Research Paper Economics

Impact of In-Service Teachers Trainings: A Study of Four Districts in Uttar Pradesh

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ABSTRACT

The role of teacher is pivotal in teaching learning process and in improving the quality of education. This can only be ensured when the teacher is well trained in different subject areas and pedagogy. Under the SAA programme provision, 20 days of in-service trainings for all teachers working at basic level has been made compulsory by the Ministry of Human Resource Development, Government of India. Based on the guidelines of the MHRD, Govt. of India, a number of training programmes have been conducted to strength the professional competencies of the teachers in Uttar Pradesh.

Keywords : Teachers Training, In-Service Teachers Training, Training Programme for Teachers

SUMMARY

The study concludes that the achievement of 92.34 per cent target of in-service teachers' trainings achieved by Lucknow DIET. Balrampur DIET had a gap of 21.18 per cent between target and achievement. Ambedkar Nagar achieved 100 per cent target of in-service teachers' trainings. In the DIET of Sant Kabir Nagar, data could not be available due to improper up-keep of records relating to in-service trainings. The proportion of teachers trained was comparatively lower in the districts of Ambedkar Nagar, Balrampur and Sant Kabir Nagar as compared to Lucknow district and in these districts large number of teachers particularly the assistant teachers needed to be given in-service trainings. The in-service trainings were not found to be useful in boosting the teaching skills and improving the quality of teachings by substantial number of teachers of primary and upper primary schools.

Introduction

Infrastructure Leasing and Financial Services Limited (IL&FS) offers pre-service and in-service training programmes for trained and untrained teachers in government and private schools, across rural and urban areas. The role of teacher is pivotal in teaching learning process and in improving the quality of education. This can only be ensured when the teacher is well trained in different subject areas and pedagogy. Our Teacher Training and School Education programme enables teachers who have no, little or some teaching experience, with technology tools and effective pedagogy techniques to make the teaching-learning experience in the classroom effective and enjoyable. We leverage our expertise in providing resources, ideas, professional advice and techniques for teachers, to make the teaching and learning process effective. We strongly believe in ensuring that teachers acquire a higher order of teaching-learning, critical thinking, problem solving and creative skills by harnessing the power of integrated technologies and methodologies. Under the SAA programme provision, 20 days of in-service trainings for all teachers working at basic level has been made compulsory by the Ministry of Human Resource Development, Government of India. Based on the guidelines of the MHRD, Govt. of India, a number of training programmes have been conducted to strength the professional competencies of the teachers in Uttar Pradesh. The teaching programmes covered the following focus areas:

- **Value Education**
- Environmental Education
- Heath, Hygiene and Safety Programme
- Training Needs Analysis
- Leadership and Resource Management
- Diagnostic and Remedial Teachings
- Educational Technology and use of Audio-visual Aids
- Multi-grade and Multi-level Teaching
- Enhancement of Teaching and training Skills
- Question Framing, Question Paper Designing and Evaluation

Since each year in service trainings are organized in above areas to improve the teacher's skill for quality education; the need has been felt at level of State Project Director, Uttar Pradesh to conduct an impact assessment of such training programmes on the teaching skill of the teachers. The proposed study is an attempt in this direction.

Objective

The main objective of the study is:

- To study the existing mechanism and make suggestions for improving the quality of In-service teachers training programme.

Methodology

This paper is based on concurrent study of Teachers Training Scheme in four districts namely- Lucknow, Balrampur, Ambedkar Nager and Sant Kabir Nagar of Uttar Pradesh. In all Primary and Secondary data has been collected for the present study through well-structured schedule. Primary data has been gathered from the sample schools by making a field visit. Secondary data and information has been procured from DIETs and through Internet.

Sample Design of the Study

Four districts namely Lucknow, Balrampur, Ambedkar Nagar and Sant Kabir Nagar of Uttar Pradesh have been randomly selected for the study. A total number of 74 primary schools and 36 upper primary schools were selected. From primary schools, 272 teachers, and from upper primary schools, 115 teachers were selected for the interview. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer by using SPSS package. This paper examines the achievement of in-service teachers training programme of DIETs and BRCs. All the information has been gathered through well structured schedules by making field visits.

Target and Achievement of In-service Teachers Training

The target of in-service training of teachers was fixed in the DIET of Lucknow for 61,455 man days for the year 2008-09 as reflects from Table-1. It has been reported that more than 92 percent target was achieved. Balrampur DIET has achieved 79 percent and Ambedkar Nagar DIET achieved 100 per cent of its target up to August 2009. Information regarding teachers training at the DIET of Sant Kabir Nagar could not be provided by the DIET. Thus, except Balrampur DIET, other three DIETs achieved most of the targets fixed for the teacher's trainings.

Table-1: Target and Achievement of In-Service Teacher's Training

District	Man days		
	Target	Achievement	Difference
Lucknow	61455 (100.00)	56746 (92.34)	4709 (7.66)
Balrampur	1067 (100.00)	841 (78.82)	226 (21.18)
Ambedkar Nagar	1743 (100.00)	1743 (100.00)	-
Sant Kabir Nagar	NIL	NIL	NIL

Figures in brackets indicate percentage to total

Source: DIETs.

IMPACT ASSESSMENT OF IN-SERVICE TRAININGS

Trainings of Primary School Teachers:

As mentioned in methodology, survey was conducted in those schools where teachers received any type of in-service trainings during 2008-09. This has reflected in the analysis of our data which showed that 74 per cent of total teachers of primary schools in all the four sample districts reported to have received trainings (Table 2). The variations across the districts were certainly evident. In Lucknow district more than 84 per cent of all teachers received trainings while 58 per cent of all teachers received trainings in Ambedkar Nager district. Most of the Head Masters received trainings (97 per cent) at the combined level of all the four districts while 61 per cent of Assistant Teachers and 69 per cent of Shiksha Mitras reported to have received training. Therefore, in-service training is still to be given to large number of Assistant Teachers and Shiksha Mitras of primary schools.

Table-2: Total and Trained Teachers in Sample Primary Schools

Teachers	Lucknow		Balrampur		Ambedkar Nagar		Sant Kabir Nagar		All Districts	
	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher
Head Teacher	18 (100.0)	18 (100.0)	18 (100.0)	17 (94.44)	18 (100.0)	17 (94.44)	18 (100.0)	18 (100.0)	72 (100.0)	70 (97.22)
Assistant Teacher	27 (100.0)	24 (88.89)	9 (100.0)	4 (44.44)	39 (100.0)	16 (41.03)	4 (100.0)	4 (100.0)	79 (100.0)	48 (60.76)
Shiksha Mitra	31 (100.0)	22 (70.97)	27 (100.0)	25 (92.59)	32 (100.0)	19 (59.38)	31 (100.0)	17 (54.84)	121 (100.0)	83 (68.59)
Total	76 (100.0)	64 (84.21)	54 (100.0)	46 (85.18)	89 (100.0)	52 (58.43)	53 (100.0)	39 (73.58)	272 (100.0)	201 (73.90)

Figures in brackets indicate percentage to total

Source: Sample Schools.

Trainings of Upper Primary School Teachers

It is evident from the following Table 3 that around 72 per cent of upper primary school teachers received in-service trainings. However, only 63 per cent of assistant teachers received the training. The proportion of teachers trained was comparatively lower in the districts of Ambedkar Nagar, Balrampur and Sant Kabir Nagar as compared to Lucknow district and in these districts large number of teachers particularly the assistant teachers needed to be given in-service trainings.

Table-3: Total and Trained Teachers in Sample Upper Primary Schools

Teachers	Lucknow		Balrampur		Ambedkar Nagar		Sant Kabir Nagar		All Districts	
	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher	Total Teacher	Trained Teacher
Head Teacher	9 (100.0)	9 (100.0)	10 (100.0)	9 (90.0)	8 (100.0)	7 (87.50)	9 (100.0)	8 (88.89)	36 (100.0)	33 (91.67)
Assistant Teacher	18 (100.0)	18 (100.0)	7 (100.0)	4 (57.14)	36 (100.0)	12 (33.33)	18 (100.0)	16 (88.89)	79 (100.0)	50 (63.29)
Total	27 (100.0)	27 (100.0)	17 (100.0)	13 (76.47)	44 (100.0)	19 (43.18)	27 (100.0)	24 (88.89)	115 (100.0)	83 (72.17)

Figures in brackets indicate percentage to total

Source: Sample Schools.

Impact of In-Service Trainings: Perception of Teachers:

The sample teachers were asked to assess the impact of in-service trainings on different points on which trainings were given. The assessment of teachers has given in Table-4. Impact of trainings was found to be very good on development of teaching skills by around 87 per cent teachers at primary level. Around 61 to 72 per cent teachers were found the impact of trainings very good on the class management, use of TLM, action based teachings, environmental education and skill of framing questions and tabulation. On certain points like teaching as per revised text books, quality of education, health, hygiene and sanitation education, development of resource management and capacity building and multi-grade and multi level teachings, substantial number of teachers have assessed the impact just average. The similar trend is evident in case of teachers of upper primary schools. On this basis, two inferences can be drawn. One, substantial number of teachers has found the impact of in-service trainings as average. Second, in respect to key points, teachers have found the impact as average. Thus, substantial numbers of trainees themselves have not found the in-service training as useful in boosting their teaching skills and improving the quality of teachings.

Table-4: Percentage of Teachers Perceiving the Impact of Different Aspects of Trainings

Particulars	Primary School			Upper Primary School		
	Very Good	Good	Satis-factory	Very Good	Good	Satis-factory
Class Management	71.02	28.21	0.77	70.02	29.21	0.77
Use of TLM	71.24	26.12	2.64	69.24	27.12	3.64
Action based teaching	61.21	35.03	3.76	60.21	33.03	5.76
Teaching as per revised/ updated text books	45.23	54.10	0.67	46.25	53.08	0.67
Quality of Education	46.28	52.30	1.42	51.63	42.86	5.51
Environmental Education	72.00	26.53	1.07	40.23	52.65	7.12
Health, Hygiene & Sanitation Education	2.56	82.10	10.23	36.02	59.42	4.56
Development of Resource Management & Capacity of Leadership	6.12	89.52	4.12	5.12	75.89	18.99
Used of Audio-Video Aids	8.21	45.00	44.50	7.12	68.89	23.99
Multi grade & Multilevel Teachings	24.23	75.56	0.21	32.86	65..56	1.58
Skill Development Teachings	87.12	12.09	0.79	85.98	13.01	1.01
Development of Skill in framing of Questions & Evaluation	62.23	33.42	3.56	59.56	32.03	8.41

Figures in brackets indicate percentage to total

Source: Field Survey

SUGGETIONS

- The calendar of trainings should be followed as far as possible at the DIET and BRC levels. The budget of training should also be released timely to BRCs.
- There is no effective monitoring and evaluation of in-service trainings particularly at the BRC level. It needs to be streamlined. The DIETs should also develop a strict monitoring mechanism for the trainings conducted at the BRCs.
- On the whole, in-service training programme requires overhaul and redesigning.

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