Continuous Professional Development of Teachers under RMSA Himachal Pradesh for the session 2016-117

Govt. of Himachal Pradesh has approved the model and the guidelines of RMSA Continuous Professional Development of teachers in order to make good quality secondary education available to all young persons in the age group of 14-18 years. As per the guidelines, five day General Training on subjects like ICT, IEDSS, CWSN, Adolescent Education etc. is to be conducted at DIET level in each district and five days subject specific training to be conducted at cluster level. The training manual has been developed and partitioned in five parts and the training is to be conducted once in a month of each part. After the training the teacher will go back and introduce the concept in the classroom and attend the training next month along with proper feedback. The cluster heads will ensure that all the school heads/Principal of Schools are associated with monitoring and evaluation process. All the training has been concluded before September, 2016. The Cluster Head in association with the Principal of his cluster will select two Resource Persons in each subject. The resource persons shall be trained at the DIET level. Low performing Education Blocks are to be given top priority for selecting teachers for five days general teachers training. DIET Faculty/BRCCs/Principal/HM Teachers will be selected as resource persons. Physical and financial Targets have already been allocated all over the State. The modules already prepared by the State in association with NCERT are to be distributed to all the teachers and will be printed immediately at the District level. Detailed calendar is given in annexure A. General guidelines for CPD are as follows

GENERAL GUIDELINES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS AS ADVOCATED BY NCERT

- **Face-to-face session should be limited in number and focus on processes of CPD and classroom practice.** It is not desirable to take many teachers out of schools for an extended period of time for training as this creates gaps of teaching in schools. Long training programmes are also expensive and not particularly effective in terms of learning outcomes.

- **CPD should focus on improving classroom practice.** Serious teacher subject knowledge gaps cannot be overcome by subject training and refresher CPD including subject knowledge upgradation should become a self-sustaining through promoting self-
and so forth.

- **Model of 'cascade' in-service training approaches the risk of serious transmission loss.** If opted these should be offset by collaborative learning process and effective training materials. In the Indian educational context, some sort of 'cascade model' is inevitable as the approach has the potential to reach large numbers of teachers quickly, it is cost-effective, and it can be monitored systematically. The shortcomings of the cascade approach can also be compensated by strong and effective roles of resource persons, facilitators, school management, adequate monitoring and feedback and so forth.

- **Effective CPD requires substantial preparation and organization time.** Given the array of considerations and processes required for effective CPD development—including need analysis, design, mobilizing technical/academic assistance, materials, piloting, evaluation, redesign, capacity development—at least 1 and half to two years lead time is needed. Such development can occur in parallel and with ongoing conventional approaches to teacher in-service training in transitional period and states and districts can use the time to get more detailed information about teacher's population and to identify and plan for most appropriate target group.

- **Effective CPD needs to balance meeting specific needs against efficient use of resources.** It is recognized that existing teaching capacity and needs vary greatly across the schools and districts and CPD should be tailored to specific needs. At the same time, there is a need to standardize CPD programmes to some extent as a certain scale is needed for material development, quality assurance and effective training of trainers.
### Annexure - A

**Calendar for Continuous Professional Development of Teachers under RMSA Himachal Pradesh for the Session 2016-117**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Type of Training</th>
<th>Venue</th>
<th>Date</th>
<th>Physical Targets</th>
<th>Financial Targets</th>
<th>Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One day Orientation of RPs for General Teacher Training (For DRG)</td>
<td>DIET / District Head Quarter</td>
<td>2nd &amp; 3rd week of July/ 1st week of August</td>
<td>District wise targets as per approved</td>
<td>DIET Faculty/ BRCCs/ Principal / HM/ Teachers</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Five Days General Teacher Training **</td>
<td>DIET / District Head Quarter</td>
<td>July, August &amp; September</td>
<td>District wise targets as per approved</td>
<td>DIET Faculty/ BRCCs/Principal / HM/ Teachers</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>One day Orientation of RPs in each subject (Science, Maths, Social Science, Hindi, Sanskrit, English)</td>
<td>DIET / District Head Quarter</td>
<td>2nd &amp; 3rd week of July/ 1st week of August</td>
<td>Two teachers per subject per cluster</td>
<td>KRP's trained at State Level &amp; DIET Faculty/ BRCCs</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Five days subject based Training (One day workshop in each subject at cluster level for five months ) ***</td>
<td>Cluster level</td>
<td>Every Tuesday of each week (August to January)</td>
<td></td>
<td>RPs trained subject wise for each cluster at DIET level</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- 2nd & 3rd week of July for winter vacation and first & second week of August for summer vacation.
- **Low performing Education Blocks are to be given top priority for selecting teachers for five days general teachers training.**
- ***First Tuesday: Maths; Second Tuesday: Science; Third Tuesday: English and Social Science; Fourth Tuesday: Hindi and Sanskrit each month.**

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