

Teacher Training and Its Influence on Pedagogical Effectiveness in Primary Education: A Theoretical Exploration of Rural and Urban Contexts in West Bengal

Nayan Sarif

D.El. Ed. Student

J. S. Primary Teachers Training Institute, Hapania, Dafahat, Murshidabad

nayansarif123@gmail.com

Abstract: *The training of teachers has been known to be one of the most important factors that dictate pedagogical performance especially in the primary school where the basis of learning and mental development are laid. This theoretical treatise examines how teacher training impacts pedagogical performance during the rural and urban primary school set ups of West Bengal, India. The paper also critically analyzes the interrelationship between professional development, teaching competency, and learning outcomes through synthesis of the available theories and empirical research. The analysis, based on the frameworks, including Pedagogical Content Knowledge (PCK) by Shulman and the Social Cognitive Theory by Bandura, helps to see how teacher training leads to better instructional practices, classroom management, and teacher confidence and self-efficacy.*

The paper also reviews inequality between rural and urban environments with the focus on inequality in training prospects, infrastructures, and socio-economic factors that define teacher readiness and performance. These conclusions indicate that although teacher training is beneficial in the effectiveness of teaching methods in any context, rural educators are frequently exposed to the systemic factors that include insufficient professional growth prospects, shortage of resources and digital accessibility. Urban teachers, on the contrary, have access to systematic training programs, institutional support and more access to the latest pedagogical materials. These differences have serious implications on the education policy, as they underline the necessity of context-specific interventions and ongoing professional development programs that would both promote equity and quality in education.

Finally, the paper claims that teacher training cannot be discussed as a technical exercise, but rather a dynamic process, which is subjected to the influence of organizational climate, socio-economic conditions and teacher self-efficacy to influence learning outcomes. Policy suggestions are to invest in sustainable rural training of teachers programs, to foster ICT based pedagogy and institutional supporting systems. This study can add to the theoretical and policy debate on enhancing primary education in West Bengal by demonstrating how training and pedagogical effectiveness intersect.

Keywords: Teacher training, Pedagogical Effectiveness, Primary Education, Rural-Urban divide, West Bengal, Professional Competency, Self-Efficacy, Educational policy

