Abstract

Education is the most crucial investment in human development. The progress of civilization and advancement of a nation depend upon the productive human resources. Education is considered as the most formidable instrument to create the human resources of a country. Without proper education system, it is not possible for any society to last for more than a generation. It is continuous process which begins at birth and continuous throughout life. It is the process of development from infancy to maturity from womb to grave. Education of man does not begin at school, it begins at birth. It ends not when he graduates from the university, but at his death. Hence, Education is a lifelong process. Education is life and life is Education. Edward elaborated that point and said "Education is the transmission of life, by the living to the living". If we take the broader sense, even an illiterate person receives education throughout his life. The sum total of all his experiences during life time is education. 'Man is the highest creation on this earth and I give him special importance'- Rabindranath Tagore.

The process of education is shaped and moulded by human personality that is the teacher who plays a pivotal role in any of education. Teachers are said to be the most influential component of any educational system. A teacher holds an important, critical and direction role in making the formal education system effective and brings out quality products from the system. True teachers much have a positive towards teaching. Teacher is maker of man: - "Teachers is maker of man" - Sir John Adams. He is concerned with man making process. He is the foundation of education, and thus of the whole civilization of mankind, present and future. No National Re-Construction is possible without the active Co-Operation of the teacher. Teacher is expected to acquire necessary required knowledge and skill to meet the demands and needs of today's children.

A teacher has to perform multiple activities like teaching, evaluating the students, organizing co-curricular activities, diagnosing student's problem, providing remedial measures etc. Teaching is highly professional activity which requires specialized knowledge, skills and behavior. Success of education

institutions mainly depend upon the teacher. It is universally accepted that a teacher's personality and professional competence has a direct bearing on the growing mind of the pupils. The quality of a particular kind of education is largely depended on the quality of the teachers. In essence, it can be stated that professional competence of a teacher is the most important pre- requisite without which even the best curriculum, syllabi and teaching-learning materials cannot ensure desired learning outcome. Therefore, to be a good teacher and also to ensure the desired learning outcome to the target group professional training is must for every aspiring teacher.

The quality of education depends largely upon the quality of teacher education program. There is a growing concern of assuring quality at all levels of education in the present educational scenario. Unless we bring quality in teachers, we cannot expect quality in education. Emphasizing the role and status of teachers and teacher education, the Education Commission (1964-66) has rightly stated that, "Of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant."Quality teachers can be produced only when we have quality and effective teacher education program. Quality is the key word today. Everybody demands quality from domestic requirements to the call centers. It is a face that quality in teacher education program is deteriorating day –by day. There is a need for drastic change in the teacher education program. This is a need for drastic change in the teacher education program. This paper will make an effort to discuss the nature of quality, quality concern and some action plan for quality control in teacher education.

Teacher educations, both pre-service and in-service, are a key factor in improving professionalism of teachers. In response to the worldwide shift of emphasis from access and input into quality outcomes, teacher education in many countries has been undergoing major reforms in policy, curriculum, and pedagogical approaches, networking of teacher training institutions, and the use of information, communication technology as tools, recourses and level of change. A

series of paradigm shifts have been emerging in varied national and regional contexts.

Teachers plays crucial role in quality education and they are key forces in all educational changes. Adequate, dedicate and professionally competent teachers are a pre-condition for quality improvement in education. Worldwide there are growing demands for qualified teachers. About 15 to 35 million additional teachers are needed to achieve universal primary education and meet the Millennium Development Goals by 2015. Improving the recruitment and socio-economic status of teachers on the hand and enhancing their professional qualifications on the other hand become high priority of all countries.

Teacher educations, both pre-service and in-service, are a key factor in improving professionalism of teachers. In response to the worldwide shift of emphasis from access and input into quality outcomes, teacher education in many countries has been undergoing major reforms in policy, curriculum, and pedagogical approaches, networking of teacher training institutions, and the use of information, communication technology as tools, recourses and level of change. A series of paradigm shifts have been emerging in varied national and regional contexts.

It is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges there in. This program is responsible for equipping the teachers with competence and abilities so that they may guide the destiny of the nation through proper handling of future citizens. It implies to provide that knowledge, skills and ability to the teachers that is relevant to the life of a teacher as a teacher. It is not teaching the teacher how to teach. It is kindle his initiative, to keep it alive, to minimize the evils of the ‘hit and miss’ process, and to save time, energy, money and trouble of the teacher and the taught. Teacher education viewed as a translation of theory of good teaching into practice. Teacher education includes every aspect of the student teachers personality. We may define teacher education as such institutionalized educational procedures that are aimed at

the purposeful organized preparation of teachers who are engaged directly or indirectly in educational activity as their life work. The concept of teacher education does not exclude members of others professions who prepare for teaching as secondary activity.

TEACHER EDUCATION IN ASSAM:

The education system in Assam is the best among the other states of North-East Region and better than some other states of the country. Assam came under the British rule much later than the rest of India and thus progress and development of education before independence was not remarkable. In the last century there was not a single teacher training institution in Assam although the first Normal school was set up at Serampore (BENGAL) in 1793. Napoleon was the first person to Start Normal School in Franch realizing the need of training to prepare teachers. The modern age of Education in Assam began with the annexation of Assam with the British Empire in accordance with the treaty of Yandaboo in 1826. In 1840 Late W. Robinson was appointed as the first Inspector of Schools. In that period the political and social scenario of Assam was unstable and very less importance was given to education sector. The British Government had taken initiatives with the help of some local people to improve education system. As a result by the year 1875, the number of educational institution for general education increased to 1,293. Towards the beginning of present century an attempt was made to impart training to primary school teachers by creating a separate department of education in Assam in 1905. In 1906, the first Normal School was set up at Jorhat district followed by Silchar Normal School and others. Thus 7 Normal schools were established in Assam which is still continuing. Thus Normal schools where trainings, both pre-service and in-service were conducted to prepare teachers for primary and middle schools were the origin of both per-service teacher educations in Assam (Talukdar, 1981). Most of the changes and developments have been occurred since independence in 1947 in teacher education in Assam. After Independence the government has taken major steps in education sector as it was the vital factor to National Progress, development and security. The government of

Assam started Guru training centers for training of primary school teachers in most of the plain subdivision of the state under the second primary education Act 1947. Basic training centers, based on the philosophy of Mahatma Gandhi, were also come in to being since late forties for training of primary teachers. In 1949, training of the secondary teacher was also initiated with opening of B.T. department at Guwahati University. The first government B.T. College, post-graduation training college by name was started at Jorhat in the year 1957.Another B.T. College was also started by government at Goalpara in 1966.one pre-primary teacher training center was established at Dibrugarh in the year 1964 with intake capacity of about 40 pupils. The number of training institutions became 20 in 1951-1952 with accommodation of about 1000 trainees annually for training. The Government of Assam decided to convert traditional elementary schools into the basic pattern through the Assam Basic Education Act, 1954 and thus a number of Basic Training Centers were started to train Junior Basic school teachers. At the same time one Senior Basic Training centre was started at Titabar, Jorhat for the training of Senior Basic School teachers and Sub-inspector of schools.

As envisaged in the National Policy of education 1986, and its program of action, 6 DIETs were established in 1989 in first phase. Later in the second and third phases another 12 DIETs have been set up though two of them are non-operational. The construction of Gauhati University building was taken up during the period and an amount of Rs.43 lakhs was allocated for the purpose. In terms of education, Assam has developed into a top educational destination at the state as well as at the national level. To enhance the status of Assam education, the state government has introduced many innovative education polices. It's capital city; Guwahati is a key destination for higher education for students of the whole of north-eastern region.

In 1951-52 the policy for planned development was adopted for the first time in the country. Construction of Guwahati University was started in that period.

In the second five year plan construction of Guwahati University was completed and a Govt. Post-Graduate Training College for training of Secondary

teachers was established at Jorhat. During the third plan Board of secondary Education, State Institute of Education, Dibrugarh University was established. In that period Sanskrit Education was also encouraged. 18 out of 50 Tools and one Sanskrit College were established at that time.

In fourth five year plan BT College was established. New schooling pattern was introduced (on recommendation of Kothari Commission). As a result one year pre-university was changed to two year classes. In 1970 a Government Sanskrit College was established and so on.

The Education system of Assam is the schools and Colleges of Assam are either run by the state government or private organization. The schools in Assam are affiliated either to State Education Board, Assam (SEBA), Indian Certificate of Secondary Education (ICSE), or to the Central Board for Secondary Education (CBSE). The state Education Department gives special attention to the Primary sector in Assam. School education in Assam is imparted through a number of pre-primary, primary, middle, high and higher secondary schools. The Government of Assam has implemented the free and compulsory education policy for students up to the age of 14. The syllabus at primary schools is set up the Directorate of Elementary Education, Assam. The medium of instruction in Assam at the school level is usually Assamese or English. The Central Board of Secondary Education (CBSE) affiliated schools in the state use English as their medium of instruction. English is also used to teach at most higher educational institutions in Assam. After completing the secondary education that involves 10 years of schooling, students usually enroll in higher secondary education in any one of the three disciplines - Science, Commerce and Arts. Students can opt for Business Management, Computer Application Architecture and other vocational courses also. Apart from this there are teacher training institutes, special schools for the differently able persons. Assam has most wide-ranging networks of higher educational institutions in the whole of North-Eastern region of India.

RATIONALE OF THE STUDY:

"Good education require good teachers" means that it becomes essential that the most capable and appropriate people be recruited into the teaching profession, provided with a high quality pre-service program of teacher education, and then offered opportunities to upgrade their knowledge and skills over the full length of their professional career. It is therefore essential that there is a major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with new demand placed on them. Teacher education needs to be adequately strengthened and upgraded to accommodate the changing role of the teacher, and so that teachers can be effectively addressed to the contemporary issues regarding education.

India has made tremendous progress in education since independence. There has been a phenomenal expansion of educational facilities at all the levels over the period. Education has become one of the most powerful weapons known for reducing poverty and inequality in modern societies. It is also used for laying the foundation for a sustainable growth and development of any nation. Primary education in particular is the level of education that develops in the individual the capacity to read, write and calculate. Primary education is the core of development and progress in modern societies. The role of the primary teacher is very important, because he or she is the facilitator of the beginning. The first important character of a primary school teacher is the ability to create a positive learning environment in order to motivate the students; it can be done through imaginative and enthusiastic presentations. Due to the nature of the students to be handled, the activities should always be planned and scheduled. In that way, the children are introduced with ideas of punctuality, obedience, and also being organized. The time allotment for primary education is shorter compared to the next educational levels. Due to the said circumstance, the teacher should ensure the most effective teaching methods and scheduled appropriately within the available time. And even with the time constraints, clear teaching is a must. Teaching is not only an occupation, but a passion. Primary school teaching is the single most important profession in the

world. A trained teacher can prepare the pupils for real life and can make them good contributors of society. The current position of teacher education is negligible in the field of education. So, there is need for qualitative improvement in education at all levels, particularly at the primary level, because they shoulder the responsibility of building the foundation of the future. It is not possible to be good teacher without teacher education because the training of the teacher demands our urgent attention. Teacher education is essential for every teacher. Trained teacher can do much more than untrained teachers. Teacher education of the teachers is compulsory in the modern education system. The minimum requirement of any training program is that it should enable the trainee to acquire the basic skills and competencies of a good teacher, such as-

- The capacity to manage a class with the various abilities,
- To communicate ideas logically and with clarity,
- To use to technology available to make teaching effective,
- To organize educative experience outside of class and
- To learn to work with the community and help the students to do so.

The training emphases development of specific knowledge, attitude, skills and behavior patterns which an individual requires to perform a job adequately. If we train a teacher we develop those skills which are needed to him to be a good teacher. It is seen that a trained teacher learns effectively in a lesser time then untrained teacher. A teacher can learn these things without training also when he is in the class but efforts and time will go waste and he may learn many irrelevant things also. A good deal of waste is teacher efforts can be saved through training. Organized and systematic program of training make them to learn easily in a more efficient way and in a lesser time. Teacher education is important element in the process of improving overall educational practice. The standard of teacher education after independence has not improved much. Dr. Radhakrishnan has started the importance of teacher education as follows-The place of teacher in

society is important. He is the centre of transmitting intellectual traditions and technical skills from one generation to next generation and he is responsible for keeping the sight of civilization shining. In face the standard of a country depends on its teacher's ability and capacity depends on their education and training. The web of whole education system is teacher. As such from the very beginning all the education commissions have emphasized on the ability and education of teacher. In this regard Kothari Commission remarks that the destiny of India is being shaped in her classroom. Hence, to inculcate the democratic ideals in each children of India the teachers are expected to have every desired quality in them. It was previously thought by the people of India that teachers born, not made.

It appears that the quality of our teacher education is weakening day by day and there is a need for radical change in all parts of teacher education program so as to enable teachers to face the challenges of the dynamic world. To meet the challenges revitalization of education must take place both at the national and state levels.

The success of education depends to a considerable extent on the characteristics and ability of the teacher who is the corner stone of education. Therefore, each nation devote; considerable attention and efforts for the education of its teachers through teacher education institution. In the preparation of primary school teachers, teacher education institutions are required to develop among student-teachers (trainees) sound knowledge of the subject, the classroom communication management, attitudes, motivations and competence to apply knowledge and skills in a variety of school contexts. The quality of majority of primary teacher training institutions has remained either mediocre or poor. The program offered by these institutions is alleged to be static and stagnant.

The maximum growth of teacher education institution started picking up from 2004 onward, in both the elementary and secondary teacher education programs. This unprecedented growth of teacher education institutions has turned out to be a challenge for all the stakeholders: teachers, society, educational administrators, University/ affiliating bodies and the NCTE; etc. to assure quality

of teacher education in the country, Proliferation of sub-standard teacher education institutions and concerns for all of us. As result in 2009, the NCTE, with a view to achieve planned and coordinated development of teacher education system and in order to regular the growth of teacher education at all levels has decided on the basis of state wise study conducted on 'Demands and supply of teachers, to impose a been on new teacher education course in 15 States/UTs (NCTE, 2011). These states have been found producing more supply of trained teachers than the actual demands.

Primary teacher education of Assam is not in a very good position in comparison to other developed countries. Assam is one of the economically backward states of India and it witnessing socio-political disturbances mostly central with young generation. Teacher education system faces many problems in every state; mainly it is the imbalance teacher-students ratio. For example teacher training being primary a responsibility of the state govt. Assam state is facing immense problem as training infrastructure available is too inadequate to approach the problem through controversial teacher training strategies.

Today it is proved to be a misconception. Now there have emerged several teacher training institutions in India as well as in Assam. Assam is one of the most backward states in the country. There are 19 Basic Training Centers, 7 Normal schools, 18 DIETs, etc. in Assam. These institutions are providing training in teaching skills, techniques and methods to the teachers of primary education. In spite of that there is lack of adequate trained teacher at the primary level in Assam. Several research works is being done to explore the factors responsible for the problems of primary teacher education. Bordoloi, Ajanta Dutta. (1990), studied about the evaluation of teacher education in Assam at the primary level during the post independence period with special reference to the curriculum and in-service training which revealed that despite the existence of 22 training centers, there was still a backlog of untrained teachers in Assam. Das, Saradindu (1992) conducted a study on the effectiveness of the present curriculum of the one year junior basic training program for the teachers of primary schools of Assam in developing the

proper attitudes towards the teaching profession. In spite of all these efforts there are still millions of obstacles regarding curriculum, administration, evaluation, etc. of primary teacher education in Assam. Therefore, the researcher is keen to study about the problems associated with the primary teacher education program in Assam and taking into account the research gaps in the same. So, to carry out the research in this area the present researcher will face the following research questions.

RESEARCH QUESTIONS:

The research questions to be solved in the research process are given below-

1. What is the historical background of primary teacher education at primary level in Assam?

2. What is the present status of primary teacher education in Assam?

3. What is the curriculum structured followed in different training institute at primary level of Assam?

4. What is the pedagogy followed in various training institution of primary level in Assam?

5. What is the evaluation system of teacher education at primary level in Assam?

6. What are the problems faced by student-teachers in receiving training?

To find out the above mentioned questions the researcher has designed the study with the entitled-

OBJECTIVES OF THE STUDY:

1. To trace the historical development of teacher education at the primary level in Assam (Before and after independence).

2. To study the present status of primary teacher education in Assam.

3. To study the Curricular followed in the teacher education program at the primary level in Assam.

4. To study the teaching pedagogy followed in various training institution of primary level in Assam.

5. To examine the existing evaluation system of teacher education at primary level in Assam.

6. To study the problems faced by the student-teachers in receiving training.

7. To explore the suggestions for the improvement of Teacher Education program at the primary level in Assam.

OPERATIONAL DEFINATIONS:

Primary Education: Generally, primary education covers class-I to VIII. In the state of Assam two types of primary schools are found, i.e. lower primary and upper primary. The present study is confined to lower/upper primary teacher education in Assam.

DELIMITATION:

The delimitation aspects of the present study are:

1. The study is delimited to the primary teacher education in Assam.
2. The study is delimited to the DIETs, BTCs and Normal Schools of Assam.
3. The study is further delimited to 10 selected districts of Assam.

METHODOLOGY:

The present study adopted the descriptive-cum-Survey method and followed the related strategies for its various aspects.

POPULATION:

All teaching staff, student-teachers in teacher training institutions of DIETs, BTCs and NSs of Assam state constituted the population of the study for the present investigation. Hence, the population covers the 18 DIETs, 19BTCs and 7 NSs situated in 27 districts of Assam.

SAMPLING PROCEDURE:

As stated earlier the present investigation is essentially a survey type of research aimed at evaluating the existing pre-service/in-service training of primary/elementary school teachers conducted by DIETs, BTCs and NSs in Assam. As the investigator considered there categories of subjects namely, principals, teacher-educators and student-teachers of DIETs, BTCs and NSs three sub-samples have been selected at purposively.

At the first stage the sampling unit is a DIET. The 18 DIETs have been divided into three regions of the state of Assam, viz; Barak valley, Upper Assam and Lower Assam. 10 DIETs have been selected. At the second stage the sampling unit is BTCs. The 19 BTCs have been divided into three regions of the state of Assam, viz; Barak valley, Upper Assam and Lower Assam. 10 BTCs have been selected and 4 NSs have been selected from the different Districts of Assam.

The investigator selected 10 DIETs, 10 BTCs and 4 NSs from the different districts of Assam. 10 DIETs, 10 BTCs and 4 NSs were selected for the study. The training institutions were selected from different regions of Assam. The selected training institutions were-

- DIET, BTC Dhubri (Golakganj).
- DIET, BTC and Normal School, Barpeta(Howly).
- DIET, BTC Nalbari.
- DIET, BTC Kamrup (Mirza, Rangia).
- DIET, BTC Nowgoang (Samuguri, Raha).
- DIET, Morigaon.

- BTC, Darrang (Dalgaon).
- DIET, BTC and Normal School Lakhimpur (Azad, Dhukuakhana).
- DIET,BTC and Normal School Jorhat (Dergaon Rawana para)
- DIET, Normal School Cachar (Udarband)
- DIET,BTC Karimganj (Kaligang)
- BTC, Hailakandi.

From these institutions, sample of 16 principals, 66 Teacher Educators and 87 student-teachers were taken for the study. Following table shows the sample of the study.

Sample details-

Institutions	**DIETs**	**BTCs**	**NSs**	**Total**
Principals	**7**	**5**	**4**	**16**
Teacher educators	**39**	**20**	**7**	**66**
Student-teachers	**42**	**20**	**25**	**87**

TOOL USED:

In the present study, in order to collect data from the teacher training institutions, an institutional information schedule for the principal of the institutes, a questionnaire for teacher-educators, and a problem check-list for the student-teachers were used as tools which were developed by the investigators herself. Through institutional information schedule general information of the institutions regarding physical facilities library facilities, laboratory facilities, institutional related questions and curriculum/pedagogy/evaluation related questions are collected from the principal of the institutions. With the help of the questionnaire and problem check-list information regarding teaching-learning process, implementation of teaching aids and various problems faced by student-teachers in teaching are collected from the teacher-educators.

CONSTRUCTION OF THE QUESTIONNAIRE:

At the beginning of construction of the institutional information, a draft consisting of 41 items related to the various aspects of the in-service teacher training programme was developed. Then a questionnaire consisting of 86 items were also prepared dealing with educational qualifications, teaching experience, professional qualifications, curriculum (section), pedagogy (section) and evaluation procedure (section) etc. To know problem faced by the student-teacher in receiving training, a problem checklist was developed. It consist of 41 items dealing with infrastructure and learning resource related problems, accommodations related problems, curriculum related problems, method of teaching related problems , evaluation related problems and miscellaneous related problems.

Questionnaires were prepared in construction with peers, guide, and educational experts, different these and review of related literature. These were given to the experts to judge their adequacy and appropriateness. On the basis of the opinions and view of the experts the tools were modified and check its suitability in actual situation.

DATA COLLECTION:

After having selected the samples and developed the tools, the next steps to be taken were to collect the information and data from the sample institutions. The investigator personally visited each of the selected institutions**.** A good rapport has been developed with the principal of the institution and he has given permission to administer the tools on himself, teacher-educators and student-teachers. In all 213 teacher-educators were given questionnaire with written request. Maximum teacher –educators held back the questionnaire handed over the questionnaires to the investigator personally. Lastly, a total of 66 teacher educators questionnaire were received. Out of 66 questionnaires, 39 were received from DIETs, 20 from BTCs and 7 from NSs.

PROCEDURE OF ANALYSES AND INTERPRETATION OF DATA:

The collected data and information have been analyzed both quantitatively and qualitatively and interpreted as per the objectives designed in the study and finally the results have been presented in the chapter no-5. The major findings of the study have been mentioned objectives wise in the following ways-

MAJOR FINDINGS:

OBJECTIVE NO-1: To trace the historical development of teacher education at the primary level in Assam. (Before and after independence):

1. Assam came under the British rule much later than the rest of India. During the British period, there was very slow progress in the growth of teacher education although importance was entrusted on regular instruction for training of teachers which started first during the British period. The first normal school was set up at Serampore (Bengal) by Carey, Marsh man and Ward in 1793.
2. Another important landmark in the history of teacher education was the report submitted by Hunter Commission in 1882. The first recommendations for the established Normal Schools in the country with courses suitable for teachers of the school level from rural areas all over the country. A special system which also sprung up in Bengal and Assam in 1885-86 was that off the 'Guru' system.
3. Accordingly in the first decade of 20th century, normal schools came into existence. Subsequently a few guru training schools also were establishes. In Assam, missionaries took the lead in the establishment of training school at Nagaon, Shillong and Tura (in undivided Assam, Shillong and Tura now included in Meghalaya state). After 1884, the provincial government accepted the principle of establishing one Normal school in each district. But by 1888-89, only six such departmental schools came to be established.
4. The government of India adopting teacher training as a regular policy in 1904, the government of Assam had to revise their earlier decision in the matter of maintaining only a small number of training schools. By 1920, there were

altogether 11 Normal schools, 7 Government aided and 2 other government aided women's Normal schools. But the number decreased to 7 in 1931.

5. In 1946-47 provisions were made for training of teachers in Basic Education. Consequently in 1948 some Basic Training centers viz. Titabar, Dudhnoi, Udarbandh, Raha and Shillong.
6. The Assam Basic Education Act 1954 all primary schools, which were recognized under the Assam Primary Education Act, 1947, were recognized as Basic Schools. This Basic Education Act, the Government had to make provision for Basic Training for primary school teachers.
7. Elementary Teacher Training program got much needed face lift when SIE for the first time took up curriculum development task during 1967-69 followed by a series of short-term in-service courses to teacher-educators.
8. SCERT was established in the state in the year 1985, however, it started conducting teacher training (in-service long term) only from 1991. These teacher training programs were being conducted by SCERT through DIETs, BTCs and Normal schools.
9. There are 18 DIETs 19 BTCs and 7 Normal Schools in the state of Assam for conducting in-service training for primary and upper primary teachers, SCERT, Assam has been conducting Junior Basic Training of 1 year, 8 months, 6 months and 3 months duration from time to time for in-service teachers of primary schools. A total of 40,980 teachers so far have been trained through the Junior Basic Training (JBT) course from 1991-2007.
10. Pre-service teacher training course in DIETs w.e.f. 1999 leading to a diploma in Elementary Education (D.El.ED) has been regarded as another milestone in the history of teacher education.

Teacher training through distance mode:

11. **Certificate in Primary Education (CPE):** A program under IGNOU was introduced and 50 teachers were trained through CPE in the 2003 in 10 DIETs. A total number of 4000 primary teachers are undergoing training through Distance mode by IGNOU for the year 2007 for which 20 centres have been activated for conducting CPE program in DIETs and DRCs in Assam.

OBJECTIVE NO. 2: To study the present status of primary teacher education in Assam:

Profile of the principals:

12. In DIETs 71.42% % of the Principals are having the degree M.A 28.57% are M. Sc, 14.28% are M. Phil, 100% are B.Ed. and 14.28% of the principals are possess different diplomas. However, in BTCs 20% Principals are B.A, 60% B. Sc, 20% are having M.A. and 10% principals Ph. D degree and 100% are B. Ed. Again, in NSs 25% Principals are B.A 50% B. Sc, 25% are M.A and 100% are B. Ed.
13. In DIETs 100% Principals are male. In BTCs 65% are male and 35% are female. Similarly in NSs 100% are male.
14. 20% Principals of BTCs and 25% Principals of NSs are having experience (21-25) years; 71.42% in DIETs 40% in BTCs and 25% in NSs Principals are having experience between (26-30) years. Again 28.57% from DIETs 40% from BTCs and 50% from NSs Principals are having experience (31-35) years.

Profile of the Teacher Educators:

15. It is found that in DIETs 5.12% of teacher educators are having the degree of B. Sc, 53.84% are M.A, 41.02% are M. Sc, 12.82% are M. Phil, 10.24% are others passed, 51.28% are B.Ed. and 17.94% teacher educators are having M. Ed degree. But in BTCs 20% of the teacher educators are B. Sc, 70% are M. A, 10% are M. Sc, 15% are M. Phil, 5% are others passed and 45% are B.Ed. On the other hand in NSs 14.28% of teacher educators are B. A, 85.71% are B. Sc, 14.28% are M. Phil, 42.85% are B.Ed. and 14.28% are having M. Ed degree.

Present Status of Primary Teacher Education in Assam:

16. In DIET (85.71%) of Principals, (20%) in BTCs replied that they are having comfortable furniture in the institution. Whereas (14.28%) of DIETs (80%) in BTCs and (100%) of NSs replied that they do not have comfortable furniture in the institutions. As compared to DIETs and BTCs, the NSs do not have any comfortable furniture in the institutions.

17. In DIETs (71.42%) of Principals, (20%) in BTCs and (100%) of NSs replied that they have adequate classrooms. Whereas (28.57%) of DIETs and (80%) in BTCs replied that they do not have adequate classroom in the institutions.
18. In DIETs (85.71%) of Principals, (60%) of BTCs and (100%) of NSs replied that they have sufficient number of seats. Whereas (14.28%) of DIETs and (40%) of BTCs replied that they do not have sufficient number of seats.
19. In DIETs (14.28%) of Principals, (100%) of BTCs and NSs replied that they have hostel facilities available for trainees. Whereas (85.71%) of DIETs replied that they do not have hostel facilities for trainees.
20. In DIETs (71.42%) of Principals, (60%) of BTCs (100%) of NSs replied that they have adequate furniture in the hostel. Whereas (28.57%) of DIETs and (40%) of BTCs replied that they do not have adequate furniture in the hostel.
21. In DIETs (28.57%) of Principals and (100%) of BTCs replied that they have building for the seminar hall. Whereas (71.42%) of DIETs and (100%) of NSs replied that they do not have building for the seminar hall.
22. In DIETs (85.71%) of Principals, (20%) of BTCs and (100%) of NSs replied that they have adequate drinking water facilities in the institution. Whereas (14.28%) of DIETs and (80%) of BTCs replied that they have no the drinking water facilities.
23. In DIETs (28.52%) of principals, (40%) of BTCs and (50%) in NSs replied that they have reading room in the library. Whereas (71.42%) of DIETs, (60%) of BTCs and (50%) of NSs replied that they have no reading room in the library.
24. In DIETs (42.85%) of principals, (20%) of BTCs replied that their library books are up-to-date. Whereas (57.14%) of DIETs, (80%) of BTCs and (100%) of NSs replied that their library books are not up-to-date.
25. In DIETs (28.57%) of principals and (20%) of BTCs replied they have adequate reference books in the library. Whereas (71.42%) of DIETs, (80%) of BTCs and (100%) of NSs replied they have not adequate reference books in the library.
26. In DIETs (71.42%) of principals replied that they have sufficient textbooks in the library. Whereas (28.57%) principals of DIETs and (100%) of BTCs and NSs replied that they have not sufficient textbooks in the library for trainees.

27. In DIETs (28.57%) of principals replied that they have Internet facility in the institutions. Whereas (71.42%) of DIETs and (100%) of BTCs and NSs replied that they do not have Internet facility in the institutions.
28. It is revealed that (57.14%) principals of DIETs, 60% of BTCs and 25% of NSs replied that they have laboratory room in the institutions. Whereas, (42.85%) of DIETs, 40% of BTCs and 75% of NSs replied that they have no laboratory room in the institutions.
29. It is revealed that (71.42%) principals of DIETs and 50 % of NSs replied that they have sufficient teaching staff in the institutions. Whereas (28.57%) principals of DIET 100% of BTCs and 50% of NSs replied that they do not have sufficient teaching staff in the institutions.

OBJECTIVE NO-3: To study the curricular followed in the teacher education program at the primary level in Assam:

30. It is reveals that in DIETs 15.38% of teacher educators replied that they prepare their own curriculum and syllabus. Whereas 84.61% teacher educators of DIETs, 100% from BTCs and NSs replied that they do not prepare the same.

31. 20.51% teacher-educators of DIETs replied that they are the member of curriculum construction committee. Whereas 79.48% teacher-educators of DIETs, 100% from BTCs and NSs replied that they are not the member of curriculum construction committee.
32. 43.07% teacher-educators of DIETs, 15% of BTCs and 100% of NSs agree that they prepare the syllabus as per the guide line given by the NCTE/SCERT. Whereas 56.41% of DIETs, 85% of BTCs do not agree on it.
33. 66.66% teacher-educators of DIETs, 80% in BTCs and100% of NSs replied that local needs are given priority in the curriculum.
34. It is also found that 94.87% in DIETs, 90% in BTCs and 57.14% in NSs of teacher educators replied that they do not agreed that existing syllabus is overloaded to the trainees.
35. In DIETs 53.84% of teacher educators, 90% in BTCs and 100% in NSs expressed that present curriculum is satisfied to the trainees.

36. In DIETs 66.66% of teacher educators, 85% in BTCs and 100% of NSs told that content of syllabus are necessary to the student-teachers.
37. 92.30% teacher-educators of DIETs, 100% of BTCs and NSs are agreed that the present curriculum offered in the teacher-training is up to date.
38. In DIETs 79.48% of teacher educators, 35% in BTCs, 14.28% in NSs are of the opinion that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized. Whereas 20.51% of DIETs, 65% of BTCs and 85.71% of NSs opinion that DIETs/BTCs/NSs curriculum need not to be reconstructed and re-organized.
39. In DIETs 25.64% of teacher educators, 70% of BTCs and 42.85% of NSs told that present curriculum fulfils all the demands of the society. Whereas 74.35% of DIETs 30% of BTCs and 57.14% of NSs do not support the same.
40. It is seen that in DIETs 58.97% of teacher-educators, 75% of BTCs and 100% of NSs told that present curriculum is up-to-date as per the need of the trainees.
41. In DIETs 69.23% of teacher-educators, 85% of BTCs and 71.42% of NSs told that some additional topic to be included which are extremely necessary for the existing teacher education curriculum.
42. 64.10% teacher-educators of DIETs, 70% of BTCs, 100% of NSs told that existing curriculum is relevant and practical to the present content of the education. Whereas 35.84% of DIETs and 30% of BTCs did not support the same.
43. It is observed that 51.28% from DIETs, 84% from BTCs, 46.15% from NSs of teacher educators replied that they have Drama and other cultural activities in their co-curricular activities.
44. 51.28% from DIETs, 65% from BTCs, 100% from NSs of teacher educators replied that they have sports and game.

OBJECTIVE NO-4: To study the teaching pedagogy followed in various training institution of primary level in Assam:

45. It is observed that (64.01%) teacher educators of DIETs, (75%) of BTCs, (85.71%) of NSs said that they teaches method paper but (35.84%) of DIETs and (25%) of BTCs, (14.28%) of NSs replied that did not teach method paper.
46. (74.35%) teacher educators of DIETs, (95%) of BTCs and (71.42%) of NSs said that they prepare lesson plan every day for teaching. Whereas (25.64%) of DIETs,

(5%) of BTCs, (28.57%) of NSs said that they do not prepare lesson plan every day for teaching purpose.

47. In DIETs (92.30%) of teacher educators, (95%) of BTCs and (85.71%) of NSs are using teaching aids. Whereas (7.69%) of DIETs, (5%) of BTCs and (14.28%) of NSs do not use any teaching aids.
48. (56.41%) teacher educators of DIETs, (35%) of BTCs, (42.85%) of NSs replied that marks allotted for practice teaching should be increased. Whereas (43.58%) of DIETs, (65%) of BTCs, (57.14%) of NSs replied that marks allotted for practice teaching should not be increased.
49. It is reveals that 84.61% teacher-educators of DIETs, 90% in BTCs and 71.42% % in NSs uses chart, 51.28% of DIETs, 90% in BTCs, 71.42% of NSs uses models, 51.28% of DIETs and 42.85% in NSs uses projectors and 87.17% teacher-educators of DIETs, 85% in BTCs and 42.85% in NSs use others.
50. It is reveals that 43.58% teacher-educators of DIETs, 60% of BTCs, 57.14% of NSs replied that they use chart at the beginning in classroom. 64.10% of DIETs, 75% of BTCs, 71.42% of NSs replied that they use models as a reference. 71.79% of DIETs, 30% of BTCs, 28.51% of NSs replied that they use visual aids and lastly 2.56% of DIETs, 5% of BTCs, 14.28% of NSs replied that they use others aids also.
51. It is reveals that 84.61% teacher-educators of DIETs, 95% of BTCs, 85.71% of NSs replied that they developed teaching materials or teaching aids.
52. It is seen that in DIETs 46.15% of teacher-educators, 60% of BTCs and 71.42% of NSs daily use lecture method. 100% of DIETs, 95% of BTCs and 100% of NSs daily use discussion method. 51.82% of DIETs, 90% of BTCs and 57.14% of NSs daily use assignment method and 56.41% of DIETs, 65% of BTCs and 42.85% daily use other method of teaching**.**
53. It is seen that in DIETs 82.05% of teacher-educators, 75% of BTCs and 42.85% of NSs use demonstration method in classroom interaction. 58.97% of DIETs, 35% of BTCs and 100% of NSs use discussion method for classroom interaction. 28.20% of DIETs and 15% of BTCs use other effective method for classroom interaction.

54. It is found that in DIETs 35.84% of teacher-educators, 20% of BTCs and 14.28% of NSs replied that they commonly use Assignment method in different topics. Again, 23.07% of DIETs, 40% of BTCs commonly use Problem method in different topics. 30.76% of DIETs and 50% of BTCs and 71.42% of NSs commonly use Lecture method in different topics. 66.66% of DIETs and 25% of BTCs use other method of teaching in different topics.
55. (89.74%) teacher educators of DIETs, (95%) of BTCs, (100%) of NSs replied that Practice teaching is helpful for preparing a good teacher.
56. In DIETs (43.58%) of teacher-educators, (50%) of BTCs (71.42%) of NSS replied that they apply discussion method during the classroom. (41.02%) of DIETs, (55%) of BTCs (85.71%) of NSS apply demonstration method during the classroom. (15.38%) of DIETs, (30%) of BTCs and (57.14%) of NSS apply lecture method during the classroom. (25.64%) of DIETs, (30%) of BTCs apply activity method during the classroom. (12.82%) of DIETs apply project method during the classroom. (7.69%) of DIETs and (28.57%) of NSs apply problem method during the classroom. (2.56%) of DIETs and (15%) of BTCs apply assignment method during the classroom.
57. In DIETs 35.84% of teacher-educators, 35% of BTCs and 14.28% of NSs replied that activity method is the best method for primary teacher education. 35.84% of DIETs, 35% of BTCs and 85.71% of NSs replied that Discussion method is the best method for primary teacher education. 85.71% of DIETs and 57.14% of NSs replied that Project method is the best method for primary teacher education. 5.12% of teacher-educators of DIETs and 14.28% of NSs replied that Lecture method is the best method for primary teacher education. 2.56% teacher-educators of DIETs replied that Story telling method is the best method for primary teacher education. In BTCs 25% and 15% of teacher-educators replied that Child-centric education and assignment method is the best method for primary teacher education.
58. It is found that in DIETs 43.58% of teacher-educator, 85% of BTCs and 57.14% of NSs replied that they use Demonstration method during practical class. 20.51% of DIETs, 20% of BTCs use Activity method during practical class. 5.12% of DIETs use Discussion method during practical class. 5.12% of DIETs use Experimentation

method during practical class. 7.69% of DIETs use Heuristic method during practical class and 7.69% of DIETs, 10% of BTCs use learning by doing method during practical class. 20 % in BTCs, 42.85 % of NSs use Observing method during practical class.

59. 35.84% teacher educators of DIETs, 5% of BTCs and 71.42% of NSs replied that they have internet facilities. 10.25% of DIETs, 14.28% of NSs replied that they have magazine. 7.69% of DIETs, 14.28% of NSs replied that they have Journal. 12.82% of DIETs, 10% of BTCs, 57.14% of NSs replied that they have Newspaper. 10.82% of DIETs and 57.14% of NSs replied that they have Reference book.
60. It is revealed that (56.58%) teacher educators of DIETs, (5%) in BTCs, (100%) in NSs told that they have computer lab in the institution.
61. In DIETs (53.84%) of teacher educators, (75%) in BTCs and (71.42%) in NSs replied that they provide work experience activity.

OBJECTIVE NO-5: To examine the existing evaluation system of teacher education at primary level in Assam

62. 71.79% teacher-educators of DIETs, 70% of BTCs, 28.57% of NSs replied that they follow internal assessment. 53.84% of DIETs, 40% of BTCs, 28.57% of NSs replied that they follow external. 64.10% of DIETs, 65% of BTCs 71.42% of NSs replied that they follow comprehensive and continuous evaluation. 58.97% of DIETs and 65% of BTCs replied that they follow all.

63. 87.17% teacher-educators of DIETs, 95% of BTCs and 100% of NSs are judged semester system is the best for teacher education. Whereas 12.82% of DIETs and 5% in BTCs do not judged semester system is the best for teacher education.
64. In DIETs 58.97% of teacher-educators, 90% in BTCs and 71.42% of NSs replied that continuous and comprehensive evaluation is beneficial for teacher education program.
65. In DIETs 82.05% of teacher-educators, 90% in BTCs and 100% of NSs opinion that objective type test is more comprehensive, easy to score and less time consuming.

66. 53.84% teacher-educators of DIETs, 70% in BTCs and100% of NSs said that they observed classroom observation.
67. It is found that in DIETs 51.28% of teacher-educators, 50% in BTCs and 85.71% of NSs said that they used evaluation techniques for extra-curricular. Whereas 48.71% of DIETs, 50% in BTCs and 14.28% of NSs do not support the same.
68. In DIETs 74.35% of teacher-educators, 60% in BTCs and 57.14% of NSs replied that they are using specific techniques for practice teaching evaluation. Whereas 25.64% of DIETs 40% in BTCs and 42.85% of NSs did not support the same.
69. In DIETs 20.51% of teacher-educators, 35% of BTCs and 57.14% of NSs replied that they apply specific evaluation system existing techniques in teacher education program. Whereas 79.48% of DIETs, 65% in BTCs and 42.85% of NSs did not satisfy with the same.

OBJECTIVE NO-6: To study the problems faced by the student-teachers in receiving training.

70. Only (10%) student-teachers of BTCs and (20%) of NSs replied that they do not have adequate classroom for the trainees in the institutions. However, (71.42%) Principal of the DIETs replied that they don't have adequate classroom for regular classes in the institutions.
71. Only (16.7%) student-teacher of DIETs and (45%) of BTCs replied that they do not have sufficient no. of furniture in the classroom.
72. In DIETs (50%) of student-teachers, (60%) of BTCs and (100%) of NSs replied that they have common toilet facilities.
73. (40.47%) student-teachers of DIETs (35%) of BTCs and (84%) of NSs replied that they do not have drinking water facility in the institution.
74. (90.5%) student-teachers of DIETs and (100%) of BTCs and NSs replied that they have no medical facilities in the institutions.
75. In DIETs (33.33%) of student-teachers, (40%) of BTCs and (20%) of NSs replied that they do not have sufficient books in the library.
76. It is revealed that (26.19%) of DIETs, (45%) of BTCs and (60%) of NSs replied that they do not have sufficient related books in the library.

77. It is also found that (28.57%) students teachers of DIETs, (75%) of BTCs and (76%) of NSs replied that they do not have adequate reference books in the library.
78. In DIETs (100%) of student-teachers, (60%) of BTCs and (16%) of NSs replied that they have no reading room in the library.
79. (90.47%) trainees of DIETs, (50%) of BTCs and (8%) of NSs replied that they do not have the psychological laboratory in the institutions.
80. In DIETs (64.28%) of student-teachers, (15%) of BTCs and (88%) of NSs replied that they have shortage of classroom in the institutions.
81. (83.33%) student-teachers of DIETs, (90%) of BTCs and (98%) of NSs replied that they have not sufficient chair in the institution.
82. In DIETs (69.04%) of student-teachers, (35%) of BTCs and (84%) of NSs replied that they have insufficient desk and bench.
83. (57.14%) student-teachers of DIETs, (55%) of BTCs and (92%) of NSs replied that they have not seminar hall in the institutions.
84. (69.04%) student-teachers of DIETs, (20%) of BTCs and NSs replied that they do not have hostel facilities.
85. In DIETs (83.33%) of student-teachers, (65%) of BTCs and (68%) of NSs said that present curriculum fulfils needs of the teaching learning process. Whereas (16.77%) of DIETs, (35%) of BTCs and (32%) of NSs replied that they do not think such type of problem at all.
86. In DIETs (9.52%) of student-teachers, (15%) of BTCs and (24%) of NSs replied that present curriculum in the teacher training is out dated. Whereas (90.47%) of DIETs, (85%) of BTCs and (76%) of NSs replied that they do not express present curriculum in the teacher training is out dated.
87. In DIETs (23.80%) of student-teachers, (55%) of BTCs and (84%) of NSs replied that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized.
88. In DIETs (19.04%) of student-teachers, (10%) of BTCs and (12%) of NSs replied that they think existing syllabus is overloaded for trainees. Whereas (80.95%) of DIETs, (90%) of BTCs and (88%) of NSs replied that they do not think existing syllabus is overloaded for trainees.

89. In DIETs (100%) of student-teachers, (90%) of BTCs and (88%) of NSs replied that the present syllabus content is accurate, current and inclusive of the trainees. Whereas (10%) of BTCs and (12%) of NSs replied that they do not think the present syllabus content is accurate, current and inclusive of the trainees.
90. In DIETs (85.71%) of student-teachers, (100%) of BTCs and NSs replied that teaching method beneficial for the trainees. Whereas (14.28%) of DIETs replied that they do not think teaching method beneficial for the trainees.
91. In DIETs (7.46%) of student-teachers, (20%) of BTCs and (20%) of NSs replied that internal assessment system of examination is burdens. Whereas (92.85%) of DIETs, (80%) of BTCs and (80%) of NSs replied that they do not think internal assessment system of examination is burdens.
92. (85%) student-teachers of BTCs and (92%) of NSs said that they do not have sufficient teacher educators in the institution.
93. (9.52%) student-teachers of DIETs, (75%) of BTCs and (88%) of NSs said that they do not provide the sufficient study material during the training period.
94. (28.57%) student-teachers of DIETs (80%) of BTCs and (96%) of NSs said that they do not have computer facility in the institutions.

OBJECTIVE NO-7: To explore the suggestions for the improvement of teacher education program at the primary level in Assam:

95. Period of school internship should be more.
96. Present education system give important on written but not on the practical knowledge. So, more important should be given in practical exams.
97. Grading system should be closed/ withdrawn.
98. To introduce computer system of education, proper internet facilities, encourage innovations system of education.
99. It should be decentralized to the district wise and decentralized system of evaluation.
100. Teacher education curriculum should be need based.
101. Teacher training program should be well organized.
102. There must be fixed exam schedule.

103. Continuous and Comprehensive Evaluation system should be more active.
104. Proper co-ordination between institutes and examining authority.
105. Institution based group/ team evaluation system to be re-introduced. Process should be time bound and evaluation tools should be objective rather than subjective.
106. More emphasis to the given on the development of teacher abilities developing strategies for self assessment, self accountability.
107. Unit test, class test and co-curricular activities etc. should be done weekly.
108. Record keeping/remedial teaching, aware the society about this system/supervision and monitoring continuously.
109. Number of objective types question and semi-objective type questions should be increased.

CONCLUSION:

Quality education is dependent on the development of high academic quality teacher. Teacher education system is an important vehicle to improve the quality of school education. The Quality of input of teacher education is influenced by both its input and process components. Teacher education program me if based more on skill based practice, understanding of different school situations, inculcation of values, change of attitude etc.

Several research works is being done to explore the factors responsible for the problems of primary teacher education. In spite of all these efforts there are still millions of obstacles regarding curriculum, administration, evaluation, etc. of primary teacher education in Assam. Because of Primary teacher education of Assam is not in a very good position in comparison to other developed countries. Assam is one of the economically backward states of India and it witnessing socio-political disturbances mostly central with young generation. Teacher education system faces many problems in every state; mainly it is the imbalance teacher-students ratio. For example teacher training being primary a responsibility of the state govt. Assam state is facing immense problem as training infrastructure

available is too inadequate to approach the problem through controversial teacher training strategies.

However, from the study it is clear that although to some extend the primary teacher training institutions of Assam availed building, classroom, drinking water facilities, sanitary facilities, library facilities, laboratory facilities, timely supply of teaching learning materials of these facilities. Some of the institutions are still lagging behind. Still there are some institution of Assam particularly DIETs, NSs and BTCs which are suffering problems like –shortage of classroom, furniture facilities, lack of drinking water facilities, no medical facilities, lack of books in the library, insufficient chair, desk and bench, seminar hall, computer, internet facilities, educational technological laboratory, scarcity of separate toilet facilities, play ground and play material facilities. There are still more than 50% teacher-educators of NSs and BTCs who are working only with academic qualification of B.A and B.Sc.

From the responses of different institutions it has been noticed that the teaching learning materials is not adequate and DIETs/ BTCs/ NSs curriculum should be re-constructed and re-organized.

Thus, a good education system needs to have their important considerations. That is providing quality of education, ensuring equity and catering to the aspiration of different section of society. It becomes necessary for it be based on a good curriculum to be accountable to all stakeholders and have an efficient in management system in place along with a participative involvement of the community. Development of primary teacher education depends on the variety of factors that operate in the actual setting i. s; physical facilities of the institutions, institutional program, teaching methods and procedure adopted, assessment procedure followed in the institutions so on. It also depends on the perception of the teacher education as to be problems faced by them in implementing the curriculum.

Educational implication:

Finding of the present study reveal some important implication for principal, teacher educators, administrators, policy maker and student-teachers.

The present will be helpful for existing teacher training program in Assam. Revealed findings of the study can help the principal prepare institutional plan carefully every year and motivated the faculty member to implement the different developmental activities effectively apart from requesting the government to provide necessary funds to meet the deficiencies. With constant and committed efforts both the principal and staff, the institution will certainly become a model and the beneficiaries. The study can brining about improvement in the physical facilities in the institutions like-institution should be far away from the busy area, better classroom, neat and clean surroundings, sufficient ventilation, sufficient furniture, drinking water, hostel, quality food, sufficient book, laboratories, teaching aids.Findings of the study may be helped in determining the steps for preparing institutional planning as well as in developing relationship between institution and community. Findings of the study may serve as a depth source of information of institution, curriculum revision, as well as it may serve the purpose of reflecting on how the assimilating of the syllabi is responsible for developing awareness and among the trainees. The study attempted to reflect on the structure of a state level curriculum in the national level recommended as well as to meet in the regional level situation. The outcome of the study may be useful for assessing the gross root level effectiveness of secondary teacher education curriculum. The study of the curriculum content and material helped in understand subject matter of social study closely. It can help one in bringing about necessary changes accordingly. The study can help one in understanding about the quality of education which has to be maintained. It can also help in brining changing in the totality of the curriculum, method of teaching and also in evaluation, the most important things that regarding the textbooks.

The study may also help the teacher-educators to understand how one can train proper education and training of primary teacher in the training period. The study can help the principal and teacher-educators in training period such as demonstration lessons, observation lessons, and criticism lessons etc., given due

important to develop general and specific skills of teaching in the student-teachers. The results of the study can help a lot of need in the teacher training institution to improve the quality of in-service teacher training program.

It will also help to participate in co-curricular activities such as sports and games and other cultural events, even the library functioning hours can be extended beyond the institutional working hours. It may help the State department of education should be provide special training courses to the teacher-educators and mainly principals for making their administrative styles more acceptable, more effective, more dynamic and more humane. Also help the teacher-educators need to adapt innovative teaching strategies to make their classes interesting.

Moreover, it will be beneficial for the administration of SCERT to get a better picture of the situation. Revealed study can help good quality teachers become a prerequisite to achieve qualitative improvement in education at any level. It will also help the State government come forward to enhance the financial plenary allocations on teacher education and to employ highly qualified persons as teacher-educators.

The investigator is optimistic that the implementation of the finding will help to improve the study and infrastructure, curriculum, pedagogy, evaluation at the primary level.

Suggestions:

The findings of the study are indicatives of the steps to be taken to bring future improvement to the existing position of teacher education at the primary level in Assam. The following suggestions are given in this connection.

- From the study it was found that adequate classroom along with student-teachers common room and lack of furniture as the main problem faced by the student-teachers in the institutions. So, the authority should keep an eye in this regard.
- No availability of clean drinking water facilities in all three type institutions. Every institution should have pure drinking water facilities, dustbins, electricity supply etc. as the student-teachers spend maximum hour in the institutions.

- Library is an integral part of education. In every institution adequate library facilities should be provided for better education.
- Proper arrangement for reading room should be available in the library.
- Text book, reference book and other related material such as dictionary, encyclopedia etc. should be provided in every institutional library for student-teachers.
- Important inputs for effective teaching as well as increasing general knowledge are teaching-learning materials. Every teacher educators should make use of teaching learning materials properly in classroom teaching.
- Training of the teachers should be emphasized in-service training courses may be organized by the department from time to time. So, as to keep the teachers up-to-date in his knowledge.
- Curriculum should be revised within fixed interval of time and proper and need based curriculum should develop to make teacher's training more effective and interesting.
- Separate toilet facilities for male and female and library facilities are essential requirement that every institution have. The findings of the study should that there is an urgent need of separate toilet facilities for male and female and library facilities immediate steps should be taken to provide this facilities.
- Each and every institution should make proper arrange desk, bench and chair to the student-teachers.
- The number of teacher educators is very less in the institutions. So, sufficient number of teacher-educators should be appointed in the institutions. Vacant post should fill up. It is also finding out that maximum number of principals and teacher-educators absent in the institutions. The concerned authority should be take step in this regard.
- The concerned authority should take care during the time of examination so that no indiscipline of any type arises during that time.
- Seminar, workshop. Refresher course, orientation program should be a part of teacher education programs.

- Teacher education program should be a continuous process and short-term programs should conduct for the teacher those who are in-service.
- Govt. should provide adequate financial assistance to develop infrastructure in teacher's training institutions.
- Continuous and comprehensive evaluation system should introduce in training program.

Suggestion for further study:

1. Development of primary teacher education of the NSs in Assam.
2. Development of primary teacher education of the BTCs in Assam.
3. Development of primary teacher education of the DIETs in Assam.
4. Growth of infrastructure facilities of primary teacher education in Assam.
5. Curriculum of teacher education in Assam.
6. Pedagogy of teacher education in Assam.
7. Evaluation procedure and its problem of upper/lower level in different institutions.
8. Teacher-educators in DIETs/BTCs/NSs their academic and professional profile (Assam).
9. A comparative study assessment of the DIETs/BTCs/NSs in different state may provide need insights into the problem in the field of teacher education.
10. The study has not included any institutional variables such as year of establishment, result procedures and titles and awards obtained etc. such institutional variables may help us identify the variations between good and poor institutions. Studies in this direction may help us to improve the student-teacher further.