CHAPTER-III

REVIEW OF RELATED LITERATURE

3.1 Introduction:

Review of related literature is one of the important steps in the planning of any research study. It is an important aspect of every study. It serves multiple purposes and is essential for a well-designed research study. It helps the investigator to acquaint him with current knowledge in the area in which he is going to conduct the research. It is a valuable guide in defining the problem, recognizing its scope and significance, suggesting relevant hypotheses, gathering devices, making appropriate study design and sources of data. Whatever may be the field of research, the research work needs to acquire up to date information about what has been thought and done in the particular area from which he intends to take up a problem for research. A research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the proposed one. The most neglected area in the field of education is teacher education. Research on teacher education is one of the most mesmerizing areas in India. A careful review of research, journals, books, dissertation, and thesis's, published articles and other sources of information's on the problem should be located and evaluated. Many studies have been conducted in India as well as in Assam on primary teacher education. It is almost impossible to review all the available literature on the topic. Therefore in the present study researcher confined the review which is closely related with the current investigations. The available literatures related to present study are presented under two headings:

3.2 Studied conducted in India:

Trippathi (1964) made an evaluative study of the then existing basic training institutes in the states of Bihar, Gujrat, Madhya Pradesh and Maharastra and found number of deficiencies in them. Of course, the programme of basic training does not exist anywhere in the country at present**.** But, creating 'work

experience' among the student teachers has become a real problem without the basic training approach for teacher preparation.

State Institute of Education (Gujrat) (1965) conducted an investigation into the problems of the trainees of the Primary teachers. The main objectives of the study were: to know the then position of primary education in Gujrat with special reference to the primary teacher trainees. The major findings were: i. the syllabus needs some modification. ii. The trainees had some financial problems; iii. The attitude of the trainees to the basic education was positive; iv. The quota of the craft was too much for the trainees.

State Institute of Education (Gujrat) (1966) made case studies of primary teacher training institutions of Gujrat. Objectives of the study were: to get a representative picture of the position of primary teacher training institutions was Gujrat. A representative sample including ten per cent of the total number of primary teacher training institutions was selected for the study. A case study perform was prepared and used to collect the data**.** The study revealed that i. more physical facilities were needed for the trainees, as these institution were residential units; ii. all the institutions had adequate number of basic trained staff members; iii. No institution had a science laboratory; iv there was no reading facility in these institutions; v. there was great adequate reading room for students and staff members; iv fifty per cent of the staff members needed refresher course; and vii. There was no proper planning in the provision of facilities for teacher training.

SIERT, Rajasthan (1966) conducted an investigation into teacher education at primary level in Rajasthan. The study revealed that: i. The average intake was about 130. The qualification prescribed for admission to the STC course was the High/Higher secondary examination; ii. The minimum age prescribed for fresher's was 18 years whereas the age of the trainees18 to 45 years; Iii. The syllabus was prescribed by the department o primary and secondary education of the state government and was followed in all the institutions; iii. Some of the institution felt that the syllabus was somewhat ambitious. The

syllabus for craft was heavy, its teaching required a lot of funds, and the teaching staff had inadequate training; iv. Out of 50 training institutions, 37 had their own buildings. Eleven were housed in rented buildings.

Upasani (1966) evaluated the existing teacher training programme for primary teachers in the state of Maharastra with special reference to rural areas. The objectives of the study were: i. to identify the major strengths and weaknesses of the training programmes from an analysis of the self evaluation reports; ii. to examine and the opinions of the perished education officers and the principals concerned; (a) the adequacy of the preparation of the newly trained primary teachers, (b) the understanding ,skills and abilities expected of the rural primary teachers, and (d) examine and analyze the existing teacher training programmes and to propose suggestions for their improvement**.** The author has recommended the following: i. the minimum qualifications for recruitment as three primary teachers or for admission to training institution should be the completion of a secondary school course.; ii the present position of the professional training of primary teachers is far from satisfactory especially if it is evaluated in the light of the new challenges in elementary education; iii. The duration of the primary teacher training should be extended to the two years.

Banerjee (1967) studied on the training of primary teacher in India. The following observation was made on the basis of the data collection: i. there was weaknesses and shortages in the professional education of primary teachers and vigorous attempts were needed the right track; ii. In new age, the school, the teacher, the training institutions had to pay a great role in changing the old patterns of education; iii. The number of student teachers, explosion of knowledge and democratic living all these placed upon the training institutions a responsibility unprecedented magnitude; iv. A training college had to address itself to the task with a spirit of high adventure and faith.

Joseph (1967) conducted a detailed survey of the 19 training institutions in the state of Kerela and the study revealed that(i) on the average,70% of the applicants were women.(ii) 85% of the staff and trainees preferred enrolment of

less than hundred.(iii) among the different subjects taught in the training colleges 'psychology' was regarded by more than three-four of staff and student as the most useful subject, and 'current problem in India education' as the least important by 80% staff members and 60% of students; (iv) there is a strong feeling to include contents in the curriculum of training colleges;(v) the students regarded group discussions, conferences and supervised study as very effective teaching methods;(vi) more than 80% of the staff and students favored greater emphasis to practical aspect of the training programme.

Mallaya (1968) conducted the modern trends in the teacher training programmes and the problem of teacher training in Madhya Pradesh with a view to suggesting ways and means to make it more effective. The majors finding of the study were: i. the pre-primary teacher training were facilities were insufficient in Madhya Pradesh and Montessori training was very costly and it needed reorganization; ii. The existing teacher training facilities at the primary and secondary levels which were considered sufficient could be made more effective by strengthening the science teacher's training at all the three levels, rationalizing the selection of candidates for training such as practice teaching, community life, preparation of teaching aids, games and sports, and cultural activities; iii. evaluation techniques were mostly of routine type and showed large variations in internal and external assessment; iv. Better coordination in the programme of teacher training at various levels could make them more effective; v. teacher training institutions in the state did not have adequate library facilities and the periodicals and magazines to which they subscribed were less in number; vi. Coordination of different levels of teachers training was lacking and; vii. There was no provision for training the inspectors of schools and social education organizer.

Srivastava (1970) conducted an investigation into the evaluation of practice teaching in teacher training institutions to find out the place of practice teaching in total programme of teacher preparation and the manner in which the evaluation methods and practices influenced the student-teachers' performance in

teaching, to study their attitude towards practice teaching and to study teacher pupils relationship. The major findings were: i. practice teaching formed an essential and compulsory item in all the teacher preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all the institutions; ii. The mark allotted for practice teaching range from a little less than 30% to 100% of the in theory; iii. Majority of teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions; iv. Majority of the institutions had some system of internal assessment and most of the institutions did not give more than fifty percent of the total marks for practice teaching in internal assessment; v. almost all the institutions declare the result of examinations in the theory and practice separately; vi. The contents of the sessional work evaluation were many and varied as theory work, visual education and craft, psychology practical and co-curricular activities; vii. About 76.8% of student-teachers developed unfavorable attitude towards practice teaching.

Gupta (1971) studied on admission procedure in elementary and secondary teacher training institutions. The purpose of the study was to examine the admission procedure in teacher training institutes and suggest a suitable admission procedure. The major findings of the study were: i. the minimum qualification required for admission was matriculation or S.S.L.C.; ii. Age limit was 15 to 30 years for fresher and up to 35 years for untrained teachers, and iii. Admissions were given on the basis of written test, interview, and academic record and teaching experience.

Sharma (1973) examined on the practice teaching programme of post graduate teacher education with a sample of 1080 student teachers of U.P. and 135 trained working teachers in secondary schools. Some of the major findings of the study were: i. Demonstration lessons were given in the entire teacher training institutions, but in some, it was only on paper not in practice; ii. Practice teaching was done very hurriedly. Non-teaching works like maintain diaries and giving tests were rarely done by the student teachers and they did not take part in the

activities of the practicing schools; iii. Criticism lessons were prescribed in all the institutions and their evaluation was counted towards final assessment; iv. 98% trained teachers thought that practice teaching gave confidence and power to adopt teaching to varying conditions, helped to understand children and to solve day-by-day classroom problems.

Arora et.al (1974) carried out a study of the national survey of teacher education at elementary level. Objectives' of the study were: (i) compiling a national report which could be used as a reference document, and (ii) locating weak area which needed strengthening and thus required special attention of the NCERT. The major findings of the study were: i. about 59.9 percent institutions were located in the urban areas while 48.3 percent in the rural areas; (a) 54.71 % institutions were residential in nature,22.84% were partially residential and the rest were not residential; (b) 46.30% of the institutions were co-educational,35.89% were for men only and 17.01% were for women only; (c) 63.18% institutions were run by the state government, 27.34% were run private aided and 9.47% were as private unaided; ii. quite a fair justice was done in the selection of candidates for admission to training institutions, the main criterion being the marks obtained at the matriculation examination; some seats were kept reserved for schedule cast, schedule tribes and deputed teachers too; there was a good provision for stipend in almost all the government training institutes; in majority of the state no tuition fee was charged; iii. In majority of the state, the minimum qualification required for the recruitment to the post of principal as well as to the teacher educator was trained graduate; iv. In most of the states the syllabus was prescribed by the state department of education; most of the theory papers in different states were almost the same; v. in most of the state, final examination was conducted by the state department of education usually, there were internal and external assessment for theory papers, practice teaching and craft; (vii) Poor physical facilities were observed in many respects, viz., lack of science laboratories, inadequate buildings, inadequate accommodation in the hostels, no good libraries, no trained libraries and no adequate number of books and magazines.

Department of post-graduation studies in education (1974) examined a study of the role expectations of teachers under training in the city Bangalore. The main objectives of the study were: (i) to find out the attitude of pupil teachers towards different functions of teaching profession; (ii) to find out the interest pattern of pupil teachers in respect of teaching as a profession;(iii) to assess the role expectation of pupil teachers regarding the function of a teachers. The major finding of the study were: (i) both the groups expressed high degree of favorable attitude; (ii) the female pupil teachers were more favorable towards the academic aspect of teaching than the male pupil teachers; (iii) the fresh pupil teachers were found to indicate higher degree of positive attitude than the deputed pupil teachers towards teaching as a whole.(iv) even among the female pupil teachers the fresher's had registered a high degree of positive attitude than the deputed pupil teachers; (v) the experienced female pupil teachers were more favorable towards academic aspect than the deputed female pupil teachers;(vi) female pupil teachers were found to be more interested in co-curriculum and community activities than the male pupil teachers;(vii) experienced pupil teachers were more interested in teaching than their counterpart; (viii) the fresh female pupil teachers exhibited a higher degree of role expectation than the experienced.

Joshi (1974) carried out a study of innovations in teacher training institutions. Following are the objectives of the study were : (i) innovations in teacher education programme pertaining to curriculum, method of teaching and in-service education; (ii) the type of courses followed in different state;(iii) the resisting factors of innovations. The findings of the study were: (i) In the area of methodology of teaching, popularly used methods were question-answer and objective based teaching;(ii) The use of micro-teaching, programmed learning, interaction analysis and self –learning project were negligible;(iii) nearly eighty-one percent of the instructors frequently used lecture method in their theory classes;(iv) Not only institutions and instructors were involved in the in-service programme of elementary teachers;(v) In Rajasthan some innovations were reported. For example there were three institutions to organize regular programmes of in-service education, the teacher training institutes provided

training on ungraded unit and a new experiment on first introduction to teaching was undertaken.(vi) In Gujarat and Jamia Millia Islamia, block teaching was one of the components of the teacher education programme. (vii) In Gujarat and Rajasthan separate institutions for linguistic minorities existed.(viii) the most significant factors of resistance to innovations as reported were: lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance and lack of support from education department

Prakash and Mehrotra (1974) prepared an exploratory study of the use of audio cassette recordings in the supervision of student-teachers. The major objectives of the study were as follows: (i) to find out the feasibility of the use of a cassette recorder in practice teaching lessons of student teachers, and (ii) to evaluate the effectiveness of its use in improving the skill in the teaching of student teacher. The major finding of the were(i) the use of cassette recorder caused a little commotion in a class when used for the first time; but after the novelty wore off, it disturbed neither the student teacher nor the pupils (ii) it provided an accurate record of the verbal interactions in the lesson (iii) it resulted in (a) confirmations of good practices and consequently student-teachers gaining more confidence; and (b) readiness to accept shortcomings (iv) The student teachers could locate different types of shortcomings in their lessons shortcoming in their lessons after listening to the audio-cassette recorder. Some of these shortcomings were related to (a) unnecessary reframing of questions asked by the teacher,(b) question elaboration.(c) lapses regarding content, facts, figures and concepts,(d) mistakes in the use language, (e) unnecessary pauses in the development of the lesson,(f) teachers voice, (g) his delivery, (h) mannerism,(i) finding out that pupil participation was not sought where it could have been,(k) realization of not having adequately removed wrong concepts held by pupils,(l) not giving sufficient attention to desirable details, (m) lack of variety in approach, and (n) teacher domination.

Safia, Sultana (1976) examined a study of the Academic Difficulties of student-teachers. It is revealed that the major difficulty of student teachers as

follows: (i) course content of the theory papers especially philosophy and psychology, is difficult. (ii) The student had no chance to express their difficulties in understanding the lesson during the class.(iii) Majority of the students, who did not study in English medium found it difficult to understand what was being taught in English.(This difficulty was especially mentioned by the student in the department of education).(iv) on the basis of experienced of practice teaching, their main difficulty was that what was being taught in methodology classes was not acceptable to school teachers and they hardly agreed to try new methods in actual classroom teaching. (v) Most of the difficulties persist because the teacher educators never tried to have interaction with them outside the class**.**

Krupa, Latha (1979) carried out a study of the relative effectiveness of micro technique in developing teacher competence among trainees at the teacher training institute level. The major findings of the study were: (i) The training of skills through micro teaching resulted in better teaching competency. (ii) The training given to the student –teachers through micro-teaching before the post test and the macro lesson given after the post test resulted in better teaching ability. (iii) The treatment through micro-teaching had no direct effect on the attitude of student teachers of the experimental group. (iv) The treatment through micro-teaching had no direct effect on the attitude of student teachers of the controlled group. (v) The training in the interaction of skills improved general teaching competence.

Sujata (1979) conducted an enquiry into the under graduate teacher training programme in the state of Karnataka. The major findings of the study were: (i) In the teacher training institutes in respect of teaching personnel, admission procedure, institutional plant, time allotment to the teaching of different subjects and practice teaching were not adequate to carry out the curricular programme effectively. (ii) The performance of the trainees in the teacher's efficiency inventory showed that the training programme had failed to develop a teacher of desired quality.

Verma (1979) examined a study of teacher training as a catalyst of charge in professional attitudes of student –teachers. The tools used were teacher attitude inventory prepared and standardized by the investigator rating questionnaire. The major finding of the study were as follows: (i) The teacher training programme was a catalyst of change in the professionals attitudes of the teacher trainees.(ii) Sex, age, marital status, caste, rural-urban residence, income and source of income of the family, size of the family, parental education, presence of a teacher-member in the family, political affiliation, party affiliation, academic qualification, courses of study of the teacher-trainees were not correlated with their attitudinal change. (iii) Pre-training teaching experience, place of graduation and post-graduation and the teacher training institutions attended by the teacher-trainees were significantly correlated with their attitudinal change of those teachers –trainees who had pre-training teaching experience of one year or less. It was less fruitful to fresher's and almost useless to teacher-trainees with pre-training teaching experience of more than five years.(iv) The teacher training programme was more effective for attitudinal change among the trainees who had completed their education privately and also those trainees who had come families where the source of income was business.

Sharma, K.K. and Bhattacharjee, R. (1980) carried out a comparative study of the effect of the summative model of integrating skill upon the teaching competencies of students-teachers –post graduate training college. Shilllong. The objective of the project was to compare the effectiveness of integrating five teaching skills through the 'summative model' upon scores on the Indore teaching competence scale (ITCS) and the general Teaching Competence scale (GTCS).The study revealed that the experimental group did significantly better than the control group, since teaching values in all the cases were significant.

SCERT (1981) studied Evaluation of in-service Training programme for primary teachers in the selected Government and aided training Institutions, Andra Predesh. Objectives of the study are-1.To evaluate the administrative aspect of the function of the science teaching course for primary teacher 2.To

evaluate the academic aspect ,that is the schedule of work and in –service training programme.

Jangira (1982) survey a study of social cohesion in Elementary Teacher training institutions and its Relationship with their efficiency. The major finding of the study were : (i) social cohesion had significant correlation with the student-teacher's achievement in theory as well as in practice.(ii) Its correlations with the student-teachers ' adjustment and attitudes were not significant.(iii) social cohesion in the teacher training institutions turned out to be a predictor of student-teachers' achievement in practice teaching explaining 48.23% of the variance.(iv) It was a comparatively weak predictor of student-teachers' achievement in theory explaining merely 11.69% of variance in achievement.(v) student-teachers' attitude to teachers(teacher-educators in this case) differed significantly in institutions with high and low social cohesion.

Rai (1982) carried out a study of the problems of Teacher's training colleges situated in Uttar Pradesh and Gujrat with regard to practicing schools.. The major findings of the investigation were: (i) Fifty three percent of the student teacher of Uttar Predesh and 31 percent of Gujrat admitted that they failed to discharge their responsibilities satisfactorily due to lack of time . (ii) Sixty-four percent student- teachers of Uttar Predesh and 82 percent of Gujrat opined that demonstration lessons were useful for them. The student-teachers stated that the teacher educators generally lacked competence in respect of giving guidance. (iii) 74% of the teacher educators of Uttar Predesh and 36% of Gujrat reported that they failed to perform their responsibilities during student teaching satisfactory. Of the teacher educators of Gujrat 76% against 28% of Uttar Predesh expressed their satisfaction with their supervisory function. The most difficult problems were in regard to establishing good relationship with practicing schools and framing suitable time-tables. The teacher educators of Uttar Predesh and Gujrat admitted that they lacked professional efficiency to guide the student-teachers wanted spoon-feeding. They faced the problem of limited periods of practice teaching allowed by schools. Internal assessment was another problem. Principal

of teacher training colleges admitted that they were unsuccessful in realizing the objectives of student teaching because of lack of cooperation from the schools and inadequate time. The headmasters of practicing schools of Uttar Predesh and Gujrat were not happy with the teaching by student-teachers. The school teachers felt that the programme of student teaching upset their plan of work.

Sharma (1982) carried out into the progress and problems of teacher education in India. The progress and development of teacher education was examined on the basis of the data collected from reports and journals on teacher education. The information was collected in the light of the modern concept of teacher education, the qualities of a teacher, the teachers' role in modern society and pre-service and in-service teacher education programmes. Progress and programmes of teacher education during the five year plans in India were also examined. The major finding of the study were: (i) Even after a lapse of sixteen years, from the publication of the education commission report(1996), teacher education programmes had not undergone any marked improvement.(ii) methods of teaching and evaluation being used in training institutions were traditional.(iii) there was evidence to show that there was lack of research data in the field of teacher education.(iv) there was dire need for organizing refresher courses, short term intensive courses in special subjects, practical training, workshops and professional conferences at both the levels of teacher education programmes.(v) since it was not possible to equip the student- teachers with knowledge and skills which would be sufficient for his whole professional life, the initial preparation for the profession in the form of pre-service education and training, should be considered only as the first fundamental stage in the process of continuous education of teachers.

Sinha (1982) studied an evaluative study of teacher education in Bihar. The main findings of the study were: (i) At the primary level, about 60% of the teacher educators were trained graduates and their performance was not satisfactory. (ii) over 77% colleges had no buildings of their own while 65% colleges had their own buildings in poor condition.(iii) a majority of the colleges

had inadequate staff, library, equipments and laboratory.(iv) recent innovations in teacher education were not incorporated into the system.(v) in-service programmes were not carried on effectively and there was little attention paid to follow up programmes.(vi) the evaluation process had remained traditional.(vii) practice teaching in colleges of education was being neglected by the methodology masters.

Hilgenfeld (1984) outlined the necessary components to meet the computer literacy needs to in-service and pre-service teachers. A model plan for teachers' computer literacy in-service training programme was also designed as part of the study. The study evaluated the existing computer education programmes for teachers and identified the training needs of teachers. Perceived computer training needs of teachers showed significant differences in the content of courses currently offered. The study recommended new versions of computer training in the in-service training programmes for teachers.

Leelavathy (1984) analyzed basic theories and instructional strategies that influenced teacher education programmes in select developed and developing countries. A detailed reflective interpretation of emerging developments in the field of education was done as part of the study. The new educational developments were classified into two heads, viz., learning theories that have contributed to the developments and instructional strategies that have been outcomes of these theories. The study identified the importance of theories developed by Skinner, Piaget, Bruner, Gagne and Ausubel. Programmed Learning, Piaget’s concept of Developmental Adaptation, Assimilation, Equilibration, Educational Technology, Systems Approach, Mastery Learning and Task Analysis were discussed in detail. The study concluded that any study on teacher education has to be built upon sound foundation of these theories. The study suggested that in order to supplement in-service courses for teachers, modern developments in educational theory and technology should be made available for teachers in the form of literature.

Gopalacharyulu (1984) examined the relationship between certain psycho-sociological factors and achievements of the student-teachers in the teacher training institutes of Andhra Pradesh. The main findings of the study were: (i) socio-economic status and caste influenced all the three achievement variables, namely, theory, practical and total achievement.(ii) attitude towards teaching profession and attitude towards training influenced the theory and total achievement significantly.(iii) age and locality of student teachers were found to have significant influence on the theory and total achievement.

Mohammed pasha (1988) conducted the problems faced by the primary teacher training institutes in practice-teaching in practicing schools. The main finding of the investigation were: (i) about 50% of headmasters of practicing schools considered practice teaching an obstacle in their school programme.(ii) a majority of student teachers found it is difficult to manage the classes, since they were novices.(iii) 72% of schools did not allow the student teachers to use their equipment for teaching.(iv) 72% of schools allotted only the periods of non-academic subjects for practice teaching.(v) 92% of headmasters did not supervise the practice teaching lessons. (vi) a majority of co-operating teachers did not evince interest in teaching practice as it was not remunerative.(vii) a majority of teacher educators observed more than 20 lessons per week.(viii) a majority of student teachers got experience of single teacher school.

Reddy (1991) conducted the quality improvement in the pre-service education of the primary school teachers in Andra Predesh. The main finding of the investigation were: (i) out of 11 teacher training institutes (TTIs) had enough classrooms, others had 2 to 3 classrooms, and 2 TTIs had no classroom at all.(ii) out of 11 TTIs, only 9 TTIs had library facilities and 2 TTIs did have library faculty at all.(iii) all TTIs had office rooms, 9 TTIs had staff rooms, 5 TTIs had laboratory facilities.7 TTIs had toilet facilities, 4 TTIs had better playground facilities, 3 had no play-ground facilities.(iv) only 4 TTIs had workshops and3 TTIs had tools for work experience activities, only 4 TTIs had A.V. rooms and 5 TTIs had some electronic equipment like T.V., V.C.R., V.C.P., two in-one, etc.

only 2 TTIs had common meeting hall.(v) the teacher educators felt strongly that the TTIs were under-staffed. The teacher educators recommended for one lecturer for one subject and teacher pupils ratio should not exceed 1:30 to maintain the quality in PSTE.(vi) teacher educator were not in favour of the present teaching practice. They were in favour of introducing internship in teaching and they suggested 3 to 4 weeks of period on internship. (vii) the teacher educators felt that the duration of pre-service teacher education programme had to be 2 years after intermediate course (ie., +2 level) (viii) internal and external, continuous and comprehensive evaluation had to be adopted. (ix) the present evaluation system of PSTE had to be modified to include the evaluation of acquired skills.(x) regular and immediate feedback had to be given to trainees. The syllabus of PSTE had to be designed for 50% content and 50% for methodology. The investigator suggested that the existing curriculum should be revised and the primary school should be attached to the TTI.

Smt.P. Kilemsungla Ao (1992) observed a study of the development of Teacher Education in N0agaland since independence, Ph.D. department of education, Kohima, North-Eastern Hill University. The findings of the study were: (i) It is revealed that the growth of the trained teachers in the state has been very slow. The growth has not been significant (ii) The number of trained teachers increased substantially but the number of training institution and the enrolment 0capacities did not increased. (iii) The declaration of the rate of untrained teachers had been very unsatisfactory. (iv)It was found that the in-service education programmes for the teachers were extremely inadequate during the initial years after the independences.

Viswanathappa (1992) carried out an evaluation of pre-service teacher education programme of the DIETs in Andra Predesh. The study revealed that: (i) out of 148 objectives from various sources,144 were identified as important.(ii) out of these 144 the existing curriculum programme were found to be adequate for the realization of 64 objectives only.(iii) though the DIETs guidelines (1986) suggested that PSTE branch should possess one senior lecturer and 8 lecturers. It

was observed that there were only 4-5 lecturers in each branch. It means that every PSTE branch was run with inadequate teaching staff.(ii) DIETs guidelines(1989) indicate that the teaching staff should have special training in elementary education.(iii) most of the faculty members were having high school teaching experience but not elementary school teaching experience.(iv) the time allotted for theory and practice teaching was in the ratio of 3:1 teacher suggested that the allotment should be in the ratio of 3:2.(v) majority of the teacher educators suggested 45 days of practice teaching in each of the two years for PSTE programme.(vi) the state level common entrance test for admission into the DIETs consisting of the components: test of general knowledge, test of language ability and test of non-language subjects.(vii) among 27 physical facilities to be available only classrooms, seminar rooms, physical science and biological science method laboratories, play ground, library, hostel facilities were available in majorities of DIETs. The remaining physical facilities were poorly available in the DIETs.

Kilemsungla, smt. P (1992) conducted a study of the development of teacher education in Nagaland since independence. Findings of the studies were: 1. It is found that the growth of the trained teachers in the state has been very slow.2. The number of trained teacher increased substantially but the number of training institution and the enrolment capacities did not increase.3.The declaration of the rate of untrained teachers had been very unsatisfactory.4.It was revealed that the number of in-service programmes for the teachers were extremely in adequate.

Gopalan, Beena (1993) conducted a case study of a few District Institutes of Education and Training in Kerela .The major findings of the investigation were:(i) the literary percentage ranged from 58.32% to 78.82% among districts which were against the belief that Kerela had achieved 100% literacy. The female literacy percentage was less than that of the men. (ii) Audio-visual aids such as slides, slide projector, maps, charts, cassettes, radio were available in all the DIETs. But some of the DIETs did not have films, video cassette, VCR, TV

etc.(iii) reference material, books, newspaper were available in all the DIETs.(iv) in all the five DIETs the pre-service offered was the teacher training course.(v) training programme for head teachers was also undertaken by DIETs.(vii) District resource units of all the DIETs had organized programmes for adult education.

Manoj (1993) carried out the competencies and training needs of DIET faculty members in DPEP districts of Kerela. The major findings of the survey are: i. most of the faculty members working in DPEP-DIETs were men .ii. Majority of the DPEP-DIET faculty were from teaching background.iii. Almost all the faculty members of the kerela had a double post-graduation. iv. one third of the total DPEP-DIET faculty members were not willing to continue in the DIET. v. DIET faculty members did not consider themselves least competent or not competent with regard to any of the competencies.vi. DIET faculty members did not perceive the need for long term training with respect to any of the competencies. vii. The DPEP-DIET faculty members in kerela preferred to have: (a) training program outside the DIET. (b) seven to ten days for short term training. (c) Less than one month or one to three months duration for long term training. (d) Institutionalized type of program.

Ramamurthy (1994) studied the problems faced by the trainees in schools during the practice teaching program. The finding of the investigation were: i. 92% of the trainees got the experience of teaching in a single teacher school .ii a majority of trainees did not get sufficient co-operation in schools. iii. A majority of schools split the classes for practice teaching. iv. 92% trainees got opportunities to act as class teachers for large classes. V. very few trainees organized co-curricular activities in schools. vi. A majority of trainees got guidance from their teacher supervisors.

Betageri (1996) made the competencies and training needs of DIET faculty members in DPEP districts of Karnataka. The major findings of the study were: i. most of the DIET faculty members did not have post-graduation in education in education and their professional qualification was B.ED. ii. All the faculty members had under gone one or the other training in elementary

education. DIET faculty members did not consider themselves least competent, not competent or highly competent. All of them considered themselves fairly competent. iv. Most of the faculty members required a short term training programme with theoretical orientation. For a few competencies they did not required training at all. v. The faculty members working in a particular wing of the DPEP perceived training as required to certain identified competencies. vi. Even though a DIET faculty member was likely to have more than 10 years of previous experience in DIET was below 2 years.

Elahi, Nizam (1996) conducted a critical study of in-service teacher education programmers of state council of educational Research and Training. Delhi, Ph.D. Edn. Jamie Millie is lamia.

Gafoor Abdul, P. K. (1996) examined a critical study of the functioning and work efficiency of District Institutes of Education and Training, Ph.D. Education university (IFA, 4, January (1998).

Agarwal, V.P and Kamlesrao, G. (1997) studied the quality of in – service teacher training programmers for primary school teachers. An appraisal study.(In teacher empowerment and school effectiveness at primary stages: International perspectives. NCERT (IFA, January 1999)

Kulkarni, V.G. (1997) examined into the classroom management behaviors of teachers and its implications for the teacher training. Ph.D. Education Shivaji University (IFA, January 1999).

Sen Gupta, Kakaria and Chugtai (2000) conducted a study on two year B.Ed. program: an experiment in quality teacher education. Objectives of the study were: i. to study the background of student joining the two year B.Ed. course; ii. to study their attitudes towards teaching and teacher education. The major findings of the study were: i. out of total sample of 72 students, 63 were unmarried, 48(67%) belonged to the general category while the rest came from the ST/SC and other backward category; ii. 53% of the students were from families in which either their parents or sibling were in teaching professions iii.

38% of entrants were post-graduates while the rest were graduates. iii. Their percentage of marks in the last University examination varied from 44% to about 75%; 46% of them obtained 60% or more marks. iv 92% of the entrants considered teacher training as an essential input for becoming a successful teacher; v. 70% of them decisively agreed that the two-year program would provide more effective training the one at present.vi an overwhelming majority (92%) were confined that they would gain proficiency in content and methodology after completing the two year curriculum.

Chopra. R. K. (2000) conducted Working Conditions of Primary School Teachers in Rural and Urban Settings: a comparative Study. Objectives of the studies were: 1. to study and compare working conditions of primary school teachers in rural and urban settings of Haryana; 2. to suggest remedial measures to improve the working conditions of teachers. Findings of the studies were: 1. Fifty per cent of 62 infrastructure facilities were available in the schools. 2. Sufficient instruction materials were not available in rural as well as urban schools. 3. The proportion of teachers teaching students between 41-80 was higher in rural schools where as proportion of teachers teaching students up to 40 was higher in urban schools.4. a majority of teachers 2-4 hours on organization of various co-curricular activities. 5. Majority of teachers experience average level of anxiety in the profession and not much variation was between rural and urban teachers on this aspect. 6. Urban teachers were found more worried about their frequent transfers than their rural counterparts. Nine references were cited in the study.

Sudarsan, S. (2001) Attitude of Teachers towards Team Teaching at the Primary Level**.** Objectives of the studies were: 1. to elicit the views of teachers for the effective implementation of team teaching in schools. 2. to study the effect of variables such as sex, nature of school, teaching experience and the educational qualifications of the teachers on their attitude towards team teaching. Findings of the studies were**:** 1.There is significant difference in the mean attitude scores of male and female teachers towards team teaching at the upper primary level. 2. There is significant difference in the mean achievement scores of teachers of the

government and private towards team teaching. 3. There is significant difference in the mean attitude of scores of the teachers with diploma and degree towards team teaching at the upper primary level**.** 4. There is a significant difference in the mean attitude scores of the teachers with below 10 and 10 plus years of teaching experience towards the team teaching. The study cites five references.

Rao, Manjula. P. (2001) conducted Effectiveness of the continuous and comprehensive Evaluation Training Program me over the evaluation practices of primary school teachers-A DPEP Research study in Tamil Nadu (Report), Regional Institute of education (NCERT), Mysore. Objectives of the study were: 1. Study the evaluation practices of teachers before implementing the training program me of continuous and comprehensive Evaluation. 2. Train the teachers in continuous and comprehensive Evaluation by using the developed training package and 3.Study the impact of continuous and comprehensive Evaluation on the awareness and classroom evaluation practices of teachers such as questioning skills, testing recording and reporting procedures.

Udayakumar, T. (2001) conducted a study of Pre-primary Education in Thanjavur District. Ph. D. Education, Bharathidasan University. The major objectives of the studies were: 1. To study the status of Pre-primary education in general as found in Balwadis and Anganwadis in Thanjavur district; 2 .To study the infrastructural facilities available in Pre-primary schools in the district.; 3.To ascertain whether teachers in charge of children are fully qualified to handle the classes; 4. To study the attitude of the teachers towards Pre-primary education. Descriptive survey method was employed for this study. Findings of the studies were: 1. Nearly all the teachers of the Balwadis and Anganwadis (run by the government) have been trained. 2. Nearly 69 per cent of the sample who were working in Pre-primary education run by private agencies is untrained. 3. Nearly 69 per cent of the sample had not undergone any refresher course. 4. Regarding the relationship between the teachers and the management 73 per cent of the teachers and above expressed the fact that they maintained good relationship with the management. The managements also encouraged them to qualify themselves

for higher degrees. 5. From the sample collected it was evident that the infrastructural facilities such as the availability of classrooms, space for play, accommodation and water facilities were satisfactory. But other facilities such as toilet, seating, electricity, play materials books and pictures TV/Radio were inadequate.6. Majority of the respondents did not feel that the present curriculum is activity-based. Nearly 50 per cent of the teachers feel that the present curriculum is capable of fulfilling the aspirations of the child.

Narayanasamy and Thangasamy (2001) conducted a study of computer uses among teacher educators in teacher training institutions in Tamil Nadu. The study intended to find out the extent of the use of computer by the teachers in district institute of education and training (DIETs) and teacher training institutes (TTIs).The findings of the study were: i. nearly 35% of the teachers in DIETs reported that computer had been used in all the six tasks whereas in TTIs it was only 20% ii. About 52% DIETs teachers agreed that computer could be used in pre-service training in their institutions; and iii. In TTIs 45.7% of teacher favored the use of computer in pre-service training, whereas only 5.5% teacher reported that computer could be used in in-service training; iv. Nearly 50% teachers in DIETs reported utilization of computer for resource support the use of computer purposes but only 7.7% teachers of TTIs reported the use of computer in action research; v. over 80% teachers of DIETs considered lack of adequate training, lack of external incentives, lack of equipments and software as the most important barrier to learning more about computer; vi. In DIETs only 27.9% teachers were using computer frequently. 52.2% occasionally and 46.9% were rarely using computer; vii. In TTIs about 71% teachers were using computer frequently, 21.3% occasionally and 61.4% used computer.

Singh (2001) made an attempt on the development of admission eligibility criteria for pre-school teachers". The objectives of the study were: i. To identify minimum academic qualifications for admission in pre-school teacher training institutions; ii. to identify the age range for admission in pre-school teacher's training institutions; iii. to identify components of admission in the pre-school

teacher training course; iv. to identify duration to the course; v. to identify reservations seats for women candidates in pre-school teacher training; vii. to identify relaxation of entrance test and in academic qualifications for various categories of candidates; viii. to identify weight-age to co-curricular activities for admission in the course. The major findings of the study were: i. duration of the course should be two years; ii. the minimum age should be 17 years on 1 December of the year in which the admission is being given and there should be no upper age limit for admission of the candidates; iii. The minimum academic qualification should be +2 with 50 percent marks and there should be no relaxation in the minimum percentage of marks due to higher qualifications or caste or due to participation in co-curricular activities like NCC and NSS; iv. The admission should be based on academic record, entrance test and interview. The weigh ate should be academic record (40%), entrance test (30%) at the time of admission. v. the seats should be reserved for SC, ST and OBC candidates according to the government of India/State government rules. Vii the entrance test should be mother tongue (20%), general knowledge (20%), and personality assessment (10%) viii. The test should be conducted at the Regional level and District Institution of Educational and training should be given responsibility of conducting entrance test and admission in pre-school teacher training institutions.

Tiwari, G.N. (2002) conducted a study of teachers' competencies and training needs of primary school teachers of Allahabad District. The main objectives of the study were 1.To study the existing teacher's competencies among primary school teachers as perceived by the teachers and as per observation of the teacher, 2.To compare the teacher's competencies of primary school teachers of urban and rural areas as perceived by the teacher, 3.To study the training needs in the context of teacher's competencies as perceived by the teacher's of urban and rural areas. Findings of the study were 1.Following competencies as perceived by primary teachers were not possessed by primary teachers: utilize the community resources, operate the hardware, adopted concept, attainment approach, adopted project method, adopted guided discovery method,

adopted method of developed creativity, adopted self instructional technique, conduct follow-up activities, conduct action research .

Arun Kaushik (2002) conducted a study Forecasting needs for in-service education of primary school teachers. Objectives of the study were (i) To study the competency of teachers towards school environment with regards to (a) academic discipline and surrounding environment.(b) availability of facilities.(c) curriculum and syllabus(d) examinations and(e) teaching profession and their future.(ii) To study the competency of teacher is regards to freedom, discipline and confidence, teacher and students interactions in classroom, motivation factors, students preparation and achievement from the students and expectations from the teachers.(iii) To study the influence the forecasting needs(a) academic qualification(b) professional qualification(c)designation(d)teaching experience(e) place of residence of the school teachers on the items of school environment.(iv) To study the influence of the selected variables(a) sex(b) marital(c) status(d)academic qualification(e) professional qualifications(f) designation(g) teaching experience and (h) place of residence of the teachers on the items of curriculum and syllabi. Major findings of the study were(i) To competency of teachers disclosed that more than half of the schools are not provided with adequate facilities like staff rooms, audio-visual aids, library laboratory of activities, playground and a good auditoriums. More than that half of the teachers felt difficulty in teaching due to non-availability or improper maintains of black boards. (ii) The teacher express to need to reviewing the curriculum syllabus giving due importance to the teachers beliefs. (iii) A majority of trained and untrained teachers were very sad over the irregularities committed during examinations and the system of examinations followed in practice due to which the teachers are unable to pay proper attention to all round development of the students.(iii) A majority of trainer and untrained teachers felt that teaching profession holds better prospect to serve and change the society. (iv) The variable professional qualifications, designation, teaching experience and residence of the teachers had no significant influence on most of the items of school environment.(v) Female teachers are found to be more efficient than more

teachers.(vi) Teachers possessing graduation and post-graduation qualifications are less efficient in maintaining discipline on account of large no. of the students in the class when compared to the teacher possessing H. Sc/pass/ intermediate qualifications. Teachers with post-graduation are more concerned about the inadequate provision of audio-visual materials in the school, non-existence or improper functioning of the school library, laboratory and lack of a good auditorium in the school. (vii) Primary grade teacher's fact more defaulting in teaching due to non-availability or improper maintains of black board.

Sriastava (2002) carried out a study possibilities and prospect of internship in pre-service teacher education programme. The main objectives of the study were: i. to study the existing pattern of secondary pre-service teacher training in India; ii. to analyze the various components of teacher training; iii. To prepare guidelines to re- structure internship programme; iv. To identify specific activities and experiences to be provided to trainees for developing teaching competencies; and iv. To develop an improved model of teacher training. The major findings of the study were: i. pre-internship programs mainly included training of core-teaching skills through micro-teaching orientation on Herbartian pedagogy; introduction to models of teaching, simulated teaching, lesson planning, unit planning, preparation and use of teaching aids and laboratory skills; ii. skill training comprised training in introducing the lesson, writing of instructional objectives, questioning, explaining, reinforcement, use of black board and increasing student's participation; iii. Demonstration lessons were presented generally by the teacher educators in real classroom situation; iv. Case study, preparation of achievement tests, preparation of teaching materials/aids, study of science laboratory; and organization and report on co-curricular activities were in vogue as field assignments; v. the teacher trainees/interns were generally introduced to co-operating schools through a meeting of co-operating school principals and their representatives (senior co-operating school teachers). vi. Trainees were required to do Practice teaching in two school subjects of at least 20 lessons in each at secondary level; vii. Internship /Practice teaching period range from six to eight weeks after at least four weeks core-teaching. vii. The

feedback on practice lessons was provided by the supervisor by written comments on the lesson plan note-book or supervision diary. viii. Field assignments during internship included case studied of problem children, backward children or gifted children text book analyses, preparation and administration of achievement tests, study of libraries, case study of school plant, report on admission procedures, maintenances of registers, organization of PTA, and organization of co-curricular activities.

Solachi, T. (2003) conducted a study of Training Technology in DIETs in Tamil Nadu: The major objectives of the studies were: 1. to develop prototype training model suitable for the DIETs in Tamil Nadu to insure training programmers; 2.to find out whether the prototype model fits in with the existing practices in the DIETs; 3. to study the functioning of the DIETs in the southern part of Tamil Nadu. Findings of the studies were: 1. valid model and technology lab were available in the DIETs; 2. The in-service programme of DIETs had inadequate infrastructure, less constraints teaching. One hundred thirty references were cited in the study.

Trehan, R. (2005) Quality of Working Life: conducted a comparative Study of Urban and Rural School Teachers in Punjab. The objectives of the studies were***:*** 1. To study the relationship between the quality of working life and quality of life; 2. To analyses quality of working life differential among urban and rural school teachers; 3. To compare the urban and rural teaching environment on the basis of job satisfaction criteria like teaching and welfare facilities, job characteristics and leave welfare policies; 4. To analyses the various dimensions and characteristics of job with respect to the length of service. Findings of the studies were*:* Urban teachers feel that their income is adequate for their needs and they are highly paid whereas rural teachers think their income is not sufficient. They feel insecure. They get less than they deserve. They are underpaid and can barely live on their income. The pay scale is same for urban and rural teachers. Regarding opportunities for promotion, urban teachers lay emphasis on promotion based on ability; in contrast rural teachers believe that there is limited opportunity

for promotion. Urban teachers feel that their principals/heads act as their friend and guide and they keep teachers informed about the activities and happenings regarding the policy issues. The urban teachers are satisfied with their family life but rural teachers are more dissatisfied because there are family pressures, time constraint, and inconvenience of location. As a result of these their working hours increase leading to dissatisfaction in their working life. Most of the rural teachers think that urban teachers get more facilities in terms of teaching aids, infrastructure facilities such as well–equipped classrooms, well-built science labs, well-maintained playgrounds, good working conditions. The environment is pleasant in their school and conducive. The study cites one hundred and fifty nine references.

Behera, L. and Basantia, K.T. (2005) conducted Evaluation of the Elementary Level Pre-service Teacher Education Syllabus in Orissa. Objectives of the studies were***:*** 1. To examine the similarities and differences between old pre-services teacher education syllabus and newly introduced pre-service teacher education syllabus started by B.S.E, Orissa for elementary level teacher education programme; 2. to find out to what extent the newly introduced syllabus conforms to the existing /recent guidelines (framework) prescribed by the NCTE for elementary level teacher education programme; 3.To examine the views of the teacher educators on new syllabus from the point of view of its implementations. Findings of the studies were: An imperative need to raise at the entry point the standard of teachers in Orissa and incorporate in their syllabus new and more challenging components such as multiage/ multi-grade teaching methods, application-oriented information and communication technology besides courses on inclusive education and action researches. The needs and challenges of multicultural placement too deserve to be a part and parcel of teacher education programme. On the other side the teachers, teacher educators and curriculum planners of the country from the point of preparation, implementation and evaluation of teacher education Syllabi. The study cites twenty five references.

Madumati (2006) examined "need for continuing education: opinions of teacher educators" to achieve the objectives were: (i) To seek opinion from teacher educators about teacher, teaching and professional development; (ii) To examine the opinion of others as perceived by teacher educators; and (iii) To find out the discrepancy in self- other perception. The study concluded that teacher educators mostly expressed high opinion about 'teaching' as a 'profession' and 'teachers professional development', where as teacher and professional skills in the knowledge era', their opinions were found to be average.

3.3 Studied conducted in Assam:

Roy, Sumona. (2010) studied on Teacher Education Program at the primary level in Assam-an evaluative study. Ph. D. Gauhati University. Objectives of the study were-(i) to study the growth and development of teacher education program in Assam at the primary level.(ii) to study the infrastructural facilities of teacher training institutes like BTCs/DIETs/Normal Schools(iii) to study the curriculum of teacher education at primary level.(a) to study the various strategies and innovations undertaken at different teacher training institutions like BTCs/DIETs/Normal Schools.(b) to study the various strategies and innovations undertaken by SCERT/DPEP/SSA and non-governmental agencies for qualitative improvement of teacher education/teacher training program and thereby to identify the changes required revamp the system. The major finding of the study were-(i) During the British period, there was very slow progress in the growth of teacher education, although importance was entrusted on regular instruction for training of teachers; it started first during the British rule. At present, a total of nineteen BTCs, eighteen DIETs and seven NSs are conducting in-service teacher training programs both at primary and elementary level under SCERT, Assam. (ii) Availability of Academic facilities in TTIs (a) only 30.56% sampled TTIs have sufficient classroom facilities.(b) 70% TTIs don't have a psychological laboratory.(c) only 22.56% TTIs have their own language laboratory.(c) 64.44% have an educational technology laboratory.(d) 57.77% have their own Science laboratory.(e) 80% to 90% sampled BTCs and NSs don't have other equipments

such as printer and audio-visual aids. only 6% to 13% sampled DIETs have internet facilities, yet it is not functional, but none of the sampled BTCs and NSs have such facilities.(iii) Curriculum of teacher education at primary level (a) Half of the sampled TTIs (50%) expressed dissatisfactory with the curriculum of the six month in-service teacher education primary level which was in vogue till 2007.(b) 91.71% teacher trainees said that curriculum which has been implemented during the year 2008-2009 is practical.(c) 95.99% said that curriculum is up-to-date and none of them suggested any further change in it.(d) 77.07% teacher trainees are not satisfied with the teaching in TTIs during the transaction of curriculum.

Sarmah, J.K.; Das L.K and Borah M.P. (2009) studied on review of training needs of primary and upper primary teachers-an analytical study. SCERT, Assam. A conducted with financial support from UNICEF, Field office, Assam. Major objectives of the study were: i. To understand the status of training of teacher at the elementary level. ii. To assess the actual training need of the teachers. ii. To identify the expressed training need of teachers. iv. To suggest strategies for improving professional competence of teachers. Major findings were: i. None of the sampled headmaster has received training on educational planning and administration. ii. Deputation of teachers to different training programs at the same time hampered the normal teaching learning process.iii. A good number of teachers lack positive attitude towards different dimensions of teaching learning.

Lekhan, Gogoi. (2007) conducted a study a critical study of the existing systems of the teaching and learning in the secondary teacher education institutions in Assam. Ph. D. Department of Education, Dibrugarh. The objectives of the study were:1. To study the existing teaching learning systems of secondary teacher education institutions with respect to: (i) content of the course and course material(ii) teaching practice(iii) duration of the programme(iv) Organization and administration(v) co-curricular activities(vi) co-teaching staff and their background relevant to the content of the course.(vii) method of presentation(viii)

evaluation procedure.2.To critically study the aspects under objective 1 through the perceptions of the students teacher in terms of : (i) suitability of the course content and course materials (ii) suitability of the teaching practice(iii) suitability of the duration of the program (iv) suitability of the core teaching staff and their background relevant to the content of the course.(v) suitability of the methods adopted for the presentation of the course content.3.To compare the existing systems of teaching and learning between university department, government and private secondary teacher education institutions.4. To develop guidelines of the future improvement of the teacher education program at secondary level. The major finding of the study were: 1. Most of the STEIs (70.83%) followed strictly the curriculum framework suggested by the NCTE, whereas some STELs (29.17%) brought the course content due to (i) maintaining the uniformity of university curriculum (23.33%)(ii) making the course more relevant to the society(2.50%) and (iii) dearth of well qualified teacher educators(2.50%). 2. Majority of the student teacher perceived that the quality of the course content was relevant (82. 62%), but not up to date (51.74%).

Borah, M .P. (2005) study conducted on Role of Folklore Material in promoting Primary Education in Dimoria Area of the District of Kamrup, Assam. Ph. D. Department of Folklore Research, Gauhati University, Assam. The major objectives of the study are: (i) To study the folklore material of the area and identify folklore material relevant for improving quality of primary education on the basis of the needs of the curriculum for the primary level;(ii) To study the use of the identified folklore material (TLM), tools of evaluation, tools for motivating children to come to school and as promoters of community involvement in school activities through activity based methods of teaching learning in the selected schools. Major findings of the study are: Folklore material of Dimoria which is a rich storehouse of such material has immense potential for bringing out desired learning outcomes in learners at the primary level in education; (ii) The majority of teachers were not aware that the folklore material of their area could be applied while transacting the curriculum in and outside school though both teachers and the community members were aware of the rich heritage of Dimoria; (iii) Folklore

material could be used as teaching learning material for learners to learn in a culture friendly environment with enthusiasm and without hesitation in multigrade situation too.

Sarma, H.K.; Choudary, S.K. and Sarmah, J.K. (2003) conducted on efficiencies of teacher educators in providing quality training to elementary teachers-A case study SCERT, Assam, Guwahati. Major objectives of the study were: i. To examine the teaching competency of teacher educators and their effectiveness. ii. To assess the training needs of teacher educators and articulate them through the study. iii. To study the scope available for professional development of teacher-educators in Assam. Major findings were: i. The teacher training institutions particularly the DIETs and CTEs are without required number of faculty member as per NCTE norms. ii. Most of the teacher educators do not posses requisite professional qualification as per NCTE norms.iii. Varying from 15to 51 percentages of teacher educators of sampled DIETs had very good contextual or content based knowledge. The result of the teacher educators were either good or poor in knowledge based competency.

Sarma, G. K. (2000) conducted an analytical study on the curriculum of teacher education at primary level. M. Ed. Dissertation, Edn deptt. Gauhati University. Major objectives of the study were: i. to find out the drawbacks of present curriculum of DIET and BTC. Iii. To find out the difficulties and problems faced by the trained and teacher- educators. Major findings of the study were: i. More than 60% teachers felt that drawbacks of the present elementary teacher education curriculum load. Again 64% teacher-trainees were in favor of former basic education pattern. ii. A small percentages of trainees found practice teaching difficult whereas the majority of them enjoyed it as interesting. Another difficulty faced both by trainees and teacher- educators were poor infrastructure of schools for which theories and practices of educational learnt in teacher education program could hardly be implemented in the classroom.

Das. S (2000) carried on the role effectiveness of DIETs in Assam where the suggested that adequate infrastructure set up and required technological

equipment could create conducive environment for proper functioning of the district institutes.

Dutta, D. K. (2000) examined on a study comparison of the existing in-service to teachers in DEPE and non-DEPE Districts of Assam with special reference to Darrang and Kamrup district. A DEPE Dissertation submitted to NIPA, New Delhi. Major objectives of the study were: i. To compare the intervention provided by DEPE and non-DEPE agencies towards in-service training to different functioning. ii. To compare the infrastructural facilities available in the training institutions of the districts. iii. To gather an overall idea as to the effectiveness of the transactional process of in-service training components. Major finding of the study were: i. In DEPE districts, there have been uninterrupted programme throughout the year so much that teachers find little time to transact the acquired knowledge and skill in classroom situation. But fortunately such training galore was absent in non-DEPE district. ii. More than half of the teachers in both DEPE AND non-DEPE district feel that the duration of 6 month course is rather short. Their legitimate justification for this is based on some practical issues like late deputation, late admission and reregulation for deputation of teachers which need to be properly addressed. ii. About 30% of teachers both DEPE and non-DEPE district completed their training curriculum without having a comprehensive view of curriculum design and its implication. As a result only, the primary school subjects get top priority at the cost of equally significant course components like school management, CCE, working with community, etc. iii. DEPE intervention in trust area leaves much to be desired TTIs in both the district have failed to attract due importance of the major issues of teacher training. iv. Lack of follow up action in-service training provided by DEPE and non-DEPE agencies have been found as major weakness common to both districts. v. Emergence DEPE as parallel structure for TTIs tends to reduce the importance of SCERT/BTC/DIETs for conducting teacher training.

Gohai. Barua. R. (1999) conducted a study of the attitude of teachers towards introduction of English in lower primary schools of Assam. M. Ed.

Dissertation, Edn Deptt. Dibrugarh University. Objectives of the study were: i. to study the attitude of teachers towards introduction of English in lower primary schools. ii. To compare the attitude of male and female teachers towards introduction of English in L.P Schools. iii. To study the problems faced by head teachers because of the introduction of English in L.P schools. iv. To find out the problem faced by the students who learn the subject. Major findings of the study were: i. Study reveals that introduction of English at primary level finds favor and acceptance among all category of teachers-primary, secondary and college. ii. Attitude of male and female teachers at all levels regarding introduction of English is also favourable.iii. Head teachers of primary schools did seem to face any problem arising due to introduction of English. All head teachers felt that examination was also necessary for the new subject. They also suggested that the prescribed English textbook should be revised. iv. Pupils were found to be interested in learning English.

Sarma, N; Barua, A.P; Sarmah, J.K. and Sarma, D. (1997) conducted a competency of Primary Arithmetic. State Institute of Education, Assam, Jorhat. Objectives of the study were: i. to assess the teacher's proficiency in primary arithmetic. ii. To compare the teacher's proficiency in primary arithmetic by sex.iii. To suggest some strategies for qualitative improvement of teacher's training package on mathematics. Major findings of the study were: i. Majority of teacher's (75.4%) failed to do simple sums based on the four fundamental rules in Arithmetic, taking 50% as cut off point. It indicated that teachers themselves were very weak even in fundamental arithmetic principles. In simplification, money and metric system, not a single teacher could score 100%. With respect to problem sums, only 2 teachers out of 118 teachers could solve all the problem sums correctly indicating a very discouraging picture. ii. Proficiency of male teachers was better than female teachers in all areas of primary arithmetic. Teachers with 6 or more years of teaching experience could secure more than 60% in sample sums, simplification, money and metric system and problem sums. But teachers recruited during the last 5 years (1991-1996) showed very poor performance in all four major areas of primary arithmetic.iii. In recruiting primary

school teachers, their performance in mathematics' and language in HSLC examination should get more wastage. Language competency is found to be an important factor in acquisition of mathematical concepts as revealed in various studies.

Bora, T. (1997) studied a comparative study of DIETs and BTCs in Assam. The findings were: i. The minimum academic qualification for the post of a primary school teacher prescribed by the Assam State government is 10 years of schooling without pre-service professional qualification. ii. None of the institutes are running any pre-service teacher training program in the state.iii. The old type practice teaching following the herbarium style steps had been followed which are outdated. iv. The practice teaching attached to the training intuitions are not well equipped to the training institutions are not well equipped with teaching learning materials.

Das, A. (1996) studied the impact of the secondary teacher education on teaching effectiveness. The study put forward some concrete suggestions for qualitative improvement of teacher education. The study reported no significant difference in job satisfaction of trained and untrained teachers. The investigator suggested that teacher education should be designed fabric of the society.

Kakati, M. (1995) studied a survey for the study of the problems of untrained teachers in Kamrup district of Assam. Major finding of the study were: i. It was found that though experienced teachers were not found to be adapted to any scientific procedures to make the teaching learning situation effective and interesting except in few schools; ii. The overall condition of primary schools of greater Guwahati was far from satisfactory; iii. Most of the schools not available in some majority of the government managed school made the parents to send their children to private schools.

Rahman, P. W. (1995) conducted attitude of teachers and educational authorities towards implementation of environmental education in the primary schools. M.Ed. Dissertation, Edn Deptt. Gauhati University. Objectives of the

study were: i. to evaluate the environmental awareness of teachers in primary schools. ii. To understand the attitude of teachers towards environmental education. iii. Find out the attitude of educational authorities for developing environmental education of the primary schools. Major findings of the study were: i. 85-100% teachers were aware of environmental education and felt the need of EE in schools. ii. Attitude of teachers towards EE was quite favorable except for 30% of them who had reservation about generation of values through EE. This was perhaps due to lack of training on environmental education, a significant component of school curriculum. iii. A positive attitude towards EE was noticed among educational authorities and they felt EE would not add to workload of teachers and could be imparted through co-curricular activities as well.

Das, S. (1992) carried out a research work on- A Study of the effectiveness of the present curriculum of the one year junior basic training program for the primary school teacher of Assam in developing the proper attitudes towards the teaching profession. Objectives of the study are (i) To study the effect of one year one year training program for the teachers of primary schools in developing the proper attitudes teaching professions. (ii) To study and compare the effect of the above training in developing attitudes among rural and urban teachers. (iii) To Study and compare the effect of the above training in developing attitudes among experienced and in- experienced teachers. The Findings were – (1) The training programs were effectives for both rural urban teachers regarding the development of Assam. (2)Teaching experience alone could develop proper attitudes towards the profession. (3) It was recommended that emphasis has to be given to co-curricular activities along with academic subjects.

Bordoloi, A. D. (1990) carried out her research study on the topic of "A Critical 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" under Gauhati University. Objectives of the study were- (i) To trace the

historical development of primary teacher education in Assam. (ii) To find out the place of practice teaching in the total program of teacher preparation and method of evaluating it. (iii) To find out the major drawbacks of the present curriculum. (iv) To analyses the problems which are faced by the trainees and teachers educators and (v)To make suitable recommendations for solving the same. The major findings were- (1) The major findings of the study showed that despite the existence of 22 training centers to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organization and evaluation of practice-teaching were not scientific supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of basic training centre seemed to be practical in outlook but theoretical in practice. (5) Trained teacher did not get the chance to apply the techniques of teaching .They learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their course.

Sharma, K. K. and Bhattacharjee, R. A. (1980) carried out a study on-comparative study of the effect of the summative model of integrating skill upon the teaching competencies of students-teachers –post graduate training college in Shillong. The objective of the project was to compare the effectiveness of integrating five teaching skills through the 'summative model' upon scores on the Indore teaching competence scale (ITCS) and the General Teaching Competence Scale (GTCS). The study revealed that the experimental group did significantly better than the control group, since teaching values in all the cases were significant.

Das, R.C. (1979) study conducted investigated the Effectiveness of Teacher training in reducing Educational Wastage, SIE, and Assam. The main aim of the study is to find out the impact of teacher training on educational wastage and stagnation in primary school. The major findings were- (i) The Training of teachers at the primary level had no significant contribution towards reduction of

wastage and stagnation in schools with multi-class teaching training of teachers had no significant impact on the system of educational at primary stage.(ii) In the case of multiple-teachers schools, when a majority of teachers were trained, the impact of training did contribute effectively towards, checking wastage.(iii) The rate of stagnation in multiple- teacher schools with a majority of a trained teachers was 60.71 percent against 56.50 percent for school with a majority of untrained teacher.

Thakur, T. (1978) carried out a research work on "working condition of the Married Women Teachers in the primary schools of Assam with special reference to Sibsahagar District under Gauhati University. The main objectives of the study were to find out- (i) Why married women joined a primary school (ii) How far they could play a dual role successfully that is, the role of a school teachers and the role of a wife and mother, The study revealed that: (i) the group of the teachers under - joined the teaching profession mainly for two reasons economic and academic. (ii) They were able to play their dual role successfully.

The study conducted the progress of education in Assam 1882-1937, **Renu Devi (1971)** Ph.D. Gauhaty University, revealed that the small percentage of the trained teachers for the entire period of the survey exposed a sorry state of affairs government also closed down some training school for a number of years.

Saikia (1971) conducted the course for effectiveness of the teacher training programmes (at the secondary level) in Assam and suggested some remedial measures. The findings of the studies were: 1. As the group, the trained teacher were found to be what methodical in their teaching; ii. Their teaching methods different from what was taught during their training. iii. The practical side of training was not given due care; iv. Making student-teachers study a variety of subject within one year affected training rather harmfully. The investigator further suggested changes for qualitative improvement of the training program. Some of them are: A. Revision of syllabus B. Admission by selection. C. Change in the method of teaching and evaluation. D. Re-organization of practice teaching. E. Involvement of University department of education in teacher training of the state.

3.4 Conclusion:

After reviewing the related literature it was found that studies on primary teacher education in Assam were not many and comprehensive. The India as well as Assam researchers had not paid much attention to the field of development of teacher education at the primary and secondary level with special reference to the physical infrastructure facilities, existing curriculum, method of teaching and the existing evaluation system. Hence the present study is appropriate and relevant in the field of every teacher training institutions. No study has been conducted on this area. A few studied were conducted on primary teacher education teaching and learning in the secondary teacher education, role of folklore material in promoting primary education in Dimoria area of the District of Kamrup, quality training to elementary teachers. The status of primary teacher education is still in bad shape in Assam. This study mainly concentrated on physical infrastructure facilities of the institutions, curriculum, pedagogy and evaluation. The present study is also an attempt to highlight the present status of primary teacher education in Assam, problem faced by the student teacher in receiving training institutions like-DIETs/BTCs/NSs in Assam. So as to suggest suitable remedial measures and to make the process of preparing teachers more effective as quality teacher input is most important to bring qualitative improvement in primary teacher education.

Moreover, it provided an idea about the methodology to be adopted in terms of sources of data, procedure to be followed for collecting data and to analyses and interpret those data, keeping in view, the researcher has developed the methodology for the present investigation which has been discussed in the next chapter.