Chapter 8

IMPROVEMENT IN TEACHER QUALITY IN THE SCHOOLS

The quality education indicates the teachersô quality, teaching-learning materials, authoritysô and politiciansô attitudes towards teachers etc. Teachers are the engineers who build, rebuild, shape and reshape the psychological world of the young members of the society. For performing teaching job, a teacher must be properly trained. Various training institutes provide them training such as B.Ed., Normal, Basic and need based short-term training. For ensuring quality education, SSA arranged teachersô training in Science and Mathematics for upper primary schools. This programme was initiated by State Council of Education Research and Training (SCERT), Assam and was completed on January and February 2009. Recently class VIII has also come in the purview of SSA in Assam and therefore text books for class VIII have also been modified by Secondary Education Board of Assam. For teaching with the help of Secondary Education Board of Assam (SEBA) and Sarva Shiksha Abhiyan (SSA) course curriculum, various training programmes have been arranged. Quality matters of teachers in every level of education. Yet it is very important for elementary education which is foundation of secondary and tertiary (higher) education. Quality of teachers is improved by training of different levels, namely, Bachelor of Education, Normal training, and Basic training in Assam. These three levels of training are each available after a particular level of education is attained by aspirants of education as profession. The training oriented degree of Bachelor of Education (B.Ed.) is obtained by those who are Graduates in any of educational streams; viz., Bachelor of Arts (B, A.), Bachelor of Commerce (B.Com.) and Bachelor of Science (B.Sc.). The Normal training certificate is obtained by those who

have education up to Higher Secondary whereas the certificate of Basic Teacher Training can obtain after oneós schooling up to class X. Besides the minimum requisite level of education, one has to secure requisite minimum percentage of marks for admission to a training course. In order to assess the quality of teachers in elementary education this chapter is attempted to know the status of teachersô training as well as the types of the training the teachers have undergone. At the very beginning let us know the types of schools for elementary education on the basis of number of teachers.

I

TEACHER-BASED TYPES OF PRIMARY SCHOOLS

In India Primary schools are various in terms of number of teachers in school. Broadly these are five types; namely No Teacher School, One Teacher School, Two Teacher School, Three Teacher School, Four Teacher School and Five Teacher School. The following table 8.1 shows the status of primary schools and number of teachers in India.

Table 8.1
Primary Schools by number of Teachers in India (Percentage in Parenthesis)

Type of Primary School	Number of School		
	Urban Area	Rural Area	Total
No-Teacher School	29 (1.29)	2221 (98.71)	2250 (100)
One-Teacher School	3300 (2.2)	149548 (97.8)	152848 (100)
Two-teacher School	6307 (4)	162116 (96)	168423 (100)
Three-Teacher School	6783 (8.5)	73103 (91.5)	79886 (100)
Four-Teacher School	8030 (17)	38903 (83)	46933 (100)
Five teacher School	726 (24)	2272 (76)	2998 (100)

Source: Professor Bhattacharya. 2009. Fifth All India Educational Survey Report

The table reveals that in India 98.71% schools of the rural area and 1.29% of the urban area have no teachers, 97.8% schools of the rural area and 2.2 % of the urban area have each a single teacher, 96 % schools of the rural area and 4% of the urban area have each two teachers, 91.5 % schools of the rural area and 8.5% of the urban areas have each three teachers, 83% schools of the rural area and 17% of the urban areas have each four teachers, 76% schools of the rural area and 24% of the urban area have each five teachers.

In Assam 61% of elementary school teachers are untrained; Union Minister of Human Resource Development (HRD) advised to education minister of Assam that teachers who do not possess Class XII certificate will need to acquire the same, either through the National Institute of Open Schooling (NIOS) or State Open Schools (http.//www.indiaedunews net/ today/ Sibal meets Rajasthan, Assam education ministers 11835/25/7/10). After the presentation of these schools ï types let us now discuss the status of training of the teachers in three types of schools in elementary education.

II
THE L.P. SCHOOL TEACHERS

To understand quality of teachers we need to discuss the status of trained teachers and the type of their training. Let us first discuss the status of trained teachers and then we shall have a discussion on the type of their training.

Status of Trained Teachers

The L.P. school teachers are very important for the primary education. Teachers of L.P. school are both trained and untrained. They have been trained by District Institute of Education and Training (DIET). The level of L.P. schools is from class I to IV.

The following table shows the status of trained and untrained teachers in the sample L.P. schools in Silchar Educational Block of Cachar district

Table 8.2
Status of Trained and untrained Teachers of L.P Schools
(Percentage in Parenthesis)

Type of Teachers	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2008	2010	Average of the SSA Period
Trained	23 (49)	22	17	15	15	14	14	15	16	16 (41)
Untrained	24 (51)	24	23	23	24	23	24	24	22	23 (59)
Total	47 (100)	46	40	38	39	37	38	39	38	39 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the L.P. schools, in the pre-SSA year (2002), trained teachers were 49% and untrained teachers were51% whereas during the SSA period on an average trained teachers were 41% and untrained teachers were 59%. It indicates a decrease of trained teachers in L.P. schools. The main cause of this is that the trained teachers retired during the SSA period and some of the teachers were transferred from one school to another school. Thus due to transfer of teachers in government schools ratio of trained and untrained teachers in a school changes unpredictably. This may further reflect quite different patterns in the rural and urban L.P. schools. Let us just discuss the status of teachersô training in the Urban L.P. Schools. It is shown in the following table:

Table 8.3
Trained and Untrained Teachers in Urban L.P. Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	20 (50)	19	14	12	12	11	11	13	13	13 (38)
Untrained	20 (50)	20	21	21	22	21	22	22	20	21 (62)
Total	40 (100)	39	35	33	34	32	33	34	33	34 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the urban L.P. schools, in the pre SSA year 2002, the trained teachers were 50% and untrained were50% whereas during the SSA period on an average trained and untrained teachers were 38% & 62% respectively. During the SSA period, trained & untrained teachers retired also and new teachers were appointed.

Now, let us examine the status of trained and untrained teachers in the rural L.P. schools. The following table exhibits data on the teachersô training status.

Table 8.4
Trained and Untrained Teachers in Rural L.P. Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	3 (43)	3	3	3	3	3	3	3	3	3 (57)
Untrained	4 (57)	4	2	2	2	2	2	2	2	2.25 (43)
Total	7 (100)	7	5	5	5	5	5	5	5	5.25 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in rural L.P. schools, in the pre SSA year (2002), the trained teachers were 43% and untrained teachers were 57% whereas the average of

trained & untrained teachers during the SSA period is 57% and 43% respectively. In rural area trained teachers had not retired during the time of data collection for the study but untrained teachers had retired and new teachers were not appointed during the SSA period.

Types of Teacher Training

Type of teacher training further differentiates the trained teachers into three categories by their training; namely, B.Ed., Normal and Basic training. Therefore, the trained teachers are now distributed into these three types of training as shown in the following table:

Table 8.5
Types of Training among L.P Teachers
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
B.Ed.	1(5)	1						1	1	0.38 (2.32)
Normal	7(30)	7	6	5	6	6	6	6	6	6 (36.63)
Basic	15(65)	14	11	10	9	8	8	8	9	10 (61.05)
Total	23 (100)	22	17	15	15	14	14	15	16	16.38 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that the trained teachers have taken different types of training such as B.Ed., Normal and Basic. In the L.P. schools, trained teachers took different types of training in pre-SSA year (2002), and it is found that 5% teachers were B.Ed., 30% teachers were Normal training holders and 65% teachers were Basic training holders whereas during the SSA period the average of trained teachers is 2.32% B.Ed., 36.63% Normal training holders and 61.05% teachers are Basic training holders. For L.P. schools, Basic training is most important but in-service training of

teachers is not seen during the SSA period. Only one teacher was added to the trained teachers in the schools. The data in the table also show that some of the teachers had undergone Normal training and one teacher had B.Ed. degree in the pre- SSA year (2002) as well as during the SSA period.

III
U.P. SCHOOLS TEACHERS

For U.P. School teachers also we shall discuss the status and types of trainining of teachers. These are discussed here.

Status of Trained Teachers

The upper primary school teachers have taken normal training. Both, trained and untrained, teachers are available in the upper primary schools. In the SSA period teachers have given training in some specific subjects like Mathematics, General Science, English etc. The level of U.P. schools is from class V to VII. Now, it has been restructured for class I to VIII. The following table distributes the teachers into trained and untrained ones in the U.P. schools:

Table 8.6
Trained and Untrained Teachers in the U.P. Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	10 (24)	9	10	13	12	19	19	20	20	15 (37)
Untrained	32 (76)	32	34	30	29	20	20	20	23	26 (63)
Total	42 (100)	41	44	43	41	39	39	40	43	41 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the U.P. schools, in the pre- SSA year (2002), trained teachers were 24% and untrained teachers were 76% whereas in the SSA period, on an average, trained teachers are 37% and untrained teachers are 63%. It indicates that in the sampled schools trained teachers increased in the upper primary schools during the SSA period and decreased due to this retirement, transfer and training during this period.

Before we proceed to analyse the types of teachersó training, let us observe the patterns of the status of training among the teachers of U.P. schools in the urban and rural areas. The following table shows the training status of the rural U.P. school teachers:

Table 8.7
Trained and Untrained Teachers in Rural U.P. Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	9 (35)	8	9	11	10	15	14	15	15	12 (48)
Untrained	17 (65	17	17	15	15	9	10	10	10	13 (52)
Total	26 (100)	25	26	26	25	24	24	25	25	25 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the rural U.P. School, in pre -SSA year (2002), the trained teachers were 35% and untrained teachers were 65% whereas trained and untrained teachers, on an average, during the SSA period are 48% and 52% respectively. It indicates that trained teachers increased in the rural U.P. schools during the SSA as some of the teachers were trained in this period and new trained teachers were appointed in place of those trained ones who retired.

Now, we analyse the training status of the urban U.P. school teachers. This is

shown by distribution of trained and untrained teachers in the following table:

Table 8.8
Status of Trained and Untrained Teachers in Urban U.P. Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	1 (6)	1	1	2	2	4	5	5	5	3 (19)
Untrained	14 (94)	15	17	15	14	11	10	10	13	13 (81)
Total	16 (100)	16	18	17	16	15	15	15	18	16 (100)

Source: Field Study Conducted during January 2011 ï April 2012

The data reveal that in urban UP schools, in pre-SSA year (2002), the trained teachers were 6% and untrained teachers were 94% whereas on an average, trained and untrained teachers during SSA period were 19% and 81% respectively. It indicates that trained teachers increased in the urban U.P. schools. This happened as some of the teachers were trained in this period and new trained teachers were appointed in the place of those ones who retired.

Thus, in the rural and urban U.P. schools trained teachers increased and untrained teachers decreased in the SSA period.

Types of Teacher Training

Now, let us examine the types of training the U.P. school teachers have or they have taken during the SSA period. The following table shows their training types:

Table 8.9
Types of training among U.P Teachers
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
B.Ed.	3 (30)	2	3	3	3	3	2	2	2	2.5 (16.67)
Normal	5 (50)	5	5	5	5	5	5	5	5	5 (33.33)
Basic	2 (20)	2	2	3	2	2	3	3	3	2.5 (16.67)
Others	0	0	0	2	2	9	9	10	10	5 (33.33)
Total	10 (100)	9	10	13	12	19	19	20	20	15 (100)

Source: Field Study Conducted during January 2011 ï April 2012

The table reveals that the trained teachers had taken different types of training; namely, B.Ed., Normal, Basic and teachersô training programme of SSA. In U.P. schools trained teachers took different types of training in pre- SSA year (2002), it also found that 30% teachers were B. Ed.. 50% teachers were Normal training holders and 20% were Basic training holders whereas during the SSA period on an average, there are 16.67% B.Ed., 33.33% Normal training holders, 16.67% Basic training holders and 33.33% having SSAós short duration types of training holders. It implies that some of the B.Ed. teachers retired and some teachers took others training, i.e., SSAós ' teachers training programme. It should be mentioned here that few schools raised voice about the SSAós teacher training programme saying that. Some of the schools informed that SSA has given training to trained as well as untrained teachers.

IV
COMPOSITE SCHOOLS TEACHERS

In the elementary education composite schools partake major role. The level of composite schools is from class V to X. After primary level students enter the upper primary school or composite school. So, the teachers of that school are also important for upper primary education. First, we discuss the status of training among these teachers.

Status of Teacher Training

The following table presents the training status of the teachers in the composite schools:

Table 8.10
Trained and Untrained Teachers of Composite Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	34 (44)	34	34	34	39	39	29	39	38	37 (51)
Untrained	43 (56)	42	40	38	37	33	33	33	31	36 (49)
Total	77 (100)	76	74	72	76	72	72	72	69	73 (100)

Source: Field Study Conducted during January 2011 ï April 2012

The table reveals that in the composite schools, in the pre- SSA year (2002), trained teachers were 44% and untrained teachers were 56% whereas on an average during the SSA period trained teachers are 51% and untrained teachers are 49%. It indicates that number of the trained teachers increased and that of untrained teachers has decreased in composite schools. It was informed by head teachers that during the

period untrained teachers retired and trained teachers were recruited to fill in the vacant positions. Here, we proceed to know the training status of the rural composite school teachers. The following table gives the distribution of trained and untrained teachers in these schools during the two periods:

Table 8.11
Trained and Untrained Teacher in Rural Composite Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	3 (10)	3	3	3	3	3	3	3	3	3 (12)
Untrained	27 (90)	26	25	23	22	18	18	18	16	21 (88)
Total	30 (100)	29	28	26	25	21	21	21	19	24 (100)

Source: Field Study Conducted during January 2011 ï April 2012

The table reveals that in the rural composite schools, in the pre-SSA year (2002), the trained teachers were 10% and untrained teachers were 90% whereas on an average, trained and untrained teachers during the SSA period are 12% and 88% respectively. It indicates that trained teacher have increased in the rural composite schools and untrained teachers have decreased. Practically trained teachers have not increased; rather, untrained teachers have decreased in number.

This pattern of the rural schools may be now tallied with that of the urban schools of composite nature. The following table gives the training status of the teachers in the urban composite schools:

Table 8.12
Trained and Untrained teachers in urban Composite Schools
(Percentage in Parentheses)

Status of Teacher	Pre-SSA Period	SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of SSA Period
Trained	31 (66)	31	31	31	36	36	36	36	35	34 (69)
Untrained	16 (34)	16	15	15	15	15	15	15	15	15 (31)
Total	47 (100)	47	46	46	51	51	51	51	50	49 (100)

Source: Field Study Conducted during January 2011 ï April 2012

The table reveals that in the urban composite schools, in pre-SSA year (2002), the trained teachers were 66% and untrained were 34% whereas, on an average, trained and untrained teachers during the SSA period are 69% and 31% respectively. It indicates that trained teachers have increased and untrained teachers have decreased.

Thus, in the rural and urban composite schools, trained teachers have marginally increased but practically tit is because untrained teachers have decreased.

Type of Teacher ï Training

After having discussed the training status of teachers in the rural and urban composite school, let us look at the types of training among the teachers. It is observed that all the trained teachers are B.Ed. Only and none of them has undergone any other training. The following table distributes the B.Ed. teachers into years from 2002 to 2010, making pre-SSA (2002) and SSA (2003- 2010) periods:

Table 8.13
B.Ed. among Composite School Teacher by Rural and Urban Locations

Period	Year	Number of Teachers			
		Rural Composite School	Urban School No.	Composite avg.	Total
Pre-SSA	2002	3	31	15.5	34
	2003	3	31	15.5	34
	2004	3	31	15.5	34
	2005	3	31	15.5	34
	2006	3	36	18	39
	2007	3	36	18	39
	2008	3	36	18	39
	2009	3	36	18	39
	2010	3	35	17.5	38
	Average of SSA Period	3	34		37

Source: Field Study Conducted during January 2011 ï April 2012

The table reveals that the trained teachers were taken only B.Ed. training in the composite schools. In the Pre- SSA year there were only 34 B.Ed. teachers while in the SSA period, on an average, there are 37 B.Ed. teachers. It shows an increase of 4 trained teachers. Though it is not much encouraging figure yet in the context of relatively small number of untrained teachers in these schools it becomes quite significant.

The table reveals that B.Ed. among composite school teachers by rural and urban locations. In pre-SSA year (2002) the rural composite school trained teacher were 3 where urban composite school on an average 15.5 teachers in a school. It clearly shows urban composite school have more teachers. Again in the SSA period (2003-2005) also shows like the pre-SSA year (2002) in both rural and urban areas. But in the SSA period (2006-2009) rural school have not change in figure of trained teacher where urban average as an 18 per school and in the year 2010 urban average as an 17.5. This change occurred in urban areas due to teachers transferred, retired and newly appointed.

Thus, we have found that in our country a portion of schools 1.29% has no teacher in rural area as compared to urban area and more schools have one to five teachers in rural area as compared to those in urban area. To ensure quality education SSA arranged teachersô training on Science and Mathematics for upper primary schools. This programme has initiated by SCERT, Assam, and completed in January and February 2009. As class- VIII has now come under the purview of SSA, Assam, in the year , text books for class-VIII have been modified by SEBA. For a competent teacher to teach SEBA Curriculum SSA arranges various training programmes.

The major patterns of teacher quality in elementary education are as follows:

1. The number of trained teachers has decreased in L.P. schools. The main cause of this, is that trained teachers retired during the SSA period and some of the teachers transferred from one school to another school. But in the rural L.P. schools, rather the untrained teachers retired and no new teacher was appointed during the SSA period. In the urban area trained and untrained teachers retired and some new teachers were appointed during the SSA period.
2. The trained teachers have increased in upper primary schools because most of the untrained teachers either retired or were transferred as well as some of the teachers were trained during this period. The trained teachers have increased in both rural and urban U.P. schools as some teachers retired, some teachers were trained and new trained teachers were appointed. in this period.
3. The trained teachers have increased in composite school too. The main reason of this is that some teachers retired, and new trained teachers were appointed. In the rural composite schools trained teachers did not increase whereas untrained teachers decreased. It occurred as some untrained teachers retired

and some were transferred in rural composite schools. In urban composite schools trained teachers have increased and untrained teachers have decreased as some untrained teachers have retired and some trained teachers were newly appointed.

4. For L.P. schools, Basic training is most important but in-service training has not shown any remarkable change during the SSA period. However, only one teacher was trained. Some of the teachers have taken Normal training and one teacher is B.Ed., now.

5. In the U.P. school the B.Ed. teachers retired and some teachers took others training i.e. SSAós ' teachers training programme. Some of the schools informed that SSA has given training to trained as well as untrained teachers.

6. In composite schools all the trained teachers are B.Ed. Other trainings are not found in this type of schools. A few of them have taken short duration training programme organised by SCERT, SEBA and SSA,

In sum, after the intervention of SSA in pedagogy, school education has improved. SSA has streamlined the school education system, though all the teachers have not been trained. SSA arranges short period training programme for M.E school teachers.