CHAPTER-I

RATIONALE OF THE STUDY

1.1 INTRODUCTION:

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.

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. 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. Teacher education has been considered as an integral part of education system.

Education means the act of teaching or training. Thus, education is the development of individual talent. It is to draw out inner knowledge, virtues and

power of the child. It is a process of human enlightenment and empowerment, for the achievement of better and higher quality of life. Unfortunately, the professional education of teachers has been completely neglected in the post-independence period. By and large training institution for primary and secondary teachers have remained isolated from the main stream of the academic life of the universities as well as from the daily problem of life.

Educational system has to play as a tool of social change; we have to focus our attention in schools, find out the defects in existing educational system and then bring necessary changes in our curriculum.

1.2 Importance of teacher education:

- To educate teachers in organizing learning resources that they can identify design and use a verity of appropriate teaching, learning resources, from the environment, community, media, audio-visual aids and teaching –learning materials.
- To make aware them about curriculum, teaching strategies like developing episode, lesson plans, instructional units, sequence etc.
- To train them to conduct effective interaction with students to improve individual and group learning.

In order to improve quality, the teacher education institutions have been set up and they impart education to teachers.

1.3 Emergence of teacher education:

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.

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.

For effectives teaching the teacher should be well convergent with the art, science and skills of teaching. He must in fact, be a master craftsman with adequate mastery over the tricks of his trade. Well organized teacher education is very essential for preparation, maturity of approach, better planned and more purposeful education. No teacher, at least in modern society, can be efficient and competent, unless he is trained, well equipped with the developments in educational theory and practice, teaching techniques, educational technology, computer education and information and communication technology. New

technologies must be introduced while practicing teaching to students. A teacher has to be oriented to the requirements- how to use the new methods, techniques and devices to get good results. Teachers are shaped through good pre-service and in-service teacher education program.

- **Teacher education is vital for improving teacher quality**

The debate on teacher education has especially gained importance, as teacher quality is more and more being identified as crucial to student outcomes. It is now acknowledged that quality teaching is fundamental to achieve higher student learning, as it ―is the single most important school variable Influencing student achievement more significantly than other factors, such as class size for example. This is why the most direct and effective way of raising educational quality is to modify teacher education and recruitment, combined with the development of means to improve the knowledge and the pedagogical skills of the teachers that are already in-service.

- **Teacher education, a continuum of teacher learning**

Now that we have explained why teacher education is essential, as it is directly link to teacher quality, quality of education and to student outcomes, we will develop the **framework** used to study the main components of teacher education. The design of a teacher education program can be apprehended in three parts: initial teacher education, induction programs, and professional development. These three elements have to be thought of conjointly as ―the professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive and continues until retirement.

- **Empirical evidence of the effects of teacher education on teacher and student outcomes**

It is fundamental to assess what is the empirical evidence of the impact that teacher education has on teachers. *What is the impact of teacher education and training on the quality of the teaching and learning?* Research shows that teacher education has an impact on teachers' behaviors and teaching skills: continuing training plays an important role in changing teachers' methods, and that these

changes have a positive impact on students learning. In an exhaustive review of state policy evidence (1999), Linda Darling-Hammond analyses the links between teacher qualifications and student achievements, also taking into account others school inputs. This empirical study is based on data from 50 State-surveys of policies, taken from the 1990-1993 Schools and Staffing survey and the National Assessment of Educational Progress (NAEP). It shows evidence that the policies used in the different American States to promote teacher quality (especially those regarding teacher education requirement and certification, as well as continuing training) can be positively related to better student achievements. It is interesting to see that the factor that has the most impact on students‘ achievement is ―investments in teachers‘ knowledge and skills, that is, the education that teachers have benefited of (it can be initial or in-service). The factor is even more significant regarding student performances in reading and mathematics (even with control of socio-cultural factors, like poverty, native language).

1.4 What is teacher education?

Teacher education 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.

1.5 Quality education and need of Teacher Education

Quality education means pursuit of excellence, consistency and fairness, satisfactory of client needs and appropriate development of resources. Quality education required, to enable persons, societies and nations to acquire the skills and competencies required for living meaningfully in a competitive world. Quality education for all is our cherished goal which mainly depends on quality of teacher. It is very much important to maintain the quality of education at school level and without support of good teachers it can't be done. Teacher is considered the most crucial factor in the entire education system being a major implementer of all educational reforms at the gross root level. It is a well-established fact that the competency and skill of teaching, and the commitment of teacher procedures' similar impact on the Quality education of the students at relevant levels. Recognizing the deteriorating quality of education at various levels, efforts need to be intensified to accord adequate priority to the effectiveness of teacher education program.

Teacher is the central point of the whole educational program me and teaching is said to be a nation building activity. So, teacher must be skilled in the use of technology for learning and should be avail internal facilities to receive latest information related with education, teaching and training.

Hence, there is a need to develop ability of teacher, to facilitate learning activities confidence in operating the technology through training program me at pre-service and in-service level.

The learning environment is a critical dimension of educational quality. A quality learning environment gives children time on learning. Quality content includes relevant curriculum and learning materials developed in the context of national goal for education. Quality education is supported by well trained teachers who continuously engage in professional learning and gender-fair classrooms and

schools; skills-based; child-centered participatory methods, skillful assessments to facilitate learning and appropriate technologies.

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. The Report of International Commission on Education for the Twenty first century (1996) says, "The Commission believes that a rethinking of teacher education is necessary, to bring out in future teacher precisely those human intellectual qualities that will facilitate a fresh approach to teaching. Emphasizing the role and status of teacher and teacher education, the education commission (1964-66) has rightly state, "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 teacher' can be produced only when we have quality and effective teacher education programs me. Quality is the key word to-day. Everybody demands quality from domestic requirements to the call centers. Quality in teacher education program me is deteriorating day-by-day. There is a need for drastic change in teacher education program me. It is also essential to meet the present changing needs and the demands of the school curriculum. It can be pragmatic approach. There is a need draft teacher education courses that have totally specialized knowledge, specialized skills and inherent code of ethics.

1.6 Structure of Teacher Education in India:

Four stages appear to comprise the structure of teacher education.

1. **Teacher Education at Pre- Primary level:** Indian government made a little effort in preparing teacher for pre-primary schools. The qualification of teacher trainees should be High School and the duration of the training should be one year. The structure should be like this. (a) Teaching skills-reciting poems, telling stories, plays games and art and specific teaching methodology. (b) Teaching

objectives- growth and development of the child. (c) Teaching culture-behavioral pattern.

2. **Teacher Education at Primary level:** The school where teacher education is provided for primary level is called Normal school, which is controlled by state government. The training course is opened to matriculates and is of two years duration in most of the state of the country. The training is also known as B.T.C or H.T.C. The minimum qualification of trainees for admission in this training institution should be graduated. At the primary teacher education level, the government introduced a number of courses such as non-basic secondary grade training, non-basic elementary grade training, basic senior grade training, basic junior grade training, secondary grade basic training, elementary grade basic training, pre-basic training, emergency training etc. Later all these courses were clubbed together and a two year teacher training certificate course was set up in the teacher training institutions (TTIs). Further they were improved resulting in the present form of District Institute of Education and Training (DIETs) for in-service teacher education of primary teachers. They detailed description of DIETs is dealt within a succeeding section as the area of research of the present investigation is primary teacher education institutions. The duration should be one year and structure of education should be as follows:(a) Teaching skills-physical education, recreational activities, health education, art, music and games, telling stories and reciting poems and specific teaching methodology.(b) Teaching objectives:(i) languages, mother tongue and English, natural and social science and math's,(ii) child psychology,(c) Teaching culture: knowledge of modern behavior patterns, understanding about the role of school and teacher in changing the society and having a deep faith in the process of democratization.

The DIETs have been established for re-organizing and re-structuring elementary education in India at the stage level. The role of DIETs is that of pace-setting institution through:

- Excellence in the DIETs own task, and
- Helping the elementary and adult/non-formal education system for advancing excellence at the district level.

At present, there is a serious lack of adequate facilities for intensive work in education in the state. DIET is the most significant educational intervention in the country, while the NCERT came up in the 1960's and the state councils of education research and training came up in 1970's, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of basic education. As result DIET's were set up in almost all the districts of all the states in the country. As a result State Govt. as well as Central Govt. now collectively frame a particular education policy & National Education Policy 1986, introduced a new pattern of education know as 10+2+3 system. Establishment of DIET's is based on the recommendations of National Education Policy 1986.The National policy on Education (NPE) 1986 and program of Action (POA) envisaged a district level institution to support academic functions especially in the academic planning and teacher empowerment programs in the district. DIETs (District Institute of Education and Training) in India are one of the off-shoots of the National Policy on Education (NPE—1986).The mission and role of DIETS visualized in the POA (1986) of NPE (1986) was developed based on the context of education scenario at the national level. There are as many as 500 DIETs in India; one each in a revenue district. Initially DIET was entrusted with various interventions for the quality improvement in primary education With a view to restructuring and reorganizing of Elementary Teacher Education in our State, District Institutes of Education and Training (DIETS) have been set up in all the Districts of the State to provide academic and resource support to elementary school teachers. With a view to restructuring and reorganizing of Elementary Teacher Education in our State, District Institutes of Education and Training (DIETS) have been set up in all the Districts of the State to provide academic and resource support to elementary school teachers.

DIETs are a part of the larger strategy to achieve national goals in the areas of elementary and adult education. DIETs can't therefore, function isolation and must play the role of supplementing and complementing the roles of other organizations.

Functions:

Every Diet has to perform three types of functions via:

i. Training (two year diploma) in Elementary Teacher Education under Pre-service as well as in-service training of elementary school teachers, Headmasters, head of school complexes and officers of education deptt., Teachers of learning centers, instructors and supervisors of non-formal & adult education, members of District Board Education (DBE) and Village Education Committees (VEC), community leaders, CRC / ZRC heads and resource persons engaged in conducting above mentioned programmes.

ii. Academic and Resource support to the elementary and adult Education system in the district in other ways.

iii. Extension activities and interaction with the fields.

iv. Provision of services of a resource and learning centre for teachers and instructors.

v. Development of locally relevant materials teaching aids. Evaluation tools etc, and

vi. Serving as an evaluation centre for Elementary schools and programs of NFE / AE.

Academic Branches: Functions1.

A. **Pre-service teacher education branch:**

The branch organizes two-year Diploma course in Elementary Teacher Education (ETE) The course prepares trainees to provide learner-centered education and education for over all development of personality of learners including children of disadvantaged group i.e. first generation learners and children with major handicaps and other mild handicaps also The branch provides input into programs and activities of all other branches of the institutes to the extent of subjects and areas represented /handled in the branch.

B. **Work Experience (WE) Branch**

The focus of this branch is to identify locally relevant WE areas and develop sample curricular units, teaching material ,low cost teaching aids and evaluation

tools / techniques in such areas and help educational authorities, schools and learning centers in planned Introduction of WE activities in such schools and centers to conduct appropriate in service training programs for teachers in the areas of WE ,to provide WE related input into all other programs and activities of other branches of the institute , to organize the activities of cleanliness and development of the institute campus and its surroundings.

C. **Curriculum, Material Development and Evaluation (CMDE) Branch**

The functions of the branch include development of locally relevant curricular units, methodology and evaluation techniques and testing tools, organization of TLM workshops for in-service and pre-service teachers, training of teachers /NGO volunteers/educational administrators for development of materials and testing tools, monitoring of AE/NFE Centers, action research on educational related problems and to provide CMDE related input to all other programs /activities of the institute.

D. **In-Service programs, Field Interaction & Innovation Coordination (IFIC) Branch**

The functions of the branch include assisting educational authorities In planning and coordination of In–service education programs for elementary teachers throughout the district, and to plan and coordinate such program held in the DIET, identification of training needs of elementary teachers, preparation of prospective Plans for meeting such needs, preparation of annual calendar of all programs to serving as nodal branch to organizing orientation programs for resource persons who would conduct In-service program for teachers, evaluating and monitoring the quality and efficacy of in-service program held in and outside DIET and striving for continuous improvement, maintaining database for all trainees, serving as reference and resource centers for teachers who wish to continue their education ,and acting as nodal branch for all action research and field interaction activities of the institute

E. **Planning & Management (P&M) Branch**

The functions of this branch include to maintaining appropriate data-base for district which may be required for various planning exercises and also serving as the nodal branch in relation to all programmes of community involvement in basic education, developing the norms, criteria and techniques for evaluation of institution, conducting appropriate programmes for Head Masters, Head of School complex and block level educational functionaries, conducting survey and action research/studies with a view to give policy advice to educational planners/administrators/DBE regarding UEE/NLM and also providing planning and management related inputs to all other Branches

F. **Educational Technology (ET) Branch**

The functions of this branch include development of effective and low-cost teaching aids, maintenance of audio-visuals. Equipments and computer lab., conduction of in-service programs for teachers in the area of ET and development of ET material conducting action research and providing ET related inputs into all other programs.

G. **District Resource Unit (DRU)**

The unit focuses on planning, implementation, co-ordination, monitoring, evaluation and training of AE/NFE//NGOs personnel throughout the district and provides necessary support to such programs organized outside the institute. The unit undertakes action. Research in all areas relevant for making AEINFE more effective in collaboration with other branches of DIETs. The unit coordinates UEE mission activities in the district, monitors & supervises the learning centers and provides academic resource support to the learning centers and conducts training of the teachers of learning centers.

3. **Teacher Education at Secondary level:** This training course is opened to graduates and is of one year's duration with an emphasis on the principles and methodology of teaching, leading to the B. T (bachelor of teaching), subsequently renamed as B. Ed (bachelor of education)degree. Teachers having this diploma are competent to teach middle, high and higher secondary classes.

4. **Teacher education at Higher Secondary level:** Since it has been recommended by the education commission as well as the NCERT that the +2 stage of education and is to be given a vocational bias. It has been suggested that a separate structure of teacher education for the higher secondary stage should be evolved.

1.7 Teacher Education in India:

The need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education -- both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66) stressed that 'in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that 'a sound program of professional education of teachers is essential for the qualitative improvement of education.'

Unprecedented expansion of teacher education institutions and programs during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programs like Operation Blackboard (OB), (DPEP) and District Primary Education Program. SSA to achieve UEE, there was a natural increase in demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The

escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to large scale mushrooming of substandard teacher education institutions.

Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/ elementary level. A sizeable number of them are untrained or under-trained. In certain regions, like the North-East, there are even under-qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teachers and other functionaries for the system.

Till January 2007, 31 Institute of Advanced Studies in Education (IASEs) and 104 Colleges of Teacher Education (CTEs) were sanctioned and all of these were functional. So far as the District Institute of Education and Training (DIETs) are concerned, for 599 districts in the country, 556 DIETs were sanctioned and of these 466 were functional. Thus as many as 90 DIETs were yet to become functional. The main problem facing DIETs is non-availability of qualified faculty; presently the faculty appointed does not possess qualifications/experience in elementary teacher education. A good number of CTEs face faculty shortage, they spend more time on initial teacher 7 education, and research, development and innovative activities are yet to take concrete shape and library facilities appear weak. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has come under serious questioning. The larger reality of school teaching not being a preferred option among students and the dilution of emphasis on public investment in initial teacher education since the 1990s has led to large scale recruitment of unqualified and under-qualified persons as Para teachers in the formal school system. Para teachers pose a far more serious challenge to the institution of the professional teacher. An attitude of resignation

towards initial teacher education and piecemeal in-service training courses have become an integral part of state provisioning for elementary education. This has led to further degradation of the status of school teachers and diluted the identity of teacher as a professional. Major initiatives during the mid-1990s were focused on in-service training of teachers and this has accentuated the divide between pre-service and in-service teacher education. School teachers continue to be isolated from centers of higher learning and their professional development needs remain unaddressed.

As far as possible, teachers should be recruited to particular schools. The training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.

The Program of Action (POA 1992) has emphasized teacher education as a continuous process, its pre-service and in-service components being inseparable. The POA, among others, has pointed out the following in respect of teacher education:

a) Professional commitment and overall competencies of teachers leave much to be desired;

b) The quality of pre-service education has not only improved with recent developments in pedagogical science, but has actually shown signs of deterioration;

c) Teacher education programmes consist mainly of pre-service teacher training, with practically no systematic programmes of in-service training, facilities for which are lacking.

d) There has been an increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and

e) The support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level.

1.8 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.

Table 1.1 Teacher Education No. of Institutions, Program and Categories of Institutes

Sl. No	Title of the program	No. of Institutions offering such program	Categories of Institutes
1	One year B. Ed course	About 100	8 Govt. B.Ed. college, one govt. Aided B.Ed. colleges and university, deptts. Of education (D.U) and other private B.Ed. colleges.
2	One year sr. basic Normal course for middle/upper primary level	9	8 Normal schools, 1 purely private organization
3	One year jr.basic/basic training course for in-service primary level. 6 months jr. basic training centers for in-service(temporary)	24 33	20 Basic training centers 4 DIET S 20 BTCS 8 normal schools, 1 PPTTC 4 DIETs
4	One year pre-primary training	2	One govt. pre=primary teacher training(PPTTC) and one private
5	One year Hindi teacher's training course for secondary teachers	1	Hindi teacher training college at North Guwahati
6	One year Hindi teacher training course for primary teachers	1	1 Hindi teacher training center at Diphu
7	Teacher training for special education	Nil	2
8	Teacher training for physical education	Nil	
9	2 year pre-service teacher training course for elementary teachers.	18	18 DIETs
10	Short term course for English language teaching for secondary teachers.	1	English language teaching institution.

Source: State Council of Educational Research and Training, Guwahati, Kahilipara**.**

Table 1.2 District -wise distribution of teacher training institutions of Assam

Sl. No	Name of the district	For elementary level			For secondary level B. ed. college and CTE	Total
		B.T.C	Normal school	DIET		
1	Bongaigaon	-		1	-	-
2	Barpeta	2		1	1	1 5
3	Cachar	-	1	1	1	3
4	Dhubri	1	-	1	1	3
5	Dibrugarh	2	-	1	1	4
6	Darrang	1	-	1	1	3
7	Dhemaji	-	-	-	1	1
8	Goalpara	1	-	1	1	3
9	Golaghat	1	-	1	1	3
10	Hailakandi	1	1	-	-	1
11	Jorhat	1	1	1	1	4
12	Kokrajhar	1	-	1	1	3
13	Kamrup	1	1(private center 1 At Mary's school)			4
14	Karimganj	1	-		1	2
15	Karbianglong	1		-	-	1
16	Lakhimpur	1	1	1	1	4
17	Morigaon	-	-	1	-	1
18	Nalbari	1	-	1	1	3
19	Nagaon	1	1	1	1	4
20	N.C. Hills	-	-	1	-	1
21	Sonitpur	1	1	1	1	4
22	Sibsagar	2	-	1	1	4
23	Tinsukia	--	-	-	-	-
	Total	20	8	18	15	61

Source: State Council of Educational Research and Training, Guwahati, Kahilipara.

1.9 Present Structure of the Teacher Education in Assam

The structure of teacher education in the State of Assam has five stages of school of education.

(i) Pre-primary Stage

(ii) Lower primary stage from classes I to IV

(iii) Upper primary stage from classes V to VII

(iv) Secondary stage from classes VIII to X

(v) Senior secondary stage from classes XI to XII

Pre-primary includes-one year training after high school, prepared by pre-primary training center; primary includes-one year training after high school, prepared B.T.C and DIETs; middle level includes- includes-one year training after 10+2, high school, prepared by the normal schools for grades V to VII; secondary(secondary teacher education program popularly known as B.Ed.) includes -one year training after graduation, prepared by CTEs, teacher training college and University Department ; and higher (M.Ed.) includes one year training after B.Ed.; prepared by University Department and teacher training colleges.

1.10 Existing of Teacher Training Institutes of Assam

Assam has various types of teacher training institutions right from pre-primary to secondary stages.

1.10.1 Pre-Primary Teacher Training Center (PPTC): Pre-primary classes to some primary school in the state. Pre-primary teacher training center functioning in the state was established in 1976 at Dibrugargh. There is 1 PPTC. Initially, is meant for Pre-primary (pre-service and in-service) but now primary (in-service). The center offers one year in –service course at pre-primary level now provides Junior Basic Training Course (JBTC) for 6 months duration with an intake of 100. SCERT, Assam is the examining body of the pre-primary certificate. Practically, pre-service course for pre-primary course for primary level is not available in the state now. At present, the institute is imparting JBT course for in-service primary school teachers.

1.10.2 Basic Training Center: 19 BTCs are functioning in the state imparting junior basic training center (JBTC) course of 10 months duration having an annual intake of 4500 from September to June. It was always a one-year course, reduced to 6 months in 1999 for greater coverage SCERT; Assam is the examining body of the JBTC. These set of teacher training center were established in 1962. This is also a pre-service sort of training imparted to working teachers. Before the establishment of DIETs, this was the only training program for the primary teachers held in BTCs. None of the BTCs is recognized yet bi NCTE for its JBTC course.

1.10.3 District Institute of Educational Research and Training: DIETs are an important instrument of the strategy to achieve Universalization of elementary education and it is their responsibility to provide critical inputs viz. producing component teachers and giving continuous academic and resource support to teachers. To provide both pre-service and in-service teacher training for the elementary stage, 18 DIETs have been established in the state in three phases since 1989. There are 18 DIETs which provide (a) primary (in-service) for 6 months duration with intake of 1500 and (b) D. El. Ed. (Pre-service) for duration of 2 years with intake of 600. Organizational structure of DIETs having the following seven academic branches has been carefully worked in order to perform all the above functions:

a. Pr-service teacher education (PSTE)
b. In-service program, field interaction and innovation co-ordination (IFICE)
c. Curriculum, material development and evaluation. (CMDE)
d. District resource unit for adult and non-formal education (DRU)
e. Work experience (WE)
f. Educational technology(ET)
g. Planning and management (PM)

Table 1.3 Phases of Establishment of DIETs

Phase(13.389) 1989-90	Phase(8. 6.94) 1994-1995	Phase(3.8.95) 1995-1996
Kamrup	Goalpara	Dhubri
Nagaon	Darrang	Morigaon
Kokrajhar	North Lakhimpur	Golaghat
Jorhat	Dibrugargh	Sibsagar
Sonitpur	Barpeta	Nalbari
Cachar	Karimganj	N.C Hills

Source: State Council of Educational Research and Training, Guwahati, Kahilipara.

Table 1.4 the implementation of scheme of DIETs in the state is given under

YEAR OF ESTABLISHMENT	NO. OF DIETs SANCTIONED			NO.OF FUNCTIONAL
	New	Up-graded	Total	
1989-1990	Nil	6	4	6
1994-1995	Nil	6	6	5
1995-1996	7	Nil	6	7
2005-2006	2	2	4	Nil
Total	9	14	23	18

Source: State govt. Assam (2008) project proposal for teacher education scheme of Assam for the year 2008-09 p7

1.10.4 Normal School: Seven government and one private (St. Mary's Teacher Training Center, Guwahati) Normal Schools are functioning in the state, running Senior Basic Training Center (SBTC) course of one year duration with an intake of 350. These courses are designed for middle school teachers. This is a pre-service sort of training course imparted to the deputed teachers who are serving in middle schools. Since pre-service training at elementary level is not in vogue in the state, teachers are, therefore, imparted training after their appointment. SCERT, Assam is the examining body of SBTE course also.

1.10.5 College of Teacher Education: The establishment of College Teacher or so called B.Ed. Colleges is a milestone in the history of teacher education in Assam. The Colleges are providing teacher education program. For continuous support to secondary school teachers there was a proposal for up-graduation of 7 B.Ed. colleges into colleges of teacher education (CTEs) which provide Secondary (pre-service and in-service) B. Ed of one year duration with intake of 800. The

Government of Assam has taken over two existing aided teacher training colleges at Tezpur and Mangaldoi as Colleges of Teacher education w.e.f.27.02.1998. The CTEs are also imparting one year B.Ed. Course, and the examining and monitoring bodies for the CTEs are also the same as for teacher training colleges.

1.10.6 University Department: Three University department of education, i.e. Gauhati University, Dibrugargh University and Assam University and one unaided training college i.e. National Institute of Education, Khetri are running M.Ed. program in the state. Particularly in Assam University the education department issues a B.Sc. B.Ed. Degree course which is considered equivalent to the B.Ed. degree.

1.10.7 State Institute of Education, Assam, Jorhat: State institute of Education was established in 1964 in Jorhat. The main purpose of this institute is to bring about qualitative improvement in school education through necessary training, research and extension .besides publication of materials for attaining the objectives. The SIE is mandated to broadly perform the following function:

1. To organize short term in-service training courses on teaching of various school subjects for elementary level teachers.
2. To prepare textual and instructional materials on various subjects for teachers, teacher educators and supervisor (excluding Science and Mathematics).
3. To pre elementary level syllabus in various subjects (excluding Science and Mathematics).

The institute is conducting a number of programs for school teachers. The training programs are organized for primary school teachers, middle school teachers, teacher educators, head teachers and educational supervisor.

1.10.8 State Institute of Science Education, Assam, Guwahati: In 1967, the State Institute of Science Education (SISE) was established at Guwahati for providing a broad-based foundation towards science teaching. The main academic functions of the SCERT are for:

1. Organize short term in-service training program /courses on teaching of Mathematics and Science for teachers and supervisory staff.
2. Prepare elementary level syllabus on Mathematics and Science including environmental studies.
3. Prepare textual and instructional materials for teachers and supervisors in Mathematics and Science.
4. Develop quality teaching techniques in Mathematics and Science.
5. Evolve model science kits and improvise teaching aids in Mathematics and Science.
6. Conduct NCERT/UNICEF Mathematics and Science projects and organize science exhibitions, fairs, etc.

1.10.9 Educational Technology Cell: Educational Technology Cell (ETC) was set up in September, 1979, now it is under directorate of SCERT, Assam. The ETC performs the following major functions:

1. Develop instructional material and how cost teaching aids, audio visual aids, production of films, video-taps, filmstrips, etc.
2. Utilizes media for improvement of qualitative aspects of education.
3. Directly associates with AIR and TV in organization of educational broadcast and telecast program.
4. Organize script-writers' training in collaboration with educational broadcast officer of AIR/TV.
5. Devices radio /TV syllabus and planning complementary ground level support for distance learning system and
6. Organize workshops of elementary level teachers for making models, graphics, map drawing, etc.

1.10.10 English Language Teaching Institute: In 1985, an English language teaching institute was established at Guwahati for improving the teaching of English language in the state. At present, the training programs run by the ELTI include a three month diploma course, a one month certificate course and 5/ 6 days short term training programs. This institute provides (in-service) short term courses

on English language teaching for teachers of Middle, Secondary and Higher Secondary stage.

1.10.11 Hindi Training Institute/College: To prepare teachers for teaching Hindi at upper primary stage and secondary level, these institutes are conducting teacher training programs for Hindi teachers. Two institutes viz. Hindi training center and Hindi training college have been established since 1969.

1.10.12 State Council of Educational Research and Training (SCERT): During the recent decades, a number of institutions/agencies/organizations have carried out activities related to the improvement of school education. The institutions like SIE, SISE, EVGB, ETC, etc, were functioning in isolation. In 1985 the SCERT has organized in-service programs for the up-graduation of pedagogies skills of teachers and teacher educators at all he stages of education in the state

1.10.13 Assam Higher Secondary Education Council (AHSEC): The Assam Higher Secondary Education Council was established by an Act (Assam Act No. XVII of 1984) to regulate supervise and develop the system of Higher Secondary Education in the state of Assam. This council provides summer institutes/short term training course in various +2 level subjects for higher secondary school teachers. The SSA also provides short term subject specific teacher training program for primary and upper primary level teachers. The SCERT as a part of their extension service activity provides teacher training to various organizations and institutions in addition to AIR programs for primary and upper primary level teachers on many academic issues related to approach, philosophy and pedagogy. The council recognizes teacher training/teacher orientation programs/refreshers courses every year during summer vacation since its inception. The council of each training program was different but mostly syllabus-oriented.

1.11 Rationale of the study:

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. 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.

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.

1.12 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-

1.13 STATEMENT OF THE PROBLEM:

To answer the above mentioned questions the researcher has designed the present study with the entitled as- "***A Critical Study of Teacher Education at the Primary Level in Assam".***

1.14 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.

1.15 OPERATIONAL DEFINATIONS:

1.15.1 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.

1.16 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.