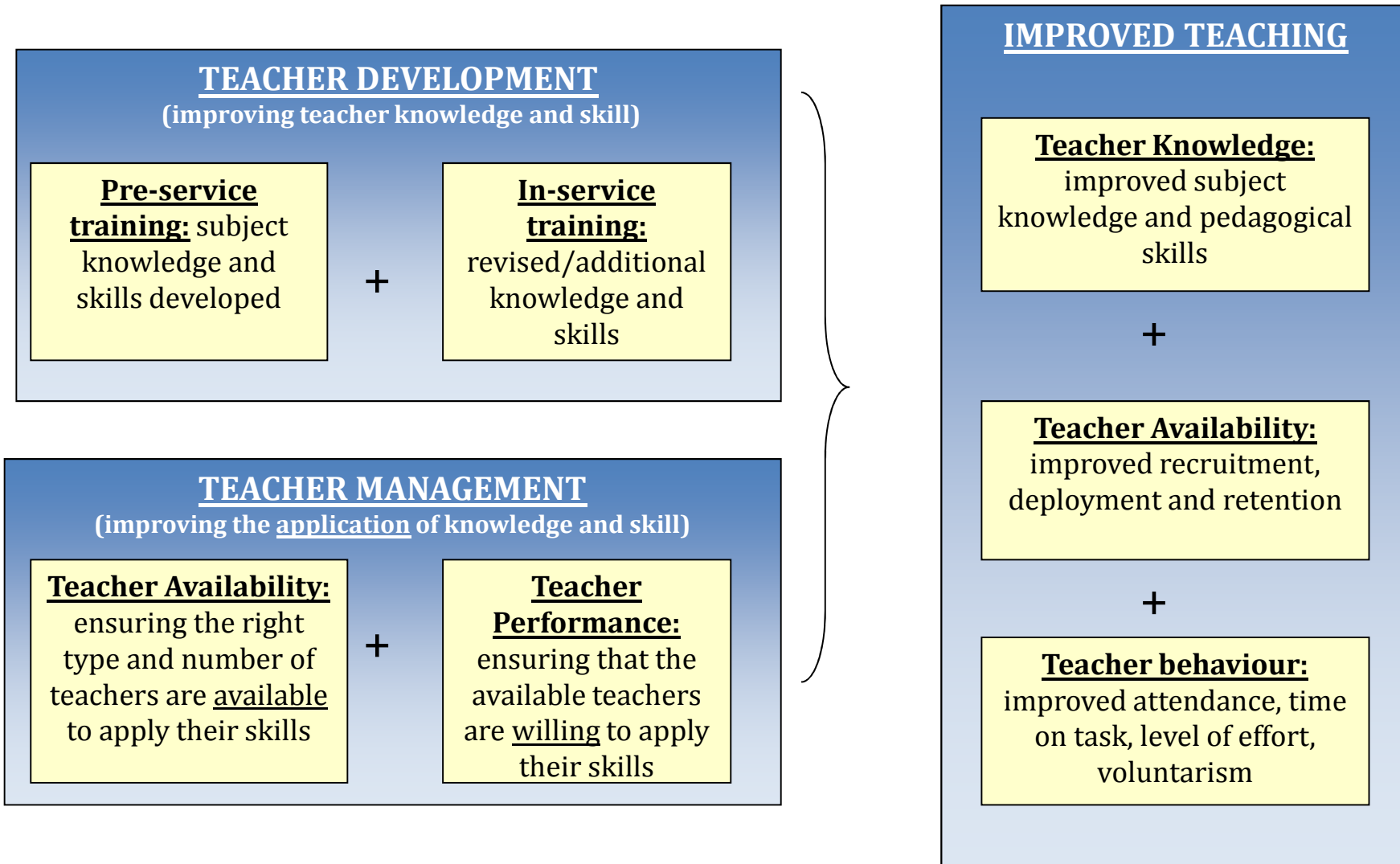

Teacher Management Needs Assessment

NCERT & RMSA TCA

June - July 2013

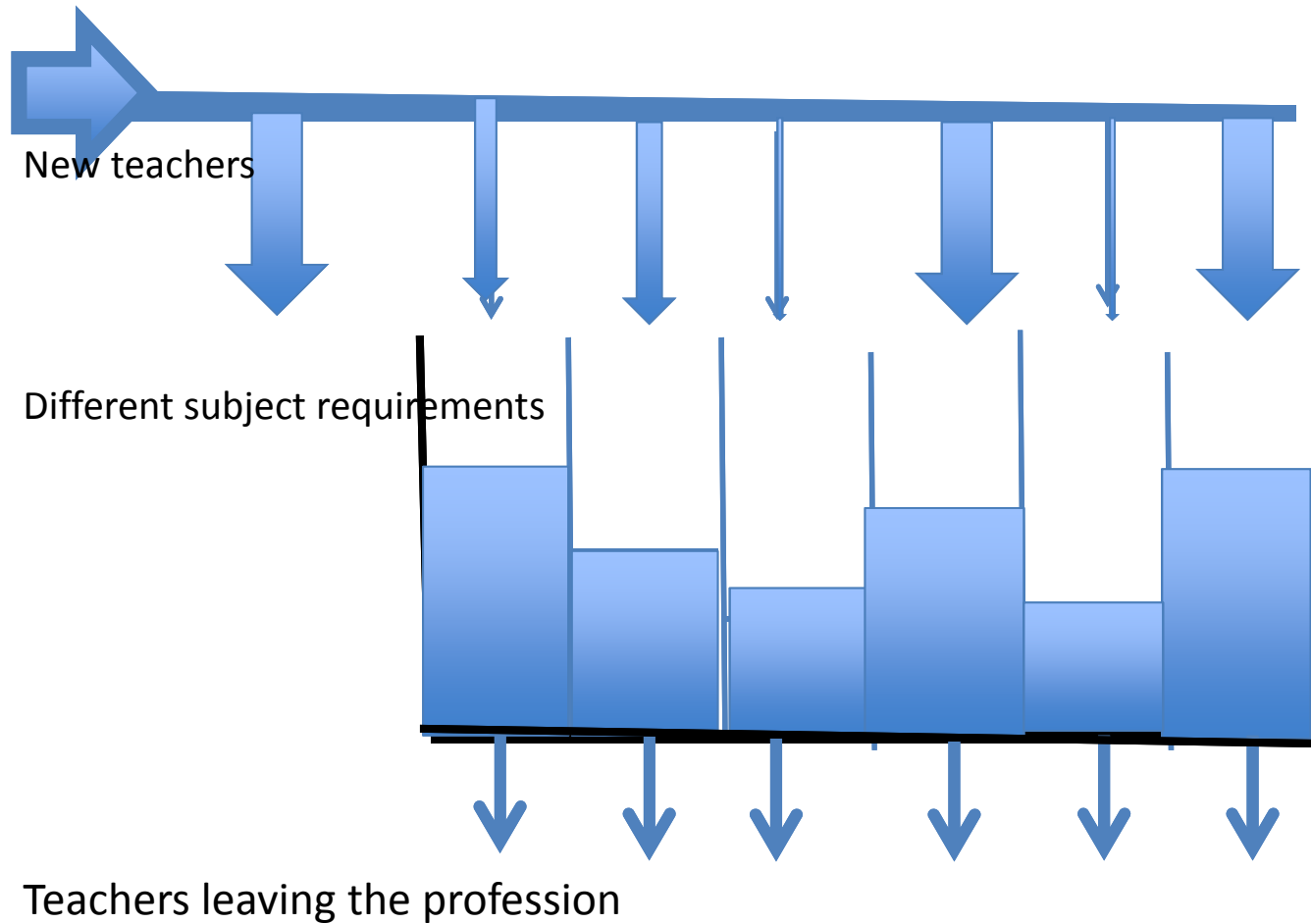
Conceptual framework for Teacher Management



Main elements of needs assessment

- Teacher recruitment
- Deployment/rationalisation
- Motivation and morale
- Performance standards/frameworks
- Teacher development

Teacher supply: a model for secondary education



Methodology

- Purpose – a quick snapshot of teacher supply and performance policies and practices in Madhya Pradesh and Odisha
- Based on interviews and focus group discussions
- Sample of 2 states, 4 districts and head teachers and teachers in 8 schools
- Respondents included senior officials at state and district levels and Teachers' Union representatives

Main findings: teacher shortages

MP state officer data:	Maths	Science	Hindi	English	S. Science	ICT
Teachers needed to meet norms	4855	2668	1353	5303	2143	n/a*
Actual numbers in schools	1167	1663	1030	1226	1627	n/a

Odisha state officer data:	Maths, Chemistry + Physics	Biology	Hindi	English + S. Science	Physical Education
Teachers needed to meet norms	2473	2303	2291	2390	2326
Actual numbers in schools	2159	2047	1653	1978	1894

Common problems with recruitment

- Little evidence of systems for projecting vacancies
 - MP has a VYAPAM exam but not every year
 - Odisha – no teacher eligibility tests.
- Mismatch between number of vacancies and posts advertised
 - because of funding constraints and other factors
- The least qualified candidates tend to get sent to rural posts
- Issues over contract terms and conditions for new teachers
 - 3 years in MP, 6 years in Odisha

Recruitment: what could be done?

- Systematic reporting of teacher vacancies in a computerised system to include
 - Information on gaps, in social groups, gender and retirements, that will occur within the next five years.
 - Projections of the need for certain types of new teachers from Colleges of Teacher Education.
- The quality of eligibility exams should be reviewed and they should be conducted annually.
- Schemes to encourage individuals from rural and SC/ST backgrounds to enter teaching.
- Revise probationary periods for teachers

Deployment

- Teacher rationalisation has occurred in both states, but imbalances persist
- Teachers do not want to go to rural posts because of lack of accommodation, amenities medical facilities and personal safety.
- There are no incentive schemes offered to make these posts more attractive

Deployment: what could be done?

- Gain a more thorough understanding of how DEOs go about rationalising the existing workforce
- Develop transparent criteria for deciding which teachers should go to which schools
- Introduce incentive schemes to reduce the hardship of working at a rural school and reduce “rural avoidance”

Teacher motivation and morale

- In both states, no strategy to motivate/incentivise teachers
- There are no incentives built into teachers' pay or career path.
 - Salary and grade advancement is automatic with time
 - Hard-working teachers are not rewarded beyond those who don't try.
- Constraints on teachers' occupational and personal well-being lead to frustration and low levels of morale.

Motivation and morale: what could be done?

- Undertake further research with teachers on constraints on their occupational and personal well-being
- Develop measures that would aim to reduce constraints
- Consider mechanisms for basing salary rises and career promotions on classroom performance.

Teacher performance frameworks

- Teacher appraisal does not operate systematically
 - criteria can vary depending on the school and the thoroughness of the head
- Appraisal not linked to any incentives

Teacher performance frameworks: what could be done?

- Develop systematic and transparent standards of classroom performance that:
 - Define levels of teacher behaviours (performance)
 - Provide an institutional framework for identifying levels of performance
 - Link performance to a career path, so that excellent performance is rewarded with promotions.

Teacher development

- Training needs are not assessed in either state
- The only training implemented was a 5-day RMSA orientation/refresher course.
- There were varying responses with regard to the usefulness of in-service training
- No form of systematic monitoring to gauge the impact of in-service training

Teacher development: what could be done?

- Further investigate the design, implementation and funding mechanisms
- Conduct needs assessment, so teacher training reflects actual needs
- Investigate alternative modalities of teacher training
- Assess whether teachers are applying training and how it is affecting their performance.
- Feedback findings into training programme design.

Next steps

- Provide feedback to state/districts involved in the study
- Revise questions/logistics where necessary
- Extend needs assessment to other states
- Identify problem areas and exemplars of best practice, both national and international
- Promote debate and reflection on how to improve teacher management.