

Progress of Teacher Training under the Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) aims to provide **quality education to all** children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (a) ensuring basic provisioning to enable improvement in the quality of classroom transactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning.

The programme places great emphasis on **building the capacity of teachers** for teaching, through regular training programmes. The Scheme provides for regular **annual in-service training for up to 20 days per teacher**. The SSA framework was recently amended w.e.f. 1-4-08 to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions.

SSA also provides for **30 day induction training** for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education.

60 day training is also provided for teachers that have not received pre service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode.

All trainings funded from SSA cover **several pedagogical issues**, including content and methodology, improving teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings, including use of distance, self-learning mode and use of educational technology. Teacher training under SSA emphasizes child-centered pedagogy and activity based teaching learning. NCERT has prepared fresh guidelines for in service teacher training under SSA in January 2007 that has been shared with all States.

Norms for teacher training are as follows:

- Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day.
- Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level.
- @ Rs.100 per day for 30 days induction training of newly recruited teachers.
- @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes.
- Training of BRC & CRC co-ordinators & resource persons for up to 10 days each year @ Rs.100 per person per day.

- These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted. The number of days of trainings would be decided by the State / UT. The unit costs for training would be based on the State norms for training as approved by the State SSA's Executive Committee.
- Assessment of capacities for effective training during appraisal will determine extent of coverage.
- Support for SCERT/DIET under existing Teacher Education Scheme

Progress of **annual in-service teacher training**:

Session	Phy. Target	Achievement	% of achievement
2004 – 05	3466268	2000318	58%
2005 – 06	3053285	2347017	77%
2006 – 07	3405615	2952395	87%
2007 – 08	3573735	2588970	72%
2008 – 09	4069694	3161105	78%

Source: PMIS, MHRD

Salient features of the guidelines for annual in-service training under SSA (developed by National Council for Educational Research & Training):

These guidelines in the name of “The Reflective Teacher” have been developed by NCERT in 2006, though the first edition has been printed in Jan 2007. The key features are

1. It takes into account the ‘Constructivist’ approach, as advocated in NCF 2005. This means that the teacher should act as a ‘facilitator’, and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day to day life. The teacher is not to be a ‘transmitter’ of knowledge to passive recipients (the children).
2. This approach requires teachers to be reflective, that is they need to become ‘mindful enquirers’ into their own experiences, to guide children meaningfully.
3. The guidelines advocate a ‘split up’ model of in service training, in which 6-8 days training is provided at the BRC/DIET level and 2 days training through actual observation of classroom situations. Thereafter, teachers are expected to return to their school settings for 2-3 months, to try out the recommended methodologies and ideas. At the end of the training programme, they once again return to the BRC/DIET for 2 days to share their experience and reflect on the new ideas before they complete the training.
4. The guidelines recommend a formal training duration of 10 days, as evident from above.
5. In keeping with NCF 2005, the guidelines recommend training of teachers in areas such as art and heritage crafts, health and physical education, work education and education for peace, besides training in basic subjects like language, EVS and Mathematics.

6. The guidelines stress identification of training needs and development of appropriate training modules through through BRGs/ DRGs/ SRGs. It is also recommended that the training design should emphasize local contextuality and specificities in the teaching learning situation.
7. A list of suggested readings, educational audio and video programmes for teachers have also been provided in the guidelines.

Nearly all States have developed **training modules** for use during in-service training programs. The major **focus areas** on which these modules have been developed, as reported by States, is as follows:

- Subject-specific content or subject-wise hard spots (22 states)
- Classroom processes and pedagogical improvement, specifically active learning methods (19 states)
- Training geared towards the Learning Enhancement Program (11 states)
- Development and use of TLMs (11 states)
- Continuous and comprehensive assessment (12 states)
- Inclusive education, including education of children with special needs, SC/ST, gender issues, tribal children (13 states)
- Data management (use of DISE, QMT) (5 states)
- ADEPTS performance indicators (5 states)
- Teacher attitudes and motivation (6 states)
- Training of HMs (6 states)
- Computer training (8 states)
- Other topics indicated include revised curriculum/ textbooks, NCF 2005, classroom management, life skills, value education or extracurricular activities, etc.

States have reported a variety of follow-up mechanisms to monitor the impact of the training programs, including:

- School visits and interaction with teachers
- Classroom observations
- Pre-test and post-test during training programme, evaluation sheets to test content knowledge and aptitude
- Orientation of school principals for conducting follow-up
- Peer-sharing during monthly cluster level meeting
- Monitoring through Quality Monitoring Tools and ADEPTS
- Exposure of child's learning through Community Participation.
- Baseline and Terminal Assessment for LEP
- Feedback forms during training
- Observation of training by Monitoring officers: Delhi,
- Videoconferencing
- Conducting Impact Studies