Title: Developing an In-Service Training Program for Teachers in English-Medium Schools in Rural India

1. Objectives or purposes of paper
   1. Identifying areas of difficulty in teaching at the Hindupat Public Schools (HPS) in the state of Madhya Pradesh, in India
   2. Developing an in-service teacher-training program at HPS with extended, ongoing support for teachers’ English language skills.
   3. Drawing on the experiences of this program to inform the course development of the forthcoming Hindupat Institute of Teacher Training.

2. Main perspective or theoretical/conceptual framework
   Teacher education in India—namely, the Bachelor of Education degree (B.Ed)—is lacking many aspects in practical training, such as the ability to communicate in English, use of appropriate assessment tools, and use of appropriate methods for transacting their content (pedagogy), among others. Furthermore, while many existing B.Ed. programs are nominally conducted in English, many do not prepare teachers with a strong enough level of English to be able to teach in it. The introduction of Continuous and Comprehensive Evaluation (CCE) by the Central Board of Secondary Education (CBSE) is another area of concern for teachers, as they find difficulty in transacting through constructivist pedagogy in their respective subjects. Our program therefore approaches teacher training from a practical perspective. This emphasis on the application of knowledge extends to the English language course component of the program, which places importance on language production. The program draws on theories of learner-centered pedagogies in its content development and assessment. This approach informs the training sessions for all academic subjects, as well as the separate English language course. Finally, the program also addresses the intangible aspects of teacher quality, such as motivation and job satisfaction.

3. Analytical methods, research design, or modes of inquiry
   This paper uses a mixed methods approach in the form of a Needs Assessment conducted in preparation for the training program. This Needs Assessment consisted of classroom observations, focus group sessions, surveys, and an English diagnostic test. The focus group sessions in particular were useful in determining teachers’ difficulties. With every training session, a self-reflective survey form will be completed by the teachers and the trainers, along with focused group sessions to inform program implementation.

4. Data sources or evidence
   Data will be collected to show the difficulties that HPS teachers face; the collection process involves purposive sampling techniques. The data will consist of the results of the English diagnostic test, the focus group discussion, and a professional background survey given to teachers. Further focus groups and teacher evaluations (of themselves and of the program) will also contribute to research.

5. Results and/or conclusions
Focus group discussions with the teachers will help to define the in-service program. The data from the English diagnostic test reveal significant gaps in English language capacities. The average score on the test was 53.5%. Comparatively, the strongest domain was grammar and vocabulary, and the weakest domain was writing. Focus group discussions showed that teachers feel pride in their job because they see teaching as a way to socialize children, particularly disadvantaged children. However, teachers often have difficulty communicating in English (shown by their participation in the discussion), and struggle especially with students who do not speak it well. Classroom observations revealed that most teachers used a mix of English and Hindi in the classroom, and teachers did most of the talking in the majority of the lessons observed, which indicates that teachers can benefit from learner-centered approaches. The professional background survey showed that the cohort of teachers is, on the whole, rather inexperienced: nearly half of the teachers did not have formal, pre-service teacher training, and most teachers have been teaching for 1-2 years or less. The in-service program will therefore be designed specifically for teachers with minimal experience in the classroom.

6. Significance of the study in the field of comparative or international education
This program contributes to the body of research on English-medium education in non-English speaking areas, rural education, and teacher training. The paper will be able to document an innovative in-service teacher-training model with strong linkages with teacher education.