura	415	210	50.60
22	Uttar Pradesh	8357	0	0
23	Uttarakhand	2911	549	18.85
	Total	86384	16747	19.39

TRAINING OF MASTER TRAINERS UNDER RMSA (2009 - 2013)

S. No	States/UTs	PAB Approved	Progress
1	Punjab	2070	1387
2	Maharashtra	1200	1200
3	Orissa	1050	1050
4	J & K	616	308
5	Tripura	219	55
6	Haryana	378	21
7	Meghalaya	91	21
8	Chhattisgarh	738	0
9.	Assam	138	0
10	Bihar	1000	0
11	D&NH	10	0
12	Delhi	1200	0
13	Gujarat	516	0
14	Jharkhand	40	0
15	Tamil Nadu	480	0
16	Uttar Pradesh	1125	0
	Total	10871	4042

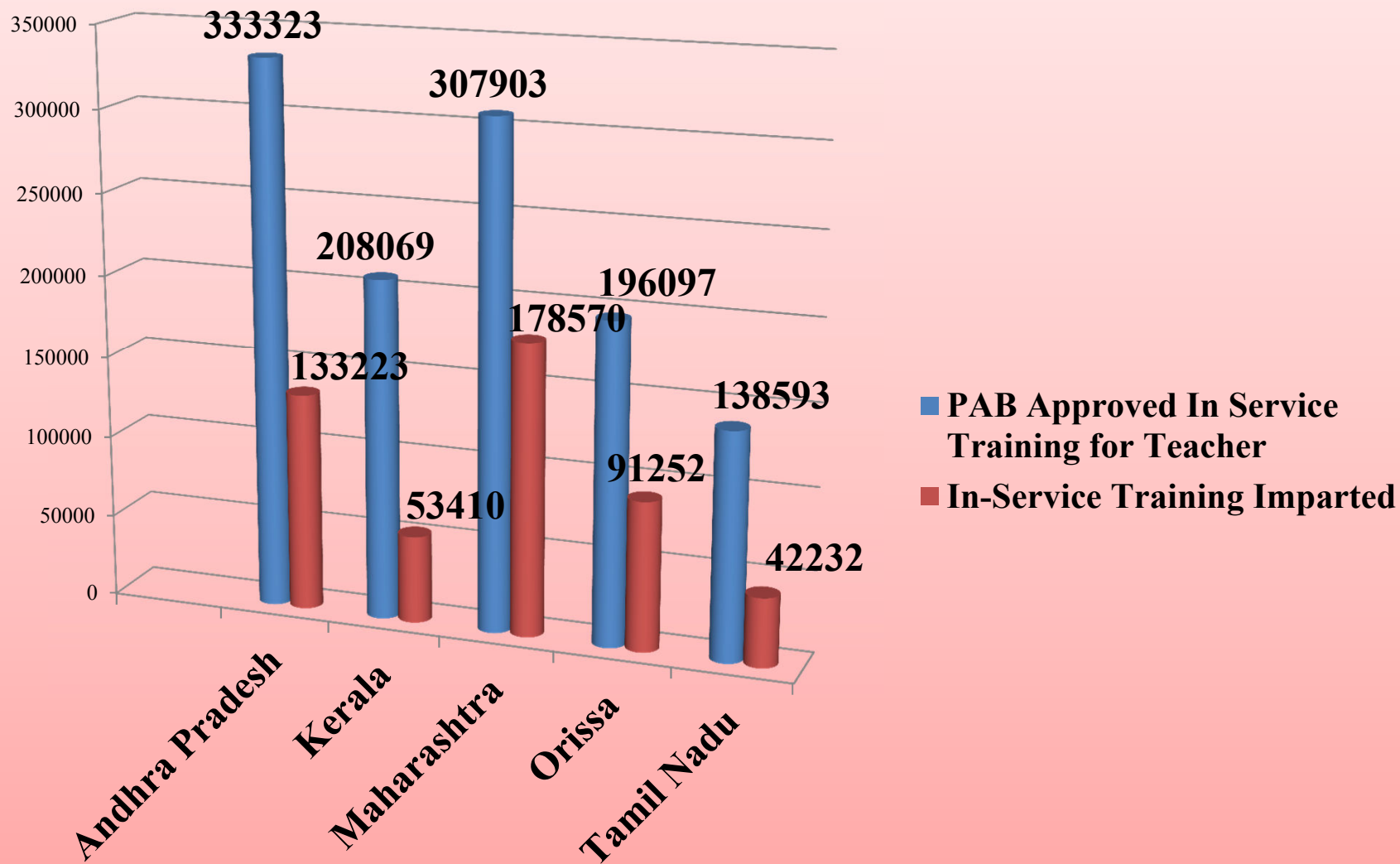
TRAINING OF KEY RESOURCE PERSONS (2009-2013)

S.No	States/UTs	PAB Approved	Progress
1	Chhattisgarh	1146	549
2	Orissa	350	350
3	Chandigarh	40	40
4	Gujarat	33	0
5	J & K	308	0
6	Punjab	96	0
7	Tamil Nadu	610	0
8	Uttar Pradesh	1125	0
	Total	3708	939

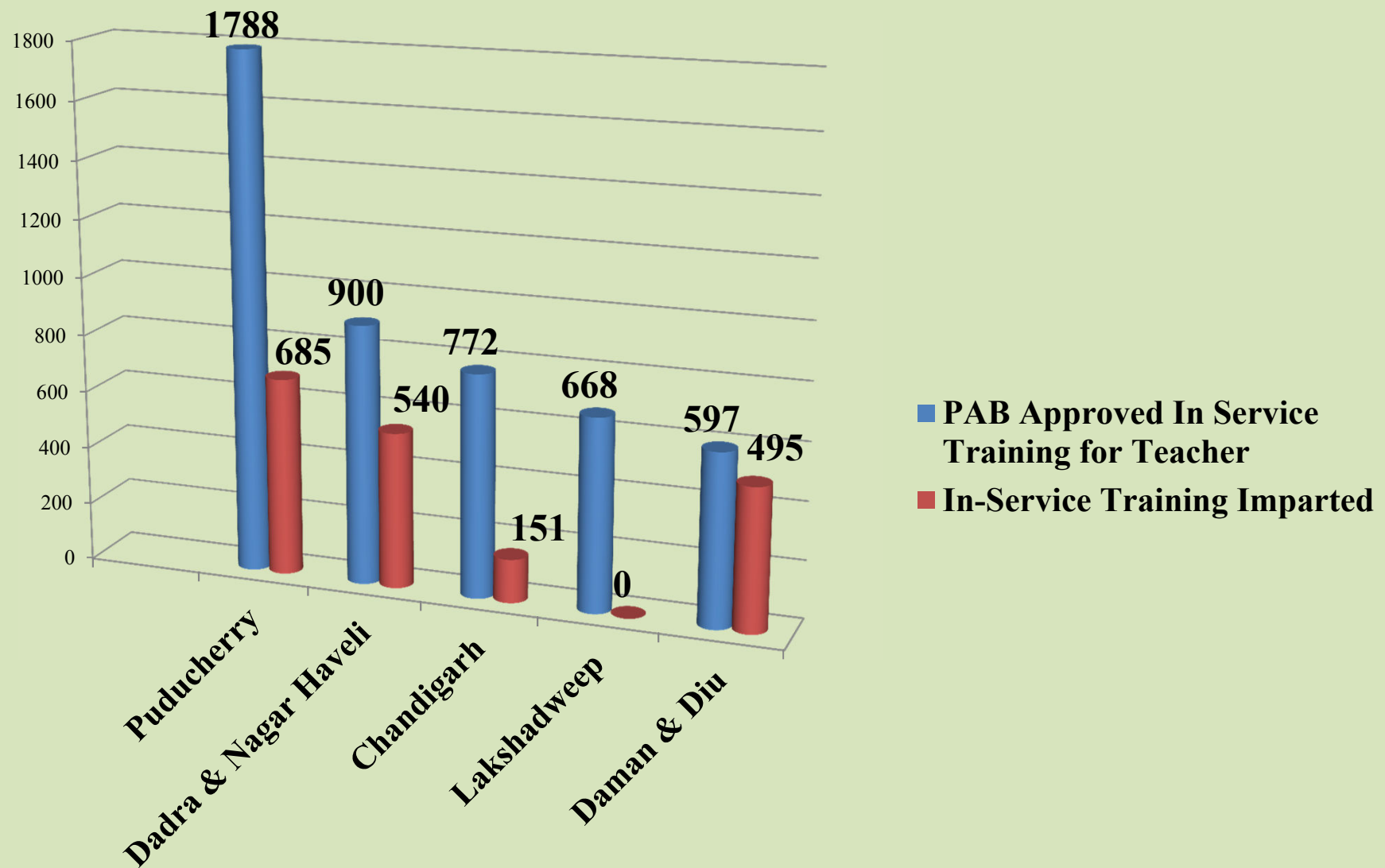
MANAGEMENT TRAINING FOR HM (RS.30000/HM)

S. No	States/Uts	PAB Approved	Progress
1	Gujarat	194	182
2	Chhattisgarh	190	88
3	Daman & Diu	29	20
4	Andhra Pradesh	920	0
5	Jharkhand	550	0
6	MP	700	0
7	Manipur	90	0
8	Tamil Nadu	5675	0
9	Uttar Pradesh	600	0
	Total	8948	290

STATES/UTS HAVING LARGEST SHARE IN TEACHERS TRAINING (2009-10 TO MARCH 31, 2013)



STATES/UTS HAVING LOWEST SHARE IN TEACHERS TRAINING (2009-10 TO MARCH 31, 2013)



**BEST PERFORMING STATES/UTS IN IN-SERVICE TEACHERS TRAINING
UNDER (2009-10 TO 31ST MARCH 2013)**

Sl. No.	States/UTs	PAB Approved	Imparted	Progress (%)
1	Goa	6479	6156	95.01
2	Punjab	91102	79490	87.25
3	Daman & Diu	597	495	82.91
4	Arunachal Pradesh	3730	2806	75.23
5	Chhattisgarh	63860	46142	72.25
6	Dadra & Nagar Haveli	900	540	60
7	Manipur	14669	8678	59.16
8	Maharashtra	307903	178570	58

BEST PERFORMING STATES/UTS IN 2012-13

S. No.	States/UTs	In Service Training Approved	In-Service Training Imparted	Progress of In-Service Training (%)
1	Andhra Pradesh	50000	50000	100.00
2	Arunachal Pradesh	1293	1293	100.00
3	Assam*	8082	27840	344.47
4	Chandigarh	150	150	100.00
6	Dadra & Nagar Haveli	270	270	100.00
7	Goa	3104	3104	100.00
8	Maharashtra	44804	44804	100.00
9	Manipur	3678	3678	100.00
10	Mizoram	2637	2637	100.00
11	Nagaland	1000	1000	100.00
12	Orissa	47761	47761	100.00
13	Punjab	27307	27307	100.00

*Govt. of Assam has sanctioned and released Rs. 1000.00 lakhs to RMSA for teachers training , AWP & B 2013-14

**UNSATISFACTORY PERFORMING STATES/UTS IN IN-SERVICE
TEACHERS TRAINING UNDER RMSA (2009-10 TO 31ST MARCH 2013)**

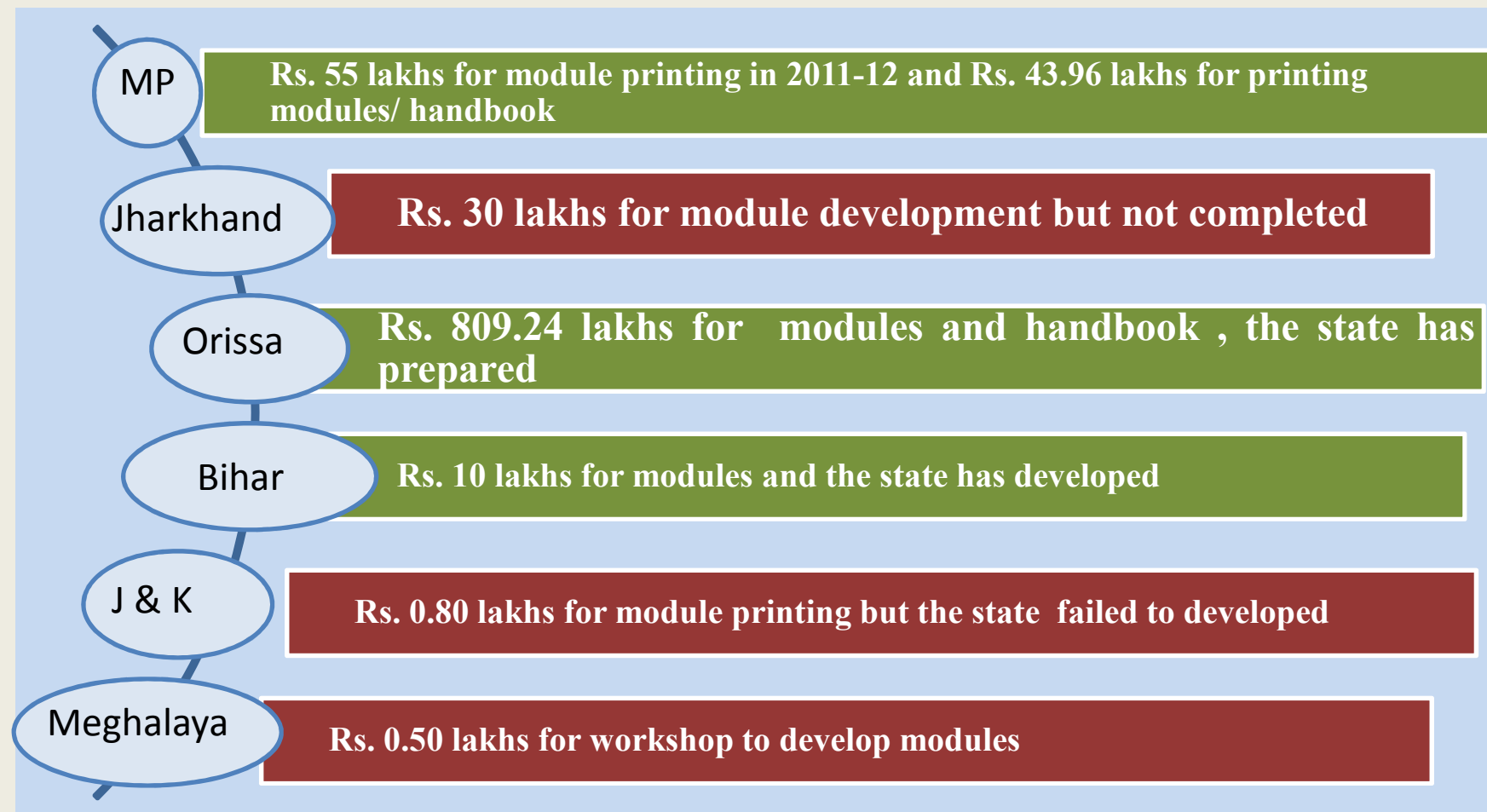
States/UTs	PAB Approved In Service Training for Teacher	In-Service Training Completed	Progress of Teacher Training in Percentage
Delhi*	27182	0	0.00
Jharkhand	67059	0	0.00
Lakshadweep	668	0	0.00
Meghalaya	14203	0	0.00

Sources: AWP & B and information provided by the states/UTs

REASONS FOR UNDER UTILISATION OF FUNDS/ISSUES

- Inadequate Planning : Over Projection :Not commensurate with the capacity : Not linked to the existing training plans of the State ;
- Insufficient Institutional Capacity ;Pool of resource persons for Training teachers
- Issues of coordination with Institutions within and outside State(RIEs Universities etc)
- Training Calendar not drawn in advance ;Spill overs
- Recruitment of teachers takes time
- Issue regarding Residential Vs Day training
- Extraneous factors :Panchayat/ State Elections ,
- Quality of Training

RMSA Supports to the States/UTs for Teachers training Modules Development



GAPS IDENTIFIED IN TRAINING MODULES

Training Modules Developed: Andhra Pradesh, Bihar, Punjab, Tamil Nadu, Maharashtra, Rajasthan, Assam Orissa, Madhya Pradesh, Gujarat, Chhattisgarh

Gaps Identified

States	Modules	Gaps Identified	Remarks
Punjab	Modules on Science, Social Science, English and Mathematics developed	Lack of learner- centric pedagogy Content dominated with insufficient focus on gender, marginalised groups, Children with Special Needs Teaching-learning perspective and evaluation have not found space	Need for cognitive effort and enrichment, modules undergo changes according to the issues identified at district level
Rajasthan	Subject wise modules are developed at state level	Content specific/textbook oriented	Needs to update/revise keeping in view of JRM report

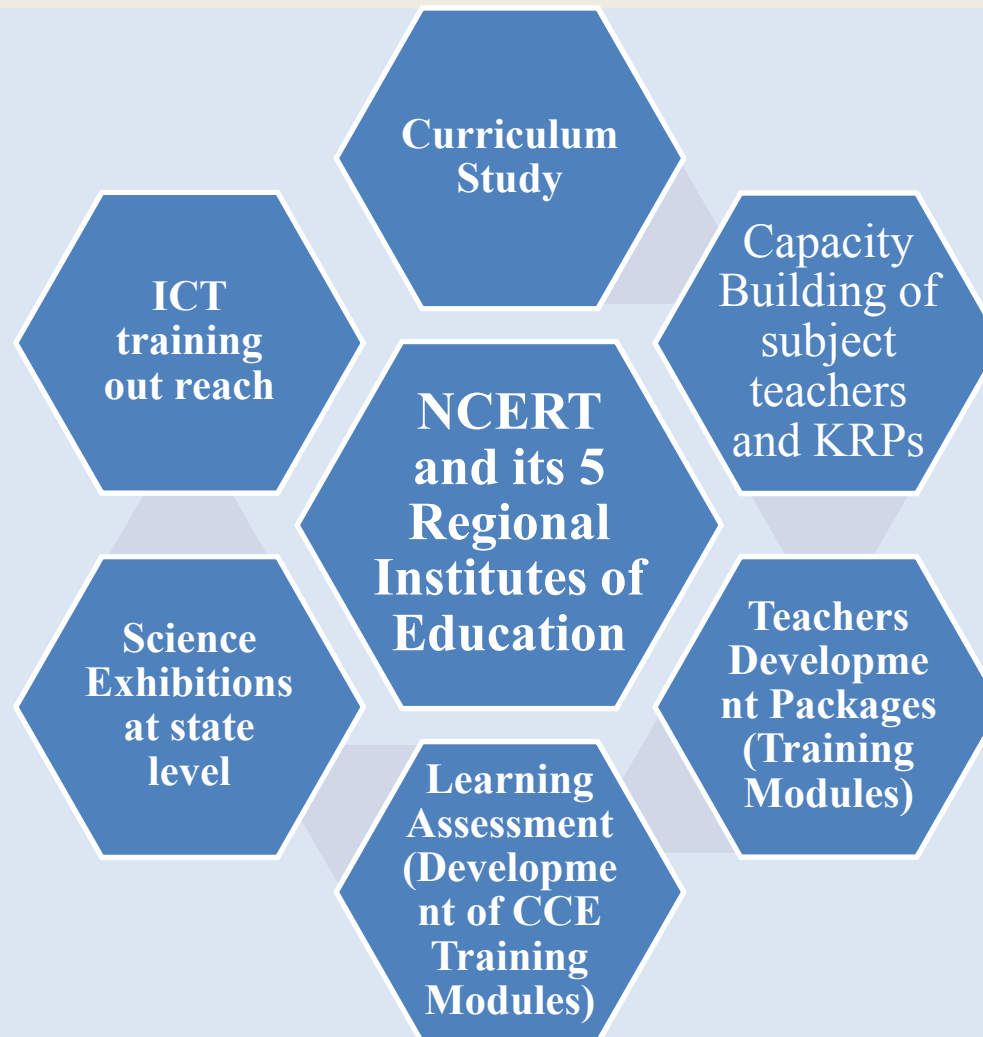
<p>Bihar</p>	<p>Developed by SCERT TALEEM: 7 days training module for secondary school teachers. UTPRERAK: for secondary schools science teachers. JAGRITI: 4 days training module for training of Headmaster of secondary school and senior secondary schools. BHASKAR: Maths' teachers in secondary schools.</p>	<p>Content specific/text book oriented</p>	<p>Updating/revising keeping in view of students belonging to different background</p>
<p>Assam</p>	<p>Modules on Science, Social Science, English and Mathematics developed</p>	<p>Modules of Teacher Training do not a learner- centric pedagogy</p>	<p>Need for cognitive effort and enrichment, modules undergo changes according to the issues identified at district level</p>

BEST PRACTICES IDENTIFIED IN STATES/UTS FROM AWP & B

State	Training Need Assessment	Monitoring mechanism
Uttarakhand	TNA is Carried out by KRPs of SCERT in association with SPD office	Monitoring teams/officers deployed by the SCERT at State level, comprising lecturers, and SPO. At the District and Block level DPOs, DRPs and BEOs carryout the monitoring. Monitoring reports analyzed at SCERT and findings discussed with participants.
Chhattisgarh	District wise selection of MTs/KRPs by SCERT and DPO (RMSA) through written exam and interview.	RMSA (SPO) and SCERT / SIEMAT monitor training of resource persons
Assam	TNA was conducted, subject wise Modules were developed and approved by SEBA.	Hon'ble Chief Minister of Assam has reviewed the process of the training (AWP & B 2013-14). Out of this total financial involvement Govt. of Assam supported 80%.

State	Training Need Assessment	Monitoring mechanism
Rajasthan	Subject wise committees constituted for Need Assessment	Constituted a core group of training at state level for planning and implementation of trainings
M. P	Gyan Punj (Feb 2012)–Resource pool of teachers for onsite support to the teachers. Responsible for: Identification of training needs, preparation of teachers training module and sample teaching aids	In each district a pool of 9 Resource persons created to support teachers. Monitor and support teachers at least 30 schools in a month. • DPO monitor the training at school level.
Andhra Pradesh	Feedback obtained from participants during in-service training .Compiled and analysed at district and state level to identify training needs of teachers	Random visits/inspections made by the designated officers from SPO,RMSA/SCERT/IASEs/CTEs

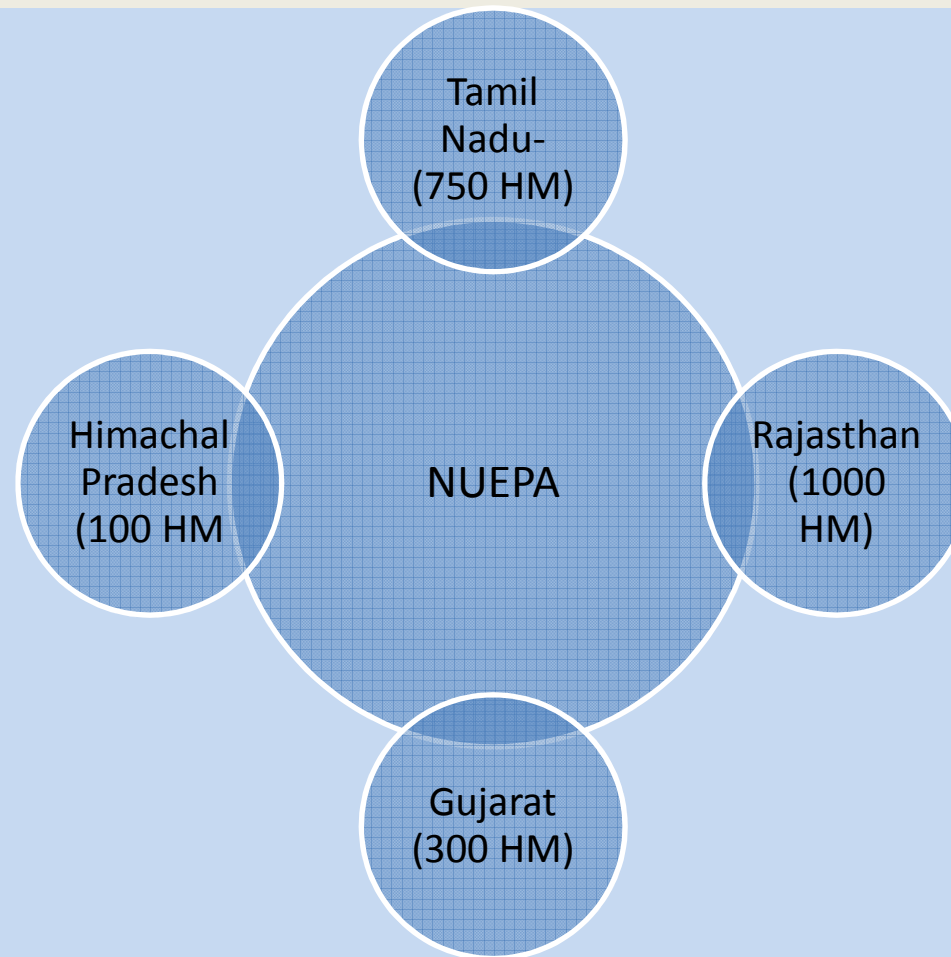
INVOLVEMENT OF NCERT WITH RMSA IN 2012-13



INVOLVEMENT OF NCERT WITH RMSA IN 2013-14

- Study of curriculum in the States/ UTs in 5 States (Gujarat, Tripura, TN, Orissa, WB);
- Teacher Support Package (Training material): Translation of science and math package in Hindi;
- Teacher Development Package in Social Science, Hindi, English and Art Education;
- Capacity Building Programme of Science and Mathematics teachers in Sikkim, J &K, Assam, Punjab and Jharkhand;
- Development and field testing of modular package for orienting principals on quality concerns with NUEPA
- Development of model CCE Scheme and its implementation at Secondary Stage (one combined programme in each of these five states);
- Exhibition of Science, Math and Environment Education (National and Regional)

Leadership Programme of Headmasters/Principals of Secondary Schools By NEUPA in 2013-14



IMPACT OF TEACHER TRAINING

- AWP & B 2013-14 of Tamil Nadu, Punjab, Utrakhand, Assam and Mizoram acknowledged the impact of teachers training in qualitative and quantitative improvement at secondary education. Here a case study of Andhra Pradesh has given in details:
- Andhra Pradesh started in-service teacher training activities from the academic year 2009-10 duly stressing the strengthening and enrichment of content, Pedagogy and Teaching Learning Processes
- Dropout rate at secondary level is declining rapidly

S.No.	Academic year	Dropout Rate
1	2009-10	53.36%
2	2010-11	46.71%
3	2011-12	45.71%

Results of Board Examinations of class X shows a gradual improvement as not only numerically but in quality also.

S.No.	Academic year	X class Public examination Results
1	2009-10	81.63%
2	2010-11	83.10%
3	2011-12	87.85%

JST. VERMA COMMISSION REPORT -JRMS

The Hon'ble Supreme Court in June, 2011 appointed a High Power Commission under the Chairpersonship of Hon'ble Justice Late Sh. J.S. Verma, Former Chief Justice of India to examine the entire gamut of issues relating to improving the quality of teacher education as well as improving the regulatory functions of NCTE.

Justice Verma Commission covers the following 4 aspects :

- Pre-service Teacher Education
- In-service Teacher Education
- Norms and Standards for teachers
- Reorganization of NCTE
- JRMs have visited 11 States: J&K, Assam, Mizoram, Meghalya, West Bengal, Bihar, Jharkhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh

CHALLENGES AND WAY FORWARD

- Integration of all efforts towards teacher training
- Reform of curriculum and process for educating teachers to meet the diversity in the classroom (NCFTE 2009 guidelines)
- States have to take responsibility for continuous professional development and support of teachers
- Training programme to be based on scientific assessment of teachers needs and classroom concerns including contextual issues of SC,ST, Muslim communities, girls
- Training to be linked to cadre management and career management of teachers. Up grade professional qualification and allow for occupational mobility

WAY FORWARD

- Develop a system for horizontal and vertical linkages across teacher education institutions
- Redefining the role of institutions as a link in the chain of resource support to schools and to build in feedback loop – sufficient autonomy to the institutes
- Create a strong separate cadre for teacher educators with career mobility between BRC, DIETs, SCERT
- Strengthen SCERT – Fill vacancies, provide infrastructure facilities
- Effective use of technology
- Need of quality assurance system for all teacher training programmes

THANK YOU