

Manpower Training of Teaching Employees of Rural Areas

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Abstract: *This paper emphasis on the topic that training is an important aspect for the development of rural employees. We know that Manpower Training and Development is the key to achieving organisational or institutional goal. However, many organizations /institutions today, have either neglected or haphazardly implement it. The paper is an attempt to examine the important place of Manpower Training and Development in the achievement of organisational effectiveness and goal. Using secondary data, the paper critically analysed conceptual issues of manpower training objectives and needs, the methods of training available to the organisation were also identified. Finally, with respect to rural teaching employees it was found that adequate training must be given to them so that their overall growth can be achieved. It was discovered that the important place of Manpower Training in any organisation cannot be over emphasised as it prepared new employee for the task ahead of them, and keep the older ones alert for new demands or challenges on their job, which might be due to new problems arising, change in science and technology, new reforms among others. It also leads to high morale, increases production and performance, reduces conflicts between organisation/employee, and enhances staff retention.*

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I. Introduction

Human Resource Management promotes the idea that human capability and commitment is the distinguishing factor between successful organisations and the unsuccessful ones. The role of the teacher in the educational system cannot be over emphasised, this is reiterated by [1] that “no school system can be higher in quality than the level of motivation and job commitment of teachers within the system.” Therefore, not only is capability/quality important, but also commitment to the job. The two must go together.

Manpower Training and development of Teaching staffs is very important aspect of imparting education.

The role and importance of human resources in the long term viability of any organisation whether profit or non-profit oriented cannot be overemphasised. Even do, other resources, such as financial, information, and other materials are also essential, human resources remains virtually boundless in the potential impact of the organisation. Thus, manpower is the basis of all resources. It is the indispensable means of converting other resources to mankind’s use and benefit, and therefore, the pivot in every human institution. Manpower training and development constitute one of the dynamics of human resource management.

Why training?

Training needs are basically any shortfall in employee performance or potential performance, which can be remedy by appropriate training (Cole, 2002:68). There are many ways of overcoming deficiencies in human performance at work, and training is one of them. It is important to recognise this fact, because sometimes, trained staffs are asked to meet needs which ought to be dealt with in some other way, i.e. improving or replacing machinery or simplifying procedures. Manpower is also fundamental in deciding how much a nation accomplishes.

Training and development of human resource play a critical role in ensuring the delivery of quality education at primary, secondary and tertiary levels. There is a strong correlate between school outcomes and quality of personnel entrusted to carry out the delivery of education.

Bihar at a glance

The society and economy of Bihar is passing through a prolonged phase of transition, in which education can become an important factor of social transformation in desirable direction broadly outlined in the Indian constitution. Given its uniqueness, a nationally defined policy may not be the most appropriate for it, obviating the need of a separate policy largely, of course, in the national framework.

NATIONAL POLICIES

The National Policy of 1968 marked a significant step in the history of education in post- Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Education in India stands at the crossroads today, Bihar being the most notorious case. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation. India's political and social life is passing through a phase, which poses the danger of erosion to long-accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

A human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness, and care, coupled with dynamism. Each individual's growth presents a different range of problems and possibilities at every. Education is a catalytic agent in this complex and dynamic growth process of the individual, community and the nation, which needs to be planned and executed with great sensitivity.

The rural areas, which accommodate the largest share of population in Bihar, have poor infrastructure and social services. For just development in the state it is imperative to train and educate rural youth, while taking determined measures to promote diversification and dispersal of employment opportunities.

The growth of our population, which is very high in Bihar, needs to be brought down significantly over the coming decades according to a set of scholars, while some economists and social scientists take the derivative of social sector benefits as reasons for growth and which anyway could be used as human resource. The largest single factor that could help achieve the objective of reducing population growth or improving its quality is the spread of literacy and education among women.

Darbhanga- A special case

Policy implementation in small towns and villages is always a huge problem. The main root cause is lack of education and lack of awareness. In villages even after 70 years of Independence importance of education has not yet prevailed as it should be. People have somehow understood values of education, but they are still unaware how to get education. One of the major drawback of our society is that mostly people are poor, poverty makes them downtrodden and thus major concern for them remain “ Roti, Kapra aur Makan. Therefore, understanding the crucial role of education remains vague.

After doing a critical survey of the area I have found out certain problems. I have also tried to bring out certain solutions to these .

Problems faced in implementation of Educational Policies:

1. Lack of general Education in common villagers
2. Lack of general awareness among people
3. Lack of trust in government
4. Lack of proper training among school teachers, workers
5. Lack of suitable communication among common people and policy implementers
6. Lack of proper flow of funding
7. Lack of Digitisation
8. Lack of Input and data management

Most of the villagers in Darbhanga are small scale farmers, small businessmen, labours etc where bread weaning is more important. They often send their to work. But now things are changing , people are realizing the importance of education , they are willingly sending their wards to school.

EDUCATION FOR WOMEN'S EQUALITY

Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions.

Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of

time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.

THE EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES

The central focus in the SCs' and STs' educational development is their equalisation with the non-SC population at all stages and levels of education, in all areas and in all the contexts.

The measures contemplated for this purpose include:

- i) Incentives to indigent families to send their children to school regularly till they reach the age of 18. This will include Pre-matric Scholarship scheme for children of families engaged in occupations such as scavenging, flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targeted on them will be undertaken;
- ii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- iii) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;
- iv) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes;
- v) Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process,
- vi) The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language, and
- vii) Recruitment of teachers from Scheduled Castes and encouragement and training of educated and promising Scheduled Tribe youths to take up teaching in tribal areas.

MINORITIES

Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice.

Status of implementation of QMT

The State directorate of Research & Training has developed its own simple and workable QMT. The state is using its own QMT in the place of QMT developed by NCERT. Under this QMT, Vidyalaya anusrawan is being done regularly by CRCs & BRPs. Data regarding school monitoring are compiled, analysed and necessary actions are being taken to improve the teaching learning process. Process of compiling and analyzing the data is being done from CRC to State level. at state level, Directorate of Research & Training as well as BEPC are monitor all these. The major findings of QMT are as follows:

- Student Attendance shows improving trend. In most of the blocks, it has been found around 63.6 percent.
- Teacher Attendance shows improving trend. in most of the district, it has been found around 86.8 percent.
- Almost all schools have LFM, CCE handbook, Textbooks, Student, Teacher & School progress Card.
- Full Time teacher has been nominated for class I & II in all school.
- for Children of class III to V who are lagging behind the required competency, three Groups have been formed on the basis of their assessment in language and mathematics. Accordingly, remedial classes are being conducted.
- Progress report cards are being filled up and preserved at schools.

Status on teacher's performance tracking-

Teachers Absenteeism:

The attendance of teachers has got improved by motivating them through effective training programmes. In addition, Education Officers & PRIs have been motivated to monitor the attendance of teachers in the schools. PRIs being the appointing authority of teachers and VSS playing the pivotal role in management of schools may easily keep a deep vigil over the teacher attendance. The community training programme being undertaken by VSS component will have element of teacher attendance monitoring also.

Students Absenteeism:

The district is of the view that effective classroom transaction will result in lessening of dropout rates. In addition, the child cabinet & Meena Manch constituted at schools will also play a positive role in retention of students. A joyful, child centered interactive classroom will certainly attract the students to be in schools.

The State is providing school uniforms (children not covered under SSA), scholarship and free textbooks as incentives to check student absenteeism. This step has shown positive impact to ensure higher rate of student attendance in schools.

Part - III (over all details)

Student Learning Achievements survey

In Bihar, process for Student Learning Assessment Study has just started which can be used to affect policy and strategic change for improving student learning levels at the elementary level. For this purposes, Educational Initiatives Pvt. Ltd has been engaged as an agency. The study comprises of 2 phases i. e. Base Line Diagnostic Assessment (2% sample schools) and mid Line Teacher Led Self Assessments of Student Learning which has been conducted in all schools in the districts. It covers classes 3, 5 and 7 for Language (Hindi& Urdu) and Math, Background factors associated to learning achievement from School, Head Teacher, Teacher and Students has also identified.

The following performance indicators have been identified.

- Designing Learning Experiences for Children.
- Knowledge and Understanding of Subject Matter.
- Strategies for facilitating learning
- Professional development
- School development
- Teacher Attendance.

Process to be Adopted

- Use teacher's Self assessment report card
- observe actual classroom process
- Have dialogue with teachers' Students and SMC members to supplement teacher's report.
- Prepare a descriptive report based on self observation and reported collected from the teacher
- Sharing the report with the teacher/teacher group concerned at BRC/CRC level meeting
- to improve his/her level of performance.
- Link information from teacher's assessment with information about student attendance,

Development of learning Indicators for I-VIII

- Various educational surveys, educational data over the years indicated that learning achievement of children in various subjects particularly in children in languages, Maths, EVS, Science and Social Science are not satisfactory. It is a fact that many a times, teachers Complete the textbooks but they do not have clear idea what kind of learning they are expecting form children in respective subject. Generally teacher use that would only provide a broad idea as to how to transact the textual material inside and outside the classroom.
- For Improving Learning Outcomes at all levels, state have already developed the learning Indicators for class I - V in language and Mathematics. Recently, NCERT have developed the class wise learning indicators for various subjects viz, Hindi, English, Urdu, Mathematics, EVS, Social Science and Science for children studying in class I - VIII Now, there is a need to develop well defined learning indicators to meet the curricular expectations.

It is essential to enhance the capacity of stakeholder engaged in this practice. Teachers are playing pivotal role in this endeavor. The capacity of teachers has been enhanced and updated through different training programmes. The other stakeholders like education officials, parents, community have also been mad more responsive and accountable through different training and orientation. The capacity building of PRIs Parent and other community members have been a part of community leaders training of community component whereas the education officials have been trained under EFE component.

TRAINING OF CLASS I-II TEACHERS

Non residential 3 days Training through **Falak** training Module would be given at BRC level to all class I & II working teachers. This training would be based on NCF- 05, BCF- 08, textbook, CCE and RTE with innovative i.e. learning with Worksheets. Training would be non- residential, but homework would be given every day during training and homework would be evaluated seriously and discussion will be done after that. Training will be made interactive and participatory. Further, the training will be problem and solution based.

TRAINING OF CLASS III-V TEACHERS

Non residential 3 days Training through **Udbhav** training module would be given at BRC level to all class III to V working teachers. This training would be based on NCF- 05, BCF- 08 textbook, CCE and RTC

with innovative activities. Training would be non-residential, but homework would be given every day during training and homework would be evaluated seriously and discussion will be done after that. Training will be made interactive and participatory. Further, the training will be problem and solution based.

TRAINING OF CLASS VI-VIII THEACHER

It is found that children of class VI the and VII are lagging behind wiht respect to achievement level of class Vth. So there are need to be developed Subject specific teachers training module. Need based subject specific training modules for Math and Science subject has been prepared and accordingly training would be imparted to all the teachers. These modules would be developed keeping in mind the revised textbooks for classes VI-VII.

Language- Hindi, Urdu and English module be developed on the basis of NCF- 05, BCF- 08 and RTE. During the preparation of module, trainign module developed for **KGBY** teacher will also be considered. With the convergence of **repute agencies or institutions** English Spoken & Language module will be developed.

In- service Training at CRC Level (Recurring Training)

For this this training calendar for the entire year would be prepared. The training would be based on the calendar. This training will be mainly based on textbook, CCE, RTE, Use of LFM and problems solutions regarding class-room transaction. Each CRCC will prepare list of teachers who are strong as well as weak in a particular subject. Accordingly, teachers will help each other. In this way resource persons would be identified among teachers themselves. Group to teachers would b formed and they will share their problems and find out solutions themselves. CRCCs would facilitate them and if necessary help will be taken from BRPs and other listed DRG/BRG/CRG.

Training of Head Masters/Head teacher

Training module of Head Masters/Head teacher on School leadership development has been developed by NUEPA. On the basis of this module wise training will be given to headmasters.

Training of BRP/CRCC

The existing module for BRP/CRCC(**ADHAR**) has been revise and replaced. The State Directorate of Research& Training has developed training module for BRCC& CRCC in the light of RTE Act and Misssion Gunwatta. In the module, aspects of school management, academic support, accounts, community support, CCE, RTE, Pragati Patrak etc. has been included. One the basis of this module training will be given to BRPs/CRCCs.

II. Summary and Conclusion

Attention should also be paid to the noticeable deficit in teacher competency to systematically plan their personal development as based on the reflection of their own needs. This applies to all their functions as members of variedly wide societal groups or communities. A consequence thereof is often a casual and random choice of educational events. Usually missing are individual plans of further education which would comprise a variety of options and correspond to the needs of the school and the school policy. It is a challenge for teachers and mainly for school managers, instructors and organizers of training programmes to help teachers avoid getting stuck in the "net of needs" and meaningfully shape their educational process and evaluate the benefit of in-service training for themselves and, consequently, for their pupils. Teachers when given proper training about policy implementation, resulted in better utilization of Government policies. Thus there was significant improvement in achieving of overall growth especially in Darbhanga.

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