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The gap between teacher training programs and their effective classroom implementation is a significant challenge in Assam. While education policies such as the National Curriculum Framework (NCF) FS 2022 and School Education (SE) 2023 aim to strengthen pedagogy and teacher effectiveness, multiple barriers often hinder them. Recently, North East Centre For Equity Action on Integrated Development (NEAID) conducted a study to assess the effectiveness of teacher training programs in Morigaon and Baksa, Assam. The study involved 50 participants, with 28 female teachers (56%) and 22 male teachers (44%) from schools in these districts. It revealed significant barriers to implementing training methods effectively, with 60% of teachers reporting a lack of access to adequate teaching-learning materials. This shortage makes it difficult for teachers to adopt modern, activity-based learning approaches and often forces them to revert to traditional, less effective methods. This gap prevents teachers from aligning their teaching with the new pedagogical approaches they learn in training. One teacher expressed the challenge by saying, **"Even if I can only implement 20% of what I learn, that's still progress toward becoming a better teacher."** This highlights that even small improvements in teaching can make a difference, despite resource limitations.

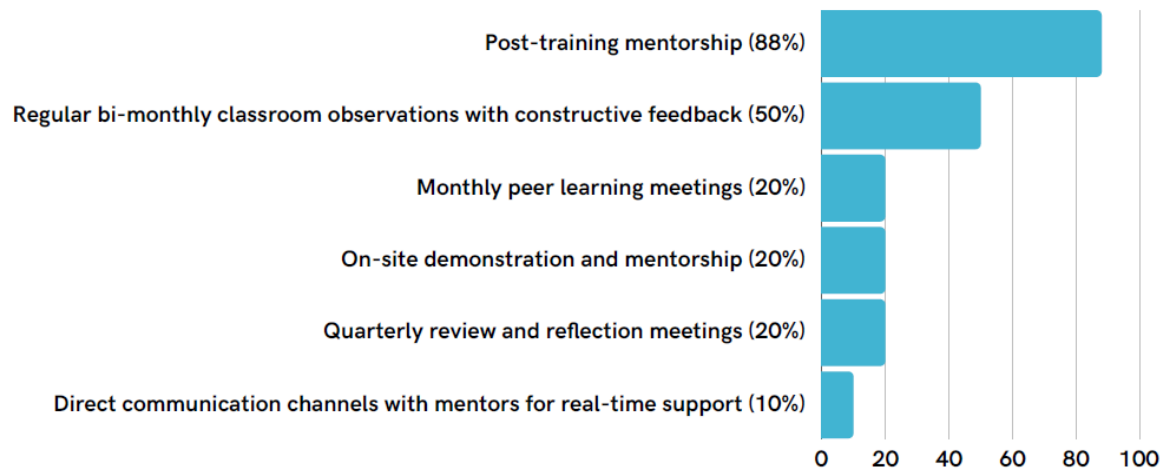
A key issue identified in the study is the lack of a system to track teachers' progress after training. Without a tracking system, it is impossible to monitor how well teachers are applying new methods or whether student learning outcomes are improving. While the Sarva Siksha Abhiyan, in collaboration with NGOs, provides teacher training, the desired impact in classrooms is not being seen. This is especially true for rural and underdeveloped areas in Assam, where teachers lack access to reliable technology and post-training support. As a result, teachers struggle to apply what they have learned, and there is no clear system in place to address this ongoing gap.

The problem impacts teachers, students, and education administrators. Teachers, especially those in under-resourced rural areas, are unable to fully implement training methods that are crucial for improving classroom instruction and student engagement. This directly affects students, who miss out on the benefits of modern teaching methods, particularly those focused on foundational learning, leading to poor learning outcomes. Stakeholders such as District Programme Officers, Block Mission Coordinators, and Cluster Resource Centre Coordinators also face difficulties as they are unable to offer real-time feedback or provide the necessary technological support to sustain post-training implementation.

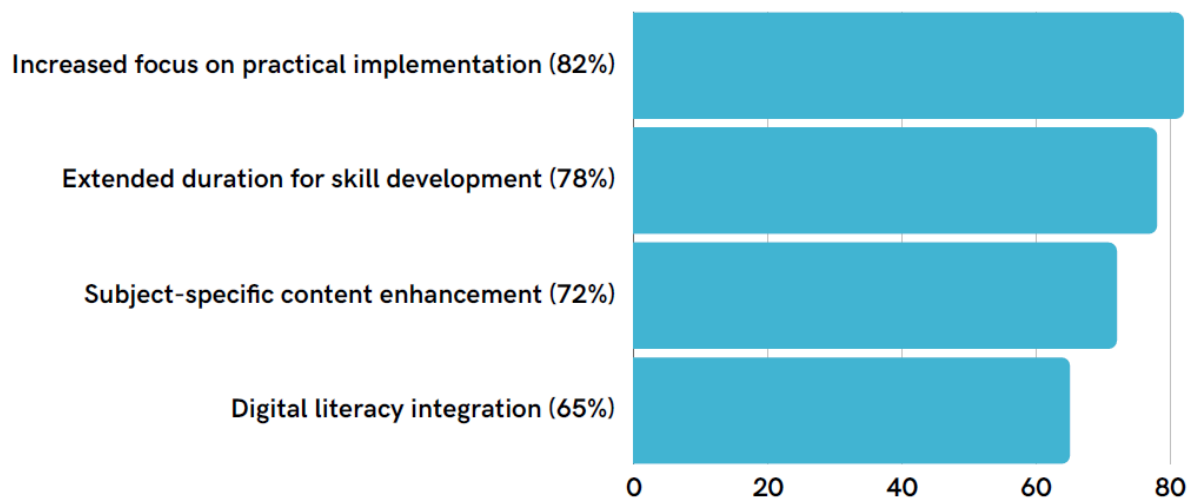
The ineffectiveness of teacher training programs in Assam has far-reaching consequences for both teachers and students. Teachers, despite being motivated by their responsibility to shape future generations, find themselves constrained by infrastructure and resource limitations. The lack of a post-training tracking system exacerbates the problem, as there is no mechanism to monitor the progress of teachers or measure student outcomes effectively. Without reliable technology and support, teachers are trapped in a cycle where they are unable to implement what they have learned in training. This, in turn, hampers student progress, making it harder to achieve the foundational literacy and numeracy (FLN) goals under initiatives like NIPUN Bharat and NIPUN AXOM.

- **Current Challenges Faced (List any obstacles, limitations, or specific pain points related to the problem):**

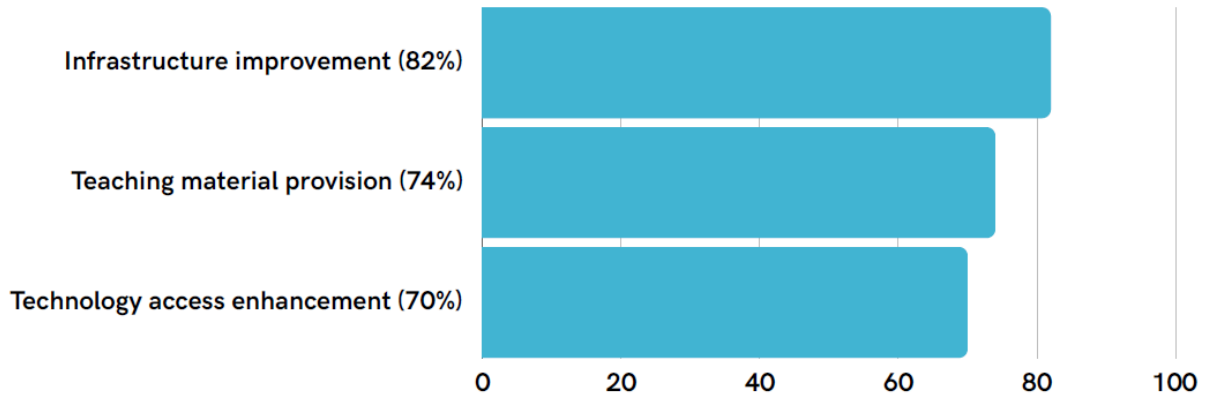
Current Challenges Faced:-



Support system development emerged as one of the most critical area, with 88% of teachers advocating for structured post-training mentorship programs. Regular bi-monthly classroom observations with constructive feedback were recommended by 50% of teachers, while 20% emphasized monthly peer learning meetings and on-site demonstrations. Additionally, 10% stressed the importance of direct communication channels with mentors for real-time support. These findings underscore the necessity for enhanced monitoring, mentorship, and peer collaboration to ensure effective implementation of training in classrooms.



78% of teachers raised concerns about the short training duration, stating it isn't enough for mastering new skills. Additionally, 72% called for more subject-specific content, while 65% emphasized the need to integrate digital literacy into the curriculum for better teaching and learning outcomes.



Teachers highlighted several key barriers to effective training implementation: 82% stressed the need for infrastructure improvements, including functional classrooms and digital resources. 74% identified the lack of adequate teaching materials as a major challenge, while 70% called for better access to technology to enhance digital literacy strategies. Additionally, a 62% gap between theoretical knowledge gained in training and its practical application in classrooms underscores the need for more hands-on preparation in training programs.