

## **Teacher Training Policy 2006**

Teaching as a profession requires a constant touch with academics ie one is a 'learner for life'. It is essential that a teacher keeps himself abreast of the constant advancements in the "Knowledge-World" and thus updates his own knowledge base. This ensures that one does not reach a "Professional Plateau". There is always room for enhancing one's personal skill base academic, pedagogic, technical and soft -skills. This makes the teacher the perfect mentor who passes on his wealth of knowledge to the young ignited minds who are under his charge.

The first step towards impacting the teacher training program should be proper placement of faculty in DIETs and GISTCs. The senior subject lecturers with well developed communications skills may be deputed in these institutions.

The next step should be to build up/enhance the teaching competencies of teachers by way of involving high ranking academicians from universities, postgraduate/degree colleges, medical/engineering colleges, vocational centers and reputed professionals from related organizations. It should be over & above the inputs of DIETs, GISTCs & SCERT.

There are different cadres of teachers in school education department, the sanctioned strength of which is as follows :

(i).	JBTs/ETTs/HTs/CHTs	=	40675
(ii)	Block Primary Education Officers	=	228
(iii)	Work Experience Teachers	=	60
(iv)	Vocational Teachers	=	300
(v)	Vocational Masters	=	1225
(vi)	C&V	=	16337
(vii)	Masters	=	37371
(viii)	Lecturers	=	8773
(ix)	Head Masters	=	1742
(x)	Principals	=	1298

The teacher training program should focus upon the role specific training and should impact the personal, inter personal, professional, managerial and transactional competencies of teachers. Psychological orientation should be a part and parcel of each and every training program. Teacher training program should also include inputs for issues like stress management and conflict resolution etc.

The following Teachers Training Model may be adopted under the Punjab Teachers Training Policy, 2006.

### **Training For JBT/ETTs : (Targeted Number = 40,000):**

These teachers teach upto primary level and the requirement is Multisubject Multigrade approach. They should be trained on Multigrade/ Multisubject teaching under the DIETs & GISTCs. The training should take place in simulated environs.

An advertisement shall be given out in papers for preparing a panel of experts including retired teachers and other govt. employees. The Ad shall also seek information on experience and areas of specialization etc. They would be empanelled on district/block wise lists and shall be paid honorarium. Private educational institutions i.e. DAVs and Missionary schools etc. shall also be invited to participate. Principal DIETs shall carry out this exercise.

**Training For Vocational Masters & Teachers: (Targeted Number = 1500).**

Trade specific training should be imparted to vocation masters & teachers by the faculty of engineering colleges, ITIs, Polytechnics and other vocational institutes of national repute like Pandit Sundar Lal Sharma Central Institute of Vocational Education (PSSCIVE).

**Training For Masters and C&V : (Targeted Number = 54,000).**

They need to be given subject specific trainings so as to improve their transactional competences. Besides the inputs of DIETS & GISTCs the training of masters and C&V should be supplemented by presentations from academicians of universities and colleges.

**Training For Principals/Headmasters/BPEOs:(Targeted Number = 3250).**

Since their role revolves around school management and administration, this would be appropriate to get them trained on administration, financial management & interpersonal skills from the masters of business administration. Institutions like University Business School (UBS) Chandigarh, MDI Gurgaon, Punjab State Institute of Public Administration (PSIPA) & related departments of universities can be roped in for the purpose. Psychologists from medical institutions and universities can provide psychological orientation to schools administrators. The training on financial management may be provided by Finance Department/experts/academicians/ faculty etc.

Special modules should be developed for the BRPs/DRPs and BPEOs to build their capacity as quality monitoring supervisors and implementers of the education program.

**Training For Para Teachers/ Education Volunteers:**

**(Targeted Number = 13000).**

All Para teachers/ Education Volunteers should be provided training on multi-grade, multi-level and multi-subject teaching and also training relevant to their specific area. Since they are dealing with the most difficult segment of the student population under the most difficult/ vulnerable circumstances, and since they are also generally the least qualified among teachers, they need to provided specialized training in specific areas most relevant to their task.

## **Training For Lecturers : (Targeted Number = 8700)**

As the competency of the staff deployed in DIETs & GISTCs is limited, the training to lecturer cadre should be imparted exclusively by the faculty of universities, post graduate/degree colleges and medical, management & engineering institutes. District wise institutes have been identified (List at Annexure 'A'. MOUs would be signed and financial cost estimates would be worked out on case by case basis.

**The following indicative Action Plan is proposed:-**

### **Science Lecturers:**

PU, PBI, GNDU & those Govt. Colleges where M.Sc. classes of that subject is taught.

Government Engineering Colleges, Longowal Institute etc.

1. Physics:
2. Chemistry:
3. Biology:
4. Maths:

**Duration:- Residential/Day Boarding 3 Weeks Refresher Course with Practicals.**

**Batch : 40**

### **English Lecturers:**

PU, PBI, GNDU & those Govt. Colleges where M.A. classes of that subject is taught.

Regional Institute of English, Sector 32, Chandigarh.

**Duration :- Residential/Day Boarding 3 Weeks Refresher Course**

**Batch : 40**

**Economics/Commerce**

**History**

**Political Science**

**Geography**

**Physical Education**

**Vocational Lecturer: ITI's/Polytechnics**

**Punjabi Lecturers**

**Hindi**

### **Teacher Training Content :**

#### **Module I – Personality Enhancement skills (Soft skills)**

- Self-esteem & self-confidence
- Communication skills
- Interpersonal skills
- Grooming
- Public Speaking
- Stress management
- Time management
- Conflict-resolution
- Assertiveness training

- Caring and Empathy
- Leadership
- Goal-setting
- Teamwork
- Decision-making and Problem solving
- Positive attitude

## Module 2 – Professional Skill Development

Concept that help to understand students and their study patterns :

- Learning Styles
- Memory and related concepts
- Attention and Perception
- Effective study habits
- Dealing with exam anxiety
- Handwriting

Professional Skill Development :

- Positive Discipline
- Classroom Management
- Creativity in Teaching
- Making Lesson Plans
- Reading, referring, research and presentation skills
- Interactive Classroom Learning
- Motivating students
- Interaction with PTA's, Public dealing.

Some key issues of Teacher Training are given below:

1. **Staffing:**

Rationalization of the staff of the DIETs and In-Service Training Centers, should be as per norms.

2. **Master Trainers:**

Master Trainers and Key Resource Persons (KRPs) imparting training to the teachers need to be appointed as per prescribed qualifications.

3. **Post-training Performance Audit:**

The performance of the teachers undertaking the training should also be evaluated. A test based on the training schedule should be devised, and it should be made mandatory for each teacher undergoing training to take the test. The teacher's overall performance should be evaluated based on his/her performance on the post-training test and later, the result of the school in which the teacher is teaching. The result of the school should be taken as a whole and not class-wise, teacher-wise. These criteria should form the basis for promotions, increments and other benefits. Excellent performance should be rewarded.

4. **Special modules:**

Modules on developing motivational skills, handling difficult cases/situations, motivating parents/ community (as home is an extension of school where informal learning continues), and activity based learning (instead of rote methods) should form part of all teacher training programs for all categories of teachers. Teachers should be trained in the participatory method of teaching wherein students are encouraged to ask questions and learn through projects and tours so that they are able to connect knowledge to life outside school.

5. **Activity Based Learning:**

Teachers should be provided training on how to translate the curriculum into simple experiments/ exercises whereby children learn by doing, thereby bringing clarity of concepts and enhancing their retention levels. Workbooks, which are being provided to most students under SSA, are basically activity books for children, which encourage them to do work outside the classroom, such as conduct science experiments at home, with local materials. This widens their knowledge base. The physical environment of schools should also be enhanced with BALA (Building as Learning Aid) design incorporations, provision of more teaching-learning materials, planting of ornamental & evergreen trees, provision of *jhoolas* through community mobilization and celebration of events of historical significance.

**Measures for ensuring teachers participation in training programmes:**

To ensure the regular participation of teachers in training programmes, a clause should be added in the Education Code that 10 days teacher training per year would be mandatory for all the teachers failing which they would be debarred from proficiency step up, Assured Career Progression (ACP) or annual increment.

\*\*\*\*\*