



**A COMPREHENSIVE TEACHER EMPOWERMENT
PROGRAMME FOR TRANSFORMING TEACHERS
FOR THE NEW MILLENNIUM**

**State Council of Educational Research and Training
(SCERT), Kerala**

2012



Abstract

Comprehensive Teacher Transformation Programme

Teacher empowerment has got new dimensions in our country owing to the realisation of RTE-2009 particularly in the context of millennium goal of 'Education for all.' Quality teachers are the assets of a school. To enhance quality of teachers empowerment programme on novel ideas, transactional modalities and skill development are essential. In order to satisfy these needs a comprehensive teacher empowerment programme for transforming teachers for the new millennium is envisaged. All the teachers of the state from primary to secondary level will be trained for two months in 3 phases.

Three phases of Teacher transformation programme

Phase I Empowerment Programme on Personality Development and ICT skills

This programme focus on personality development and ICT skills of teachers inorder to transform them into new millennium teachers - duration - 10 days.

| | |
|---|-----------------------|
| <i>Preparation of Module</i> | ₹ 8,11,500 |
| <i>Training of Trainers (TOT)</i> | ₹ 59,13,000 |
| <i>Actual Teacher Training</i> | ₹ 10,62,65,000 |
| Total | ₹ 11,29,89,500 |

Phase II Empowerment Programme for effective transaction of the Content and Pedagogical inputs.

This programme focus on equipping the teachers to transact the curriculum effectively focusing on content and pedagogy at par with the best global educational practices - duration - 30 days.

| | |
|---|-----------------------|
| <i>Preparation of Module</i> | ₹ 63,94,500 |
| <i>Training of Trainers (TOT)</i> | ₹ 1,88,19,000 |
| <i>Actual Teacher Training</i> | ₹ 28,69,42,500 |
| Total | ₹ 31,21,56,000 |

Phase III Booster Empowerment Programme focused on solving issues and problems during the implementation stage

This is a booster training based on the sharing of strengths and problems faced by the teachers during the actual implementation of the inputs received from the previous phases - duration 10 days.

| | |
|---|-----------------------|
| <i>Preparation of Module</i> | ₹ 63,94,500 |
| <i>Training of Trainers (TOT)</i> | ₹ 1,88,19,000 |
| <i>Actual Teacher Training</i> | ₹ 17,51,08,500 |
| Total | ₹ 20,03,22,000 |

GRAND TOTAL

| | |
|--|-----------------------|
| | ₹ 62,54,67,500 |
|--|-----------------------|

A COMPREHENSIVE TEACHER EMPOWERMENT PROGRAMME FOR TRANSFORMING TEACHERS FOR THE NEW MILLENNIUM

The state of Kerala initiated the curriculum reformation process, following the National Curriculum Framework-2005 and the Kerala Curriculum Framework-2007. Rooted in the emerging methodology and strategies, an integrated method of learning, a process-oriented-activity-based approach, viewing learner as a constructor of knowledge, recognising the role of society in knowledge construction and the idea of continuous and comprehensive evaluation came into effect. The curriculum revision programme in Kerala is launched as part of an endeavour to strengthen the Primary, Secondary and Higher Secondary school education in Kerala. The revised curriculum based on the constructivist pedagogy was launched in the year 2007 from Standard I and reached up to Standard X in June 2011 in a phased manner. Now we have initiated the process of revision of the HSS curriculum. To face the challenges of the present-day world, we have to envision a progressive and comprehensive education system. In order to advance further in this direction, we should ensure quality education to all children without any form of discrimination. Such an endeavour should also serve the needs of the future society.

The prevailing classroom practices to some extent denounce the culture of passive listening. They are not dominated by the voice of the teacher alone. The learners get opportunity to raise questions or to enquire about what they learn. On the other hand, the new curriculum gives the learner more space than ever before for co-operative and collaborative learning. The rights of the learners have also been considered while developing the curriculum.

Education is no longer a welfare activity in our country since RTE-2009 has come into force. Schooling is child's justifiable entitlement. RTE-protects every child from any sort of physical as well as mental or emotional harassment.

This calls for situation wherein the teacher community needs to be professionally competent to deal with the children in a different way. For which the teacher development programmes need to shift its focus from pedagogical aspects to more emotional aspects. Every child has a right to quality education. There should be no discrimination in terms of economic, social, linguistic or gender-specific status that prevents the child from gaining access to education. The limited facilities that are available should not prevent the learner from getting access to quality education. Facilities and opportunities that make learning easy must be provided to schools to facilitate learning.

Teacher empowerment has got new dimensions in our country owing to the realisation of RTE-2009 particularly in the context of millennium goal of 'Education for all.' This had got a momentum since the implementation of National Policy on Education-1986. District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) in the succeeding years have given an impetus towards giving massive in service training to teachers, particularly at the elementary level. Various structures like Block Resource Centers (BRC), Cluster Resource Centres (CRC), etc., were established with a view to carry out the training programmes for the entire teacher population. Kerala too as many other state governments has adopted massive in service programme as a policy. Though structures were not established for training secondary school teachers, massive teacher training programmes were initiated through the available structures like DIET, SCERT, etc.

But over the years it appears that among the teachers there grow a sort of apathy towards training. As a result of which many teachers are reluctant to participate in training programmes. Also it can be seen that only a limited number of teachers attempt to practice what they have received in the training. Quite often training programmes are chalked out at the state level. It reaches the teachers through cascade model. It is conceived in such a way that the entire teacher population in the state faces the same problem everywhere. Teachers vary in their perception about certain assumptions such as child, learning, scaffolding, assessment, classroom process, etc. They also stand at different levels pertaining to their experience. Further, the need of the teachers

may vary depending on the school and children they are handling. In spite of all these differences, if the same kind of training programme is carried out for all teachers of a particular class it will not cater to the needs of the teaching group as a whole.

In order to satisfy these needs a comprehensive teacher empowerment programme for transforming teachers for the new millennium is envisaged. All the teachers of the state from primary to secondary level will be trained for two months in 3 phases. It is expected that the process of training programme will start from March 2012 and may extend till the end of the year. The phase-1 programme will be of 10 day's duration and this programme will concentrate on personality development and development of ICT skills among teachers. The second phase of 30 day's programme will concentrate on equipping the teachers to transact the curriculum effectively focusing on content and pedagogy at par with the best global educational practices. The last phase of 10 days will be a booster training based on the sharing of strengths and problems faced by the teachers during the actual implementation of the inputs received from the previous phases.

Relevance of the empowerment Programme

Quality teachers are the assets of a school. To enhance quality of teachers empowerment programmes on novel ideas, transactional modalities and skill development are essential. The following points necessitate the capacity building of teachers.

- Implementation of RTE - 2009 in the State of Kerala
 - Enhancement of the quality of 'teaching - learning process' in all the schools.
 - Reformation of the entire school education process at par with the global best practices in schooling.
- Implementation of 'Teachers' Package', announced by the Government of Kerala.
 - Personality development of teachers
 - Confidence building of teachers

- Development of ICT Skills
- Transformation of the school as a centre of excellence

Three phases of Teacher transformation programme

The three phases of teacher transformation Programme are given below.

Phase I *Empowerment Programme on Personality Development and ICT skills*

This programme focus on personality development and ICT skills of teachers in order to transform them into new millennium teachers – duration - 10 days.

Phase II *Empowerment Programme for effective transaction of the Content and Pedagogical inputs.*

This programme focus on equipping the teachers to transact the curriculum effectively focusing on content and pedagogy at par with the best global educational practices – duration - 30 days.

Phase III *Booster Empowerment Programme focused on solving issues and problems during the implementation stage*

This is a corrective measure to equip the teacher to take up the task of teaching with great confidence - duration - 10 days.

Phase I Empowerment Programme on Personality Development and ICT skills

Vision

It is intended to transform the teachers into ‘New Millennium Teachers’ working with a new vision .

Objectives

To Transform the teacher into:

- New Millennium Teacher
- Efficient student mentor
- Effective social integrator
- Creator of ‘Centre of Excellence’

- Great team player
- ICT Conversant or master

Modus operandi of Teacher Transformation Programme - Phase I

- Formation of an academic core team with members from SCERT, General Education department, SIEMAT, It@school, Teacher Training Institutions and faculty members of management institutions for the visualisation of the teacher empowerment programme. (Workshop – 1 day)
- Preparation of a draft curriculum package for the 10 day Teacher Transformation programme by the core team. (Workshop - 5 days)
- Formation of an expert team consisting of 30 members (including the members of the core team) from faculty of SCERT, Education department, faculty members of management institutions, IT@school, SIEMAT and Teacher training institutions. This expert team will empower the TOTs.
- Internalization of teacher transformation curriculum package and preparation of a module and training manual by the selected expert team of 30 members. (Workshop – 5 days).
- Workshop for the tryout of the module (3 days).
- Selection of 750 members as TOTs (from teacher training institutions, DIETs, TTIs, experts from the various fields of education and management.)
- A six day residential training will be given to all TOT's region wise and the teacher training will be started from May 2012 and completed by October 2012.
- Teacher training at the grassroot level - district level (10 days).