

QUALITY OF TRAINING AND ROLE OF PRIMARY TEACHERS AT GROUND LEVEL

(A Case Study of District Bareilly, Uttar Pradesh)

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Abbreviations- Nyay Panchayat Resource Centre (NPRC), Ministry of Human Resource Development (MHRD). National Curriculum Framework (NCF), District Institute of Educational Training (DIET), Block Resource Centre (BRC), Block Resource Coordinator (BRC), and Assistant Block Resource Centre/Coordinator (ABRC).

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Abstract

Curriculum reforms directed towards educational reforms which came in the field of children's learning, pedagogic medium and knowledge acquisitions etc. A shift has been observed from universal enrolment to qualitative education. Qualitative education is interrelated with teacher, children, school and administration. Teachers can play efficiently in community participation, school performance and qualitative education. Despite of the huge importance of teachers for being a connecting link; they are not performing as supposed to be. An interlinking approach must be developed between stakeholders for improving quality of primary education in government schools. The teacher's role is significantly laid down with multiple provisions of Right to Education (RTE). This paper analyzes the role of teachers as per the guidelines of NCF & RTE with the sample schools. This paper is based on the case study of teachers training and effect of infrastructure on the quality of teaching.

Key words of the Article- Right to Education (RTE), quality teaching, quality education, administrative role and community participation.

Introduction

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In recent years, strengthening and improved functioning of primary schools has become key concerns of the policy makers. Earlier primary education was focused on the universal enrollment of education, but later on shift generated towards the quality education for all. The focus of RTE is on the local government, teachers and administration to improve the quality of education. There is also a shift from children to state government to encourage children for learning. In this regard various golden provisions are enshrined in the SSA framework for implementation, 2011 and National Curriculum Framework (NCF), 2005. These provisions are associated with teacher's responsibility to give quality education under good learning environment. RTE is focusing on the provisions but success of RTE depends on successful implementation of Sarva Shiksha Abhiyan (SSA). In reality difficulty arises in the implementation part due to involvement of many key players. Here a quotation is important about **Woodrow Wilson** in his article 'Science of Administration' that "**It is getting harder to run a constitution than to write one**".¹ That phrase is also applicable in Right to Education (RTE). This research paper focuses on the quality teaching and its relationship with other interrelated factors.

Conceptual Data under Study

This research paper is based on the National Curriculum Framework (NCF) and Sarva Shiksha Abhiyan Framework for Implementation, based on the right of children to free and compulsory education act, 2009. Primary education is one of the major concerns of India's budget where huge money is invested for the betterment of children's education. This investment could be done in many areas as teachers, training, infrastructure, children etc. In this regard various plans and programmes have been introduced. But the ground level reality is not encouraging and focus must be on those areas which have been neglected earlier. National Policy on Education (NPE) 1986 emphasizes on the decentralisation of teachers' capacity building for improving the school quality. Quality of education is related with teachers, administration, training and learning by children. Government of India has been emphasized teachers training at the district level through DIET centers, which are located in each district of India. DIET gives in-service training and regular training as provided by the government. RTE focuses on the block and cluster level training institutions as capacity building managers for teachers and School

Management Committee (SMC) members. These block and cluster level functionaries are playing crucial role in primary education and they are envisaged to give training to teachers and School Management Committee (SMC) members. Teacher education has become more sensitive in this time and she/he is a factor of encouragement, support and facilitator in the classroom learning environment. Teachers must be able to discover their talents and their physical and mental capabilities in their educational setting. Teachers should have the skill to recognize the mental capability of children to learn. National Curriculum Framework (NCF) has been emphasizes on the practical learning environment of children. If these are not applicable in educational setting then all the framework of NCF, SSA and RTE become ineffective. The Education Commission (1964-66) recommended that in-service training should be provided by teacher organizations or by universities. *Acharya Rammurti Review Committee* in 1990s recommended for in-service and refresher courses. This committee suggested that refresher courses should be related to a specific need of the teachers.ⁱⁱ Effective community participation can be possible when teachers are well informed about the enshrined provisions about the community participation under the RTE. These provisions can be successful when teachers, parents and administration are well informed about these provisions. In this regard high level quality training must be given to administration, parents and teachers about their role. Training is provided to teachers by the administration regularly. Despite getting training by the government teachers are not working as per the need of today. RTE focuses on the school access, equity, social inclusion, gender, girl's education and quality of education. Under RTE framework there are number of provisions which are dealing with the teacher's role in the primary schools. These provisions are as follows:

Teacher's role under Right to Education (RTE)

- Teacher designs and implements activities taking into consideration the individual differences of each child.
- Teacher formulates innovative techniques and practices for the class.
- Teacher facilitates activities during classroom interactions as one among the group, without any inhibition.
- Teacher sets tasks and gives instructions in accordance with the learning capability of children.

- Teacher uses local resources for designing class activities, reference materials for updating her knowledge.
- Teacher gives regular feedback and maintains recorded observations to improve her teaching.
- Teacher takes up classroom problems as part of action research.
- Teacher conducts academic discussions with her colleagues, takes part in collective planning with the School Resource group with and interacts with the community.ⁱⁱⁱ

These golden provisions are vital requisites for the better performance of schools. In this regard it is essential to give qualitative training and supervision to teachers by which qualitative education can be provided to the poor children of government primary schools. In the SSA there is intervention about the teachers training for giving 20 days in-service course for all teachers each year. Refresher courses of 60 days were given to untrained teachers already employed as teachers, and 30 day orientation for freshly trained recruits. Support will be provided for SCERT/DIET under the existing Teacher Education Scheme.^{iv}

Objectives of the Study

- To find the quality of teachers training provided by the administration and its application in school premises.
- To find out the teachers attention towards children in classroom setting.
- To find the coordination between teachers, administration and parents.
- To find the measures needed to improve the quality of teaching.

Research Questions

- Are teachers are applying training learning's in school premises which is provided to teachers by administration?
- What are the hurdles in implementing RTE norms in educational setting?
- What kind of interrelationship can be develop between teachers, administration, children and their parents?

Review of Literature

Report of Review Audit of Ministry of Human Resource Development. 2012.

A “review audit” came in the form of a detailed report and it is dealing with implementation of the act by Ministry of Human Resource Development (MHRD). There

is increase in the 4.96 lakh classrooms. Teachers play vital role in primary education then six lakh teachers post have been added. Report says that infrastructure facilities which are available in schools remain almost the same, while there is still need to hire more and better school teachers.

Sarva Shiksha Abhiyan, Framework for Implementation. New Delhi: Ministry of Human Resource Development. 2011.

SSA Framework of Implementation, 2011 gives guidelines for its implementation which is based on the RTE. It is useful to understand the mechanism of RTE from state level to cluster level. It covers topics like equity and retention of children. Most of the dimensions of RTE are discussed in this framework and it covers teachers, administration, and political interference in the field of primary education. This report deals constitutional provisions of RTE regarding teachers, parents and their role in community participation for improving the primary education.

The Uttar Pradesh Right of Children to Free and Compulsory Education Rules. Uttar Pradesh Government. July. 2011.

This notification deals with eight components of RTE including training arrangement for the SMC members and teachers. This notification deals with wider duties as school mapping and maintenance of records by the teachers and local authority. Success of RTE depends on the active participation of the teachers. So duties and responsibilities of teachers are mentioned in this notification. Article wise duties, functions and responsibilities are mentioned about administration, SMC, teachers and local authority. This notification is useful to compare the RTE guidelines with the present situation of primary education in Uttar Pradesh.

Gazette of India, The Right of Children to Free and Compulsory Education Act, Ministry of Law and Justice. 2009.

This gazette deals with the social aspect of RTE where various provisions for children regarding discrimination, equity, gender and their rights to get education in India are discussed. RTE is an integrated approach of many areas so duties of appropriate

government, teachers, local authority and parents are also elaborated in its provisions. Role of teachers, schools, community and local government are discussed. This gazette tells that States are constitutionally obliged to obey the constitutional norms for primary education.

The Planning Process in DPEP, DPEP Calling, Volume VI, No. 11, December, Government of India, New Delhi. 2000.

This report focuses the need of micro planning through decentralized planning. A survey was conducted in the seven states namely Karnataka, Tamilnadu, Maharashtra, West Bengal, Gujarat, Himachal Pradesh and Uttar Pradesh. Result found for capacity building; district, block and clusters resource centres must be strengthen. Last part of the report says that Uttar Pradesh and Gujarat are doing less in the field of decentralized planning. On the other hand it is found that Maharashtra and Tamilnadu are prosperous because these states are adopting decentralized educational planning. Reason for the better education in Maharashtra was good planning by conducting meeting at various levels before the preparation of AWP&B.

Mode/UNICEF, Mode Research: Attitudes Study on Elementary Education in India, A Consolidated Report. New Delhi: Ministry of HRD.1995.

Author has views that social economic profile appears to be a barrier of enrolment directly or indirectly. This study is based on the social attitudes with low caste group. This research focuses how SC/ST families tend to live in separation. There is feeling of alienation of these families with other village communities. SC/ SC community feels themselves isolated to attend schools due to social exclusion while schools are located adjacently. It is pointed out in the report that 50% of the *Dalit* children leave the class 5th and majority of *Dalits* are dropping before class 3rd. Attitudes of the people are mentioned in this report which effect on the access and retention of children into schools.

Research Methodology

This case study covers Department of Education, Bareilly and focuses the implementation of SSA. Among the total 15 blocks of Bareilly, one rural block and one

Nagar Kshetra (City Urban Area) has been taken as a sample of the study. Urban area comes under the supervision of *Nagar Kshetra Adhikari* in *Nagar Kshetra*. Under Nagar Kshetra, five primary and five upper primary schools are selected. On the other hand; in rural area, *Bithiri Chainpur block* is selected for the study and in this block five primary and upper primary schools are selected, which are under the *Nyay Panchayat Resource Centre* (NPRC), Adhlakhiya. Interviews were taken with teachers about their training experiences in these twenty schools and its utility in daily learning environment. Practical experiences were taken into consideration in the schools regarding quality education. In district Bareilly; training is provided by the administration at various levels by DIET, BRC, ABRC and NPRC. In order to maintain a teaching standard, target of training has been fixed for teachers of primary and upper primary schools in district Bareilly. Training is continuously provided to teachers by the Department of Education and DIET. Teachers' training is a way to update the teacher's knowledge and integrate them with other teachers.

Research Findings

Research findings are elaborated in various sub headings for easy understanding and findings are based on the primary data which is collected from twenty schools of Bareilly from urban and rural block.

▪ **RTE Training**

All teachers, head teacher, parents, SMC members have been receiving training on RTE. Teachers told training was good, but repetitive in nature. Teachers were found less attentive towards the provision of the RTE. Respondents said that sessions of training were lengthy and teachers feel training methods must be changed with the change of technology. Teachers complained learning environment in training session is not result oriented. They found teachers doesn't listen trainers seriously and Training hours of training are so lengthy. Teachers suggested that training methods must be changed with the change of technology. Interactive and brainstorming methods must be covered for making training more interesting and result oriented; otherwise it would become time waste and non efficient.

▪ **Teaching Time Table wise**

Urban Upper Primary schools are teaching according to time table because upper primary schools have better infrastructure. Maximum primary schools are suffering with the worse infrastructure. This problem is due to congestion of space in urban areas. On the other hand rural schools have availability of land in rural area still teachers are not teachings according to timetable. The second problem with schools teaching is non availability of interested learning material. In urban primary schools out of five schools; teachers teach to students, according to time table and in two schools teachers do not teach as such. In few sample schools there is bad teaching and learning environment.

▪ **Physical Punishment to children**

RTE has prohibited physical and mental harassment; expulsion and detention; still school teachers were giving punishment to children. It is found in the sample schools that teachers were giving punishment to children in schools. Information must be given to the teachers by proper training and strict instruction to follow RTE norms. Despite of training; teachers are ignoring RTE norms.

▪ **RTE knowledge**

Teachers have knowledge of RTE provisions because they have been received training on this subject. Teachers of two schools responded that they teach children according to timetable. Teaching timetable wise depends on the availability of proper rooms in the schools. It was found that teachers are teaching according to timetable in those schools where rooms are available. Upper primary schools are giving teaching to children according to time table because there are proper rooms.

▪ **Record Checking by administration**

Teachers are too much engaged in the records maintenance which is demanded by the administration. It is found that school teachers are preparing school records seriously. Administration is very active to check the records of all schools, including rural and urban schools. Teachers also responded that there are continuous demands of written work in which they will have to spend lots of time. Teachers also suggested that administration demands documents in repetition. That repetitive demand of documents is a drawback and due to this children's are ignored for teaching in schools.

▪ **Demand of money on issue of results and dress**

It is found in many sample schools that teachers demand money of 10 to 20 rupees from children at the time of distribution of books, dress and results. That custom is prevalent in maximum urban schools which were selected for sample. That is really negative finding that teachers are demanding money from children who are under privileged. This kind of practice can be the end by strict monitoring of administration. In training sessions, administration must enhance the morale of teachers. Training may be a source of improvement among teachers for character building.

▪ **Action Taken on Problem and Teachers Absence**

Administration takes action on complaint as it is said by the teachers in schools. All schools said in favor of administration and their responsive attitude. But here a question emerges if administration is responsible and effective, then why primary schools are suffering with so many problems.

▪ **Record checking by administration**

Administrative personnel do cross checking of school records. It is said that the chairman of the committee will sign or give the finger impression. That activity is done in all schools, but active participation of members is more important. In the framework of SSA it is said that BRCs and CRCs should ordinarily not be expected to prepare inspection/visit reports. Rather, they should record their main observations in a register that may be maintained in each school. HMs/teachers should take action on the visit note.

▪ **Lack of Infrastructure and Bad condition of Urban Primary Schools**

Urban primary schools are suffering from poor infrastructure. Rural primary schools are in a better position in terms of infrastructure. Rural Primary schools have more rooms as compared to urban primary schools. All rural schools have availability of the Headmaster's room, but on the comparison of rural -urban schools, it is found that only one urban school has a separate room for the Headmaster.

▪ **The adjustment needed for teachers**

In all states of India it is the main problem that schools have lack of teachers. RTE Act enforced to ensure the availability of teachers still there is gaps in provisions to implement. Uttar Pradesh also faces demand for teacher recruitment and government is

recruiting teachers regularly but selection process is very slow due to corruption and non transparency.

▪ **Infrastructure and quality of education**

Urban upper primary schools have good infrastructure as compared to primary schools. Upper primary schools are also better in terms of teacher's availability while there is a shortage of teachers in maximum primary schools. SSA and RTE focus on the social conscience and it emphasized over constructing knowledge rather than receiving knowledge through collective endeavors. A child's learning needs systematic and supported reforms of structures and institutions. There are demands of monitoring, supervision, training, academic leadership and qualitative teaching. If children in primary schools get qualitative education then it would be beneficial for children while entering in upper primary schools. Children do not get qualitative education in primary schools and it is a reason that children face problem in learning during upper primary classes.

Conclusions/Recommendations

In primary schools head teacher plays a crucial role and they can play role of decision maker, leader, motivator and implementer. In survey result, it is found that teachers are having knowledge of RTE provisions. It is also important that teachers should be encouraged to do research about the educational setting. Children are changing pages of books, they are interested in books, where the description with pictures is; and are they interested to tell stories to teachers? These are certain questions which emerge in the school environment. If teachers consider these strong areas, then quality and learning method of schools will definitely improve.^v

Despite of getting training, teachers have little knowledge about the RTE norms. RTE training is given to teachers from various sources like BRC/CRC/ABRC by the administration. These are important bodies of administration which are involved to improve the decentralized monitoring and inspection of schools. Teachers demand to adopt a new kind of innovative training methods as brainstorming, interactive sessions; experience sharing techniques must be included by the administration for improvement. Interactive sessions have the capacity to make training more interesting and result oriented.

It is an established fact that teachers with enthusiasm perform better if they get wholehearted parental and community support. Therefore, the teacher like other stakeholders will have to be taken into confidence, and their capacities built to enable them play their part effectively.^{vi} Quality of education is related with qualitative performance of schools. Hence effective school performance is related with active community participation. Improving primary education is not the sole responsibility of the teachers but this is the responsibility of multiple bodies. School performance is directly related with the decentralized educational planning through community participation. Effective community participation has strong affect on the performance of schools, teachers and children. School functioning should not treated with single aspect while these are interlinked with teachers, schools, administration and children altogether. Further it can be said that teachers and community members are components for better performance of schools. In the context of community participation; it is important to underline the significance of the teacher as a key partner in planning and implementing community participation strategies. In fact participation for RTE implies a mutually supportive and collaborative partnership among teachers, pupils, parents and community.

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ⁱⁱⁱ "Sarva Shiksha Abhiyan Framework for Implementation, based on the right of children to free and compulsory education act, 2009." ministry of HRD, department of school education & learning, March 2011. pp. 56.

^{iv} "Sarva Shiksha Abhiyan Framework for Implementation,2011." *ibid*, pp. 151.

^v *Padhne Ki Samajh.*,(2008).Reading Development Cell, New Delhi: National Council for Educational Research and Training (NCERT).pp.66.

^{vi} "Sarva Shiksha Abhiyan Framework for Implementation, 2011." *opcit*. pp. 90.

^{vii} "Report of Review Audit of Ministry of Human Resource Development." 2012.

viii The Uttar Pradesh Right of Children to Free and Compulsory Education Rules. Uttar Pradesh Government. July. 2011.

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