

# **Planning for Teachers, Headmasters/Principals and Master Trainers Training**

## **Section-A**

### **1. Rationale of the Teachers Training Planning**

The RMSA provides financial supports to the states/UTs for teachers training to improve the quality of education at the secondary level schools. The most important factor in the contemplated educational reconstruction is the teacher-his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. Teacher training has a significant impact on academic achievement and influence student learning as well as teaching efficiency and skill. Concurrently, teaching-learning environment of a school and teacher's professional development largely depend on the management efficiency and skills of a headmaster/principal. Therefore, professional and leadership training are essence to sustain and enhance skill and efficiency of headmasters. Training centers/institutions are also venues for innovation of new ideas and methodologies; dissemination and diffusion of good practices.

Of the total school teaching force 66 percent were engaged in primary and upper primary schools (grades I to VIII) and 34 per cent in high/higher secondary schools (grades IX to XII). As per the selected educational statistics (2006-07), the strength of the secondary school teaching force was 1173030 and out of this 89 percent were trained teachers. The subject-wise distributions of teachers are 37.6 percent in languages (regional languages, English, Hindi, Sanskrit and other languages), 18.2 percent in science, 12.5 percent in mathematics, 12.4 percent in social science, 3.2 percent in computer, 5.74 percent in physical education and 10.1 percent in other subjects. On the basis of academic qualifications the composition of teaching force is 55.56 percent graduate trained and 32.38 percent Post Graduate and above (seventh All India Educational Survey, NCERT). The share of male and female teachers is 61.86 percent and 38.10 percent respectively.

### **2. Strength of Teachers Training**

At present, there are around 586 training colleges for secondary education (government, private aided and private unaided). If education departments of universities are included, it is nearly 700 for the preparation of teachers for secondary and higher secondary schools. Besides, there are five Regional Institutes of Education (RIEs), constituent units of the NCERT.

However, there are about 250 existing Secondary Teacher Education Institutes (STEIs) with an adequate standard and good reputation in the country and about 29 of these have designated as Institutes of Advanced Studies (IASes) with an additional mandate of developing into centers of excellence and research. The upgraded STEIs are called Colleges of Teacher education (CTEs). As per the NCERT Report August 2009, there are 104 CTEs in the country. The CTEs were meant to work in the field of secondary teacher education – both pre-service and in-service.

There are five Zonal Institute of Education and Training (ZIET) at Bhubaneswar, Chandigarh, Gwalior, Mumbai and Mysore for in-service training, refresher courses, workshop and induction courses and research activities of Kendriya Vidyalay's teachers. The Central Institute of English

and Foreign Languages (CIEFL), Hyderabad, and the Central Institute of Indian Languages (CIIL), Mysore and State Institute of Science Education are known for excellence in education.

### **3. In-service Teachers Training Status**

It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years.

### **4. Expenditure on Secondary Education**

Expenditure on education as percentage of GDP was 3.95 percent and out of this the share of primary, secondary and higher education were 1.42 percent, 0.94 percent and 0.44 percent respectively. Based on Analysis of Budgeted Expenditure on Education, 2000-01 to 2002-03, MHRD Government of India).

### **5. Issues and Concern of Planning**

Teacher education by and large is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent.

Teacher education is currently facing quality concern problem. In the developed world, the quest for greater student learning and worker productivity has prompted much attention to teaching and teacher education. In the United States, teacher quality seems to be the top priority policy issue for national or federal educational policymakers with efforts to recast the preparation and professional development of current and future teachers.

### **6. Research and Innovation**

One of the major inputs towards enhancing the quality of teaching and learning in schools as well as the teacher education institutions would be the extent to which research outputs and the outcomes of innovations are utilized by the system. Researches on teacher education have been and are being conducted in universities, national level institutions and other establishments but their utility for the teacher educator or the classroom teacher remains rather low. Majority of the researches are undertaken to obtain a degree and hence the focus on its possible utility and relevance gets misplaced. The situation is compounded by non-availability of appropriate dissemination mechanisms, like journals, publication of findings in different forms and opportunities to the target group to get an access to these. Institutional capabilities and resources need to be augmented, enabling them to undertake relevant researches.

Preparation of teacher educators can no longer be completed without adequate grounding in various aspects of research. Researches must respond to policy issues, curriculum issues, evaluative procedures and practices, training strategies, classroom practices etc. Researches, innovations and surveys must become an integral part of the training programmes of teacher

education institutions irrespective of the stages. The trainees need to be familiarized with innovations in general and innovative practices in teacher education in particular.

## Section-B

### 1. The statistical basis for teachers training planning

Subject-wise district level data of teachers requires for state level planning. A complete information teacher educators of CTEs, Institutes of Advanced Studies (IASEs), Regional Institutes of Education (RIEs), constituent units of the NCERT, Zonal Institute of Education and Training (ZIET) , the Central Institute of English and Foreign Languages (CIEFL) and the Central Institute of Indian Languages (CIIL) should list out on the basis of table-1.

### 2. Planning for Teachers Training

Area planning is the essence of socio-economic development and national integration within the mosaic of diversity. Education functions as an integrating force to accommodate the differences. Therefore, the strategy of ‘teachers training should be based on regional planning. The thrust of RMSA is ‘need based’ training. We should understand the expectation of need based training. It covers a wide spectrum viz. needs of change in time and space, needs of a teacher and student (teaching-learning), needs of the society and economy, skills, etc. To fulfill the preceding requirements, in the initial phase of teachers training, the RMSA should work under the following strategies:

- The MHRD should give direction to the states/UTs that teachers training and headmasters training shall be given in the 250 existing Secondary Teacher Education Institutes (STEIs), 29 Institutes of Advanced Studies (IASEs) , five Zonal Institute of Education and Training (ZIET) , Central Institute of English and Foreign Languages (CIEFL), Hyderabad, the Central Institute of Indian Languages (CIIL), Mysore and State Institute of Science Education and five Regional Institutes of Education (RIEs). To harness the potential of these training institutions, the following teachers training regions could be identified.

#### Teachers Training Regions

Sl. No.	Teachers Training Regions	Name of the states/UTs
1	North-western	Jammu & Kashmir, Himachal Pradesh, Punjab and Uttarakhand
2	Western Region	Gujarat and Rajasthan, Daman & Diu and Dadar Nagar and Haveli
3	South-Western Region	Maharashtra, Goa and Karnataka
4	Sothern Region	Kerala, Tamil Nadu, Lakashdewep and Puddichery
5	South Central Region	Andhra Pradesh and Andaman & Nicobar Island
6	Central India	M .P, Chattishgargh
7	Eastern India	West Bengal, Sikkim, and Orissa
8	Brahamputra River Valley Region	Arunachal Pradesh, Assam Nagaland and Meghalaya

9	North Eastern Region	Manipur, Mizoram and Tripura
10	Northern Plan Region	Bihar and Uttar Pradesh, Jharkhand
11	National Capital Region	Haryana, Delhi and Chandigarh

- Inter-regional training for few subjects (Mathematics and Science) will be more helpful. As for example, the science teachers of the Northeast region can send to Indian Institute of Science (Banglore). The Hindi teachers of the Southern and South Western may take training in the institutes of the Northern region.
- Every district shall propose subject-wise teachers training (composite format **given in the annexure-1**) to the state and state will prepare need based plan as per the requirements of districts and accordingly propose to the RMSA. The planning stages for trainings should be in the following manner

**Districts-----States/UTs-----RMSA-TSG-----PAB**

- There is a need to consider on the rational approach for training of teachers, as per the available strength of secondary school teachers training institutions and the number of teachers (1173030). The training approach should be rotational/cyclic viz. once in three academic years for every teacher. The states/UTs may prepare training schedule on the basis of the given approach.

**Rotational/Cyclic Training Approach**

Sl. No.	Academic Year	Group of Subjects	Coverage of Teachers for Training in Percentage*	Training Coverage Every Year in Percentage
1	1 <sup>st</sup> Year	Science and Mathematics	Science (23.7%) and Mathematics (14.8 %) =38.5%	38.5
2	2 <sup>nd</sup> Year	Social Science, Physical Education and others	Social Science (14.4%), Physical Education (5.41%) and others (2.97%)=22.42%	22.42
3	3 <sup>rd</sup> Year	Language	Language (35.4%)	35.4
Total				100

\*In bracket percentage of teachers at national level

As per the above table in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> academic years 38.5 percent, 22.42 percent and 35.4 percent teachers shall be covered for training. However, the subject-wise distribution of teachers has given in the **annexure-2**. The proposed approach can be timely manageable with effective outputs. Simultaneously, this approach will be cost effective. According to the above approach, the states/UTs shall propose annual plan for teachers training to the MHRD for approval.

### 3. Headmasters/Principals Training

What are the objectives to give training to the headmasters/principals? What types of training require to them? Where (institutions) should be given training to them? These questions need

some introspection. The objective of headmasters/principals training is to bring efficiency and skill in educational management. The MHRD gave resource (fund) for different types of training namely leadership, management, and professional to the headmasters. All these trainings are identical and the sole objective of headmasters/principals training is to sustain and enhance efficiency and skill of educational administration of a school. Therefore, the headmasters/principals should be given only 'planning and management training' in the reputed teachers training institutions viz. Zonal Institute of Education and Training (ZIET), Regional Institute of Education (RIE), etc.

#### **4. Master Trainers/Teacher Educator's Training**

The RMSA gives financial support to the states/UTs on the basis of proposal for the training of Master Trainers. Even in the PABs (2009-10 to 2011-12) never raised that how many Master Trainers required by a state/UT. Who will be the Master Trainers? What will be the selection criteria? What will be the service code of conduct of Master Trainers after training to them? What will be the remuneration modality of a Master Trainers? Is it possible that 5 days training can make either regular or retired teacher a Master Trainer? Still it is not clear that how many Master Trainers required to give training for the existing 1173030 secondary school teachers? Is it rational to give financial support as a holistic manner to all states/UTs? On the basis of above questions, the rational for the planning to give training to the Master Trainers are the following.

- Already training faculties are available in the respective teachers training institutions. They are enough capable to give training to the secondary school teachers for five days as per the RMSA norms. Even the highly qualified professors and research scholars can be invited for some special focused areas teaching in the respective training institution.
- The percentage of trained teachers is low in some states/UTs. The states/UTs having low percentage of trained teachers deserve financial supports for the training of Master Trainers. In this category the deserving states are: Arunachal Pradesh (48% trained teachers), Assam (29% trained teachers), Chhattisgarh (74% trained teachers), Jammu & Kashmir (64% trained teachers), Madhya Pradesh (77% trained teachers), Manipur (44% trained teachers), Meghalaya (36% trained teachers), Mizoram (44% trained teachers), Nagaland (21% trained teachers), Sikkim (44% trained teachers) and Tripura (50% trained teachers). However, the detail distribution has given in the [annexure-3](#)

### **Section- C.**

#### **3. Expected Thrust Area of Teachers Training**

##### **3.1 Aspirations of Teachers**

Why do teachers go for training?) What are the expectations of trainees? On the basis of these two assumptions, the master trainers should formulate the strategy of training.

##### **3.2 What a Master Trainer Needs to Know**

After the content analysis, the following procedures shall be helpful to the trainers.

- Discovering training needs of the teachers
- Training Technique
- Supervision/Observation skills

- How to design training programme
- Adult Learning
- Needs Assessment
- Understanding Comparative Education System
- Final Considerations
- Self and re-assessment

### 3.3 Planning the Content

Content is not only help summarize the formal content of written material it also describes the attitudes or perceptions of the author of that material. The Master Trainer needs to understand and deliver accordingly in the training classroom. The Master Trainer will classify the innovative ideas from every sub-part of the content and identify themes and issues. Simultaneously, developing an analysis plan of the content is the essence to understand the subject matter. Before developing an analysis plan, the master trainer needs to follow

**Word Sense----Sentence----Paragraph-----Theme-----Whole Text**

### 3.4. Pedagogy vs. Andragogy

‘Pedagogy’ is universally accepted whether teaching to the children or adult in the Indian teaching environment. When we use pedagogy for adult or teaching/training to the teaching community, the objective of teachers training has narrowed down. However, let us differentiate between andragogy and pedagogy

*“Andragogy is the science of teaching adults; and pedagogy is the science of teaching children. The following four concepts that characterize the adult learning process”.*

#### 3.4a. Self–Concept

Whereas the child is dependent upon those around him/her, the adult acts autonomously in relation to others. Adults are capable of being self–directed, of being able to identify and articulate what they want to learn in dialogue with the teacher. In pedagogy, the teacher is in a directing relationship with the student; in adult education, on the other hand, the teacher is in a helping relationship with the student.

#### 3.4b. Experience

With children, education is often the one way transfer of data and information from teacher to the student. This is not always appropriate for the adult learner who brings a wealth of experience and wisdom into the learning environment. In adult education, the teacher is more often a facilitator in a mutual learning environment. Thus, the focus is on experiential methods such as small group activities, role playing.

#### 3.4c. Readiness to Learn

In traditional pedagogy, the teacher decides what the students need to learn and the curriculum is developed apart from the learner. This does not suggest that students should not be involved in generating objectives and learning experiences, only that the initial curriculum has already been established. In andragogy, the learner takes a much more active role in deciding what will be

taught and when. Adult education is more learners centered. Adults often are able to identify their own needs. In adult education, it is important that the content of educational programs is directly related to both the adult learner's interests, life situations and working capabilities.

### **3.4d. Orientation to learning**

The adult learner has a different orientation to learning than the child. Children have been conditioned to have a subject-centered orientation to learning whereas adults tend to have a more problem-centered orientation. The key difference is one of time perspective. Children are able to focus attention towards future rewards while adults are primarily concerned with their present situations and interested in solving problems they experience on a daily basis.

## **4. Lesson Planning**

What lesson planning skills would the teacher trainees like to learn? What are the teacher's strength and weakness in the following areas?

- Writing
- Objectives
- Developing Materials
- Pacing Lessons; and
- Sequencing ideas and Techniques.

## **5. Accommodation and Assimilation**

Accommodates objectives and practical reality over theory and assimilates theory to practical application and facts.

## **6. Micro-teaching**

It is proven that when a teacher acquires a number of teaching skills it helps them to achieve their objective with ease. Micro-teaching allows the teacher trainee to practice any one skill and then combine it with others. The steps in micro-teaching are:

**Planning---Teaching---Feedback---Replan—Research---Re-feedback**

## **7. Module Based Training**

Modules provide a guideline to the teaching-learning process and make easier to achieve the objectives.

## Annexure-1

### District Level Proposal for Trainings during the Financial Year 2012-13

**Name of the State:**

**Name of the Respondent:**

**Designation:**

**Office Address:**

**Phone No. (Landline):**

**Mobile:**

**Email:**

Sl. No.	Name of the Districts	Teacher's Training (In-service and Induction Training)				
		Name of the Subjects	No. of Proposed Teachers for In-service Training	Name of the Institutes for In-service Training	No. of Proposed Teachers for Induction Training	Name of the Institutes for Induction Training (Complete Address)
		Mathematics				
		Science	Chemistry			
			Physics			
			Biology			
		Social Studies	Geography			
			Economics			
			History			
			Political Science			
		English				
		Hindi				
		Sanskrit				
		Regional Language (Specify)				
		Physical Instructor/Teacher				
		Dance				
		Music				
		Art & Craft				
		Yoga				
		Any other (Specify)				
<b>Total</b>						



Sl. No.	Name of the Districts	Training of master trainers	
		Name of the Subjects	No. of Proposed Master Trainers for Training
		Mathematics	
		Science	Chemistry
			Physics
			Biology
		Social Studies	Geography
			Economics
			History
			Political Science
		English	
		Hindi	
		Sanskrit	
		Regional Language (Specify)	
		Physical Instructor/Teacher	
		Dance	
		Music	
		Art & Craft	
		Yoga	
		Any other (Specify)	
Total			

Sl. No.	Name of the Districts	Headmaster/Principal's Training		
		Name/Type of the Trainings		
		No. of Headmasters/Principals Proposed for Professional Development	No. of Headmasters/Principals Proposed for Leadership Development	No. of Headmasters/Principals Proposed for Orientation programme
Total				

## Selection of Master Trainers under RMSA Programme

<b>Project Name</b>	
<b>Subject for Training</b>	
<b>Implementing Partner</b>	

### Mandatory Criteria for Selection

Must possess the following knowledge, skills and attitude at the minimum levels mentioned below (*On a scale from 1 to 5, 1 being the lowest, 5 being the highest, for e.g; 1 being not very confident – 5 being very confident*):

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> <li>MA degree (preferably with minimum 2 yrs of experience in teaching)</li> <li>B.Ed (preferably with minimum 2 yrs of experience in teaching)</li> <li>Understands the secondary educational structure and system clearly</li> <li>Good understanding of teachers training issues</li> <li>Understanding of the RMSA objectives</li> </ul>	<ul style="list-style-type: none"> <li>Clear communication skills;</li> <li>Good leadership skills</li> <li>Assertive yet friendly</li> <li>Networking ties especially with the school administration and local Educational department;</li> </ul>	<ul style="list-style-type: none"> <li>Open to feedback &amp; learning;</li> <li>Friendly/Welcoming;</li> <li>Informative (Can easily suggest or recommend)</li> <li>Confident(4</li> </ul>

### Applicant Details

<b>Applicant Name</b>		Age:
<b>Current Position</b>		
<b>Qualification</b>		
<b>Contact Details</b>		

**Selection Form: (To be filled in by the selection committee)**

**1. Please encircle Yes or No.**

<b>Knowledge:</b>	
<ul style="list-style-type: none"><li>• Meets the criteria of experience in previous experience</li></ul>	Yes/No
<ul style="list-style-type: none"><li>• Has a general understanding of the secondary education and NCF 2005</li></ul>	Yes/No
<ul style="list-style-type: none"><li>• M.A/M.Sc/M.Com degree, equivalent or higher(Please state the degree)</li></ul>	Yes/ No
<ul style="list-style-type: none"><li>• Previous Training experience (Please explain)</li></ul>	Yes/ No

*On a scale from 1 to 5, 1 being the lowest, 5 being the highest, please rate the potential Master Trainer in theboxes below:*

<b>b. Skills</b>
<ul style="list-style-type: none"><li>• Networking skills</li><li>• Communication skills</li><li>• Knowledge/ information on the topic</li><li>• Flexible / willing to learn</li><li>• Leaderships skills</li><li>• Training skills</li></ul>

<b>c. Attitudes</b>
<ul style="list-style-type: none"><li>• Friendly/Welcoming</li><li>• Confident</li><li>• Open to feedback &amp; learning</li><li>• Informative/able to share information</li></ul>

**Recommendations**-----  
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**Date:**

**Signature of Interviewer:**

Annexure-2

**Grouping of Teachers into Main Streams**

State & Uts	Language	Science	Mathematics	Computer	Social Science	Physical Education	Other	Total
A & N ISLANDS	31.9	14.7	15.5	1.7	15.9	9.06	11.3	100
ANDHRA PRADESH	33.1	23.2	13.9	4.4	12.3	5.6	6.17	100
ARUNACHAL PRADESH	28.2	19	13	3.1	24.7	5.64	6.2	100
ASSAM	50.4	14.2	12.2	0.8	13	0.43	8.99	100
BIHAR	39.6	14.9	10.1	0.7	23.7	7.7	3.33	100
CHANDIGARH	31.7	14.6	12.7	5.4	16.2	4.78	14.7	100
CHHATTISGARH	37.3	18.2	12.8	1.8	17.3	1.07	11.6	100
D & N HAVELI	41.4	18.3	8.06	3.8	11.3	8.06	8.61	100
DAMAN & DIU	40.3	13.1	10.2	1.7	11.9	9.66	13.1	100
DELHI	37.6	14.5	13.8	3.2	13.6	5.76	11.8	100
GOA	35.2	13.7	11.1	6.9	13	7.14	13.6	100
GUJARAT	46.9	12.1	14.4	2.7	9.96	8.24	5.62	100
HARYANA	35	13	14.8	2.6	18.8	6.17	9.73	100
HIMACHAL PRADESH	39	14.3	11.7	4.1	9.87	7.48	13.4	100
JAMMU & KASHMIR	35.4	23.7	14.8	3.4	14.4	5.41	2.97	100
JHARKHAND	36	17.5	11.7	3	24	3.6	4.15	100
KARNATAKA	34	17.4	10.5	3.9	13.7	9.71	10.3	100
KERALA	37.2	20.4	15.4	1.7	13.2	4.54	6.93	100
LAKSHADWEEP	40	20	10	0	20	10	0	100
MADHYA PRADESH	34.3	17.9	14.2	2.6	15.2	2.18	13.6	100
MAHARASHTRA	46.3	15.3	17.8	1.5	11.1	4.52	3.63	100
MANIPUR	33.5	23.9	13.6	3.5	16.7	3.62	5.06	100
MEGHALAYA	40.3	15.6	10.6	3.3	19.4	3.27	7.44	100
MIZORAM	42.5	16.4	16.2	1.1	18	0.56	5.31	100
NAGALAND	31.4	16.5	13	5	17	5.26	11.8	100
ORISSA	50.5	15.8	11.3	0.8	8.78	9.57	2.67	100
PONDICHERRY	30.8	20.4	14.7	2.5	14.3	5.75	10.9	100
PUNJAB	27.9	14.4	13.8	6.6	18.5	7.54	11.4	100
RAJASTHAN	38.3	3	12.4	4.6	11.9	5.87	13.8	100
SIKKIM	34.9	19	13.2	6.1	20.3	1.04	5.31	100

TAMIL NADU	26.6	24.2	18.7	3.5	12.7	6.51	6.38	100
TRIPURA	30.1	27.5	12	0.5	14.6	6.94	8.37	100
UTTAR PRADESH	35.5	18.5	6.45	4.2	7.01	4.59	24.5	100
UTTARANCHAL	32.1	15.1	15.2	2	17.9	6.81	10.8	100
WEST BENGAL	37.3	24.5	12.4	0.3	18.7	3.74	2.58	100
<b>Total</b>	37.6	18.2	12.5	3.2	12.4	5.74	10.1	100

Note: Languages (regional languages, English, Hindi, Sanskrit and other languages)

Source: SEMIS, NEUPA

### Annexure-3

#### Spatial Variations of trained Teachers, No. of Female Teachers / 100 Male Teachers, Enrolment and Pupil Teacher Ratio (2006-07)

State / U.T.	Total	% of trained Teachers
Andhra Pradesh	153988	98
Arunachal Pradesh	2025	48
Assam	56976	29
Bihar	22631	98
Chhattisgarh	10440	74
Goa	3554	100
Gujarat	31886	100
Haryana	37309	94
Himachal Pradesh	12767	99
Jammu & Kashmir	19358	64
Chandigarh	8909	100
Karnataka	89168	100
Kerala	101683	99
Madhya Pradesh	36892	77
Maharashtra	164357	98
Manipur	8801	44
Meghalaya	4445	36
Mizoram	3768	44
Nagaland	6733	21
Orissa	62094	100
Punjab	28272	99
Rajasthan	72199	83
Sikkim	1191	44
Tamil Nadu	77392	100
Tripura	8423	50
Uttar Pradesh	48280	97
Uttaranchal	11097	100

West Bengal	69148	79
Andaman & Nicobar Islands	935	99
Chandigarh	2714	100
Dadra & Nagar Haveli	280	99
Daman & Diu	256	100
Delhi	12169	100
Lakshadweep	137	100
Puducherry	2753	96
INDIA	1173030	89

Source: Selected Educational Statistics, 2006-07