

The study aimed to evaluate the teacher training program at elementary level in AJK so as to have quality education through the improvement in the quality of teacher training, classroom teaching and ultimately by up grading the student's achievement level.

The main objectives of the study were 1) To evaluate the impact of trained elementary school teachers on classroom practices and students achievements 2) To compare the impact of trained elementary school teachers on classroom practices and students achievements in different strata 3) To suggest some recommendations to educational administrators, supervisors and teacher trainers to coordinate and upgrade the programs of teacher training and instructions to enhance the students achievements and quality of educations.

Total respondents were 605 including students of grade 8th through other respondents to Directors of education. The tools of study were composed of questionnaires, interview schedules, classroom observation schedule and an achievement test of science grade 8th. Analysis of the data collected, through different tools, was made, means and percentages were calculated out which showed that generally there was no application and implementation of training in classroom environment and resultant achievements of the students remained very low ranging from 42.24 % to 48.57 % falling in grade "D" (Fair). Overall performance level of teachers regarding impact on classroom practices and students achievements was very low. This least or no impact of trained teachers on classroom practices and students achievements was due to the lack of well-planned and organized teacher training, monitoring, supervision and follow up mechanism for trained teachers.

To address this poor prevailing situation in the areas of teacher training and classroom practices of trained teacher's recommendations are presented and a new model of teacher training has been designed for implementation in future.