STUDY
ON STATUS OF
DECENTRALISED
IN-SERVICE TEACHER TRAINING

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PREFACE

It is with great pleasure that we present this research report on the critical role of in-service teacher training and its impact on educational outcomes in India. This comprehensive study explores the intricate dynamics of teacher professional development, with a particular focus on the effectiveness and challenges of in-service training programs across different states.

The journey of this research study began with a vision to create a reliable and culturally relevant framework of indicators that could measure and promote effective in-service teacher training practices. As educators and researchers deeply committed to improving the quality of education, we have observed that while teachers are often seen as the primary drivers of student success, there are numerous systemic factors that influence their effectiveness. This report delves into these factors, examining how policy frameworks, planning processes, execution strategies, and evaluation mechanisms collectively shape the professional development of teachers.

The findings presented in this report are the culmination of extensive data collection and analysis, providing insights into the current state of in-service teacher training. We highlight key areas where improvements can be made, such as the need for structured needs assessments, better policy support, and more robust follow-up mechanisms. Our recommendations aim to offer a roadmap for policymakers, educational leaders, and training providers to enhance the professional growth of teachers, thereby contributing to the overall improvement of the education system in India.

We extend our heartfelt gratitude to all the educators, policymakers, and researchers who contributed to this study. Their invaluable insights and experiences have been crucial in shaping the findings and recommendations of this report. We also thank our team for their unwavering dedication and meticulous work in bringing this report to fruition. It is our hope that this report will serve as a valuable resource for all stakeholders in the education sector.

Warm regards,

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ABBREVIATIONS

BITE	Block Institute of Teacher Education
BRC	Block Resource Centres
CPD	Continuous Professional Development
CRC	Cluster Resource Centers
CSR	Corporate Social Responsibility
DIET	District Institute of Education and Training
FLN	Foundational Literacy and Numeracy
INSET	In-Service Teacher Education & Training
JRM	Joint Review Mission
JVC	Justice Verma Committee
MiS	Management Information System
MoU	Memorandum of Understanding
NCERT	National Council of Educational Research and Training
NCTE	National Council for Teacher Education
NEP	National Education Policy
NGO	Non-governmental Organisation
NIEPA	National Institute for Educational Planning and Administration
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NPST	National Professional Standards for Teachers
OECD	The Organization for Economic Cooperation and Development
PLC	Peer Learning Community
POA	Programme of Action
QUAL	Qualitative
RPs	Resource Persons
SCERT	State Council of Education Research and Training
SEF	Simple Education Foundation
SPLC	Structured Professional Learning Communities
TALIS	Teaching and Learning International Survey
TPD	Teacher Professional Development
TT	Teacher Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NPST	National Professional Standards for Teachers
OECD	The Organization for Economic Cooperation and Development

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EXECUTIVE SUMMARY

Teachers play a critical role in providing universal access to high-quality and equitable education.However, are the teachers solely responsible for the quality of education, or are there other factors and agents of the system who should be equally accountable? Research shows that teachers are the most significant in-school influence on students, making teacher training a priority. Continuous professional development (CPD) for teachers is essential, and in-service training is a crucial component of it. The National Education Policy 2020 highlights the need to improve teachers' abilities through CPD. However, despite the numerous government initiatives and budget outlays, learning outcomes in Indian primary schools continue to be poor. Therefore, through this study, we explored the status of in-service training for teachers, the outcomes and challenges in implementing in-service teacher support and training plans, and suggested ways to improve them.

In order to develop a Teacher Professional development policy attuned to the many challenges and current demands, we have developed a framework of analysis to answer the following research questions:

Policy & Plan Level

1. What contextual policy conditions exist to facilitate the effectiveness of in-service teacher training in India?

2. What processes are employed in planning in-service teacher training programs?

3. How efficacious are the planning processes employed for in-service teacher training programs?

Execution & Evaluation Level

1. What strategies and mechanisms are implemented to ensure the successful execution of in-service teacher training programs?

2. To what extent are the outcomes of in-service teacher training measured and systematically documented?

3. Have the intended outcomes of in-service teacher training programs been achieved, and what factors contribute to or hinder their attainment?

Chapter 1 serves as the foundation of this study, offering an overview of its background, research objectives, key research questions, and underlying rationale. Following this introductory chapter, Chapter 2 delves into a comprehensive review of existing literature pertinent to the study topic. Originally, the research methodology was intended to embrace a mixed approach, encompassing quantitative and qualitative data. However, during the data collection phase, it became evident that the predominant nature of the data leaned heavily towards qualitative sources. The study conducted a comprehensive analysis of in-service teacher training across five states in India, focusing on policy inputs, planning processes, systemic outputs, and quality outcomes.

The findings of the study are organised around four different themes as shown in the following figure:

Figure 1. The findings of the Study are Organised around Four Different Themes

Our data shows the following findings –

- **Structured Approach to Needs Assessment Needed:** The findings suggest a significant need for a more structured and comprehensive approach to needs assessments for in-service teacher training, moving away from the current reliance on ad-hoc visits and feedback forms. Robust needs assessments are crucial to identify the diverse training requirements of teachers.

- **Lack of Dedicated Policies:** There is a lack of dedicated policy frameworks solely focused on in-service teacher training. Decisions are typically guided by a combination of educational guidelines, research literature, professional recommendations, and institutional feedback, with the National Education Policy 2020 serving as the primary overarching framework.

- **Availability of Existing Infrastructure and Cascade Loss:** Already established infrastructure for in-service teacher training exists, with SCERT, DIETs, BITEs, and other BRCs and CRCs serving as training venues. However, challenges such as cascade loss and systematic tracking issues persist.

- **Funding Variations and Challenges:** Some states cap funding for district mentors, while others rely on CSR funds or individual champions. NGOs may have non-financial MoUs with the state, avoiding training costs. However, individuals or institutions often bear initial costs, leading to financial challenges.

- **Availability of Activity Calendars across States:** There is variation in the availability of activity calendars across the state.

- **Module Development:** Training modules were developed rigorously by using a comprehensive approach.
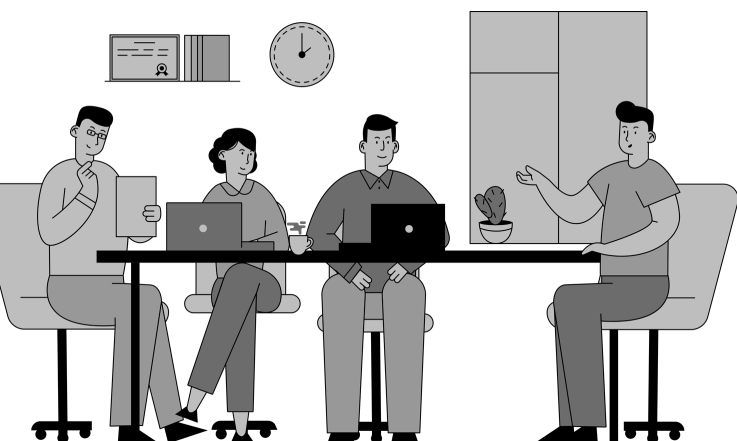
- **Resource Person Selection:** The selection process for Resource Persons (RPs) varies across the states, with some focusing on expertise and qualifications, while others employ exams or assessments to determine suitability.

- **Resources and Teaching Aids Provided:** There were various teaching aids and engaging activities provided, ranging from basic items like pens and writing pads to diverse reading materials, enhancing the training experience.

- **Government Support in Terms of Facilities and Resources:** Government support was seen in anything needed to make training successful.

- **Challenges with Travel Allowances and Infrastructure at Block/Cluster Level:** Teachers and Resource persons reported current rate of travel allowances is not enough to meet travelling expenses.

- **Limited Follow-up Mechanisms Post-training:** No formal follow-up mechanisms were implemented post-training.

- **Lack of Support Mechanisms for Resource Persons (RPs).** If there is a need to seek any urgent support or help while training delivery, RPs need to find their own way.

- **Attendance and Feedback:** The data reveals high attendance rates in training sessions, with teachers reporting an increased understanding of the importance of continuing professional development (CPD). However, the mandatory nature of training raises questions about the intrinsic motivation behind teacher participation.

- **Accountability and Evaluation:** While there is a commendable commitment to owning responsibility for various aspects of the training process, the effectiveness of this accountability is constrained by the absence of formal mechanisms for need assessment, policy-making, impact evaluation, and grievance redressal.
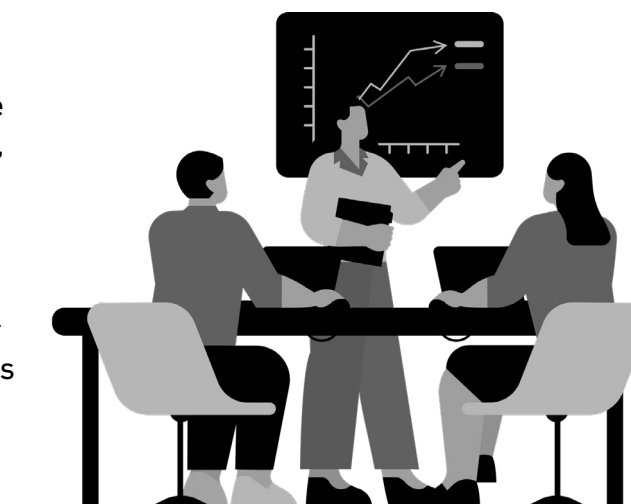
- **Measuring Professional Growth:** There is a significant gap between teachers' perceived confidence and observed skills in the classroom, with a lack of formal mechanisms to systematically assess and quantify the professional development of teachers over time.

- **Impact Evaluation:** Non-governmental stakeholders have implemented impact evaluations to measure the outcomes of teacher training programs, but there is still a need for a formal mechanism to check the effectiveness of training across the country.

This study has the following recommendations -

- It is recommended that the training departments prioritise the implementation of structured mechanisms for needs assessments of teachers and accountability to ensure transparency, effectiveness, and alignment with the training goals and teachers' professional needs. Additionally, departmental collaboration can be leveraged to build capacity and ensure the successful implementation of accountability measures.

- It is recommended that there should be a more streamlined and accessible way of funding in-service teacher training programs to ensure that quality training is provided to all teachers in the country.

- We recommend that the government and education policymakers in India prioritise the establishment of more structured and mandatory follow-up mechanisms for teachers/trainees after their training to ensure that the learning outcomes are effectively implemented in classrooms.

- It is recommended that all the states should also consider implementing similar support mechanisms to ensure that RPs receive the necessary assistance during their training.

- It is recommended that a structured system be put in place to monitor and evaluate the impact, success, and effectiveness of training programs. This system should include pre and post-session training surveys, training observations conducted by the core team, monitoring and measuring the cascade loss in training, seeking feedback on session operations and facilitator performance, and classroom observation conducted by mentor teachers to monitor the implementation of practices suggested by training in classrooms.

> **...departmental collaboration can be leveraged to build capacity and ensure the successful implementation of accountability measures.**

- Also, there can be a tracking system to track the actual learning hours of the teacher so that the teacher won't be attending the same training multiple times and duplication of training can be avoided.

- Balance of supply and demand-driven training can be achieved by allowing teachers to choose training from available training sessions rather than mandating everything to every teacher.

- To bring integrity and commitment to the teaching profession, teachers can be given membership numbers so that it will help track and bring quality outcomes as we observe in other professions (e.g. Chartered Accountants and Doctors).

- It is recommended that a systematic mechanism be put in place to measure and evaluate teachers' perceived confidence and observed skills in the classroom and that classroom observations be used to verify whether the set outcomes of the training have been achieved.

- There is a need for more rigorous impact evaluation to ensure that training programs are meeting their intended outcomes and contributing to the overall improvement of education in India.

- There is a need for a proper framework of indicators to assess the effectiveness of in-service teacher training programs.

- There is a need for a clear and concise in-service teacher training policy to guide training providers on what, how and when should be training provided to teachers for their continuous professional development.

INTRODUCTION

Global standards have consistently placed teachers at the centre of universal access to high-quality and equitable education. Are teachers the only ones responsible for the quality of education, or are there other factors and agents of the system who should be equally held accountable? We can begin by focusing on the most visible arm of the education system - the teachers. Research suggests that teachers are the biggest influencers on students in school. Policies and reports[1] have constantly mentioned the importance of continuous professional development (CPD) for teachers, of which in-service training is an essential component due to which, studies give prime importance to understanding the quality and challenges of teacher professional development activities.

The Indian national bodies like the National Council of Educational Research and Training (NCERT) and the National Institute for Educational Planning and Administration (NIEPA) were formed and established for induction and continuing education programmes for in-service teachers through the State Council of Education Research and Training (SCERTs), District Institute of Education and Training (DIETs) and the Institute of Advanced Studies in Education (IASEs) from national to state, district, block and cluster levels. The Sarva Shiksha Abhiyan Framework 2001 (revised in 2008 and 2011) provided 20-day teacher training under the In-service Education for Teachers (INSET) initiative. All the training was operationalised through a cascaded model. The National Council for Teacher Education (NCTE) released a public declaration for teacher quality known as the Draft National Professional Standards for Teachers (NPST) 2021. It outlines the components of excellent, efficient instruction in 21st-century classrooms that will enhance students' educational outcomes. It also talks about various ladders of the teacher's profession according to the teacher's performance on given indicators. It helps teachers understand what is expected of them regarding performance and what needs to be done to improve it. NPST hopes to enhance both the personal and professional growth of teachers. The Indian National Education Policy 2020[2] has also emphasised the need to improve teachers' abilities through CPD. Such initiatives mean that the in-service teacher training system needs to focus more on the quality of the in-service teacher training programme, as it will have a direct bearing on student outcomes and a country's competitiveness. The understanding of all required systemic processes for in-service teacher training programs and measuring their effectiveness makes them more reliable and outcome-oriented. It progresses towards effective in-service teacher training delivery.

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[1]List of updates on in-service teacher training - University Education Commission (1949) Secondary Education Commission (1952-53) National Council of Educational Research and Training (NCERT-1961) Education Commission (1964-66) strongly recommended large-scale programmes of in-service teacher education. National Committee on 10+2+3 educational structure (1972) recommended,in-service training courses at least once in 3 to 5 years by taking advantage of summer institutes/vacation courses and other refresher courses". Further, it recommended that training should specially include updating the teacher"s knowledge in his/her subject(s) of teaching and cover elements like continuous assessment, remedial teaching, physical education and moral education.

[2]NEP 2020 emphasises continuous Professional Development (CPD) for teachers, head teachers and teacher educators with an aim to provide them adequate opportunities for self-improvement and to learn about the latest innovations and advancements in their profession. The policy also expects from them to participate in at least **50 hours of CPD every year for their professional development,** driven by their self-interests and with an understanding of the concept of learning as a lifelong process.

While studies revealed variations in the implementation of Sarva Shiksha Abhiyan (SSA) for in-service training throughout the country, NCERT in 2009 also presented a comprehensive evaluation of the Centrally Sponsored Scheme on Teacher Education, highlighting the need to restructure CRC's and BRC's. Among several other critical reviews, Ramachandran. et al. (2008) also argue that despite the enormous increase in budget outlays and a host of government initiatives, learning outcomes in our primary schools continue to be poor.

Therefore the motivation of this study is to study the status of in-service teacher training by evaluating all systemic processes related to in-service teacher training, including need assessments, teacher training policy, monitoring and evaluation of in-service teacher training, impact evaluation and the outcomes and challenges in overall in-service teacher training programme. Through this study, we also emphasised the best practices to improve in-service teacher training to achieve global benchmarks as we worked on preparing a framework and indicators to measure the quality of in-service teacher training and suggest ways to improve them.

OBJECTIVES

Following were the objectives of the study

- Study and highlight best practices of in-service teacher training at the state level.

- Assessing and showcasing gaps in decentralised in-service teacher training.

- Prepare an in-service teacher training policy that can be used to inform in-service teacher training practices in India.

- Prepare a framework of indicators to evaluate the current status of in-service teacher training, which can be used year-on-year.

RESEARCH QUESTIONS

After a review of the relevant literature, we identified the gap in the evaluation of in-service teacher training. Our face-to-face conversations with the educational practitioners provided us with deep insights into the topic and supported our hold on the research questions we framed for this study. The following were the research questions of this study –

Policy & Plan Level

1. What contextual policy conditions exist to facilitate the effectiveness of in-service teacher training in India?

2. What processes are employed in planning in-service teacher training programs?

3. How efficacious are the planning processes employed for in-service teacher training programs?

Execution & Evaluation Level

4. What strategies and mechanisms are implemented to ensure the successful execution of in-service teacher training programs?

5. To what extent are the outcomes of in-service teacher training measured and systematically documented?

6. Have the intended outcomes of in-service teacher training programs been achieved, and what factors contribute to or hinder their attainment?

Please note that this report and the questions it addresses focus on elementary education. The other educational levels are not in the scope of this study.

DEFINITIONS

Following are the operational definitions of the important terms we have included in this report

TEACHER

An individual employed to teach in a public primary school in India, where participation in in-service teacher training is mandatory. This role involves delivering educational content, assessing student progress, and contributing to the overall development of students as per the curriculum standards set by educational authorities.

TRAINING COORDINATOR

An individual responsible for planning, organizing, and overseeing in-service teacher training programs for public primary school teachers in India. This role involves identifying training needs, developing training modules, coordinating with trainers, and ensuring that teachers receive the necessary professional development to improve their teaching practices and student outcomes.

Note - We have used the terms "training coordinator" and "head of the institution" interchangeably because we collected data from both positions at different trainings.

HEAD OF THE INSTITUTIONS

The designated leader of a public institution, a specific department at public institutions or an NGO responsible for in-service teacher training in India is responsible for overseeing the administrative and academic functions of the institution. This role includes managing staff, ensuring compliance with educational policies, facilitating a conducive learning environment, and coordinating with education authorities and stakeholders.

RESOURCE PERSON

An expert or specialist who provides specific knowledge, skills, and support to teachers and educational institutions in India. This role includes delivering training sessions, offering guidance on educational practices, and sharing resources and strategies to enhance teaching effectiveness and student learning in public primary schools.

CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

In a rapidly changing world, teachers' professional development is critical to educational delivery. The importance of ongoing professional development opportunities for teachers cannot be underscored. Global educational policies recognise and emphasise the pivotal role of teacher professional development in supporting greater educational results.

To understand what CPD is, Day's (1999:4) definition of CPD sets out the full scope and purpose of CPD:

"Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues critically through each phase of their teaching lives."

Compared to concepts like 'career development' (in which a teacher moves through the professional career cycle) and 'staff development/ in-service training' (where a group of teachers attend organised in-service programmes to foster their growth), CPD is a broader conception.

In India, educational reforms and initiatives, such as the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat mission, National Education Policy (NEP) 2020, and Samagra Shiksha Abhiyan, are setting ambitious goals for educational development (NEP, 2020; NIPUN Bharat, n.d.; Samagra Shiksha, n.d.). NEP 2020 places the highest priority on achieving universal foundational literacy and numeracy in primary schools by 2025. There is a strong emphasis on the need for effective teacher training programmes as one of the most critical factors in influencing student learning (Darling-Hammond & Sykes, 1999; Fullan, Hill, & Crevola, 2006; Wilson, Floden, & Ferrini-Mundy, 2001).

As teaching becomes increasingly complex, there is a grave need for continuous professional development of teachers (CPD) (Bransford, Darling Hammond, & LePage, 2007; Cole & Knowles, 2000; Darling-Hammond, 1998). Defined in many studies (Day, 1999; OECD, 2015, TALIS, 2016), teachers' continuing professional learnings include formal and informal activities that aim to update, develop and broaden the skills, knowledge, expertise and other relevant characteristics of in-service teachers. CPD can be structured and organised in a variety of ways and for a variety of purposes. While most CPD experiences can be viewed as introducing or improving knowledge, skills, and attitudes, this cannot be presumed to be uncontested. For example, Eraut (1994) contends that it is not just the sort of professional knowledge being acquired that is essential but also the context in which it is gained and later employed, which allows us to comprehend the nature of that information. Drawing on this line, Kennedy, A. 2005, proposed nine different models of continuing professional development. Given the characteristics of teachers' CPD in India where and the specific aims of this study, particular attention has been directed towards the training model of CPD.

The training model of CPD is universally recognisable (Little, 1994; Kelly & McDiarmid, 2002) and has, in recent years, arguably been the dominant form of CPD for teachers. This model of CPD supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally 'delivered' to the teacher by an 'expert', with the agenda determined by the deliverer, and the participant placed in a passive role. While the training can take place within the institution in which the participant works, it is most commonly delivered off-site. This focus aids in determining the analytical framework and identifying relevant indicators.

> **...there needs to be a notable gap in terms of a standardized quality index and a cohesive national policy for in-service teacher education.**

The critical role of intentional, continuous and quality professional learning and development in helping teachers respond to changing, complex and challenging demands has received focus and discussion worldwide (Hawley & Valli, 1999; Berliner, 2005; Darling Hammond, 2001; Joyce & Showers, 2002). There is an onus focus on recognising the need for CPD for teachers and the challenges involved in effectively implementing training programs (NPST, 2021; NCERT, 2020; NEP, 2020). The National Council of Educational Research and Training (NCERT) Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators, and NEP 2020 have all focused on the continuous and ongoing professional development of teachers. However, It's evident that while there's recognition of the importance of continuous professional development for teachers in India, there needs to be a notable gap in terms of a standardized quality index and a cohesive national policy for in-service teacher education. Addressing these gaps could lead to more effective and streamlined professional development initiatives. The framework for evaluation of in-service teacher training needs to be created to establish a link between year-on-year training and the continuum between pre-service education and in-service training.

CONTEXT AND TRENDS

A number of contextual developments and trends influence policymakers and educators to understand the increased importance of continuous professional development for teachers. Some of them have created new challenges that need to be addressed immediately, while some of them have opened new doors of opportunities that can be capitalised on.

Some of the trends include:

In a rapidly changing education scene, demands for high-quality education and better professional standards mean that the teacher has more expectations (Sancar et al.,2021). Teachers must be prepared to respond to changing learning objectives and student needs. This shows the impact on both what and how they should teach. Due to global development, there is strong pressure on the school system to include new subjects like environmental education and global citizenship in their school agenda. Moreover, there is a reaffirmation of commitment to the inclusion of children with special educational needs and supporting vulnerable children and those with migration backgrounds from the United Nations' Sustainable Development Goals (United Nations, 2015). Similarly, in the Indian education system, curricula have undergone radical changes due to the new national education policy 2020 and the national curriculum framework for school education; other factors include socio-economic context, newly emerging policies, etc. The accelerating pace of social change will likely translate into growing pressures for a constant evolution of school curricula (OECD, 2018). Although we only started understanding the emerging necessities of curriculum reforms to be implemented to lead meaningful changes in the classrooms, we can not bypass the importance of teachers and their professional development at the heart of this process (OECD, 2019).
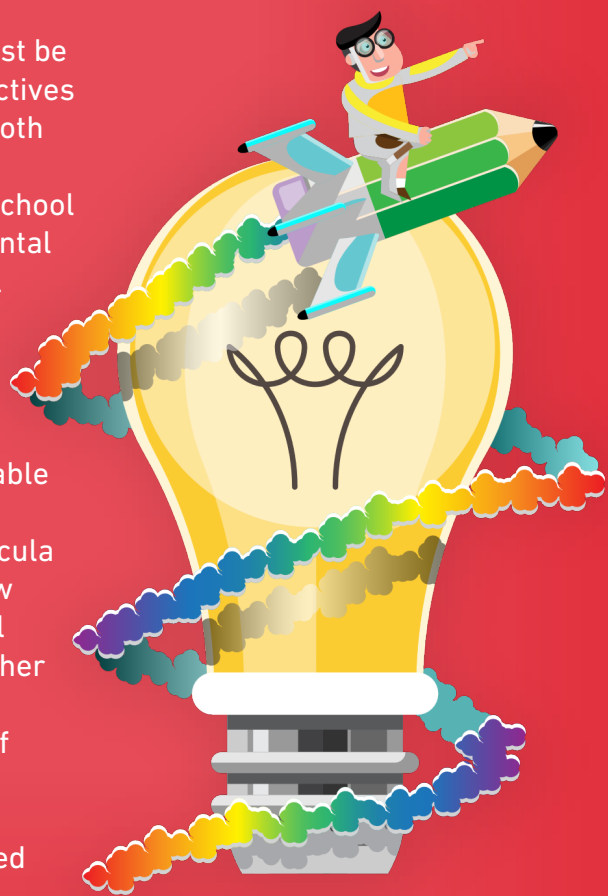
There is a paradigmatic shift in our understanding of the effectiveness of various forms of CPD due to the wealth of new evidence on the effects of CPD over the decade. Traditionally, professional development has often taken the form of a single or short series of externally provided learning courses (NCERT 2022). Many have expressed concerns regarding the effectiveness of these forms of CPD, and evaluations frequently find that they fail to produce meaningful improvements in teaching quality or student outcomes (Garet et al., 2008; Garet et al., 2016; Glazerman et al., 2010; Jacob and Lefgren, 2004; Harris and Sass, 2011).

To overcome the shortcomings of the traditional CPD model, various new approaches have emerged, and there is evidence to suggest that some of them are more promising ways to improve learning outcomes than others. This includes school-based, teacher-led improvement projects that focus on classroom practices and emerge directly from teachers' needs, but also different forms of collaboration (Opfer, 2016) and individualised instructional coaching based on designated teacher coaches (Blazar and Kraft, 2015; Kraft and Blazar, 2017) or matching effective teachers with less effective ones (Papay et al., 2016). In a systematic review of the empirical literature, Darling-Hammond et al. (2017) find that successful professional development with demonstrated benefits for student learning generally displays one or more of the following seven characteristics:

1. It is content-focused

2. It incorporates active learning utilising adult learning theory

3. It supports collaboration, typically in job-embedded contexts

4. It uses models and modelling of effective practice

5. It provides coaching and expert support

6. It offers opportunities for feedback and reflection

7. It is of sustained duration

Despite the availability of various models of teacher professional development (Ailien Kenedy 2005) and evidence on cascade loss, the model structure in the Indian CPD system is a traditional old cascade model, where SCERTs train Resource Persons from various DIETs to deliver training at block and cluster levels.

Although most teachers in India enter the teaching profession after the initial teacher training programme, the quality of the initial teacher training programme and the prerequisite to completing this programme are big concerns (JVC 2005). To overcome this challenge, governments must develop new procedures to ensure the quality of initial teachers and consider the role that CPD should play in meeting the requirements of a more diverse teacher workforce. Mid-career teachers will have very different demands than graduates from fast-track degree programmes. Teachers' CPD systems must, therefore, meet the problem of giving each teacher learning opportunities that are accessible and relevant without assuming a common beginning teacher education. The lack of a continuum between initial teacher training and CPD places challenges before the Indian education system.

TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES

There is widespread agreement that teaching quality is the most essential factor influencing student learning and achievements. As a result, the area of teacher education has prioritised research and development efforts to better understand the influence of professional development (PD) interventions on teachers' knowledge and practice, as well as student learning and performance. Researchers are currently investigating professional development programs and their characteristics that result in the highest level of teacher and student growth. Professional development models exist in various formats and structures, but there is a growing agreement on what constitutes quality and effective professional development. (National Academy of Education, 2009). Despite the consensus on the broad outlines for professional development, the recently developed models do not look similar to one another. According to Koellner and Jacobs 2015 (cited under Structured Professional Learning Communities, SPLC), there is a crucial difference between the formats of professional development that are presently available to teachers. However, there are contextual limitations to using various models of teacher professional development in India (NCERT 2022). This difference has significant implications for research, policy, and practice.

Most of the teachers' professional development studies are centralised on understanding the impact of teacher professional development practices and programmes on teachers' and students' growth. Some studies are centralised on understanding programme design and implementation. However, there is a paucity of research on the effectiveness of systemic processes of in-service teacher professional development.

ANALYTICAL FRAMEWORK

Based on key policy issues identified in the research literature and work done by OECD, this study organised its analysis of the status of in-service teacher training in India around four dimensions: policy inputs, planning processes, systemic outputs and access, quality outcomes (see Figure 2.1)

The study by Hiew and Murray (2018) and the proposed enhancement of Huber's framework both contribute to the research, planning and evaluation of teacher professional development programmes in developing countries. After thoroughly reviewing Thomas R. Guskey's (2002), Kirkpatrick's simple model (1994), and Adey et al.'s (2004), which were programme effectiveness-centric and participant-centric, we decided to adopt the enhanced framework by Hiew and Murray (2018) and framework of Teacher Professional Learning analysis by OECD with additional components focusing on the analysis of systemic processes of continuous professional development of teachers. We have developed our initial framework of analysis that outlines the various stages and components involved in the policy, planning, implementation and evaluation of a program, likely an educational or training program. The flow is divided into several dimensions- policy inputs, planning processes, systemic outputs and access, and quality outcomes.

Here's a breakdown of each section....

1. POLICY INPUTS

Policy inputs are an essential part of the education system. They are a set of guidelines, regulations, and directives that shape the decision-making processes in education. These inputs cover various aspects of education. Here, we have considered a few very important aspects of teacher education quality, such as needs assessments, teacher training policies, infrastructure provisions, and funding allocations. The inputs ensure that all decisions taken in the education sector are well-informed and in the best interest of students, teachers, and the community.

2. PLANNING PROCESSES

Policy inputs are an essential part of the education system. They are a set of guidelines, regulations, and directives that shape the decision-making processes in education. These inputs cover various aspects of education. Here, we have considered a few very important aspects of teacher education quality, such as needs assessments, teacher training policies, infrastructure provisions, and funding allocations. The inputs ensure that all decisions taken in the education sector are well-informed and in the best interest of students, teachers, and the community.

3. SYSTEMIC OUTPUTS

Systemic outputs in teacher education include the delivery of training sessions as well as rigorous monitoring and assessment mechanisms. Execution entails carrying out training sessions effectively, whilst monitoring ensures continuing oversight to track progress and handle any difficulties. Evaluation is examining the impact and outcomes of training programs to ensure that they achieve set goals and contribute to relevant learning outcomes. Organisations can improve the quality of teacher development programs by implementing, monitoring, and systematically evaluating training activities.

4. QUALITY OUTCOMES

Quality outcomes in teacher education comprise a variety of factors, including accountability, training efficacy in generating trained teachers, and achievement of established goals. It entails examining the impact of training activities on both instructors and students, evaluating changes in classroom procedures, and determining the overall influence on educational environments. Organisations can evaluate the effectiveness of their teacher development programmes and strive for continuous improvement in educational outcomes by emphasising accountability, ensuring that trained teachers meet established standards, and assessing the tangible impact of training on classroom dynamics and school performance.

These broad areas of analysis are suggested to underpin the study's analytical framework and to guide the collection of QUAL + quant information through tools developed for data collection. In addition to the policy issues pertaining to each of these four dimensions, several questions at the heart of the in-service teacher training study require a comprehensively multi-dimensional approach. They could guide the policy diagnosis within each of the four dimensions. These cross-cutting issues include:

1. What vision and strategic objectives are guiding CPD policies and practices, who is involved in setting them, and how are various stakeholders' goals aligned?

2. How can Indian CPD systems adapt to new forms of CPD provision and support a re-orientation towards the most effective practices at all levels (System, School, Teacher)?

3. Which policies and resourcing strategies can ensure that teachers in all schools benefit from relevant and accessible CPD that addresses their needs and helps them to improve their practice?

This study's purpose is to help the education system improve its professional learning systems in order to support its educational goals related to quality teaching and, ultimately, improved student learning.

LEVELS OF ANALYSIS

This study's framework takes into account three levels of analysis: A) teachers - individually and collectively - who can be both recipients and providers of CPD, for example, through peer mentoring, professional learning communities, or teacher networks, in the Indian setting by acting as a Resource Person. B) the school, including its leadership team, recommends teacher CPD based on requirements or need analysis and C) the system, which includes a variety of players who influence teachers' professional learning, such as NCERT, NIEPA, SCERTs, DIETs, BITEs, BRCs, CRCs, teacher unions or professional associations, and other training providers such as NGOs (see figure 2.1).

1. Policy Inputs — What policy and infrastructure inputs are provided for CPD?

2. Planning Processes — What processes are employed in planning in-service teacher training programs and how efficacious are they?

3. Systemic Output — What strategies and mechanisms are implemented to ensure the successful execution of in-service teacher training programs?

4. Quality Outcomes — How is the quality of CPD ensured?

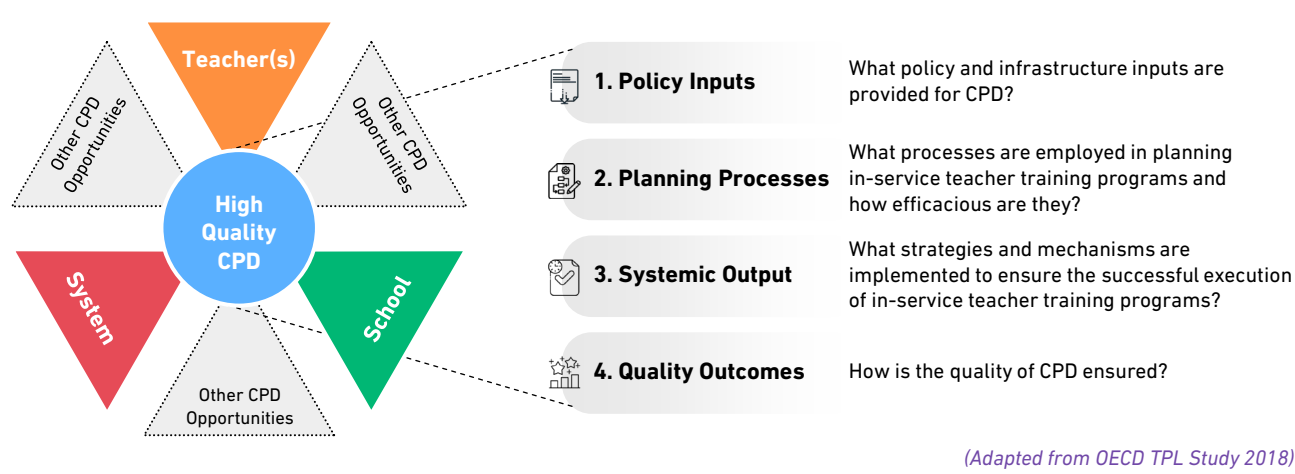*(Adapted from OECD TPL Study 2018)*

Figure 2.1 Levels of Analysis and Analytical Dimensions

RESEARCH METHODOLOGY

The study is mainly guided by the research questions. The methodology of this study is designed to understand the policy inputs, planning processes, systemic outputs and access, and quality outcomes of in-service teacher training programmes that address the goal of teacher training through an invisible chain at different levels of programme implementation, starting with the teacher training providers at central level and going on to state and cluster levels.

The study drew on secondary sources of data and information such as the Annual Work Plan Approval Budget (AWPAB) reports, previous Joint Review Mission (JRM) reports, documents available publically on SCERTs' website, documents made available by training provider, policy papers and research studies carried out by states, third party reports, etc. This exercise described the current situation and provided a framework for developing pertinent research questions to support the research instruments.

This study uses a qualitative research approach for primary data collection. Desk reviews of secondary research and exploring data sets about important focus areas were also undertaken. The strategy listed below is used in particular.

Secondary data and desk review of the status of in-service teacher training on a comparative basis across the states - including policy for in-service teacher training, need-based analysis, planning of in-service teacher training programmes, outsourcing of in-service teacher training, target groups addressed, execution of in-service teacher training programmes and flow of training, impact evaluation, monitoring and evaluation mechanisms for in-service teacher training etc.

Data collected from –

- Officials from SCERTs, DIETs, BRCs and CRCs
- Heads of In-service TT constituent
- Primary School Teachers
- Resource Persons

THIRD-PARTY COLLABORATIONS

To ensure a diversified picture of in-service teacher training practices, we recognise the importance of collaborating with different organisations that have a presence in different states across India. We collaborated with other organisations and institutions to collect data from various states across the country. Our collaborators for this study were the Foster and Forge Foundation from Uttar Pradesh and the Simple Education Foundation from Delhi, both of which have helped us gain vital insights and information. We also had Prof. Kashyapi Awasthi from NIEPA as an academic partner, whose skills and knowledge had been crucial to our research endeavours. These collaborations facilitated access to administrative data from respective government agencies, thereby increasing the responsiveness and depth of our data collection.

We are committed to continuing our collaborations with these esteemed partners and others in the future to advance our mission further.

FRAMEWORK CREATION

Framework creation was one of the most important objectives of our study. When we started thinking about how to create a framework and which can be the best suitable model for evaluation of systemic processes of in-service teacher training it took us more than 5 months to reach the state where we are now. Multiple revisions, reviews, feedback and most importantly analysis of literature to incorporate important aspects of process evaluation took place.

There is still some work happening on some revisions, additions, and deductions so that anyone using this framework can easily evaluate systemic processes of in-service teacher training.

TOOL CREATION

After establishing the framework of indicators for evaluating in-service teacher training, the process of creating tools was one of the lengthiest. We began by reviewing the NCERT 2017 report, which assessed training modules and processes by collecting data from training coordinators using a structured form. This form included questions on planning, execution, and evaluation, as well as information on the training modules. To thoroughly assess the discrepancies and status of in-service teacher training, we developed two distinct tools.

The first tool, Form A, was designed to gather all administrative data, while the second tool, Form B, served as a structured observation tool. Subsequently, during a meeting with Professor Kashyapi Awasthi, we deliberated on whether initial teacher education should be viewed as the inception of the continuum for teacher professional development. Additionally, we considered how to comprehend "Teacher Agency." As a result, we created two more tools-one for conducting teacher interviews and the other for interviewing resource persons. Consequently, we now have a total of four tools at our disposal to collect data and ensure a fair understanding of teacher training processes across the states (See Table 3.1).

Table 3.1 A Very Brief Information on "Data Collection Tools"

Tool No	Tool Name	Respondent	Description
1	Form A	State/District level in-service teacher training functionaries	QUAL + quan data on Inputs, processes, outputs and outcomes of in-service TT from state-level, DIET level, Block level, Cluster level functionaries
2	Form B	For training infrastructure and facilities observation	Qualitative and Quantitative information
3	Form C	Teacher's Interview	Qualitative Information
4	Form D	Resource Person's Interview	Qualitative Information

TOOL PILOTING

There have been several changes to the original plan for data collection and tool piloting. The initial plan was to pilot the tools before commencing data collection in the first week of March. However, upon reviewing the data collection framework and tools, it was decided that the piloting process would be too arduous. Instead, it was agreed that this year's project would serve as the pilot project for the organisation's flagship initiative.

However, despite the decision to cancel the tool piloting, it was later decided to move forward with the process after several revisions were made to the tools. Two project managers, Mr Sachin Kulkarni and Mr. Yogesh Shinde from Leadership for Equity responsible for working with the District Institute of Education and Training (DIET) and Pimpri Chinchwad Municipal Corporation (PCMC) respectively, were contacted to conduct the tool piloting. Subsequently, it was decided that Mr Sachin Kulkarni would be the main point of contact for piloting the too.

Based on the observations made during the tool piloting process, the following issues were identified.

1   Inability to upload multiple files in KOBO form

- A change in the question or merging of files into a single file before uploading was required.

- Merging files was taking time and was not advisable during data collection. It was better to gather all the data first and then merge the files before uploading.

2   Quality/effectiveness checks

- A pre-decided set of benchmarks or best practices needed to be used to conduct quality/effectiveness checks.

- This was a good practice to ensure that the data collected was of high quality and could be effectively used for analysis and decision-making.

Despite these minor issues, the tool piloting process was successful, and appropriate solutions were implemented to address these issues for future data collection efforts.

DATA COLLECTION

After careful consideration of the scope of the study, it was decided in a review meeting with senior management, including Director of Research Mr Siddesh Sarma, Dr Samiksha Neroorkar, and M&E Director Mr Anirudh Prasad, to collect data only from State Council for Education and Research (SCERT) Maharashtra. Obtaining permission from SCERT Director and Research Director at SCERT was the initial step in this process.

A request for data collection permission was sent via email to the SCERT Director and Research Director. However, due to the appointment of a new Director, obtaining permission required continuous follow-up. Despite these challenges, efforts were made to ensure that the necessary permissions were obtained to proceed with data collection. Similar experiences were observed from five different geographies which we have collected data from. Wherever in-service teacher training was taking place during the academic year 2023-24, the research team conducted field observations of the teacher training delivery and interviewed resource persons, teachers, and teacher training coordinators.

SAMPLING

Given the nature of the project, logistic availability, and accessibility, the initial focus of our data collection efforts was on collecting data from the states of Maharashtra and Andhra Pradesh. Although we aimed to comprehensively understand all in-service teacher training programs conducted by various Maharashtra State Council of Educational Research and Training (SCERT) departments during the 2022-2023 academic year, we ended up collecting data from Maharashtra, Gujarat, Uttar Pradesh, Delhi and Andhra Pradesh (See Figure 3.1)

Figure 3.1 State Profiles

In terms of sampling, we aimed to consider all in-service teacher training programmes delivered by respective training providers from respective states, which cater to the prescribed 50 hours of continuous professional development for teachers during the academic year. However, due to access and networks, we have a representative sample of these training programmes. We used a purposive sampling method to ensure comprehensive access and analysis of the state's in-service teacher training landscape.
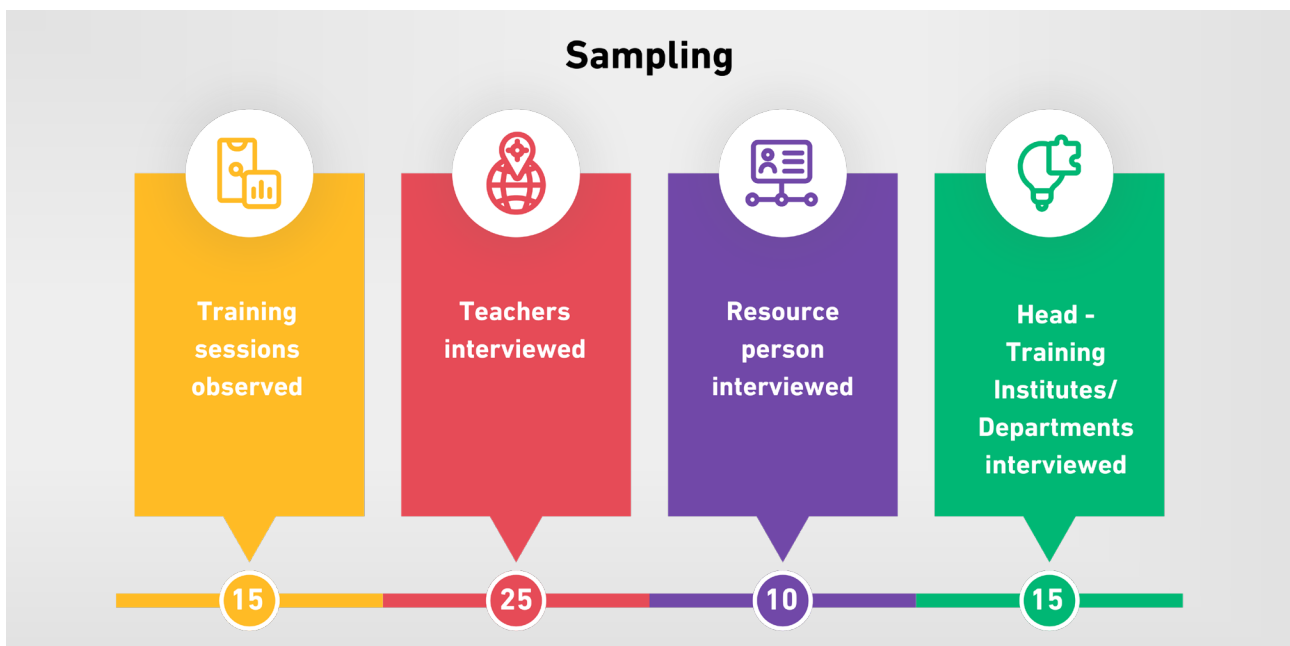
Figure 3.2 Sample Size

As part of our data collection process, we had a chance to observe teacher training. The study involved observing 15 training sessions and conducting interviews with 25 teachers, 10 Resource Persons, and 15 heads of teacher training institutes.

This allowed us to assess the infrastructure facilities available for in-service teacher training, gain insights into the training delivery methods and resources and talk to teachers and Resource Persons. By implementing this sampling approach, we aimed to gather robust and representative data that contributed to a comprehensive understanding of in-service teacher training practices in India.

As our project progresses to the next phase, we aim to expand our sampling efforts to include other states in India, ensuring a broader perspective on in-service teacher training nationwide.

LIMITATIONS OF THIS STUDY

One significant limitation of this study is the restricted scope of data collection, which was confined to only five states of India. Consequently, the findings may not fully represent the diversity and nuances present in in-service teacher training programs across the entire country. Additionally, as this study constitutes the initial framework for exploring the status of in-service teacher training in India, there is a possibility that certain aspects may not have been adequately addressed or comprehensively analysed.

Moreover, the study encountered limitations and restrictions during the data collection phase. Despite reaching out to approximately 15 organisations for collaboration, two organisations agreed to partner on this project. This restricted collaboration may have impacted the breadth and depth of the data collected, potentially limiting the study's ability to capture a comprehensive understanding of in-service teacher training practices and challenges in India. These limitations underscore the need for caution when generalising the study findings and emphasise the importance of further research efforts to build upon and strengthen the insights gleaned from this initial exploration.

FINDINGS

As mentioned in the initial framework of indicators for in-service teacher training program evaluation and identified through the literature we looked at the very important aspects of effective in-service teacher training across the five states in India. The findings of this study are around four domains, including policy inputs, planning processes, systemic outputs and quality outcomes.

Findings around Four Domains

The findings of this study are around four domains, including policy inputs, planning processes, systemic outputs and quality outcomes.

1 **Policy Inputs**

The findings in this domain are around whether the trainings are need-based, the policies guiding training decisions, and the infrastructure, facilities, and resources allocated for in-service teacher training.

2 **Planning Processes**

The findings in this domain are around the essential planning processes necessary for effective in-service teacher training. These include module development, content creation, selection of resource persons, content delivery, monitoring etc.

3 **Systemic Outputs**

The findings within this domain focuses on the efficient implementation and assessment of in-service teacher training. It also highlights the presence of follow-up and support mechanisms to aid in this process.

4 **Quality Outcomes**

The findings in this domain encompass the impact of these trainings, whether quantitatively measured or not, and the resultant changes observed in various areas such as classrooms, teacher behavior, and school dynamics.
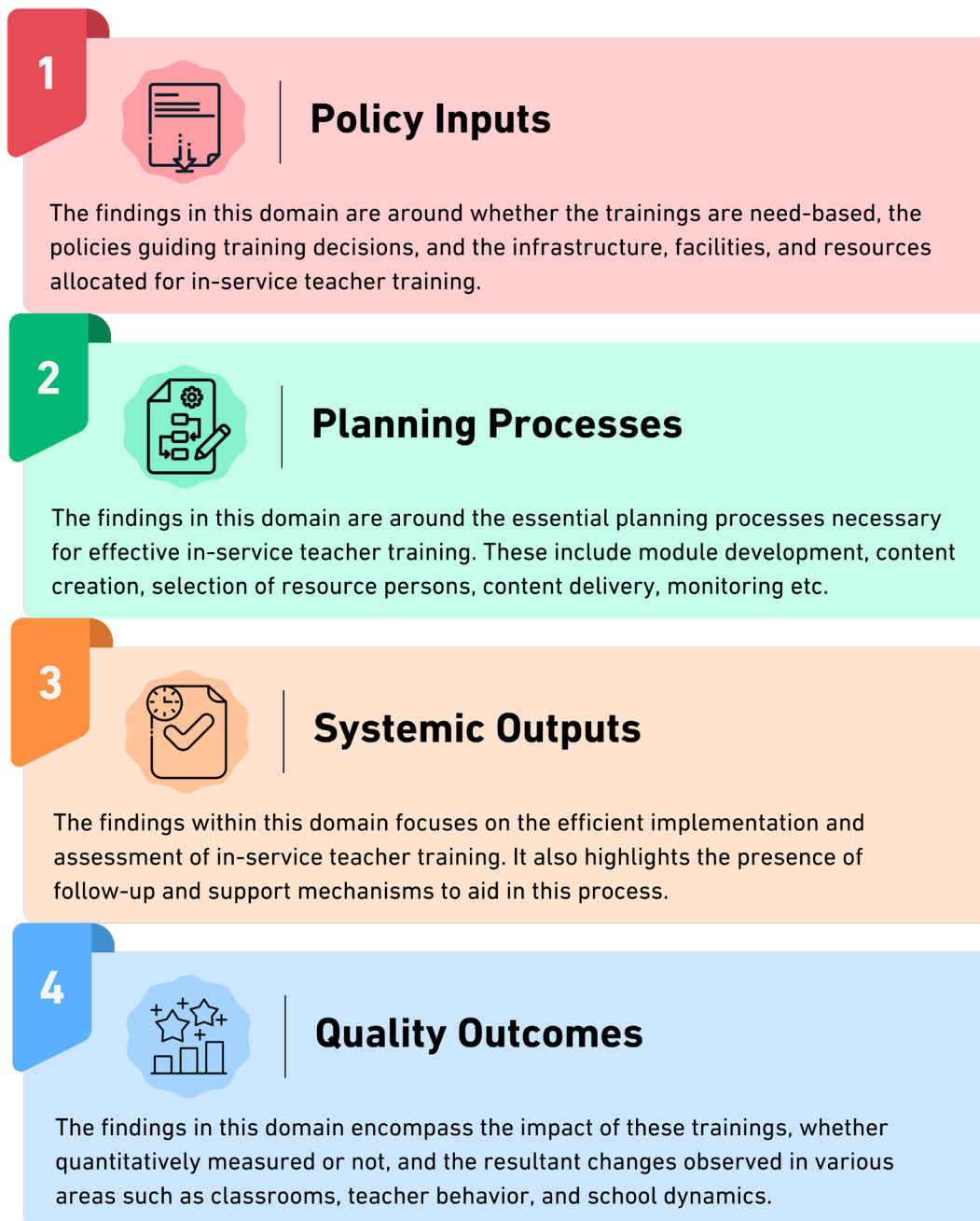
Figure 4.1 Findings around Four Domains

1. POLICY INPUTS

The findings in this domain are around one of the main objectives of this study. We wanted to check what policy informs the decision around organising and conducting in-service teacher training across the states. We approached the primary coordinators for each training program included in this study and asked them several important questions about how they plan and conduct in-service teacher training. We inquired about the existence of any guiding policies, whether formal needs assessments are carried out to identify appropriate training to meet the needs of teachers, and what infrastructure and facilities are in place to support the effective execution of in-service teacher training.

> ...there is a lack of dedicated policy frameworks solely focused on in-service teacher training.

In India, all in-service teacher training programs are organized by government authorities specifically designated to plan and deliver continuous professional development opportunities for teachers. There are national, state, district, block and cluster-level functionaries responsible for in-service teacher training. According to guidelines issued by NCERT, there should be a minimum of 50 hours of continuous professional development for teachers. As mentioned by the respondents there is a lack of dedicated policy frameworks solely focused on in-service teacher training. Instead, decisions regarding teacher training are typically guided by a combination of diverse sources, including educational guidelines, research literature, professional recommendations, and institutional feedback.

The National Education Policy 2020 serves as the primary policy framework governing teacher training, providing overarching guidance and principles that inform the planning, implementation, and evaluation of teacher training programs. However, different government and non-government partners of the states design their training based on student learning outcomes, such as foundational literacy & numeracy (FLN) and Life skills.

In cases where there may be requirements from the government, such as the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission) under the National Education Mission, authorities make their decisions by considering the supply side of the in-service teacher training (See Table 4.1).

Table 4.1 Responses on Availability of In-service Teacher Training Policy

Domain	Policy Inputs
Theme	In-service teacher training policy
Participant	Quotation
Respondent 1 (Training Coordinator)	Currently, the National Education Policy (NEP) 2020 serves as the primary policy framework governing teacher training. However, there is an absence of any additional specific policy dedicated exclusively to in-service teacher training.

Participant	Quotation
Respondent 2 (Training Coordinator)	Prior to the enactment of the National Education Policy 2020, the absence of a dedicated policy framework specifically tailored to in-service teacher training posed challenges in making informed decisions within this domain. Consequently, decisions regarding teacher training were typically guided by a combination of diverse sources including educational guidelines, research literature, professional recommendations, and institutional feedback. However, with the introduction of the National Education Policy 2020, educators now have access to a comprehensive policy document that serves as a foundational resource for shaping the direction and content of in-service teacher training initiatives. While an independent policy solely focused on teacher training is currently lacking, the National Education Policy 2020 provides overarching guidance and principles that inform the planning, implementation, and evaluation of teacher training programs.
Respondent 3 (Training Coordinator)	SCERT Delhi follows National Education Policy 2020 and uses it as the policy benchmark to make decisions on teacher training. NEP recommends 52 hrs of training for every teacher which is used as a benchmark. Additionally, a PAC (project approval committee) document is created before every academic year that informs the various types of educator capacity-building programs including in-service teacher training, throughout the year. PAC determines the buckets under the in-service training document.
Respondent 4 (Training Coordinator)	The policy is not derived from the state training policy, it is something we have created internally to meet the outcomes of that particular quarter. Our program focuses on these four principles and Pillars: 1. Self and Environment Awareness 2. Empathy 3. Contextual Problem Solving 4. Collaboration 5. Proactive Behaviour 6. Movement Building Each Quarter we design our training (which we call Learning Circles) aligned to these broader pillars and principles.
Respondent 5 (Training Coordinator)	In our situation, we don't have a set teacher training policy. Usually, we get messages from SCERT (State Council of Educational Research and Training) telling us to arrange teacher training sessions. Then, we follow their instructions and organize the training as needed. It's a straightforward process where we respond to the requests from SCERT to ensure that teachers receive the necessary training
Respondent 6 (Training Coordinator)	We don't have a set teacher training policy. Usually, we get messages from SCERT (State Council of Educational Research and Training) telling us to arrange teacher training sessions. Then, we follow their instructions and organize the training as needed.

Participant	Quotation
Respondent 7 (Training Coordinator)	Thinking about the learning outcomes and NAS, ASER reports we decide on what should be the training provided to teachers. There are GRs on what training provided.
Respondent 8 (Training Coordinator)	Training which the State conducts: 1. NEP recommendation of 50 hours of professional development for teachers will be considered to calculate the training that a teacher will go through in an academic year. 2. Different Government and Non-Government partners of the State, design their training based on Student's learning outcomes. Some of the key recommendations from NEP Foundational Literacy & Numeracy (FLN), Life skills etc, also become the major themes for training. 3. A teacher training calendar, collating all the training from the State will be designed at the beginning of each Academic year. The analysis of this will provide the number of hours of training and the training themes.

When we asked teachers, resource persons, and the head of the training institutions (Training Coordinators) whether the training is need-based or not, and if yes, what approaches are followed for need assessments, we received the following responses.

> *There is a significant need for a more structured and comprehensive approach to need assessment for in-service teacher training. The current approach of relying on ad-hoc visits and feedback forms is not sufficient to identify the unique and diverse training needs of teachers.*
>
> **– Respondent 1 (Teacher)**

On the other hand, the respondents from NGOs described that the need analysis conducted by them provides a promising model for identifying training needs through teacher surveys, focused group discussions, and classroom observations (See Table 4.2).

Table 4.2 Responses on Needs Assessment for In-service Teacher Training

Domain	Policy Inputs
Theme	**Needs Assessment**
Participant	**Quotation**
Respondent 1 (Training Coordinator)	There is a lack of systematic needs assessments in the current system to establish the unique training needs of teachers. Most of the time, a visit to a school provides an observation chance to learn what teachers may require in training, and accordingly, training planning is carried out for teachers. Sometimes feedback forms are also rolled out to know what teachers want in the next training. The National Education Policy and numerous other school educational schemes serve as the foundation for determining what type of training will be supplied to teachers in a given year. For this, there is no documented evidence available.

Participant	Quotation
Respondent 2 (Training Coordinator)	The lack of a systematic needs analysis originally presented a difficulty, but after receiving requests from teachers, we immediately began conversations targeted at preparing teacher training with a specific focus on improving language ability. We gained significant insights into the areas that needed to be addressed by analysing the National Achievement Survey (NAS) and the Annual Status of Education Report (ASER) data.
Respondent 3 (Training Coordinator)	Yes, A Need Analysis is conducted. The need analysis consists of the following 3 stages: 1. Teacher Survey: A survey is conducted across the state with teachers, the survey is created on the Google Forms platform. The teacher survey data is then analysed to find out the larger preference of teachers for their capacity building. 2. Focused Group Discussion: Focused group discussion is conducted with various levels of stakeholders including teachers, Mentor teachers, school principals, etc, to get a more nuanced understanding of the teacher's preference data received through the teacher survey. 3. Classroom Observations: We conduct classroom observations of a sample size of people to capture on-ground observations to better understand the reality of classrooms and have 1-1 conversations. We also have classroom observation data which mentor teachers fill at scale which we can use for having a bigger understanding of the context. A final report is created by consolidating the inputs from the focused group discussion and the teacher survey. This report is used by the decision-making stakeholders at SCERT to finalise the module theme for teacher training.
Respondent 4 (Training Coordinator)	Yes, Needs Analysis was conducted in the ground team in the form of a SWOT analysis of the previous years' learning and what we could tweak in our practice. This was the process: a. There was a teacher ecosystem study that we had conducted where we saw our program being received and adapted, and teachers recommending it. We called it the Bright Spot Study, in which we interviewed the teachers, the HMs, the Academic Resource Persons in that area and the block education officer. We took their feedback and understood what was working and what needed to be tweaked to make the offering effective b. We sat down together as a ground team analysed the feedback received and compiled it as a part of the SWOT analysis c. We picked up the key leverage areas and incorporated them for the program of the coming year (i.e 2023-24) and created our communication aligned to the trends that we observed and were shared with us

Participant	Quotation
Respondent 5 (Training Coordinator)	No, formal needs assessments were not conducted for the training delivered by DIET. The trainings facilitated by DIET are predominantly part of processes initiated by SCERT. In this framework, faculties trained by SCERT are tasked with delivering training to teacher mentors, who subsequently train teachers. As such, the training provided by DIET is typically aligned with the directives and priorities set forth by SCERT, rather than being informed by individualised needs assessments. This approach streamlines the training process but may result in limited customization to address specific needs at the local level.
Respondent 7 (Training Coordinator)	No formal need analysis was conducted before the delivery of the training. The District Institute of Education and Training (DIET) was tasked with delivering the training across various regions. For this training google form was rolled out to know about training needs.
Respondent 8 (Training Coordinator)	Yes. Training which LFE conducts as part of the AP SALT project is need-based. 1. A diagnostic survey through FGD with a sample set of teachers was conducted at the start of the project. The report highlights the key requirements of the State, and based on it Teacher Competency Matrix (TCM), a framework for the professional development of teachers has been developed. 2. Since the last 3 years surveys have been rolled out, and each teacher is expected to fill out the survey where they express their interest in the course they would like to take up. Based on the survey analysis, courses that received maximum responses are developed and disseminated to teachers. 3. Going forward DIETs and complex HMs are consulted while designing the diagnostic template for the survey. They support the administration of the survey across the State.

It has been found that there is already a well-established infrastructure in place for in-service teacher training, with SCERT, DIETs, BITEs, and other BRCs and CRCs being utilised as training venues. The location, number of invited trainees, and duration of training all influence the selection of training venues and facilities. The infrastructure typically includes projectors, microphones, seating arrangements, boards, and other resources required for effective training sessions.

> *SCERT, DIETs, BITEs, and other BRCs and CRCs are already in place. The location, number of invited trainees, and duration of training all influence the training venue and infrastructural facilities.*
>
> **- Respondent 1 (Training Coordinator)**

> *Existing infrastructure such as Department of Education schools and DIETs are utilised for teacher training by SCERT Delhi. The infrastructure has a projector, mike, food, snacks, chairs, whiteboard, makers chart papers etc. The rooms mostly can accommodate the assigned number of participants. Additionally, a coordinator is assigned to ensure smooth logistics in training. Resource Persons are also provided with a laptop.*
>
> **- Respondent 3 (Training Coordinator)**

However, there is a common issue of cascade loss, where information or resources degrade as they trickle down through various levels of the training hierarchy. Each district's DIET makes decisions regarding infrastructure and facilities, which are typically made collaboratively and on time.

> *In our context, although DIETs (District Institutes of Education and Training) have infrastructure facilities, training sessions at the block or cluster level often take place in schools. This means that whoever is in charge of managing the entire training process ensures that everything runs smoothly. However, there's a common issue known as cascade loss, where information or resources degrade as they trickle down through various levels of the training hierarchy.*
>
> **- Respondent 5 (Training Coordinator)**

Funding for these programs varies from state to state. While some states have a cap on funding available for each mentor of the district, others have a provision for funding provided by CSR funds or individual champions who support the cause. Some NGOs have a non-financial MoU with the state and do not incur costs for training expenses. It has also been found that often, individuals or government institutions involved in the program have to initially bear the costs themselves and seek reimbursement afterwards, which can create financial challenges for those with limited resources (See Table 4.3).

Table 4.3 Responses on Availability of Funding for In-service Teacher Training

Domain	Policy Inputs
Theme	**Provision on Funding**
Participant	**Quotation**
Respondent 1 (Training Coordinator)	AWPB is present. and annual funding is received from the central and state governments. However, for training, we must incur expenditures and submit bills for reimbursement.
Respondent 2 (Training Coordinator)	The State Council of Educational Research and Training (SCERT) offers training programs and allocates funds for them right from the outset. These funds are provided at the SCERT level whenever any department within the organisation conducts training.

Participant	Quotation
Respondent 3 (Training Coordinator)	Funding for training is provided by SCERT Delhi. SEF has a non-financial MoU with SCERT. Through this MoU, as Knowledge Partners of INSET Cell, SCERT Delhi we provide Human resources and expertise in creating training programs and executing them with SCERT Delhi. Funding for the human resources and manpower provided by SEF is provided by various donors such as the 'Max India Foundation' and 'Anu Aga and Meher Pudumjee Family Office' which fund our In-service Teacher training program.
Respondent 4 (Training Coordinator)	We have a cap of funding available for each Mentor of the district for the circle, which includes food and stationery costs. We have a non-financial MOU with the state and the state does not incur this cost. The funding that the organisation receives is from various CSR funds and individual champions who support the cause. (Certain districts and sites are taken care of by an individual, certain group is covered by a Max India Foundation)
Respondent 5 (Training Coordinator)	In many cases, funds are allocated before a program begins, but often we find ourselves needing to cover expenses upfront and then seek reimbursement afterwards. This means that individuals or organisations involved in the program have to initially bear the costs themselves. This practice can sometimes create financial challenges, especially for those with limited resources.
Respondent 6 (Training Coordinator)	There is a provision for funding. DIETs always receive certain funds for training.
Respondent 7 (Training Coordinator)	No comments were made regarding funding, and as the implementers of the orders, no mention was given about whether funding was available.
Respondent 8 (Training Coordinator)	1. SCERT will be approving any training for the State. Samagra Shiksha will be responsible for any financial approval from the State. 2. The training the LFE conducts for teachers in the State is blended in nature. The online training doesn't have any financial components and the offline component happens in the school complex meetings which will be part of the State budget. So these trainings doesn't need any financial disbursement.

2. PLANNING PROCESSES

Our focus in this domain was on understanding what processes are employed in planning in-service teacher training and how efficacious are they. To understand it well we asked questions such as the availability of an activity calendar for in-service teacher training and whether it is shared with all the related stakeholders.

The availability of the activity calendar seems to vary across different states in India. While some states, such as Delhi, have a well-defined calendar with monthly and yearly plans for training, others lack an activity calendar but plan their training and tend to concentrate their training towards the end of the year. Teachers and Resource Persons talked about their demand for an activity calendar to facilitate the scheduling of in-service teacher training in a more organised and efficient manner. The creation of such a calendar could help ensure that training is spread throughout the year and that teachers have access to the necessary resources to improve their skills and knowledge.

> *There is a demand for an academic calendar, but unfortunately, there isn't one for activity scheduling. Due to this absence, most of the yearly training sessions tend to be concentrated towards the end of the year.*
>
> **- Respondent 7 (Teacher)**

> *AWPB is present. There is an annual plan for teacher training at AWPB. There is no such thing as an activity calendar.*
>
> **- Respondent 1 (Training Coordinator)**

> *A yearly activity calendar is created before the start of every year by SCERT Delhi, this document is called the PAC Document. It allocates the budgets and decides the training to be conducted throughout the year. SCERT also launches a monthly calendar which captures the activity planned. training/workshops planned for the month.*
>
> **- Respondent 3 (Training Coordinator)**

> *Training for teachers, HMs, DIET, SCERT, SIEMAT, and any other middle-level officers of the State will be collated in the Training calendar designed for the State. Different Government and Non-Government agencies will provide the training details. Post approval from the State senior leadership team, the training calendar will be integrated into the Academic calendar of the State.*
>
> **- Respondent 8 (Training Coordinator)**

> *There is no activity calendar available but trainings are planned in advance.*
>
> **- Respondent 5 (Resource Person)**

The respondent mentioned that there is a comprehensive approach towards in-service teacher training module developments. Also, the observations of the training included in this study show the modules have been meticulously developed with the collaboration of experts, ensuring thorough consideration of all aspects. The use of diverse teaching aids and engaging activities has been given attention to enhance the learning experience.

When we asked the question of what type of training material was developed? The respondents from five different states responded that a variety of resources and teaching aids were developed and distributed. The material included reference materials, videos, notes, books, and other resources tailored to the specific requirements of the training content and objectives. The use of QR codes to capture more resources and videos was also observed in one of the training programs. Additionally, a constructivist approach was followed to design the teaching aids, emphasising active learning through hands-on activities, discussions, and exploration. The online links, file folders and Google Drive links to access training material were provided by 80% of the respondents. However, it was observed in one training that no new training materials were being created, and every training session included a notepad and a pen (See Table 4.4).

Table 4.4 Responses on Development of Training Modules and Training Material

Domain	Planning Processes	
Theme	**Development of Training Modules and Training Material**	
Participant	**Quotation**	
Respondent 1 (Training Coordinator)	Every training includes a notepad and a pen. No more training materials are being created.	
Respondent 2 (Training Coordinator)	Various resources and training materials were developed and distributed. For eg. Bhasha Vachan Peti etc.	
Respondent 3 (Training Coordinator)	Sharing the Nirman handbook for reference which we shared as a toolkit during our CBM (Competency Building Module) training: Nirman - Teacher Handbook This has QR codes which capture more resources and videos.	
Respondent 5 (Training Coordinator)	Training material is developed as per the identified needs of the training programs. This includes reference materials, videos, notes, books, and other resources tailored to the specific requirements of the training content and objectives.	
Respondent 6 (Training Coordinator)	Training material is developed as per the identified needs of the training programs. This includes reference materials, videos, notes, books, and other resources tailored to the specific requirements of the training content and objectives.	

Participant	Quotation
Respondent 7 (Training Coordinator)	Various teaching aids were meticulously developed, following a constructivist approach. This approach emphasizes active learning, where learners construct their understanding through hands-on activities, discussions, and exploration. The teaching aids were designed to facilitate this process, encouraging learners to engage with the material actively and construct their knowledge effectively.

When we asked how the Resource Persons who facilitate the training are selected? It was found through the description provided by the respondents that the selection process for Resource Persons (RPs) varies across different states in India. Some states follow an expertise check and educational qualification check, while others have exams or assessments to determine the suitability of the RPs. However, all states consider educational qualifications, subject expertise, and years of experience when selecting RPs. In addition, some states have a rigorous process in place to choose Mentor Teachers who are highly skilled and possess subject expertise, teaching skills, facilitation skills, and leadership skills.

> *A group of State Resource Persons is present. Teachers typically nominate themselves as RPs based on their educational background and subject-matter knowledge. RPs are chosen from this group following the training specifications.*
>
> **- Respondent 1 (Training Coordinator)**

> *Resource Persons with relevant expertise and educational qualifications were selected. 70 RPs underwent training.*
>
> **- Respondent 2 (Training Coordinator)**

> *Mentor Teachers of Delhi Govt. were the RPs for the CBM (Competency Building Module) Training. Mentor Teachers in general are a highly skilled cadre of Teachers chosen through a rigorous process consisting of various levels based on testing skills such as subject expertise, teaching skills, facilitation skills, leadership skills etc. For the duty of an RP, they were selected based on the level of their Facilitation skills and experience in the facilitation of sessions.*
>
> **- Respondent 3 (Training Coordinator)**

> This the is overview of the non-negotiables in terms of selecting the Program Mentors who are entrusted to deliver the training/ facilitate the Learning Circle:
>
> *Knowledge Pieces:*
> 1. Surface level/Basic Understanding of the Education system of UP and the work of FNF (Visible in the first prompt of the pre-work and the question in our interview)
> 2. Backwards Planning (Basic) (In the Pre-work last question-)
>
> *Skills:*
> 1. Communication Skills : (Basic-Intermediate)
> Large group and small group facilitation and 1-1 Coaching - Mentoring (In the technical interview - Role Plays)
> 2. Stakeholder Management: To navigate with Gov officials and be patient with Beacon Teachers (Role Play)
>
> *Mindsets:*
> 1. Openness to learn, to receive feedback (Technical interview- last question- to share feedback for themselves and receive from us)
> 2. Collaboration and Adaptability (Role Plays and Culture Fit).
>
> **- Respondent 4 (Training Coordinator)**

> RPs are selected thinking about the educational qualification, subject expertise and years of experience.
>
> **- Respondent 5 (Training Coordinator)**

> For the current course which was implemented, we couldn't identify a specific resource person. The online component of the course is self-paced and doesn't need a resource person. The offline component which happens in the monthly school complex meetings, needs an RP who can facilitate the discussion. Considering the structure of the complex meeting which is more about peer learning discussion, a single RP will not be a viable solution. Instead, presentation on the content and session notes are provided, to ensure any nominated RP during the complex meeting is prepared to facilitate the discussion.
>
> **- Respondent 8 (Training Coordinator)**

3. SYSTEMIC OUTPUTS

In observed training, we found that the training constituents (who are providing training) provide necessary facilities such as food, accommodation, travel, and other human resources to ensure the smooth conduct of training programs. The training venues are well-equipped with necessary infrastructure such as projectors, boards, chalks, desks, and chairs. Proper stationery is provided for each participant to take notes. In case of longer duration training, residential facilities are provided with three meals a day and refreshments.

> 1. Though the seating arrangement was really good with the proper projector, board, chalk, desk, neatly clothed Tables, chairs, chairs were cracking badly at every move of the trainee and were creating disturbing noise. There was noise from some repairing or construction work near the seminar hall.
> 2. Food and Accommodation facilities were well managed. Clean and Neat rooms with all basic facilities such as hot water for bathing, beds with proper rugs and working lights fans were allocated to trainees. Fresh food was served three times a day.
>
> **- Respondent 1 (Training Coordinator)**

> The SCERT Maharashtra training had excellent infrastructure and facilities, including a well-equipped training hall, hostel accommodation, and three meals a day.
>
> **- Respondent 5 (Training Coordinator)**

> Infrastructure & facilities provided in the training by SCERT Delhi-
> • Training venue with 2 RP to facilitate the session for each training batch & 1 coordinator to manage session logistics and operations for each venue.
> • Lunch and Tea provided to session participants on all days of training.
> • Stationery provided to each participant such as notepad and pen.
> • Remuneration provided to RPs according to SCERT's policy.
>
> **- Respondent 3 (Training Coordinator)**

> Yes, there are already infrastructure and facilities available at each DIET and SCERT. When there is training, these facilities are used for them. As per government rules, facilities such as food, accommodation, travel facilities, and other human resources are provided to ensure the smooth conduct of training programs.
>
> **- Respondent 4 (Training Coordinator)**

However, some teachers have reported that the travel allowance provided by the government is not enough to cover their travel expenses. When training is at the block or cluster level, it will always be organised in any convenient school, which always impacts the availability of infrastructure facilities at the training venue.

> *For longer duration training, residential facilities are provided along with three meals a day and refreshments. In case of shorter duration training, such as for a day, only food may be provided. The travel allowance (TA) is always provided as per government rules. However, it is not enough to cover our travel expenses.*
>
> **- Respondent 1 (Teacher)**

> *When training is organised for teachers at block level or cluster level we select a school with a facility of a hall to train near about 100 teachers and we then deliver a training session in the school only. We don't even get proper facilities.*
>
> **- Respondent 1 (Resource Person)**

> *एखाद्या शाळेत असलेल्या ट्रैनिंग ला नक्कीच चांगल्या सुविधांची अपेक्षा नाही करू शकत. आमच्यासाठी ट्रैनिंग यशस्वीरीत्या पूर्ण करणं महत्वाचं असत (If the training is in a school we certainly cannot expect better facilities. It is always important for us to complete the training successfully.)*
>
> **- Respondent 3 (Resource Person)**

While there are various training programs available for teachers in different states, there are very limited follow-up mechanisms in place for teachers/trainees post the training. Multiple interviewees have highlighted the lack of post-training engagement, mentorship, and ongoing support as a major concern. While some states have established informal follow-up mechanisms such as regular classroom observations conducted by mentor teachers, others have introduced more structured approaches such as coach calls, classroom observations, and debrief sessions for teachers to reflect on their practices and bring about a change in their classrooms. However, there is a need for formal follow-up mechanisms to assess how teachers incorporate professional learning into their classrooms.

> *काहीच follow up mechanisms नाहीयेत. ट्रैनिंग संपल कि ट्रैनिंग देणाऱ्याची जबाबदारी संपते. जिल्हा स्तरावर काही शैक्षणिक अधिकारी असतात केंद्र प्रमुख असतात त्यांनी follow-up घ्यायचा असतो. सध्या तरी ट्रैनिंग देणारे आणि हे अधिकारी यांच्यात सुसंगत संभाषण होऊन प्रॉपर follow up घेतलां जाईल अशी सुविधा उपलब्ध नाही (There are no follow up mechanisms. Once the training is over, the responsibility of the trainer ends. There are some educational officers at the district level and the head of the center has to take follow-up. At present there is no facility to have a proper follow up between the training providers and these officials).*
>
> **- Respondent 2 (Resource Person)**

> *Informal follow-up mechanisms were established, but there needs to be formal follow-up mechanisms to assess how teachers incorporate professional learning in their classrooms.*
>
> **- Respondent 12 (Teacher)**

> *There are no established systems for post-training engagement, mentorship, or ongoing support for individuals who have undergone training.*
>
> **- Respondent 1 (Training Coordinator)**

> *We have an individual support structure designed post this group space for teachers:*
> *We have*
> a. *Coach Calls: To clarify and build stronger understanding in the context of their classrooms and align our support to be able to implement the same in their spaces*
> b. *Classroom Observations: We have classroom observations to observe the implementation of the learned interventions in the Learning Circle and Coach Calls*
> c. *Debrief and Next Steps: We offer our feedback and co-create a space for teachers to reflect on their practices with us and accordingly start - continue aligned to those reflections and bring about a change in their classrooms.*
>
> **- Respondent 5 (Training Coordinator)**

> *Follow-up mechanisms post-training consists of regular classroom observations conducted by Mentor Teachers across all districts.*
>
> **- Respondent 3 (Training Coordinator)**

The lack of support mechanisms for RPs is a common issue across the states. In the absence of any formal channels for assistance, RPs are left to their own devices when faced with hardships. However, some states have established individual support mechanisms, such as WhatsApp groups, learning and development space, and check-ins with coaches and managers, to provide assistance to RPs (See Table 4.5)

Table 4.5 Responses on Post training Follow-up Mechanisms

Domain	Systemic Outputs
Theme	**Post-training Follow-up Mechanisms**
Participant	**Quotation**
Respondent 1 (Training Coordinator)	There are no support systems for RPs. When faced with hardship, RPs devise their own solution. They contact their peers for assistance. There is an emergency contact number, but no assistance has been provided thus far.

Participant	Quotation
Respondent 2 (Training Coordinator)	No formal support mechanisms are available. The support system which was established for this training was an individual decision to make sure training implementation processes is happening smoothly.
Respondent 3 (Training Coordinator)	Support mechanism for RPs is provided in the form of WhatsApp groups and direct communication through various mediums. Through this, all kinds of support is provided to RPs during training, such as sharing resource material, clarifying doubts and confusions, etc.
Respondent 4 (Training Coordinator)	Support Mechanism for the Program Mentors: 1. Hafta Vasool: Learning and Development space- to reflect on our current practices, celebrate the best ones, align on trends and learn on a new K/S/M. 2. Check-ins with their Coach and Manager. 3. Ground support of the Coach and Manager: Receive feedback, Observe demonstrations of excellence and align on goals and contextual processes to achieve them.
Respondent 5 (Training Coordinator)	RPs are not provided with any support mechanisms. If there are really good relationships with higher authorities or training providers RPs can directly call them and get the issue resolved if there are any.
Respondent 6 (Training Coordinator)	RPs need to find their way if any such issues arise. They contact their peers or they resolve on their own.
Respondent 8 (Training Coordinator)	Orientation on the PLCs will happen in a cascade form where district-level AMOs will orient MEOs, MEOs to Complex HM, and HMs to RPs. To prevent cascade loss, session notes and presentations will be shared.

There is a significant gap in the establishment of monitoring and evaluation mechanisms for in-service teacher training programs. The deficiency extends to the absence of formal mechanisms and the lack of oversight in tracking training outcomes.

> *The online components take into consideration all the aspects, that are essential for teachers. Since this is going to be asynchronous, there won't be any gaps in content consumption.*
>
> *AMOs, MEOs, LFE's district coordinators etc. will be the field-level monitoring officers who will be reviewing the offline component. There are Google forms to collect feedback from teachers and monitoring officers, on the effectiveness of the PLC structure.*
>
> **- Respondent 8 (Training Coordinator)**

> *There are no specific mechanisms in place for monitoring and evaluating the impact, success, and effectiveness of training programs.*
>
> **- Respondent 5 (Training Coordinator)**

> There are no structured systems in place for monitoring and evaluating training sessions. This deficiency extends to both the absence of formal mechanisms and the lack of oversight in tracking training outcomes.
>
> **- Respondent 1 (Training Coordinator)**

> Monitoring and Evaluation Mechanism consists of the following:
> - Pre-session training survey to conduct a baseline of participant understanding regarding the training content.
> - Post-session training survey to assess the shift in participant knowledge gained through the training.
> - Training observation conducted by the core team.
> - Monitoring and measuring the cascade loss in training when multiple levels of training are required to reach the larger teacher group.
> - Seeking feedback on session operations and facilitator performance through post-session training surveys.
> - Classroom observation conducted by mentor teachers to monitor the implementation of practices suggested by training in classrooms.
>
> **- Respondent 3 (Training Coordinator)**

4. Quality Outcomes

Based on the responses we received from the respondents from five different states in India and the observed training, 100% attendance in teacher training sessions is possible because all the sessions are made mandatory for all invited teachers. The training coordinators and RPs revealed that there may be some challenges in ensuring 100% attendance, such as teachers arriving late or leaving in between when training is conducted at the block or cluster level. Incentives in the form of the course completion certification, ranking teachers on Samagra, and review meetings at district and mandal levels, have been effective in ensuring teachers complete the course.

> The training sessions are usually mandatory, so nearly 90% or all teachers attend each session assigned to them.
>
> **- Respondent 2 (Training Coordinator)**

MEETINGS LEARNING

REVIEW FOLLOW-UP DIFFICULT COURSE TRAINING SAMAGRA COMPLETION TEACHERS RANKING CERTIFICATION OUTCOMES MECHANISM INCENTIVES ATTENDANCE CLUSTER CIRCLE LEAVE

> *During April-June '23 Learning circle meetings attendance was 262/300 (87% approx)*
> *During Jul-Sep '23 Learning circle meetings attendance was 250/300 (83% approx)*
> *During Oct-Dec '23 Learning circle meetings attendance was 191/300 (64% approx)*
>
> **- Respondent 5 (Training Coordinator)**

> *It is mandatory for all invited teachers to attend training, however, 5% of teachers still remain absent.*
>
> **- Respondent 3 (Resource Person)**

> *All training sessions are mandatory for teachers, and they are required to attend them. However, it has been observed that when training is conducted at the block or cluster level, teachers tend to arrive late and leave in between. This makes it difficult to ensure high-quality learning outcomes.*
>
> **- Respondent 9 (Resource Person)**

> *A follow-up mechanism is being done to ensure all teachers are consuming the course. Incentives in the form of course completion certification, ranking teachers on Samagra, etc, and review meetings at district and mandal levels are being done, to ensure teachers are completing the course.*
>
> **- Respondent 8 (Training Coordinator)**

The feedback received from teachers across five different states in India shows a positive trend, with more than 85% of teachers reporting an increased understanding of the importance of continuing professional development (CPD). It is encouraging to note that teachers have successfully incorporated the skills obtained from their training into their classrooms, demonstrating the effectiveness of the training provided. Although feedback is not always taken, informal conversations show that teachers understand the importance of training.

It is worth noting that the mandatory nature of training requires teachers to attend every training, even if they have already exceeded 50 hours of CPD. This raises the question of whether this mandatory requirement encourages teachers to acknowledge the importance of training or whether they truly understand the intrinsic value of CPD (See Table 4.6)

Table 4.6 Teachers Reported Understanding the Importance of In-service Teacher Training

Domain	Quality Outcomes
Theme	**85% of Teachers reported understanding the importance of In-service teacher training**
Participant	Quotation
Respondent 1 (Training Coordinator)	There is a positive trend, with over 85% of teachers reporting an increased understanding of the importance of Continuing Professional Development (CPD).
Respondent 2 (Training Coordinator)	Teachers have reported that the skills obtained from their training have been successfully incorporated into their classrooms. Professional development is highly valued and educators are actively seeking out additional growth opportunities.
Respondent 4 (Training Coordinator)	Feedback form after training (Learning circle) on the topic of Unlearn & Feel module from "U-FLUX Pedagogy" Overall Teachers' understanding and readiness to conduct Unlearn & Feeling circle with their students- 86.63%
Respondent 5 (Training Coordinator)	Feedbacks are not always taken from teachers. but informal conversations show that they understand the importance of training. Training is mandatory, requiring teachers to attend even if they have already exceeded 50 hours of CPD.
Respondent 6 (Training Coordinator)	Teachers do attend training regularly though they cross the 50 rs training need. It is always mandatory for them.
Respondent 7 (Training Coordinator)	Teachers are required to attend training sessions to improve their teaching skills and feedback is taken to assess the effectiveness of the training. All training is mandatory hence teachers understand it is compulsory to attend.

When we asked questions about the accountability of organising and executing the training, we received enthusiastic and positive responses. There is a commendable commitment to owning responsibility for various aspects of the training process, including need assessment, policy making, teacher training planning, execution, impact evaluation, and grievance

redressal. While the departments acknowledge and assume responsibility for the entire training process, the lack of structured mechanisms for need assessment, policy-making, impact evaluation, and grievance redressal impedes the comprehensive and systematic implementation of accountability measures (See Table 4.7)

Table 4.7 Responses on Accountability (Owning responsibility for
a. need assessment b. Policy making c. teacher training planning
d. teacher training execution e. impact evaluation f. grievance redressal)

Domain	Quality Outcomes
Theme	Accountability (Owning responsibility for a. need assessment b. Policy making c. teacher training planning d. teacher training execution e. impact evaluation f. grievance redressal)
Participant	Quotation
Respondent 1 (Training Coordinator)	The analysis of accountability within the department regarding various aspects of the training process reveals a commendable commitment to taking responsibility for need assessment, policy-making, training planning, execution, impact evaluation, and grievance redressal. However, the effectiveness of this accountability is constrained by the absence of formal mechanisms, which limits the scope primarily to training planning and execution. While the department acknowledges and assumes responsibility for the entire training process, the lack of structured mechanisms for need assessment, policy-making, impact evaluation, and grievance redressal impedes the comprehensive and systematic implementation of accountability measures.
Respondent 2 (Training Coordinator)	Yes, accountability is upheld across all stages, including need assessment, policy making, teacher training planning, execution, impact evaluation, and grievance redressal. Each aspect is carefully monitored and overseen to ensure transparency, effectiveness, and alignment with organizational goals and stakeholder needs. Accountability measures are in place to address any discrepancies and ensure that responsibilities are fulfilled in a timely and efficient manner. However, not all the mandatory structures will be followed by the training department. They always miss out on need analysis, monitoring and evaluation structures and impact evaluation.
Respondent 3 (Training Coordinator)	Responsibility for processes such as conducting need assessment, planning teacher training, executing training for core facilitator/trainer group, and impact evaluation is done by SEF in collaboration with INSET Cell SCERT. We as Knowledge partners do listen to voices from ground/grievances from the ground and bring them back to the people with authority. Whereas, processes such as policy-making & addressing the the grievance are done by INSET Cell and other decision-making stakeholders solely.
Respondent 4 (Training Coordinator)	Responsible for Teacher training planning - designed by the Program team teacher training execution - executed by program mentors impact evaluation - M&E team and grievances redressal through one-on-one coaching by our Program Mentor.

Participant	Quotation
Respondent 5 (Training Coordinator)	High accountability is there when any department is planning to conduct teacher training. Responsible authorities will go beyond to make it successful. But a few mandatory structures are not there such as monitoring and evaluation so accountability is there. Effective Teacher Professional Learning can not be guaranteed.
Respondent 6 (Training Coordinator)	Accountability is owned by the training department and whatever tasks may be assigned to the department by higher authority, will be followed clearly.
Respondent 7 (Training Coordinator)	Yes, accountability is fundamental across all facets of the education system, encompassing needs assessments, policy formulation, teacher training planning and execution, impact evaluation, and grievance redressal. However, not all structures will be followed regularly. The training will be most of the time skewed at the end of the academic year.
Respondent 8 (Training Coordinator)	All the aspects of accountability are done with the support of SCERT. The template for need assessment, administration of the assessment, review of course content, and follow-up with teachers through State administrators, are done with the AP SCERT. The project aims to build the capacity of SCERT to conduct all this by 2026.

When asked, training providers *whether they create reports of all training programs and share them with all stakeholders?* The reply from NGOs revealed that a structured and consistent approach is being followed for generating and sharing training reports with all relevant stakeholders. There is no proper record of creating reports and sharing them with all stakeholders at other organisations. For audit purposes, there was a document called a report, but it was not a structured one.

> *Training reports are indeed generated for each training session, but the nature of these reports is primarily geared towards audit purposes. Despite their existence, the reports lack a structured format and are not consistently shared with all stakeholders.*
>
> **- Respondent 1 (Training Coordinator)**

> *No, reports are not currently created and shared with all stakeholders for each training session.*
>
> **- Respondent 6 (Training Coordinator)**

> *Training (Learning circle) report is included in the monthly reporting of the overall program activities at the district and state level.*
> *Link for the reports: Distinct-: Oct'23 Report - Gorakhpur.pdf*
> *State-: November*
>
> **- Respondent 5 (Training Coordinator)**

> Reports are created to maintain a record but not shared with all stakeholders.
>
> **- Respondent 2 (Training Coordinator)**

> Not always. Sometimes if there is a requirement then only a report will be generated. But of course, they are not shared with all stakeholders.
>
> **- Respondent 4 (Resource Person)**

> Reports are not generated and if sometimes may get generated not shared with all stakeholders.
>
> **- Respondent 5 (Resource Person)**

> Yes. A process document is shared. A completion report will be shared once teachers consume the course.
>
> **- Respondent 8 (Training Coordinator)**

The findings suggest a significant gap between teachers' perceived confidence and observed skills in the classroom. Teachers reported that the training programs were beneficial in enhancing their confidence and skills. However, the mandatory nature of the training influenced their inclination to attend training. The uncertainties regarding scheduling and duration of the training posed challenges and engendered a sense of mental exhaustion among teachers. Despite the importance of continuous professional development activities, as described by the training heads there is currently an absence of a formal need analysis to inform training initiatives. As a result, the effectiveness of the training in enhancing teachers' perceived confidence and skills in the classroom is not systematically evaluated. The training provider has not gone the extra mile to check the impact of the training through classroom observations, and there is limited evidence available to verify whether the set outcomes of the training have been achieved. There is currently no specific scale or measurement in place to comprehensively gauge the professional growth of teachers, as measured through the National Professional Standards for Teachers (NPST).

> *The evaluation of teachers' perceived confidence and observed skills in teaching within the classroom reveals a significant gap, as no specific mechanisms are currently in place to systematically measure these aspects within the existing system. Despite the absence of formal measurement tools, interviews with teachers indicate a nuanced perspective. Teachers reported that the training programs, while beneficial in enhancing their confidence and skills, pose challenges due to their mandatory nature and uncertain time and duration. The mandatory nature of the training, coupled with uncertainties regarding scheduling, engenders a sense of mental exhaustion among teachers, influencing their inclination to attend.*
>
> **- Respondent 1 (Training Coordinator)**

> *The effectiveness of the training in enhancing teachers' perceived confidence and skills in the classroom is not systematically evaluated. Teacher's perceived confidence in implementing skills gained through teacher training is gained through a feedback question asked in the exit ticket. Teacher's confidence in implementing skills gained through Nirman training: 86.95%*
>
> **- Respondent 3 (Training Coordinator)**

> *No, the training authority does not check the impact of the training through classroom observations. Instead, various government wings such as KPs, BEOs, and DEOs are responsible for monitoring what is happening in the classroom. While informal observations may occur, there is no systematic mechanism in place within the training authority to verify whether the set outcomes are achieved through classroom observations.*
>
> **- Respondent 5 (Training Coordinator)**

> *हो! या ट्रैनिंग चा आम्हाला नक्कीच फायदा होतो पण एका पाठोपाठ इतके ट्रैनिंग होतात कि नेमकं कोणता ट्रैनिंग फायदेशीर ठरलं हे नक्की नाही सांगू शकत. ट्रैनिंग नंतर ट्रैनिंग चा परिणाम काय आणि किती झाला हे तपासलं नाही जात. हो पण केंद्र प्रमुख, गट शिक्षण अधिकारी शाळांना भेटी देतात तेव्हा काही प्रश्न विचारतात (Yes, we definitely benefit from this training, but there are so many trainings one after the other that we cannot say exactly which training is beneficial. After the training, the results of the training are not checked. Yes but center heads, group education officers visit schools and ask some questions).*
>
> **- Respondent 12 (Teacher)**

Furthermore, there are no formalised processes in place to systematically assess or quantify the professional development of teachers over time. While a draft of NPST exists, it has not yet been formalised, leaving a gap in the monitoring of professional growth by teacher training providers. However, some states are working towards conceptualising a MiS platform to monitor teacher growth, and the State Teacher Competency Framework made by SCERT and SEF is based on the NPST. Customised support to teachers on certain pedagogical indicators is also being provided through bit-size videos, and observers who observe teachers are being trained to provide feedback on the indicators. Despite these efforts, there is a need for a more comprehensive and standardised approach to monitor and evaluate teacher professional development across the country.

> *There are currently no formalised processes in place to systematically assess or quantify the professional development of teachers over time.*
>
> **- Respondent 1 (Training Coordinator)**

> *A MiS platform to monitor teacher's growth is currently in the process of being conceptualised by SCERT Delhi.*
> - *The State Teacher Competency Framework made by SCERT and SEF followed by SCERT Delhi is also based on the NPST.*
> - *A teacher's professional growth is measured by the following process:*
> - *Competencies are picked up from the state TCF and training for teachers is created based on these competencies. To evaluate the impact, classroom observation models are regularly conducted in schools by mentor teachers.*
>
> **- Respondent 3 (Training Coordinator)**

> *There is a draft of NPST. They are not yet formalised. So there is no clear mechanism to check teachers' professional growth. However, teachers reported there is no such thing available for now and hence sometimes they do not find the motivation to complete all CPD training.*
>
> **- Respondent 5 (Training Coordinator)**

> *No, there is currently no specific scale or measurement in place to comprehensively gauge the professional growth of teachers (measured through the NPST). The monitoring of professional growth by teacher training providers is not actively conducted.*
>
> **- Respondent 6 (Training Coordinator)**

> *The Teach tool captures the observations on the indicators. This will be in the form of a rubric of low, medium, and high. Teachers will be observed once every 2 months. The progression will be captured over a year.*
>
> **- Respondent 7 (Training Coordinator)**

> *In addition to TPD courses, customised support to teachers on certain pedagogical indicators will be provided through bit-size videos. These will provide necessary inputs to teachers. In addition to this, the observers who go and observe teachers will be trained to provide feedback on the indicators. This feedback will help teachers to progress.*
>
> **- Respondent 8 (Training Coordinator)**

Non-governmental stakeholders have implemented impact evaluations to measure the outcomes of teacher training programs. These evaluations involve methods such as exit tickets, classroom observation, and feedback forms. The results have shown that impact evaluation has been effective in gauging the effectiveness of training programs and has played a significant role in improving the quality of education. However, there is still a need for a formal mechanism to check the outcomes of training (See Table 4.8)

Table 4.8 Responses on In-service Teacher Training Impact Evaluation

Domain	Quality Outcomes
Theme	**Impact Evaluation**
Participant	**Quotation**
Respondent 1 (Training Coordinator)	The absence of a structured process to determine the achievement of outcomes is a matter of concern. Furthermore, the training approaches employed do not incorporate impact evaluations, which results in a dearth of information regarding the attainment of outcomes. As a consequence, the SCERT is unable to ascertain the effectiveness of its training programs.
Respondent 2 (Training Coordinator)	Outcomes are not being measured, therefore it is impossible to know whether they are being achieved or not.
Respondent 3 (Training Coordinator)	Outcomes of Teacher Training is Measured through Exit Tickets (Post session surveys). In these exit tickets, participants are evaluated through knowledge-based, application-based and case study-based questions created on the training content that they experience. Impact Evaluation: Currently impact evaluation is done via classroom observation conducted by Mentor Teachers. Mentor teachers observe classes and coach teachers regularly in their mentee schools, then they fill out a classroom observation form that collects classroom data on various aspects of a classroom, including questions that evaluate the impact of the Nirman module.

Participant	Quotation
Respondent 4 (Training Coordinator)	Outcomes of the training are measured through after-training feedback form. Sample link of the "Learning Circle Feedback and Assessment form" -: here
Respondent 5 (Training Coordinator)	No formal mechanism is available to check the outcomes of the training. But informally teachers report how they are incorporating learnings from the training in their classrooms. However, teachers reported a lot of yearly training makes them feel burdened and though there is an opportunity to learn from every training they usually end up not knowing what they learned from any particular training.
Respondent 6 (Training Coordinator)	No impact evaluation is there. There is not a clear line between what is learned and what needs to be improved.
Respondent 7 (Training Coordinator)	Although the outcomes of this training were not formally measured, its impact was evident through changes made in the Marathi textbook. This training was deemed pivotal in enhancing reading comprehension skills, prompting revisions that reflected the insights gained. Such modifications underscored the training's influence on educational content and its contribution to improving learning outcomes.

RECOMMENDATIONS

1

It is recommended that the training departments prioritise the implementation of structured mechanisms for needs assessments of teachers and accountability to ensure transparency, effectiveness, and alignment with the training goals and teachers' professional needs. Additionally, departmental collaboration can be leveraged to build capacity and ensure the successful implementation of accountability measures.

2

It is recommended that there should be a more streamlined and accessible way of funding in-service teacher training programs to ensure that quality training is provided to all teachers in the country.

3

It is recommended that there should be a more streamlined and accessible way of funding in-service teacher training programs to ensure that quality training is provided to all teachers in the country.

4

It is recommended that all the states should also consider implementing similar support mechanisms to ensure that RPs receive the necessary assistance during their training.

5

It is recommended that a structured system be put in place to monitor and evaluate the impact, success, and effectiveness of training programs. This system should include pre and post-session training surveys, training observations conducted by the core team, monitoring and measuring the cascade loss in training, seeking feedback on session operations and facilitator performance, and classroom observation conducted by mentor teachers to monitor the implementation of practices suggested by training in classrooms.

6

Also, there can be a tracking system to track the actual learning hours of the teacher so that the teacher won't be attending the same training multiple times and duplication of training can be avoided.

7

Balance of supply and demand-driven training can be achieved by allowing teachers to choose training from available training sessions rather than mandating everything to every teacher.

8

To bring integrity and commitment to the teaching profession, teachers can be given membership numbers so that it will help in tracking and bringing quality outcomes as we observe in other professions (e.g. Chartered Accountants and Doctors).

9

It is recommended that a systematic mechanism be put in place to measure and evaluate teachers' perceived confidence and observed skills in the classroom and that classroom observations be used to verify whether the set outcomes of the training have been achieved.

10

There is a need for more rigorous impact evaluation to ensure that training programs are meeting their intended outcomes and contributing to the overall improvement of education in India.

11

There is a need for a proper framework of indicators to assess the effectiveness of in-service teacher training programs.

12

There is a need for a clear and concise in-service teacher training policy to guide training providers on what, how and when should be training provided to teachers for their continuous professional development.

CONCLUSION

It is an established fact that continuous professional development for teachers is necessary to provide quality education. The findings of this study highlight the need for a more structured and comprehensive approach to in-service teacher training in India. The current approach of needs assessments- relying on ad-hoc visits and feedback forms is not sufficient to identify the unique and diverse training needs of teachers. The data highlights the importance of aligning training with the priorities and directives set forth by the State Council of Educational Research and Training (SCERT) while also ensuring that the training is customised to address specific needs at the local level.

The National Education Policy 2020 serves as the primary policy framework governing teacher training, providing overarching guidance and principles that inform the planning, implementation, and evaluation of teacher training programs. However, there is a lack of dedicated policy frameworks solely focused on in-service teacher training. Instead, decisions regarding teacher training are typically guided by a combination of diverse sources, including educational guidelines, research literature, professional recommendations, and institutional feedback.

The study also highlights the need for an academic calendar to facilitate the scheduling of in-service teacher training in a more organised and efficient manner. The creation of such a calendar could help ensure that training is spread throughout the year and that teachers have access to the necessary resources to improve their skills and knowledge.

The study provides useful insights for policymakers, educators, and other stakeholders involved in teacher training programs in India. It underscores the need for a more systematic and customised approach to in-service teacher training, as well as the importance of aligning training with the priorities and directives set forth by the SCERT. By adopting a more structured and comprehensive approach to teacher training, India can ensure that teachers have the necessary skills and knowledge to provide high-quality education to students across the country.

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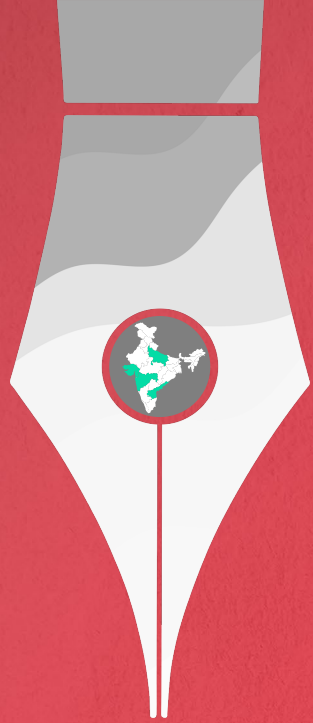
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