CHAPTER-II

THEORITICAL FRAMWORK OF THE STUDY

2.1 INTRODUCTION

This chapter deals with a brief profile of Assam, present educational profile of Assam, History of teacher education in India, Importance of primary teacher education, Need of teacher training in primary education, Strategies and innovation undertaken at primary level TTIs in Assam and Curriculum content and transaction.

2.2 Profile of Assam:

Assam lies in the northeastern corner of India. The state of Assam, as it exists today, has been shaped after re-organization of north-eastern states in 1971. Assam is surrounded by six of the other Seven Sister States: Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura, and Meghalaya. Geographically Assam and these states are connected to the rest of India via a strip of land in West Bengal called the Siliguri Corridor or "Chicken's Neck". Assam shares international borders with Bhutan and Bangladesh; and cultures, peoples and climate with South-East Asia – elements in India's Look East policy. Assam became a part of the British India after the British occupied the region following the First Anglo-Burmese War of 1824–1826. At present the total land area of state is 78,438 sq. kilometers. The rural land area of the Assam is 77476.23 sq kilometers which constitutes 98.77% of the total land area whereas it urban land area is only 961.77 kilometers constituting 1.23% of the land area of the state. The capital of the Assam is Dispur (Guwahati) and its official language is Assamese. The State is represented by fourteen MPs in the Lokh Shaba (Lower House) and seven Mps in the Rajya Shaba (Upper House). With her unicameral legislature system, the state has 126 seats in its Legislative Assembly.

2.3 Geographical Feature:

Geographically, Assam has twenty-seven districts can be divided into three categories:

- **The Brahmaputra Valley**
- **The Barak Valley**
- **The Hill Areas Division**

The Brahmaputra Valley exists in the northern part of the state and covers 23 districts. The Valley is a long alluvial plain; about 450 miles long and of 50 miles averages breathe. The river Brahmaputra flows from east to the west and crossed by countless tributaries of various magnitudes falling from the bordering mountains of either side. The low lying tracts of either sides of the river up to about six miles have the problem of flood during rainy season (Bose, 2003:15). The tendency to changes its course is the principal characteristics of this river. However, the land is convenient for cultivations. The total geographical area of Assam 25% is under forest cover. The state is situates in a high seismic earthquake prone belt. During the past one hundred years, it has experienced three major earthquakes, one in 1897, the second in 1930, and the third and most devastating one in 1950.

2.4 History of teacher education in India:

History of teacher education in India has a long tradition. Information teacher education has been born in India during early ancient India period i.e. in 2500 B.C. There is no direct evidence of teachers' education in Ancient and medieval times. There was not any kind of basic training or education on appointing a teacher in ancient education system. The pre-independence (1947-A.D.) era concerning the history of teacher education in India may be divided into four parts:

1. Ancient and Medieval period: 2500B.C to 500B.C
2. Buddhist period:500B.C TO 1200 A.D
3. Muslim period:1200 A.D to 1700 A.D

4. British period:1700 A.D to 1947 A.D

Ancient and medieval period: 2500 B.C to 500 B.C: In Ancient India, education was religious and during this period teachers came mostly from Brahmins community. It was their duty to earn in order to teach and also teach in order to learn. Brahmins used to earn their livelihood by teaching. It was a heredity process-teaching continued from one generation to another.

Method and techniques of teaching were very simple. A student relied completely on the word of the teacher. There was a close contact between a teacher and a taught.

Buddhist period: 500 B.C TO 1200 A.D: In the Buddhist period there was a major sense in the educational system, the discipline would choose his teachers much care, and show him utmost respect and the teacher was responsible for his all round development. With the development of knowledge of various fields the teacher's role also changed, he was expected to be a master of his special branch of knowledge. He employed the other methods besides oral recitation-such as exposition, debate, discussion, questions answers, use of stories and parables etc. Thus, teaching become more systematizes.

Muslim period: 1200 A.D to 1700 A.D: During this period there was no formal system of teacher training. Education was public affair. Educational institutions were called Madrash, where students were taught by Molvies. Education was mainly teaching in 'Quran Sharif'. In the Madrassah method of teaching was oral. The teacher adopted the lecture method. Students were encouraged to consult books. Institutions for regular education and training in teaching medicine, literature, art and music were not in vogue during this period. Analytical and inductive methods were also used also to each subject like religion, large, philosophy and politics. Self-study was also one of the methods used in the Madrassahs.

There was no formal training for teachers. No special professional training was required. Teaching posts were filled up on the basis of academic qualification.

British period: 1700 A.D to 1947 A.D: Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teachers training institution. The monitorial system of training was not recognized by them. Formal system of teacher education was stated by Britishers Danish Missionary Dr. Carey established a normal school for the training of teacher at Serampur near Calcutta. After this three more institutions called Normal Schools were opened for training the teachers, one each at Madras, Bombay and Calcutta. The three more training institutions were set up at Agra, Meerut and Varanasi. In 1824, the total number of teachers training institutions rose to 26 Elphinston made arrangements for training teachers. These attempts of teacher-training were primarily meant for preparing Indians for lower levels.

Teacher training schools: The first formal teacher training school in India was set up at Serampur (Bengal), in the name of Normal School by Carey, Marshman and Ward in 1793. In Bombay, the Native education society trained a number of teachers for the improvement of teaching in primary schools. In Bengal, the Calcutta school society did pioneering work for the training of teachers for indigenous schools. The ladies society of Calcutta started a training class for training women teachers in the Calcutta central school for girls. Training schools were also set up in the first half of the nine tenth century.

Wood Despatch (1854): Wood Despatch gave same valuable suggestions for the improvement of the education of teachers. It described," the great deficiencies in the facilities for teacher's training and desire to see the establishment with as little delay as possible of training. The first training school" Normal School" for training of primary and secondary school teachers was established in Madras Presidency in 1856.

Standley Despatch (1859): The Standley Despatch of 1856 suggested that salary-grant would be given to only those institutions which had trained teachers. Consequently, the training of teachers was given more attention. In 1881-82, within25 years of establishment of first training school, the number of Normal school went up-to 106.The total enrolment in these schools was 3886, making an

average of 35 odd students in each training school. Sometimes even illiterate but intelligent women were given admission to these Normal schools that prepared teachers for primary schools. For the training of secondary school teachers Lahore training school was established in 1881.Towards the end of the nine tenth century, there were six training colleges in India.

In 1882, the Indian Education Commission (Hunter Commission), for the first time recommended training for secondary school teachers, examination in both theory and practice of teaching and training should be precondition for permanent employment in Government and aided schools.

Education policy (1904): The recommendation of the Government of India Resolution of on Educational Policy of 1904 had far reaching influence on teacher education. The major recommendations were:

(i) Practice school should be attached to each training college.
(ii) The equipments of a training college should be as important as that an arts college.
(iii) Training courses for under-graduates should be of two years.
(iv) Theory and practice of teaching should be included in the training course.

Sadler Commission (1917): The Sadler commission in1917 emphasized the role of university in the professional training of secondary school teachers and educational researches. For the improvement of secondary school teachers' training program me, the commission suggested-

(i) To introduce a masters course in education.
(ii) To improve the physical facilities of training colleges
(iii) Setting up of an experimental high school to be attached to a training college.
(iv) The department should brining out publications and promote researcher training
(v) There should be a post-graduation degree in education.

Hartog committee (1929): The Hartog committee found out that only 44% teachers in primary schools were trained and that only 28% had completed middle course. This committee gave valuable recommendation and suggested-

(i) Conferences and refreshers course for those teachers who were already in service, the standard of general education for primary teachers should be raised.

(ii) Training institutions should be provided with adequate staff, the duration of their training should be sufficient long. Upon this recommendation, the system of teacher oriented. In 1932, a new degree of B, ED was instituted for the first time by the Andhra University. In 1936 Bombay University was the first to start post-graduate degree M.ED in education.

E. Sergeants Report (1944): in 1944, the sergeants Report also laid emphasis on teacher training program me. The report made the following recommendations:

- Provision should be made for training different categories of teachers-2 years, pre-primary -2 years.
- Junior basic, 3 years senior basic, 2 years under-graduate in high school and 1 year for graduates.
- Refresher courses should be organized for giving in-service education to teachers.

  Therefore, by 1944, teacher training program me was quite comprehensive in India. There was about four lakh teachers working in the primary schools.64% of them were trained. At middle stage, 59% of the total 72.000 teachers were trained. At secondary level, out of total 88,000 teachers hardly 51% were trained. There were about 649 trained colleges.
- Suitable boys and girls should be included into the teaching profession during the last two years of their high school course and they should be given stipends for receiving teacher training.
- Research facilities should be provided.
- Practical training should be provided.
- The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by the school visits, discussions, and other experiences to kindle the trainee's interest in education.
- It proposed revised pay scale for all categories of teachers, to attract better teachers.

In 1948, the central institute of education was established in Delhi, and the government training college at Allahabad was developed into the central pedagogical institute.

2.5 Post- Independence period (Teacher Education in Free India):

The changed social, economic and political conditions after our independence necessitated the revamping of the traditional system of education as well as the teacher education programs. It will be interesting to observe the recommendation of various committees and commissions appointed by the government of India for the improvement of teacher education in free India.

Just after independence the university education commission was constituted under the chairmanship of Dr. S. Radhakrishnan. The commission submitted its report in 1949.

The commission observed that there was no difference in the theory course offered in the various teacher training colleges, but much difference was observed in the practices followed. The number of supervised lessons varied from ten to sixty. It observed that the training colleges had no basic orientation in the essentials. For the improvement of teacher educators must look at the whole course from a different angle; that the theory and practice should support each other; that courses in the theory of education must be flexible and adaptable to local circumstance; that original work by professors and lectures in education should not suffer from isolation and lack of inter-university planning. The commission also recommended the following with teacher preparation; starting the training institutes of teachers and diverting a large number of students into them;

-organizing refresher courses of school and college teachers;

-improving lecture method of teaching;

-transforming the teacher training colleges into constituent colleges of university.

The Secondary Education Commission (1952-53): One of the important events of the decades was the Report of secondary education commission. It analyzed the problems of teachers and the training program in great depth. ”we are, however, convinced that the most important factor in the completed educational reconstruction is the teacher, has personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.” So commissions made recommendations on all these aspects. It found that two type of teacher training institutions existed: (a) primary (basic) teacher training (b) secondary teacher training institutions.

It recommended that:

1. **Two types of institutions:** there must be only two types of institution for teacher training.

(a) For school leaving of HSSLC certificates: for those who have taken the school leaving certificate or higher secondary school leaving certificate, far that the period of training should be two years, the secondary grade training institutions should be under the control of a separate board.

(b) For graduates: For graduate, for whom the training may for the present, be one academic year but extend as a long term program to two academic years. The graduate teacher training institutions should be recognized by the affiliated universities which should award the degree.

1. The teacher trainees should receive training in co- curricular activities.
2. The training colleges as a normal part of their work should conduct refreshers courses, short time intensive courses in special subjects, practical training etc.
3. Special part time training for women teachers should be conducted.
4. The master degree in education should avail of by trained graduates with three years teaching experience.
5. There should be a free exchange between teacher in training colleges, selected headmasters of schools and inspecting officers.
6. The training colleges should not be merely college for training teachers, but an institution for research work in all aspect of pedagogy. For this purpose every

training institution should have under its control an experimental or demonstration school.

Establishment of NCERT (1961): The establishment of National Council of Educational and Training (NCERT) in 1961 was a major step taken for the development of school education, which involves teacher education also. The contribution of NCERT regarding teacher education:

(i) Revamping of elementary and secondary teacher education curriculum.

(ii) Recognizing of student teaching and evaluation.

(iii) Focus on continuing education of teacher through establishment of centers of continuing education.

(iv) Recognition to contribute to education by outstanding school teachers and teacher educators through a scheme of national awards.

(v) Institution of All-India surveys on teacher education.

Establishment of Regional colleges of Education (1963-65): Establishment of Regional colleges of Education (RCE) is an innovation in the direction of reorienting the teacher education in the country. Four Regional Colleges of Education were establishment during 1963-65, one each in Ajmer, Bhopal, Bhubaneswar, and Mysore to inculcate a greater sense of professionalism among the teachers by providing them through an integrated system of specialization. One more RIE has been established in shilling in December 1995, subsequently making the number five.

The Kothari Commission (1964-66): In 1964 an educational commission was set up by the Government of India under the chairmanship of Dr. D.C. Kothari to advice on educational development. The commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. The commission pointed out the weakness of the existing system and suggested ways to improve it.

The general recommendations of the Kothari commission are as follows.

1. It recommended that isolation of teachers colleges from the universities, schools and the teacher's colleges themselves should be removed.
2. It suggested ways to improve the quality of teacher education.
3. It advised the state governments to prepare a plan for the expansion of training facilities. However, the commission made specific recommendation relating to primary teacher preparation and they are presented below:-

   Recommendations on the primary teacher training:

1. The staff in institutions for training primary teachers should hold a master's either in education or in an academic induction subject as well as B.ED and should have undergone special induction courses in teacher education at the primary level.
2. New appointments of primary teachers should be restricted to those who have completed at made for women teachers in tribal areas.
3. Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers for improving their qualification.
4. Special courses should be organized for graduates entering primary teaching.
5. The duration of the training course for primary teachers should be uniformly two years for those who have completed the secondary school course.

   Consequently, some welcome changes have been introduced in teacher education. An M.A. degree in education has been introduced in some universities such as Aligarh, Kurukshetra, Kanpur and some others. Some universities have introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some state have set up state boards of teacher education.

Indian Association of Teacher Education (IATE, 1965):

1. Practice school: every college of education should have one practice school attached to it.

2. Correspondence course: correspondence courses should be introduced for reducing the backlog of untrained teacher.

3. Summer institutes: summer institutes should be started to increase the number of trained teacher.
4. Area organization: area organization should be set up to integrate and supervise the training of teacher at all level.

National policy on education (1968): incorporating the recommendations of Kothari commission, the parliament adapted the national policy on education in 1967. The NPE, 1968 included the following suggestions as far as education of teachers its concerned.

- The emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.
- The academic freedom of teachers and research should be protected.
- Teacher education, particularly in-service education, should receive due emphasis

National policy on education (1986):

The government of India announced a new educational policy in 1985. Accordingly national policy on education was produced in the year 1986. It made the following recommendations on teacher education.

- The new knowledge, skills and favorable attitudes should be developed among teachers to meet the present needs.
- Orientation of teachers should be a continuous process of teacher education.
- Like SCERT at state level, the district level body may be established and it may be called as the District Institute OF Education and Training (DIETs).

Thus, through successive committee and commission's teacher education has undergone a number of changes.

2.6 Commission and committees and their recommendations:

One the basis of the recommendations committees and commissions, may changes were effected in the system of education in general and teacher education in particular. Moreover, the Indian government started the five years plans to achieve sustained economic in balanced manner. Education was regarded as one of the

basic sectors of the economy and thereby in all plans education was given due importance with these all, the following important took place.

The Planning Fifties:

The first conference of training colleges in India was held at Baroda in 1950 and it discussed programs and functions of the training colleges. In the following year, 1951, the second all India Conference was held at Mysore. It discussed the teacher training program in a broader perspective and suggested substituting the term 'Education' and widened its scope. In the same year, a six week summer course in education was organized for college teacher at Mysore.

The syllabus in teacher education was revised, new areas of specialization added, and practical work enhanced.

The enthusing for seminars, workshops, etc. led to the established of extension centers. In 1955, the All India Council for Secondary Education was established. The council through its extension centers (within a year 24 centers started functionally) imparted in-service education in 1957, the All India Council for Elementary Education was formed.

The second five year plan launched in 1955-56, contemplated training of 68 percent of the teachers by 1960 and an account of Rs. 17 corers was apportioned for increasing the training facilities.

The All India Council for Secondary Education established on examination reformed unit in 1957. The Directorate of extension program for secondary education was set up in 1959 to co-operate the extension programs. In the same year the central institute of English was established at Hyderabad to train teachers in English and to provide research facilities in that field.

The first National Seminar on the Education of primary teachers was held in October, 1960. The findings of the seminar reflected a sad state of affairs, for example, the supply of trained teacher was not correlated to the requirements, the training institutions were not well planned; the small institution were poorly staff

and ill equipped , etc. The seminar suggested that every teacher should be trained, and that the state government should plan a phased programme to attain the targets. It recommended selected of some training institutions as models for developing primary teacher education. On the right line, the seminar suggested that the optimum size of training institutions should be 200 trainees. It recommended that primary school teachers should also be included in the extensions programs. It advocated the setting up of state institutes of education. During 1962-63, extension training centers in primary teacher education institutions started functioning. The state institute of education was established in 1965, and a department of teacher education established at the National Institute of education.

One important achievement of this period was the establishment of the National Council of Educational Research and Training (NCERT) devoted to training, research and coordination. In 1964, at the 7th conference of all India Associations of teachers colleges, it was proposed that, comprehensive colleges be set up to bridge the gulf between primary and secondary teacher training institutions. The conference recommended the setting state council of teacher education.

In 1961, the four Regional colleges of education specially mean to integrate professional and general programs by running content-cum-pedagogy courses of four years duration were started.

A panel on Teacher Education has been set up by the UGC to advise it on measures to be taken up for the improvement of standards of teaching and research in education in universities, department of education and colleges of education. The panel recommends the proposals for promotion and supports of studies/research which may drew a special attention in relation to the educational and developmental needs of the country and the community.

The panel has suggested that the resources available to the department of education should be extended to the community with special reference to surveys which may serve as a basis for determining the learning needs of the community;

preparation of curriculum and teaching materials in functional literacy, organization of training for various categories of functionaries' mid-term appraisal. The department of education could also work with the secondary and elementary schools in the neighborhood and help them to improve their standards.

The setting up of the NCERT on 1st September, 1961 is an outstanding land-mark in the history of education in the post-independence period. Several institutes and Bureaus working under the ministry of education merged in to it. These were the central institute of education, central Bureau of text-book research, central Bureau of educational and vocational guidance and national institute of basic education.

Presently, it comprises the National Institute of Education, New Delhi four Regional colleges of education. Further it works in close corporation with the education departments in the states. State council for research and training (SCERT) and universities and with all the institutions and agencies set up in the country for furthering the objectives of education. It also maintained close contact with similar international agencies.

The Ministry of Education, government of India, established in May, 1973, the National Council for Teacher Education, usually term as the NCTE, for maintaining the standard in teacher education in the country. The NCTE was established with the assumption that it would advised the central as well as state government on all matter pertaining to teacher education and would review the progress of planned scheme to maintain the sanctity of high standard in teacher education. However, only in 1993 the NCTE was given the stator status as an apex body at National level.

The main functions of NCTE are:

(i) To survey the whole field of teacher education at all levels in consultation with state councils from time to time and suggest ways and means of qualitative improvement as well as qualitative expansion of teacher education.

(ii) To coordinating and monitoring teacher education and to provide maintains and development grant to them.

(iii) To suggest proposals to central ministry for planned development of teacher education in the country.

(iv) To set national standards in terms of curricular requirements, equipment, facilities, staff requirement, etc. for teacher education.

(v) To promote measures for improvement of standards of teacher education in the country by setting up study teams, arranging for development grants, promoting research.etc.

(vi) To plan and sponsor in-service training programs for teacher educators at the interstate level in certain subject areas as may be decided from time to time in consultation with state council.

(vii) To maintain international contacts in the field of teacher education.

Beside many other activities, the NCTE has been taking interest in initiating novel academic activities.

The program of Action (1992) suggested some centrally sponsored schemes or teacher education and also for strengthening SCERTs and NCTE for implementing their programs more effectively.

The NCTE has been implementing the programs as assigned in the statue. The council constituted an expert committee under the chairmanship of Dr. R. C. Das in 1994 to examine the reports and documents and suggest action for improving teacher education. The committee recommended for consolidating the courses of teacher education and part time, face to face and institutionalized programs of teacher education. It also recommended correspondence/ distance education mode, to be used effectively for in-service education. It also suggested some measures for reducing commercialization in the system to the minimum.

For improving the quality of teacher education, the commission laid stress on organization of content course, introduction of integrated courses, using improved methods of teaching, improving practice teaching and revising curricula at all stages of teacher education. The commission also recommended that some steps to be taken for improving training institutions both for secondary as well as

primary teachers through staff improvement, duration increase of correspondence course and other physical facilities.

2.7 Importance of primary teacher education:

Primary education is important for motive that every child must be made literate from the earlier stage. Further, children must be helped to get a least eight to ten years of schooling to create an impact on them and society. It is one of the important stages of education, in which the child is exposed to a formal learning environment which provides various learning experiences that are fundamental for future learning. It is well-known that education not only enhances human capabilities but contributes to the better functioning of democracy and its institution and also to social and economic growth. This initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development.

The National Curriculum and the teaching methodologies adopted in Cyprus Primary Education emphasize the learning process and focus on strategies which assist pupils in learning how to learn and in developing their critical and creative thinking. It aims at the continuous and systematic training of teaching staff, the upgrading and writing of new textbooks that will cater to the needs of the National Curriculum and society in general. Moreover, it aims towards the improvement of teaching methods and approaches, the design and implementation of modern developmental programmes, the increase of special education programmes and of programmes which support pupils with learning difficulties, the extension and building of new school units and the overall development of the infrastructure required for quality education.

The Constitution of Independent India provides for free and compulsory education for all children up to the age of 14 years. This unit also helps us to understand the various measures adopted from time to time to fulfill this directive in Article 45 of our constitution.

To increase enrolment at the primary and upper primary stage, many interventions have been made under central govt. leadership and sponsorship such as operation blackboard 1986 to counter conditions seen as constraints on relation and learning, which provided an additional teacher in single teacher schools and a standardized package of teaching materials and aids, establishment of DIETs 1988 where teacher would get trained in many areas including planning and management and educational technology, which is generally for strengthening of teacher education; total literacy campaigns 1988, Under taken with the help of volunteers in the matter of adult literacy. State resource centers would develop literacy material and training courses for volunteer instructors.

Primary teacher education is a very significant part of a child's life. It is one's introduction to the academic world, and shall define if the child would love or reject going to school. The role of the primary teacher is very important, because he or she is the facilitator of this 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. Leadership, patience, good listening skills, ability to motivate, familiarity with all range of possible subjects, promote camaraderie, and time-management are only some of the skills an effective primary school teacher should have. Teaching is not only an occupation, but a passion.

But before everything else, there are more technical requirements for those who wish to apply for the said profession. Teachers can be regarded as the best or

worst person in a child's life, and that is how great their impact is to the youth. Primary teacher evaluation can be best reflected on their student's, one can never be too careful on what they teach on primary students. Intellect is a gift many can have, but only few can share it effectively through teaching.

Teacher education is mostly confined to training of the primary and secondary school teachers. These two types of training are offered in separate institutions. The educational qualifications for two types of teachers are different. It is mostly secondary school education for primary teachers and graduate degree for the secondary school teachers. This was suitable in the past when the information and skills to be imparted at various levels were very meager and when the only mode of instruction was only telling or narration by the teacher. Later on, the nature of primary education, its scope and objectives began to be expanded introducing many complexities into its system. This makes it essential to increase the educational qualifications of primary school teachers. Besides, the plan to base the process of instruction on educational technology requires strong educational background. In order to meet these requirements, the educational qualifications of the primary school teachers should raise.

The level of teacher training at any stage determines the quality and standard of actual operation of education at that sector. This is further determined by the duration of the training programmes both at the pre-service and in-service. It is unfortunate that qualifications of primary teachers have been low in terms of academic requirements for admission to teacher training institutions. This has resulted in restricting the primary school teacher to lower status.

There is no denying the fact that primary education occupies a very important place not only because of its functional value but also for the significant reason that it serves as bedrock of all education. The significant of primary education may be realized because of its dealing with the most impressionable years of life. Therefore, the teacher at this level is required to be a model for the students. Again, primary education encompasses mass education and it also serve

as a terminal stage for many. Keeping the significance of primary education in view, it has been realized all over the world that to enable the teacher at this stage to suitable discharge his functions, it is necessary that his training should be properly organized. This will be possible only if, apart from higher minimum qualifications for admission to the per-services course, arrangements are made for longer courses at pre-service level followed by periodic in-service course.

Though much attention has been given in the post-independence era to improve the quality of elementary education, we are still much behind as compared to not only the developed countries but also some of the developing countries. In the pre-independence era, the academic qualifications for admission to primary teacher training institutions used to be hardly a middle school pass in most of the region. This practice continued in some areas even after independence, the minimum qualifications for admission to primary training institutions have been raised from middle school pass to metric, later to higher secondary and now senior secondary pass in some cases.

An important point worth nothing in the regard is that there is no uniformity regarding levels and duration for the training of primary school teachers in different parts of the country. The existing training courses for primary school teachers, by and large, fall into the following categories:

1. One year course for matriculates, i.e., after 10 years of schooling.
2. One year course after higher secondary examination, i.e., if of schooling.
3. Two-years course after matriculation examination, i.e., 10 years of schooling.
4. Two-years course after higher secondary examination, i.e., 11 year of schooling.
5. One year course after senior secondary/intermediate examination, i.e., 12 years of schooling/college education.
6. Two years course after senior secondary/ intermediate examination, i.e., 12 years of examination.
7. Under Matric primary teacher training courses of one year duration (negligible number of institutions available in two territories)

As may be noticed from the existing status of primary teacher education, as given above, the courses exist mainly at the under-graduate level. However, some attempts have been made in the recent past to upgrade the level of primary teacher education. The regional colleges of education, under the national council of educational research and training, initiated programmes for training in primary education at the B.ED., level likewise, M.ED. Courses in elementary education are being offered at a few places. This appreciable change definitely leads to better status of primary teacher education.

2.8 Need of teacher training in primary education:

Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching and apart from parents, are the main source of knowledge and values for children.

For a child between 6 and 12, there are basically three options: get no primary education, get low quality primary education or get good quality primary education. At this very moment, over a hundred million children get no primary education at all. And over 500 million of them get it but the quality is low: they have little or no books, their class-room is poorly equipped or simply doesn't exist, or they have a teacher whose level of knowledge hardly surpasses that of a 6th grader or who is not motivated because she earns less than her neighbor who cleans the house of the local landlord.

The universally subscribed goal that "by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality" (Declaration of The World Education Forum held in Dakar, Senegal in 2000) can only be achieved if children can have access to motivated and knowledgeable teachers. They are the resource by excellence. The books are important, the pencil and the blackboard are important and so are the chairs to sit on, but if there is no motivated teacher in front of the chairs, if there is no teacher to write on the

blackboard and to teach reading, math and how to pick up knowledge and values, the goal will never be achieved.

The need for qualitative improvement of primary education therefore, in-service education of elementary teachers periodically is one of the significant inputs to improve the quality of primary/elementary education the existing facilities of in-service education of elementary teachers are woefully inadequate. The national policy on education (1986) envisaged the setting upon of district institutes of education and training (DIETs) to improve the quality of elementary education, hasten the attainment of the goal of universalization of elementary education and to realize the targets of adult education. It has been aptly remarked," if you educate a boy, educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole communication.

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently proper training and education enables the teacher to have a knowledge of how child grow, develop and learn, how they can taught best and how their innate capacities can be brought out and developed. Primary teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils of "hot and miss" process, for according a professional status to the teaching profession and above all for making the optimums of time and energy of the teacher and the taught. The most significant side of the present study is that in recent years much emphasis has been given to the primary education to full fill the constitutional provision and if the teachers are not skilled enough than we cannot expect the smooth progress of primary education which is basic requirement like food and clothes. But it is a matter of regret that primary teachers though shouldering a lot to make today's children a responsible citizen of tomorrow yet they are neglected everywhere and derived from their due. This is high time to consider under which condition

primary teachers are working and keeping in view all, these factors the present study has been under taken.

Training of the teachers is of utmost importance in any educational endeavor. The Vedas call it a divine exercise and no wonder the teacher was defined. “acharya Deva Bhava” says the Upanishads. From Vedic times, ashrams and gurukuls have insisted on the primary of the teacher and utmost importance of teacher training. The great Indian Universities of Taxila and Nalanda were real centers of knowledge via training. The potentialities of the child have to be natured, just as in natured a mighty tree evolves from a very simple and small seed. This is not an easy task and hence, various commission and committees often recommend the need for careful implementation of teacher training. Today, we talk of caste recruitment, appointment of teachers, minorities, reservation and salaries only. Agitations were held for more and more benefits, but no one seems to talk about training teachers to make them committed and dedicated. Teacher training perhaps gets the lowest priority in our educational scale.

Training of teacher is an important component of teacher education. Teacher education covers in its ambit the whole gamut of activities involved in the accomplishment of teaching profession. Teacher education denotes a real and holistic perception of teacher for that task they are required to perform and to continuously upgrade their professional skills. Pre-service training programmes, induction programmes and in-service programmes are the major activities involved in it. Teacher education has come a long way to reach the present destination. There were many important landmarks which need to be heeded to really understand the present position.

The origin of teacher education can be traced back to early 19th century. State initiatives for teacher training were ensured in 1815 which is one of the earliest recorded views in support of the training need of schools teachers. The school societies of presidencies of Calcutta, Madres, and Bombay were in receipt of grants from the East India Company for providing training to the teachers engaged in missionaries. Sir Thomas Munro, the then Governor of Madres in

1826 submitted a detailed proposal for establishment of training schools in each collect orate with a continuous supply of trained teachers.

The importance of teacher training is also reflected in the Supreme Court judgment. A piece thereof may be quoted here." Teachers should be subjected to rigorous training with rigid scrutiny of efficiency. This training needs to have greater relevance to the needs of the day. The ill trained or substandard teachers would be detrimental to our educational system if not a punishment to our children. The importance of teachers and their training is increasing. This fact is being realized and thus we need to bring changes for its improvement. The job of the teacher training institutions is to instill quality training through quality education, preach universal brotherhood, develop a sense of patriotism, encourage them to be innovative and acquire holistic knowledge.

If this practice continues, it will contradict the commitment for quality elementary education. Experience and reports indicate that a large number of children leave schools before completing primary education. One of the reasons for this dropout of student could be un-interesting classroom processes due to untrained teachers or in appropriate in-service training programmes being offered to teachers. The Programme of Action (1992) and SSA framework for implementation contend that quality issues in elementary education are mainly dependent upon the quality of in-fracture, support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision, etc. The Programme of Action (1992) recommends initial and recurrent orientation of teachers, improve the quality of existing pre-service teacher education, organize quality in-service teacher education to all teachers on a periodical basis and with a follow up mechanism, creating and sustaining teacher motivation and revitalize supervision system for quality elementary education. The in-service trainings should be designed through the assessment of difficulties encounter by the teachers in day-

by-day teaching and they should be provided with new ideas to improve teaching-learning processes in the classrooms.

2.9 Strategies and innovation undertaken at primary level TTIs in Assam:

2.9.1 Basic training center: Basic training center were established in a phased manner from 1948 initially, 6 BTCs were established by the Government at Kamrup (Mirza), Nagaon (Raha), Jorhat (Titabar), Sonitpur (Sootea), Cachar (Udarband) and Shillong (Eastwhile capital of Assam), in 1962 18 more BTCs were taken over by the government. Before the establishment of DIETs in 1988, BTCs were the only institutions for in-service training of primary school teachers with duration of one year. Although the training was pre-service in nature, teachers were deputed for such training courses after their appointment in different schools. While the facilities for this kind of in-service training started swelling with the number of schools increasing greatly every year, leading to the phenomenon of huge backlog of untrained teachers.

2.9.2 Normal School: An indigenous system of education existed in Assam at the time of extension of the British rule in 1826. Till late fifties, three year pre-service Normal course and one year guru training course of primary teachers were simultaneously at Normal Schools. Later, in 1948, with the coming up of BTCs, one-year pre-service course continued till 1977. After that, a one-year course was also conducted for working middle level teachers deputed by the government. Although imparted as in-service training in Normal Schools was introduced by the government and the training ran for several years in the past. At present, a one year elementary in-service training is conducted by the NSs.

2.9.3 District Institutes of Education and Training (DIETs): As envisaged in the NEP and POA, 1986, District Institutes of Education and Training (DIETs) have been established for the improvement and enrichment of school education and teacher education at elementary level as well as non-formal and adult education in different districts of the state. In the first phase, 6 DIETs were

established in 1988 by up grading 6 existing BTCs. In the second and third phases twelve more DIETs have been established in the state, bringing the total number of DIETs to eighteen. Five more districts are yet to be provided with DIETs.

1. Providing pre-service and in-service training to elementary school teachers
2. Providing instructional courses and continuing to Non-formal and adult.
3. Educating instructors and supervisions.
4. Conducting action research and experiment.
5. Orientation of community leaders and functionaries of voluntary organization.
6. Consultancy and advice
7. Providing academic support to school complexes and district board of education.

2.9.4 State Council of Educational Research and Training: In order to streamline, integrate and coordinate academic activities and professional activities at the school level as well as for administrative convenience, a new organization called SCERT, Assam 1985 as a state level counterpart of NCERT, New Delhi. SCERT, Assam may now be described as the central pillar in the system of academic support at the elementary level. Apart from implementing its own programs, SCERT, Assam provides the required co-ordinations of activities amongst the existing institutions working in the fields of educational research and training. Soon after its establishment, the administrations of all primary teachers training institutions, such as Normal School and BTCs were transferred from the Directorate of Elementary Education to SCERT, DIETs were set up as institutions under SCERT's control. At present the SIE, SISE and E.T cell are constituent units of SCERT. SCERT is concerned general with the qualitative improvement of school education and especially teacher education in the state. Since its inception in 1985, SCERT Assam has organized in-service training programs for up-graduate of pedagogic skills of teachers and teacher educators in the state. It also

1. Developed textual and supplementary instructional material of quality and initiated projects for the qualitative improvement of school education.
2. Developed curriculum for elementary schools and teacher education.

3. Conduct studies and investigations of different educational problems.
4. Served as a cleaning house for new ideas and practices.
5. Developed teaching aids, educational films, slides cassettes, etc. for school education and also for teacher education.
6. Acts as an advisory body for planning, management and implementation of all educational programs within the ambits of school educations and teacher education.
7. Undertakes all academic work relating to implementation of the National policy of Education.

2.9.5 Strategies and innovative works undertaken by SCERT:

- The last three years before the advent of the new millennium have been marked by intense activities of SCERT Assam. It all Started with the formations of the State Academic Resource Center (SARC) at Ananda Path, Dispur, an academic wing of the SCERT, Assam. The faculties of SCERT, SISE and E.T cell were all brought together under common platform under the banner of SARC to look after the academic activities. The activities of SCERT mainly centered round the development of teaching-learning materials and training of teachers at primary level. During this period, the SCERT has evolved a new strategy for training of teachers by formation of state level resource group (SLRG), district level resource group (DLRG) and block level resource group (BLRG). With the help of this strategy, the SCERT could train up a large number of teachers under special orientation program for primary school teachers (SOPT) within a short span of time.
- Professional training is not a pre-requisite for entering the job of primary teachers in Assam, although some weight age is given for pre-service training at the time of selection of teachers. Hence, a long duration in-service training course known as junior Basic Training (JBT) course of one year duration had been designed and executed by the Directorate of SCEERT, Assam, in order to equip the untrained stipendiary teachers with the skills required for conducting scholastic and co-scholastic activities efficiently and also to perform pupils' evaluation along with remedial teaching. Only after successful completion of this course, the newly

recruited teachers became eligible to draw the regular scale of pay and allowance as prescribed by the government for primary teachers.

- One of the strategies for increasing efficiency and effectiveness of school system was the introduction of PSTE (pre-service teacher education) course of 2 year duration in 17 DIETs under SCERT, Assam in 2000-2001. For planning execution and monitoring of the program a board named state board of teacher education (SBTFE) was constituted. During the session 2000-01and 2001-02, total 1106 trainees were enrolled of which 985 passed with creditable districts showing the pass percentage 89.06. But, the government of Assam kept the PSTE course in abeyance vide government letter no. A (1) E.1042/2001/1 dated 24-12-2001. However as per NCTE regulations, PSTE must be an essential qualification for the post of elementary teachers.
- The JBT course has recently been redesigned by SCERT, Assam in the light of National Curriculum Framework for teacher education developed by NCTE. Due emphasis has also been given on NCF-2005 so that teacher would be able to improve internal efficiency of the school system by incorporating innovations and experimentations in his teaching practices. Accordingly new curricular input like Action Research, community related works to improve community participation in schools in both academic and non-academic aspects, effective implementation strategies for evaluating the children's' performance and for providing remedial teaching, techniques involving the active participation of children in teaching-learning process etc. have been added. Sufficient emphasis has also been laid on making curricular transaction effective. In addition to practice teaching in live situation and practice of micro-teaching skill in simulated situation, SCERT Assam has introduced a 3 months' school attachment program in their in-service teacher training curriculum. At present 19 BTCs and 2 DIETs have been conducting the JBT course.
- SCERT, Assam was also found to have conducted a few Mass Teacher Training (MTT) Program using cascade method of training covering entire primary schools of the state. Such a program of 7 days' duration was organized by SCERT, Assam on whole school approach during March-April, 2003 covering 81,000 L.P teachers

of the state. For this purpose, SCERT, Assam developed a set of training modelers in Assamese, Bengali, Boro and English mediums with sufficient illustrations, examples, scope of experimentation and self-learning.

- Training programs on Action Research for Teacher Education of DIETs, BTCs, NSs and B.Ed. colleges of the state in the year 2006-2007.
- Another MTT for introduction of English in Ka-shreni and English at the lower primary level was conducted by SCERT, Assam using cascade method of training covering 330,499 primary school teachers of the state during 2007-08.
- A training module and a VCD entitled "English for Beginners and trainers" were developed by SCERT, Assam for the beneficial of the teachers.
- Besides in addition to the above SCERT, Assam extends cooperation as Resource persons to various institution and NGOs in organizing short term in-service teacher training program as a part of their extension service program.

2.9.6 Block Resource Centers and Cluster Resource Centers: Block Resource Centers (BRC) and Cluster Resource Centers (CRC) are new structures created after the implementations of DPEP in the state. At present 56 BRCS are functioning in the DPEP districts of Dhubri, Darrang, Morigaon, Karbi-Anlong,Sonitpur, Goalpara, Barpeta, Kokrajar and Bongaigaon. Block resource center coordinators are selected from amongst the middle school teachers while cluster resource center coordinators are selected from amongst the primary teachers.

2.9.7 Function of block resource center co-ordinates (BRCC): The block resource center coordinators are responsible for providing support in decentralized teacher support programs on in-service training, planning, monitoring a continuous evaluation of teachers at the block level.

The BRCs have the following functions:

A. Training:

1. Identification of training needs of teachers
2. Development of training students for meeting the needs.

3. Development of materials for training.
4. Conduct regional level training workshop, seminars and discussion.
5. Documentation of these processes.

B. Material development:

1. Development of reading and discussion materials for village education committee (VECS), parent-teacher associations (PTAs) and mother-teacher association (MTAs).
2. Development of activity bank and evaluation bank through try-out exercise at schools.
3. Preparation of supplementary materials for children based on guideline.

2.9.8 Role of CRCs

The CRCs are functioning as a self-planning and self-executing mechanism based on the problems faced by the teachers and their needs at the cluster level.

The functions of CRCs are:

1. Review and sharing of the experiences of the programs of the schools in the preceding month.
2. Review of the classroom processes and identification of areas for further attention.
3. Documentation, innovative teaching practices and activities.
4. Regular planning for the activities of the next month.
5. Preparation of evaluation tools and activities.

2.9.9 Axom Sarba Siksa Abijan Mission: The Axom Sarba Siksa Abijan Mission in brief Assam working since 2001 for achieving the goal of universalization of elementary education in the state has performed multifarious activities relating to the development of elementary education apart from training of teachers and teacher educators. The activities in which the SSA is involved are given below. The Assam has also been financially supporting teacher education programs especially in elementary stage which are elucidated as under:

- Financial support to IGNOU to conduct primary teacher training program for untrained teachers of primary schools.
- Financial support to conduct MTT (Mass Teachers Training) for primary teachers throughout the state.(short term course)
- Financial support to conduct MTT (Mass Teachers Training) for Upper teachers throughout the state (short term course). The short term course covered only the teachers of Mathematics, Science and English.
- Financial support for orientation of BRCCs, CRRCs and Resource Teachers.
- Financial support for orientation of workers of short term Bridge course, siksha karmi, siksha sarathi, EGS worker.
- Distance education programs (DEP) an integral component of SSA is another major intervention for strengthening professionalism among the teachers and other educational practitioners through distance mode of learning DEP-SSA was launched on 1th July 2003 as an upgraded project of the erstwhile. DEP-DPEP project which had been implemented in 18 states including Assam. It aims at providing need-based local specific in-service training to teachers, teacher educators and other practitioners focusing on review and monitoring of SSA interventions through teleconferencing. Production off audio visual programs and community training through multimedia approach under this project, a self learning material named 'prayash' an integrated education for disable was also developed for teachers and teacher educators. Two numbers of video clipping, one on IED program of 15 minutes duration another one Alternative schooling program of 12 minutes duration were also developed during the month of February 2006. Three numbers of teleconferencing program were conducted for 17 learning ends through EMPC studio. IGNOU during March, 2006 on the themes related to civil works, alternative schooling and IED which were attended by 1370 teachers, VEC members and other functionaries.

2.9.10 Role of NGOs: Several NGOS, such as Assam Sciences Society, Gyan-Vigyan Samity, Assam Academy of Mathematics, North-East India Geographical Society (NEIGS), etc. have been working in the state for the development of

education in specific subject-related areas. The Assam Sciences Society has published numerous books and regularly publishes a journal related to sciences in general and sciences education in schools in particular. It has developed no cost and low cost teaching aids for teaching science in secondary schools and organizes training programs for science teachers from time to time.

Similarly, the **Gyan Vigyan Samity** has carried out a lot of activities in the sphere of the adult literacy. During 1992-1993 alone, the Samity played a vital role in making 1.2 lakh illiterate persons literate in 115 Panchayats. The NEIGS has organized several training programs for geography teachers of higher secondary schools.

There is a forum of the Heads of secondary level institutions called the state academic council and there are district level units of the council in the entire district. The state level bodies as well as the district level bodies hold teacher training programs occasionally, particularly in order to orient school teachers in particular areas of teaching.

2.10 Curriculum content and transaction

Teacher education for preparation of UEE would require special consideration in dealing with student of rural background, girls, SC/ST, working children, urban deprived, disabled, children in difficult circumstances, migrating, children in poor families, socially disadvantaged groups and minorities. It would also need special effort for bringing all the children to the mainstream of education.

It is necessary that student teachers be sensitized to the need for reducing curriculum load, organize appropriate learning experiences which are joyful in nature and related to immediate environment of the learner and help them develop and imbibe desirable values.

Teacher education programs at this stage shall have to provide subject based orientation teaching and learning of mathematics would be woven around

the environment of the learners so that environmental concerns are properly integrated. The activities would focus on local culture and environment using the local specific contexts and resources. Student teachers shall have to be provided with experiences to help children develop socio-emotional and cultural aspects. A realistic awareness and perspective of the phenomena occurring in the environment will have to be linked with social or scientific events. This may be accomplished and drawing of inferences, conducted within and outside the classroom. The desired objectives could be successfully achieved by employing integrated approach. Yet another important area of learning at elementary stage comprises the Art of Healthy and Productive Living, since this will contribute towards the all round development of the personality of children. Teacher education programs shall have to stress on activities and practices that strengthen the element of curiosity, imagination and a sense of wonder besides inculcating positive feelings and attitudes for cooperative living and social service.

A major shift at the upper primary stage is in the teaching of sciences and social sciences; each is to be taught as an integrated subject. Teaching this as integrated subject requires special attention and orientation in teacher education programs. The thrust in new school curriculum on India's culture heritage and its rich traditions, which have, contributed to social, political, economic and other related areas, required an appropriate sensitization of student teachers. The new course of science and technology required suitable orientation of student teacher to make the subject learner-friendly. Similarly new developments in educational psychology, language education and others necessitate orientation of student teachers. Further, emphasis on concept formation and development of skill development on the part of student teachers. It would help them; develop the desired skills in the learners to deal with real life situations.

The new school curriculum framework also gives importance to the education of special needs groups and socio-economically deprived sections of society such as women, rural poor, tribal's, and minorities, the disabled, etc. It is imperative that teacher education programs are accordingly oriented to enable

student teachers to overcome their biases and provide equal opportunity for all children irrespective of their socio-economic and religious backgrounds.

Another major thrust is that the content of education be rooted in Indian thought and experience and remain open to ideas from outside. The vast cultural plurality of our nation comes handy for increasingly drawing from the Indian experience, both past and present. Special emphasis is needed on pedagogical analysis, a clear understanding and appreciation of Indian contribution to knowledge and achievements in various fields/sectors, etc. This would enable the student teachers to develop a sense of national identity among the learners, right from the elementary stage.

The NCFSE-2000 highlights education in human values as an integral part of curriculum for all subjects at all stages of school education. It stresses the need for suitably weaving of values, human rights and fundamental duties of citizens in day-to-day teaching and other school activities. This has a clear implication for teacher education. Teachers have to play a crucial role in inculcation values among children. Since every teacher is envisaged to be also a teacher of values, student teaches have to be oriented for value education and developing different strategies for inculcation and promotion of values among school students.

Achieving Minimum Levels of Learning (MLL) is yet another concern reflected in the school curriculum framework for elementary school stage. MLLs are learning outcomes to be achieved by all children and also serve as one of the bases for determining performance goals of both students and teachers. Teacher education programmes have to orient student teachers to MLLs in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies. Exercises to this effect, during teacher education programmes, would make student teachers capable of ensuring MLLs at this stage of school education.

ICT is gradually emerging as an integral part of the schooling process. It influences not only the teaching style but also the learning style. ICT results in transformation from teacher-oriented learning to that of exploratory self-learning.

Transaction of teacher education is based on several factors: the academic background of student teachers and teacher educators, nature of the subjects to be taught, philosophy of the subjects to be taught, practical work to be conducted, community resources available for education and characteristics of learners. Attempt may be made to integrate theory and practice as well as community resources. Student teacher need to acquire competencies to draw community resources to facilitate more effective functioning of school. Emphasis on lectures is encouraged. Practical activities, project and field work will have to be the main focus of teacher education. Student teachers are to be empowered to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They have to be encouraged to be under take action research, group discussion and self-learning activities as a part of their educational programme. Emphasis needs to be laid on outcome-oriented activities. Student teachers have to learn the skin of adjusting to the level learners and make their expectations reasonable. Temperamental adjustments may also be necessary so as to identify themselves with the young learners. Regular diagnosis and timely remediation must be encouraged to help achieve mastery of basic skills pertaining to various subjects of study and art of healthy and productive living.