CHAPTER – V

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION:

Data analysis is the ordering of data into constituent parts in order to obtain answers to research questions. And interpretation takes the results of analysis, makes inferences and draws conclusions about the relationship. Thus, to interpret is to explain, to find meaning. Analysis and Interpretation of Data is an obligatory part of any kind of research. It is the most significant and useful step in educational research, which brings out results for taking up both short term and long term interventions in order to restructure and reform a system. The literary meaning of analysis according to the Encyclopaedia Dictionary and Dictionary of Education is the study of a literary work for highlighting its special features in matter of style, composition, ideas, aesthetic appeal and moral or philosophical values. (Biswas & Aggarwal, J.C). Thus, it is the computation of certain indices along with searching of patterns of relationships that exists among the data groups.

Analysis and Interpretation of Data, as attempted in this chapter comprises of seven sections: the first section consists the analysis of the first objective of the study that is to trace the historical development of teacher education at the primary level in Assam (Before and after independence). The second section: to study the present status of primary teacher education in Assam. The third section consists: to study the Curricular followed in the teacher education program at the primary level in Assam. The fourth section: to study the teaching pedagogy followed in various training institution of primary level in Assam. The fifth section: to examine the existing evaluation system of teacher education at primary level in Assam. The six section: to study the problems faced by the student-teachers in receiving training. The seven section: to explore the suggestions for the improvement of Teacher Education program at the primary level in Assam.

5.2 Objective No.1 Historical development of teacher education at primary level in Assam: (before and after independence)

Assam came under the British rule much later than the rest of India. During the British period, there was very slow progress in the growth of teacher education although importance was entrusted on regular instruction for training of teachers which started first during the British period. The first normal school was set up at Serampore (Bengal) by Carey, Marsh man and Ward in 1793. The Despatch of 1854 or the Wood's Despatch of 1854, passed by the East India Company gave a tremendous impetus to all aspects and sections of education in the country. It was the curtain raise in the area of growth and development of teacher education, where, for the first time, recommendation was made for training of teachers. It recommended the extension and improvement of the Monitorial system which was already prevalent in the country for a long time. The Despatch also recommended stipends for promising pupil-teachers and some payment to the masters for the instruction of pupil-teachers during our of school hour saying that they were to be sent to the normal schools if they proved worthy, and on the completion of training be awarded certificates and employed as school masters on sufficient salary.

Another important landmark in the history of teacher education was the report submitted by Hunter Commission in 1882. The first recommendations for the established Normal Schools in the country with courses suitable for teachers of the school level from rural areas all over the country. A special system which also sprung up in Bengal and Assam in 1885-86 was that off the 'Guru' system. According to this system, the headmasters of middle vernacular school, who themselves had undergone the prescribed course of training in Normal Schools, were to try to impart instruction to gurus in neighboring Pathsalas. Accordingly in the first decade of 20 th century, normal schools came into existence. Subsequently a few guru training schools also were establishes. In Assam, missionaries took the lead in the establishment of training school at Nagaon, Shillong and Tura (in undivided Assam, Shillong and Tura now included in Meghalaya state). After 1884, the provincial government accepted the principle of establishing one Normal

school in each district. But by 1888-89, only six such departmental schools came to be established one each in the districts of Kamrup, Sibsagarh, Lakhimpur, Khasi and Jayantia Hills and two in Darreng. There were altogether 173 trainees in these schools and the number decreased to 127 in 1901-02. The smallest number of trainees was at the Sibsagarh School. In the meantime the government also opened 16 teacher training classes attached to M.V and M.E schools to train Gurus and primary school teachers. But the environment of trainees in these classes were not encouraging and so the government had decided to abolish these classes with effect from 01-10-1903 from all the government training schools and the Guru training classes with the exception of the first grade schools in the districts of Kamrup and the Khasi snd Jayantia Hills (at shillong).It was proposed that the specially selected candidates would be trained in the middle and high schools partly as pupils and partly as monitors. At the end of such apprenticeship, they would be appointed village schoolmasters in primary and secondary schools after the decision of the government to rationalize the system of teachers' training by abolishing a number of training schools. The missionaries also closed down two of other three training schools due to financial difficulties and poor attendance.

However with the government of India adopting teacher training as a regular policy in 1904, the government of Assam had to revise their earlier decision in the matter of maintaining only a small number of training schools. By 1920, there were altogether 11 Normal schools, 7 Government aided and 2 other government aided women's Normal schools. But the number decreased to 7 in 1931 due to the closure of the schools at Jorhat, Jowai,Tura and Silchar. The grounds for closing down the schools were stated as financial difficulties arising out of the world wide economic depression prevailing at the time. However in 1933, the DPI, Assam reopened these schools considering the importance of teacher's role in social development.

It has already been stated that the missionaries took the lead in the establishment teacher training schools. Two such schools were established at Silchar and Nagaon for the purpose of providing training to women teachers. Thus,

the missionaries could also take the credit for promoting the cause of female education in general. In 1930, 46 mistresses were trained and out of them, 9 secured senior and 20 secured junior teacher ship certificates. As for stipends, the government stopped these payments again on grounds of economy in 1932. The ultimate result was that the number of trainees felt sharply to only 19 by 1933-34. After the revival of the stipends in 1936, there were no teacher training agencies/ institutions. Though general progress was made in the field of primary and secondary education, the extension of education was not accompanied by a corresponding increase in the facilities for the training of teachers. Thus, during the period from 1942 to 1945, the number of teachers at every stage (primary, middle and secondary) increased but the number of trained teachers demised. The decline in the percentage of trained teachers was mainly due to the appointment of untrained teachers in non-governmental schools and inadequacy of facilities for the training of low-grade teachers. It was reported that many teachers in primary and middle schools left the teaching profession to join some other jobs with better pay and prospect.

5.2.1 Teacher Education in Assam: (1947-1981)

In 1946-47 provisions were made for training of teachers in Basic Education. Assam also proposed to open some Basic Training Centers. Consequently in 1948 some Basic Training Center viz Titabar, Dudhnoi, Udarbandh, Raha and Shillong (Lady Reid) were started. One center at Sootea and another at Chariali were also proposed but due to shortage of fund and trained personnel, these were postponed. Ultimately a normal school was started at Shootea. In 1953, the 9th all India Basic Education Conference was held successfully at Titabar Basic Training Center. The center was raised to the standard of post graduate Basic Training College.

After Independence in 1947, the second legislative action was taken for making Primary Education universal, free and compulsory Act 1947, which shifted the responsibility for introducing free and compulsory primary education from local and municipal boards to subdivision and school boards created under

the provisions of the Act, there being a provincial Advisory Boards for primary education headed by the DPI to advise the government on the control and direction of school Boards, recruitment of primary school teachers, and attendance officers, teacher training curriculum of primary education, textbooks etc. Although the 1947 act also failed to achieve the objective of compulsory primary education, it paved the way for increased opportunities for primary education. The Assam Basic Education Act 1954 received the assent of the Governor of Assam on 28th August 1954. Under this Act, all primary schools, which were recognized under the Assam Primary Education Act, 1947, were recognized as Basic Schools under this Act. As a result of this Basic Education Act, the Government had to make provision for Basic Training for primary school teachers. Therefore, the Government made a plan to train the staff members of the Guru Training schools in Basic Education. By the end of 1954-55 all the Guru Training schools was equipped with Basic Trained staffs. So, in 1955, some Guru training center were abolished , the rest were converted into Junior Basic Training Centers, while some new centers also came into being. The new centers were Morigaon, Mangaldai, Kohima and Margherita.

Table 1.1 schools, enrolment and number of teachers in the year (1947-48)

Stages of school	No. of schools	Enrolment	No.of teachers						
			Male			Female			Total
			T	UT	Total	T	UT	Total	M+F
Primary schools	7574	393247	1618	7533	9151	132	732	864	10015
Middle schools	742	90613	845	2121	2966	140	271	411	3377

Abbreviations: T-trained; UT-untrained

Source: Statistical Branch, Directorate of Secondary Education, Assam

Teaching at the school level, particularly at the lower levels, is a specialized job, and to impart quality education, a teacher needs, apart from moral and intellectual qualities, good pedagogical understanding of his/her students.

Therefore, realizing the importance of teacher education, government arranged pre-service training followed up by short-term in-service courses of different duration and on the job training from time to time as needed. In the absence of an adequate number of teacher training institutions to meet the needs of pre-service training, the state government followed a policy of first recruiting teachers for primary and upper primary schools and then to Guru training schools (later Basic Training Centers) and Normal schools respectively at an appropriate time according to availability of place in the training institutes. Meanwhile, the system of school education kept expanding with the growth of population and arrears of untrained teachers' began to accumulate. In 1961-62 also, the minimum qualification required for the post of teacher of primary school was a middle school pass certificate.

Table 1.2 Teachers according to qualification and training (1961-62)

Stages of school	No. of schools Enrolment			Intermediate or matriculation			Non matriculation			Total no of teachers
				Male			Female			
	T	UT	Total	T	UT	Total	T	UT	Total	
Primary Sr basic	-	2	2	267	1962	2229	11265	15866	27131	29362
Middle Sr. basic	27	196	223	598	4787	5385	1932	3084	5016	10624

Abbreviations: T-trained; UT-untrained

From the Annual Report on the Progress of Education in Assam during 1961-62, it is seen that during this period, a very large number of non-Matriculates were still engaged in teaching posts in all the stages of school education. The residual effects of the phenomenon of under qualified teachers are likely to have persisted up to the 1980's or so. Meanwhile, the minimum

qualification for primary school teachers was raised to a pass in the secondary education.

Elementary Teacher Training program got much needed facelift when SIE for the first time took up curriculum development task during 1967-69 followed by a series of short-term in-service courses to teacher-educators in order to acquaint them with major issues and to help them Elementary teacher-educators till 1984-85 conducted by SIE include topics such as multiple and large class teaching lesson planning cum practice teaching, internal assessment , educational evaluation, wastage and stagnation at primary level, institutional Planning, Research in classroom, etc. Implementation of intensive improvement project in 5 Basic Training Centers was experiment aiming at capacity building of teacher-educators in curriculum transaction. More BTCs were gradually covered under extension wing of SIE in conducting the aforesaid project.

Table 1.3 Growth in number of schools, enrolment and number of teachers trained and untrained) from 1951-1981

Year	No. of institutions	Enrolment	Total teachers	Trained teachers	Untrained teachers
1951	7574	626282	17303	3985	13318
1952	11466	660514	17946	4707	13239
1953	12233	705474	19073	5395	13678
1954	12689	742373	20578	5816	14762
1955	12610	762851	21250	6478	14772
1956	13561	862502	20578	7130	13448
1957	13223	845959	21760	7929	13831
1958	13593	890449	23062	8466	14596
1959	15015	980250	24924	9270	15654
1960	15979	1046530	16354	10365	15989
1961	16961	1136317	27980	11522	16458
1962	17942	1213434	29588	12444	17144

1963	18862	1299067	32012	14181	17831
1964	18953	133212	32511	16454	16057
1965	18928	1348627	32875	18673	14202
1966	19429	1373692	33539	20076	13482
1967	19611	1411640	34983	21325	13658
1968	19876	1454676	35232	22671	12561
1969	19889	1498717	35636	24036	11600
1970	17723	1359098	32961	23961	9000
1971	18040	1398796	32794	23977	8817
1972	19213	1471336	35442	25306	10136
1973	19595	1487931	40515	26110	14413
1974	19745	1500794	42936	16932	16004
1975	20248	1510873	44544	26655	17889
1976	20251	1540463	44512	27397	17115
1977	21350	1537375	45981	27931	18050
1978	21603	1564974	46908	31071	15837
1979	21723	1624759	47142	31461	15681
1980	21723	1624759	47142	32169	14973
1981	21729	1751125	48471	33065	15406

Source: Statistical Branch, Directorate of Secondary Education, Assam

Professional training is not a prerequisite for entering the job of a teacher at any level of school education in Assam, although some weight age is given for pre-service training at the time of selection of teachers. This has lead over the years to the phenomenon of recruitment of batches of untrained persons as teachers was introduced in the 1970s in 1978-79 because of problems relating to jobs for such trained teachers. As a result, primary and middle schools too are suffering from lack of trained teachers.

5.2.2 Teacher Education in Assam: (1982-2007)

The EFA decade witnessed unprecedented development in primary teacher training. The revised program of Action (1992) of National Policy on Education

(NPE) 1986 states that: “Teacher program is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis, these may have to be interpreted and implemented by the teacher through teaching learning process”. The NPE, 1986 also calls for substantial improvement of quality of Teacher Education with some observations and recommendations. So, for the development of the country, it is very important to have good teachers who can be produced only if we have system of teacher education and dedicated and efficient teacher educators.

5.2.3 Progress of UEE since 1986:

1. One of the most important centrally sponsored schemes undertaken as follow-up of UEE, 1986 the operation blackboard has been implemented with good success.
2. The establishment of 18 DIETs is an extremely important step taken in the field of teacher education for improvement of quality of Elementary education as envisaged in the NPE and POA, 1986.
3. In respect of training of teachers, the programme of Mass orientation of school teachers (PMOST) was implemented during 1986-89. During this period about 55,000 primaries, upper primary and secondary school teachers were oriented about the new approach to education as enunciated in NPE, 1986.
4. The achievement of UEE being high on the priority list, PMOST was re-launched as a special orientation for primary school teacher (SOPT) during 1993-94 and continued 1995-96. About 35,000 primary school teachers were oriented under SOPT about child centered education, MLL and the use of TLM. In this respect a series of activities have been undertaken.
5. The State council of education research and training which had suffered long time neglected strengthened under CSS package in relation to infrastructure, staff development and program component.
6. The middle of the decade (1995) also saw the establishment of the National Council for Teacher Education as a statutory authority to regulate the growth and development of Teacher Education.

7. The outstanding development of the decade, however, was the public acknowledge of quality improvement of teachers through training as an effective national strategy to pursue the EFA objectives. This came about mainly through the District Primary Education Program (DPEP), a flagship project of the government of India in 1994.

In the context of teacher education program, it is important to note that although SCERT was established in the state in the year 1985 on the pattern of NCERT New Delhi, however, it started conducting teacher training (in-service long term) only from 1991. Before that these programs were conducted through Directorate of Elementary Education. These teacher training programs were being conducted by SCERT through BTCs and Normal schools. However, it is worth mentioning that Normal schools were entrusted to conduct teacher training programme for upper primary level and BTCs were responsible for conducting teacher training for lower primary level teachers.

The responsibility of SCERT as an apex academic body of the state has increased manifold. Its duty entailed only to take timely actions for organizing teacher training programme on various emerging academic and pedagogic issues but also produce reference material and carry out research study to monitor and evaluate the performance of the teacher at field level.

Starting with 7347 primary schools in 1947, the system of primary education in the state witnessed considerable expansion during the decades of independence, although the quality of primary education in general and the problem of untrained teachers in particular have always remained a weak point the system.

5.2.4 The Present status of Teacher Education in Assam:

At present the state has the following teacher training programs like in-service teacher training program, pre-service teacher training program, teacher training through distance mode etc.

Table 1.4 No. of TTLs and intake capacity since independence till present

Sl.No	Institution/organization	No. of inst.	Level	Intake capacity
1	Basic training centers established 1948	19	Primary	950
2	Pre-primary teacher training centers since 1964	1	Initially pre-primary (pre-primary service and in-service but now primary (in-service)	50
3	Normal school established 1906	7	Initially primary (in-service) now elementary	400
4	DIETs established since 1989	18	Both primary and elementary (in-service)	900

5.2.5 Present status of Teacher Training Institution in Assam:

In-service teacher training program:

There are 18 DIETs 19 BTCs and 7 Normal Schools in the state of Assam for conducting in-service training for primary and upper primary teachers, SCERT, Assam has been conducting Junior Basic Training of 1 year, 8 months, 6 months and 3 months duration from time to time for in-service teachers of primary schools. A total of 40,980 teachers so far have been trained through the Junior Basic Training (JBT) course from 1991-2007. Evaluation results of trainees coming out of the training courses conducted by sampled TTLs is satisfactory during the period 1997 to 2004. The DIETs sampled reported pass percentage arranging from 76% to 90%. Similarly, BTCs and NSs sampled reported pass percentage varying from 76% to 95% and 84% to 95% respectively.

Table 1.5 year-wise passes outs in BTC final examination with divisions scored

Year	Regular enrolment	Passed out			
		1st division	2nd division	3rd division	Total
1992	1545	104(8.98%)	792	262	1158
1993	2166	92(4.89%)	1246	540	1878
1994	2347	216(12.57%)	1266	236	1718
1995	2634	275(13.99%)	1450	241	1966
1996	2209	195(13.68%)	1122	108	1425
1997	3508	1299(44.68%)	1575	77	2951
1998	960	131(17.77%)	530	76	737
1999	1998	246(14.73)	1145	279	1670
2000(jan-june)	1322	211(17.44%)	797	202	1210
2000(july-dec)	1599	194(15.46%)	694	367	1255
2001(july-dec)	2310	142(7.31%)	1328	472	1942
2001(jan-june)	2305	463(20.99%)	1514	229	2206
2002(1 year course)	3504	37(1.11%)	2271	1031	3339
2003(sept o3-ap 04)	2096	193(9.32%)	1638	240	2071
2004(Mar-Aug)	2596	31(1.21%)	1811	720	2562
2004(sep 04-feb 05)	1659	5(.35%)	492	949	1446

Source: SCERT in Assam

Pre-service teacher training program:

Pre-service teacher training course in DIETs w.e.f. 1999 leading to a diploma in Elementary Education (D.E.ED) has been regarded as another milestone in the history of teacher education. Realizing the importance of the task, the government of Assam analyzed the existing teacher profile at the elementary

teachers still remain untrained though 19 BTCs,18 DIETs and 7 NSs in the state have been imparting in-service teacher education. The results of these long term in-service programs have been far from satisfactory as far as achievement level of learners is concerned. Further, it is apprehended that the constant recruitment of untrained teachers would make the situation worse if the pre-service teachers' training system in the state is not developed. The government has thus introduced pre-service teacher education course from the year 2000 with a view to maintaining a better standard and quality in classroom transaction in Elementary school of the state and to improve the professional competence of the persons to be recruited as teachers against vacancies that would occur in near future. Accordingly, a two year pre-service training curriculum had been developed on the basis of National Curriculum Framework of 1998 by NCTE. The training came into force in 15 DIETs of the state during the year 2000-2001. Subsequent batches of trainees were also admitted in 17 DIETs for undergoing in pre-service teacher education curriculum during 2001-02. The entire two year curriculum was divided into 4 semesters and evaluated accordingly. A state board of teacher education (SBTE) was also constituted for this purpose detail of the enrolment and pass percentage are shown in the table

Table 1.6 enrolments and pass percentage in DIETs (pre-service) during 2000-02

Year	Trainees admitted	Trainees appeared	Trainees qualified	Remark
January 2000-01	599	535	534	In 15 DIETs
January 2001-02	507	450	445	In 17 DIETs

After admission of two batches, the course was temporarily discontinued by the government of Assam vide letter No. A (1)/1042/2001/1 dated 24th December, 2001.

5.2.6 Teacher training through distance mode:

Certificate in Primary Education (CPE): A program under IGNOU was introduced and 050 teachers were trained through CPE in the 2003 in 10 DIETs. A total number of 4000 primary teachers are undergoing training through Distance mode by IGNOU for the year 2007 for which 20 centers have been activated for conducting CPE program in DIETs and DRCs in Assam.

Short term teacher training program:

1. SCERT, Assam has conducted Mass Teacher Training (MTT) for lower primary as well as upper primary teachers on a wholly new approach with focus on new textbooks.
2. Seven day Mass Teacher Training for L.P. school teachers covering 81,000 teachers following the cascade mode (March-April 2003).
3. Seven day MTT for upper primary teachers on Science, Mathematics and English covering 32,000 teachers following the cascade mode in the year 2004.
4. Training programs on Action Research for teacher educators of DIETs, BTC, NSs and B.Ed. colleges of the state in the year 2006-07.
5. Development of activity based training module for Science and Mathematics teachers in middle level in the year 2007.

In addition to the above, SCERT, Assam extends cooperation with regards to provision of resource persons to various institutions and NGOs in organizing short term in service teacher training program as a part of their extension service program.

5.2.7 Training Centers:

Elementary Training Centre -49

Secondary Teacher Training Centre-10

Hindi Teacher Training Centre-2

St. Morty's Teacher Training Centre-1

Total teacher training center =62

Table 1.7 Record of trained teacher (elementary)

Year	Lower primary	Upper primary	Total
1991-2001	**30,482**	**NIL**	**30,482**
2002-2004	**8,482**	**NIL**	**8,482**
2004-2008	**8,710**	**2,088**	**10,798**
2009-2010	**543**	**200**	**743**
2010-2012(OBB)	**4,102**	**3,974**	**8,076**
2011-2012	**544**	**84**	**628**
2012-2014(In-service and pre-service)	**690 and 388**	**276 and 445**	**966 and 833**
Total	**53,941**	**7,067**	**61,008**

Source: SSA, Kahilipara, Ghy-19

5.3 Objectives No- 2: To study the present status of primary teacher education in Assam.

To know about the existing physical infrastructure of the primary teacher education in Assam the following information has been collected. In this regard data have been collect from 10 DIETs, 10 BTCs and 4 NSs of Assam. From these institutions, sample of 16 principals were found for the study. The responses of the principals regarding the existing physical infrastructure of the primary teacher education in Assam have been collected through the self developed Information schedules; which have been analyzed below- researcher has collected the information from the principals of DIETs, BTCs and Normal schools.

Educational Qualification of the Principals

Table 1.8 Profile of the principals of DIETs

Basic qualification of principals	**DIETs (N=7)**
M.A	5(71.42%)
M.Sc	2(28.57%)
Higher qualification of principals	
M.Phil	1(14.28%)
Others	1(14.28%)
Professional qualification of principals	
B.Ed	7(100%)

From the above table no.1.8 it is found that in DIETs 71.42% of the Principals are M.A passed, 28.57% are M. Sc passed, 14.28% are M. Phil passed, 14.28% are others passed and 100% are B.Ed. passed.

Figure 1.1 Graphical Representations of Educational Qualifications

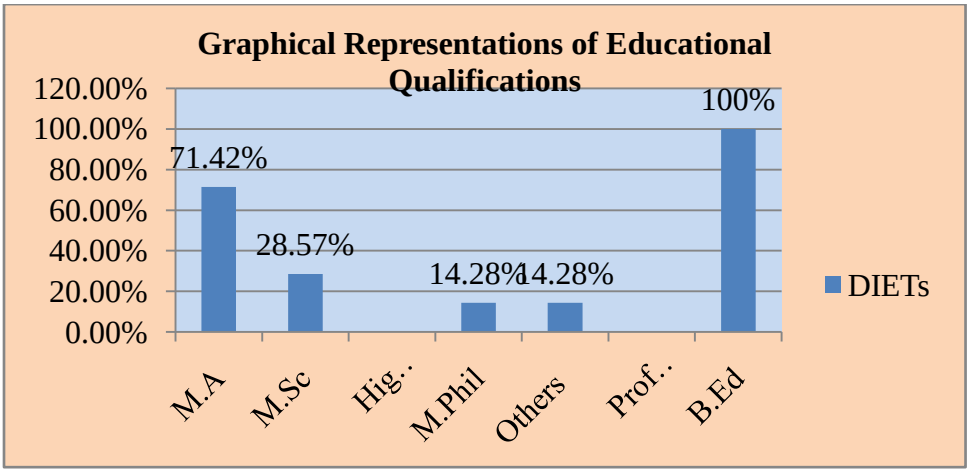


Table 1.9Profile of the Principals of BTCs

Basic qualification of principals	**BTCs (N=5)**
B.A	1(20%)
B.Sc	3(60%)
M.A	1(20%)
Higher qualification of principals	
Ph.D	1(10%)
Professional qualification of principals	
B.Ed	5(100%)

From the above table no.1.9 data it is reveals that in BTCs 20% Principals is B.A. passed, 60% are B. Sc passed, 20% Principals are M.A. passed, 10% are Ph. D. and 100% are B. Ed passed.

Figure 1.2 Graphical Representation of Educational Qualification

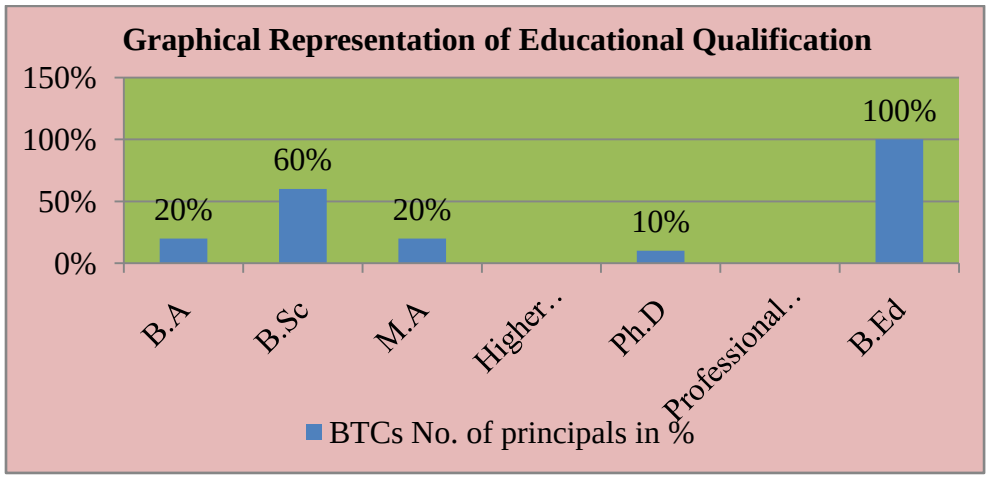


Table 1.10 Profile of the Principals of NSs

Basic qualification of principals	**NSs(N=4)**
B.A	1(25%)
B.Sc	2(50%)
M.A	1(25%)
Professional qualification of principals	
B.Ed	4(100%)

From the following table no.1.10it is reveals that in NSs 25% Principals are B.A passed, 50% are B. Sc passed, 25% are M.A passed and 100% are B. Ed passed.

Figure 1.3 Graphical Representation of Educational Qualification

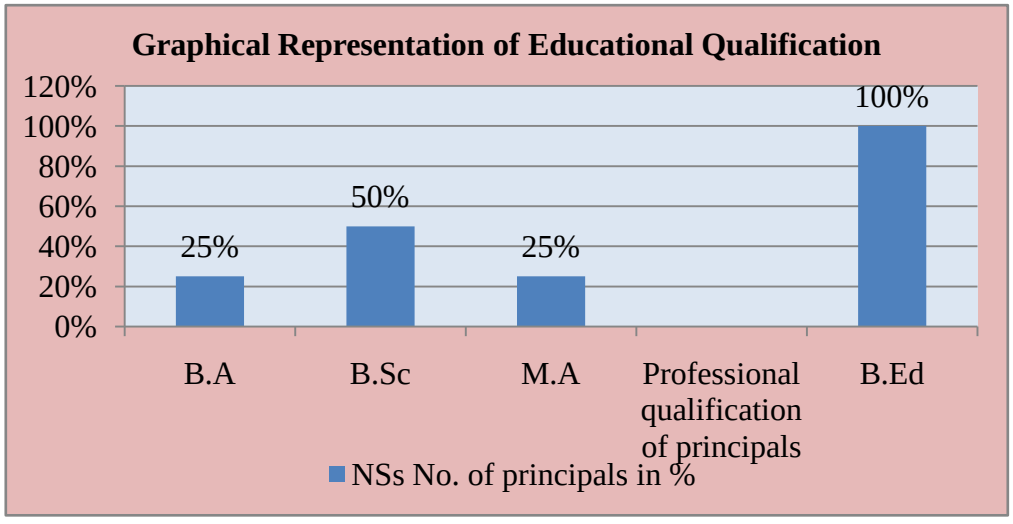


Table 1.11 Sex wise distribution of Principals

Sex	Male	Female
DIETs	7(100%)	0(0%)
BTCs	2(65%)	3(35%)
NSs	4(100%)	0(0%)

From the table no.1.11 it is indicated that in DIETs 100% Principals are male. In BTCs 65% are male and 35% are female. Similarly in NSs 100% are male.

Figure 1.4 Graphical Representation of Sex

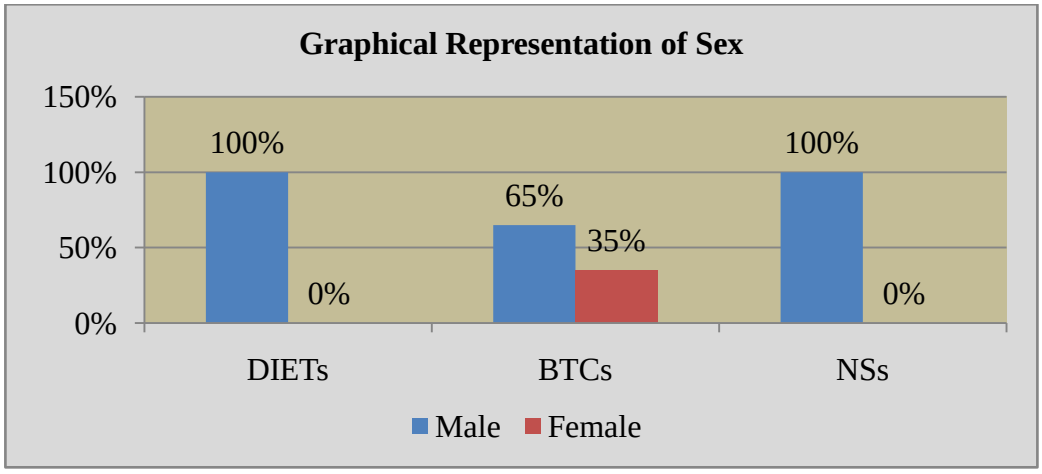


Table 1.12 Age wise distribution of Principals

Age	DIETs(N=7)	BTCs(N=5)	NSs(N=4)
51-60	7 (100%)	5 (100%)	4 (100%)

From the table no. 1.12 it is appears that in all the Principals of DIETs, BTCs and NSs in the age group of 51-60.

Figure 1.5 Graphical Representation of Age

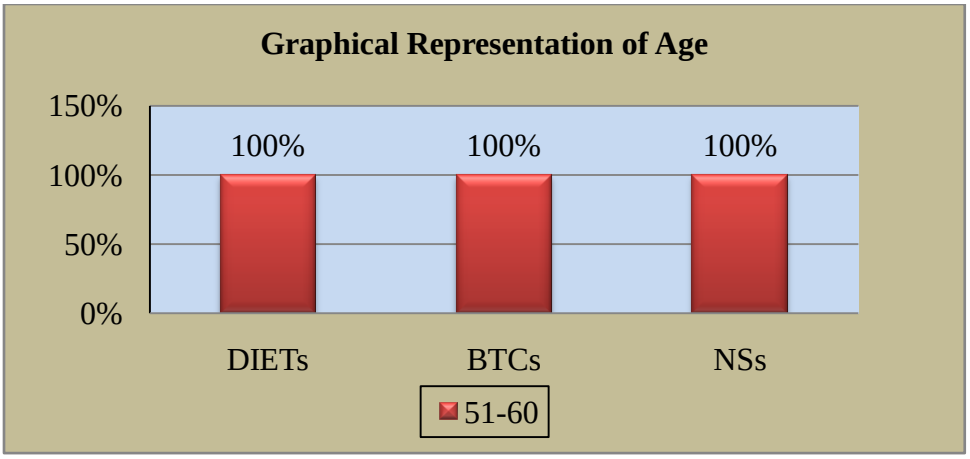


Table 1.13 Experiences wise distribution of Principals

Experiences of the years	DIETs(N=7)	BTCs(N=5)	NSs(N=4)
21 to 25	-	1 (20%)	1 (25%)
26 to 30	5 (71.42%)	2 (40%)	1 (25%)
31 to 35	2 (28.57%)	2 (40%)	2 (50%)

From the table no.1.13 it is revealed that 20% Principals of BTCs and 25% of NSs are having experiences (21-25) years; 71.42% in DIETs 40% in BTCs and 25% in NSs are having experiences between (26-30) years. Again 28.57% from DIETs 40% from BTCs and 50% from NSs are having experiences (31-35) years.

Figure 1.6 Graphical Representation of Experiences

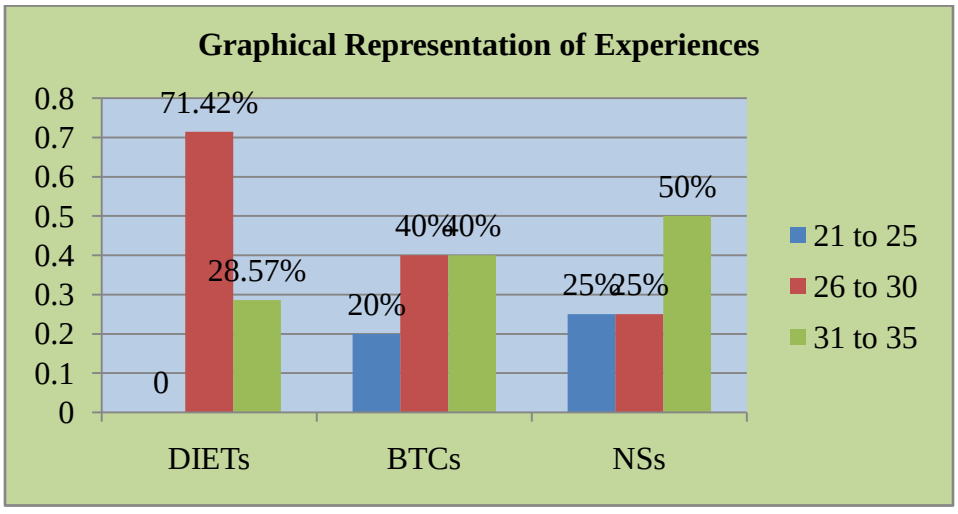
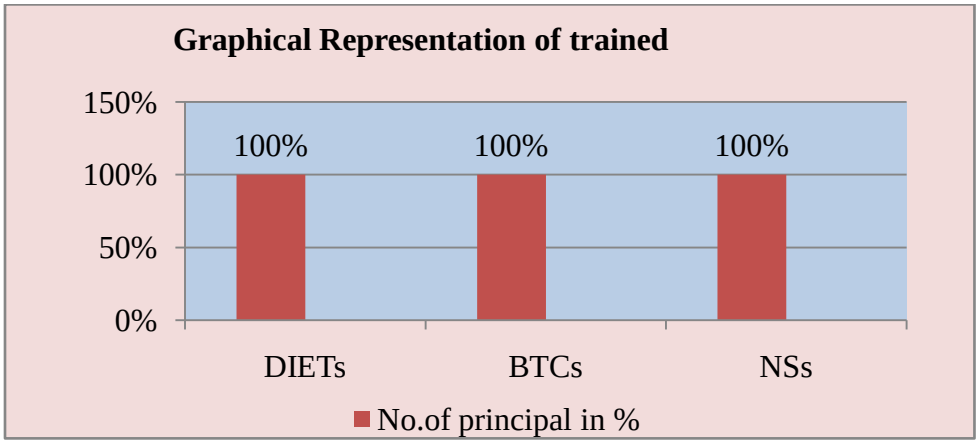


Table 1.14 Trained wise distribution of Principals

Trained	No. of Principals
DIETs(N=7)	7 (100%)
BTCs(N=5)	5 (100%)
NSs(N=4)	4 (100%)

From the table no.1.14 it is appears that all the Principals of DIETs, BTCs and NSs are trained.

Figure 1.7 Graphical Representation of trained



Physical Infrastructure:

Table 1.15 Responses of the Principals regarding the classroom facilities

OPTIONS	DIETs (N=7)		BTCs (N=5)		NSs (N=4)	
	Yes	No	Yes	No	Yes	No
Furniture in the institution	6 (85.71%)	1 (14.28%)	1 (20%)	4 (80%)	0 (0%)	4 (100%)
Adequate classroom	5 (71.42%)	2 (28.57%)	1 (20%)	4 (80%)	0 (0%)	4 (100%)
Available seats in the classroom	6 (85.71%)	1 (14.28%)	3 (60%)	2 (40%)	0 (0%)	4 (100%)

From the above table no.1.15 it is revealed that in DIET, it is found that (85.71%) Principals replied that they are having comfortable furniture in the institution and (14.28%) replied that they do not have comfortable furniture in the institutions. In BTCs (20%) replied that they are having comfortable furniture in the institution and (80%) replied that they do not have the comfortable furniture. In NSs, all the principals replied that they have no comfortable furniture in the institution. As compared to DIETs and BTCs, the NSs do not have any comfortable furniture in the institutions.

Figure 1.8 Graphical representation of furniture in the institutions

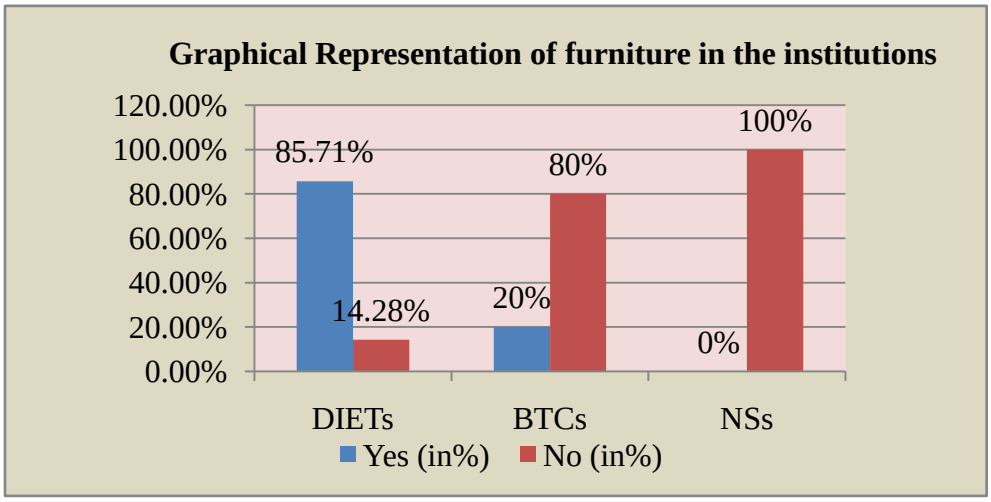
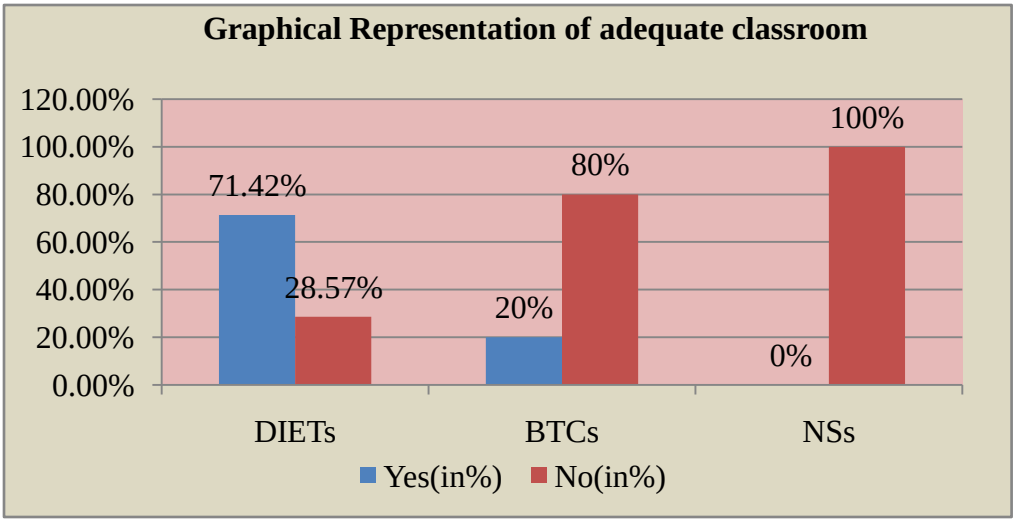


Table no. 1.15 in DIETs (71.42%) Principals replied that they have adequate classrooms and (28.57%) replied that they do not have adequate classroom in the institutions. In BTCs (20%) replied that they have adequate classrooms and (80%) replied that they have not adequate classrooms in the institutions. In NSs all the Principals replied that they have not adequate classrooms.

Figure 1.9 Graphical Representation of adequate classroom



From the above table no.1.15 in DIETs (85.71%) Principals replied that they have sufficient number of seats and (14.28%) replied that they do not have sufficient number of seats. In BTCs (60%) replied that they have sufficient number of seats and (40%) replied that they do not have sufficient number of seats. In NSs, all the Principals replied that they have not sufficient number of seats in the classroom.

Figure 1.10 Graphical Representation of furniture seats in the classroom

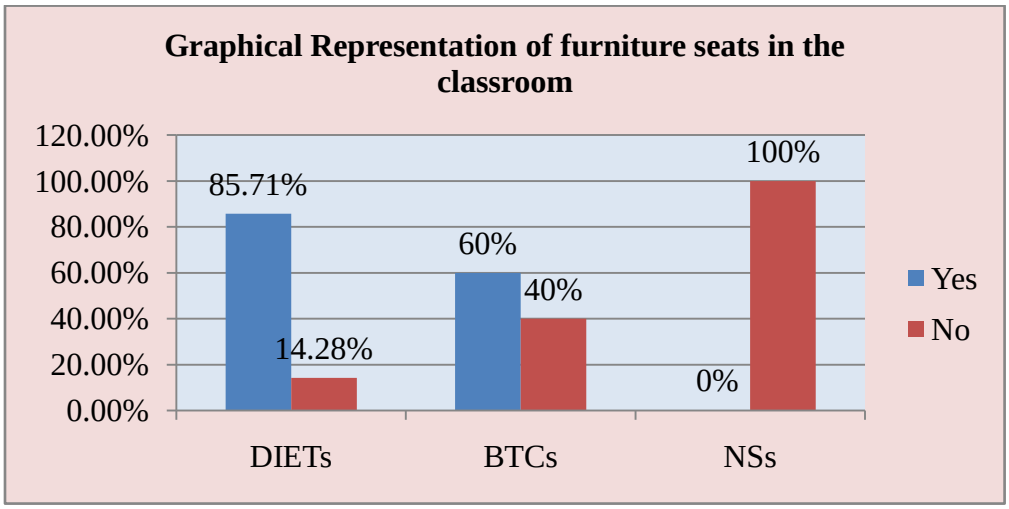
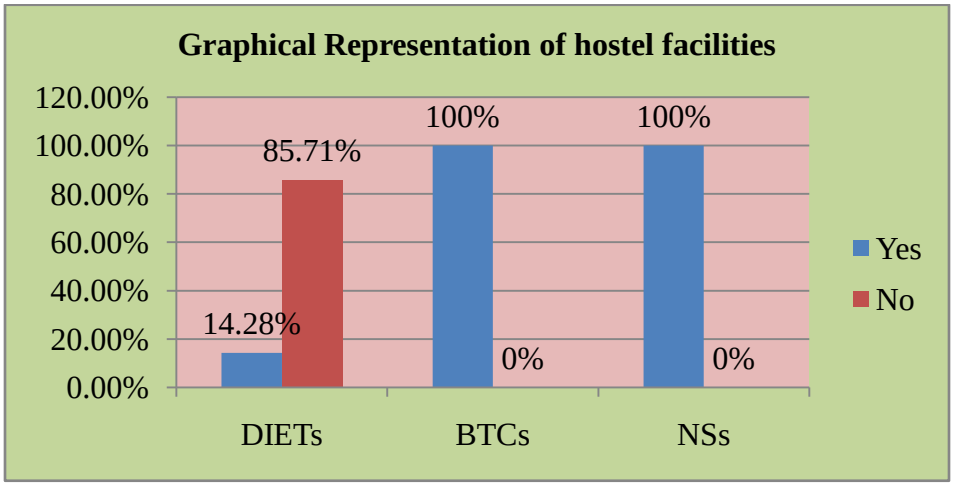


Table 1.16 Responses of the Principals regarding the hostel facilities

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Hostel facilities are available for trainees	1(14.28%)	6(85.71%)	5 (100%)	0 (0%)	4 (100%)	0 (0%)
Adequate building for the hostel	1 (14.28%)	6(85.71%)	2(40%)	3(60%)	4(100%)	0(0%)
Adequate furniture in the hostel	5(71.42%)	2(28.57%)	3(60%)	2(40%)	4(100%)	0(0%)
Power facility in the hostel	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)	0(0%)

Above table no.1.16 it is found that in DIETs (14.28%) of the Principals replied that they have hostel facilities available for trainees and (85.71%) replied that they have not hostel facilities. All the Principals of BTCs and NSs replied that they have hostel facilities available for trainees.

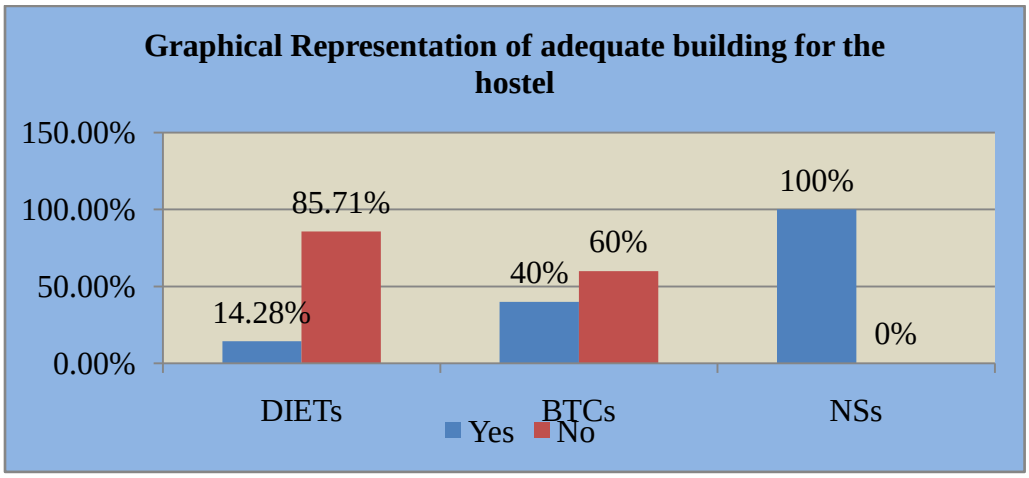
Figure 1.11 Graphical Representation of hostel facilities



Above table no. 1.16 in DIETs (14.28%) of the Principals replied that they have adequate building for the hostel and (85.71%) replied that they do not have adequate building for the hostel. In BTCs (40%) replied that they have adequate building for the hostel and (60%) replied that they do not have adequate building for the hostel. In NSs, all the Principals replied that they have adequate building

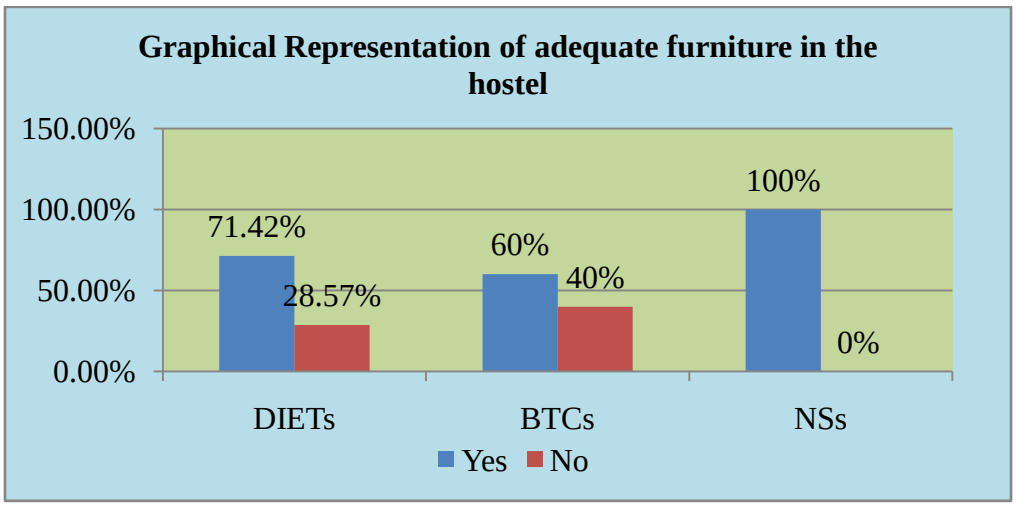
for the hostel. In comparison to DIETs and BTCs, the NSs have adequate building for the hostel.

Figure 1.12 Graphical Representation of adequate building for the hostel



Above table no. 1.16 in DIETs, (71.42%) Principals replied that they have sufficient furniture in the hostel and (28.57%) replied that they do not have adequate furniture in the hostel. In BTCs, (60%) replied that they have adequate furniture in the hostel and (40%) replied that they do not have adequate furniture in the hostel. In NSs, all the Principals replied that they have adequate furniture in the hostel. As compared to DIETs and BTCs, the NSs have adequate furniture in the hostel.

Figure 1.13 Graphical Representation of adequate furniture in the hostel



Above table no. 1.16 all the Principals of the DIETs, BTCs and NSs replied that they have Power facility in the hostel.

Figure 1.14 Graphical Representation of Power facility in the hostel

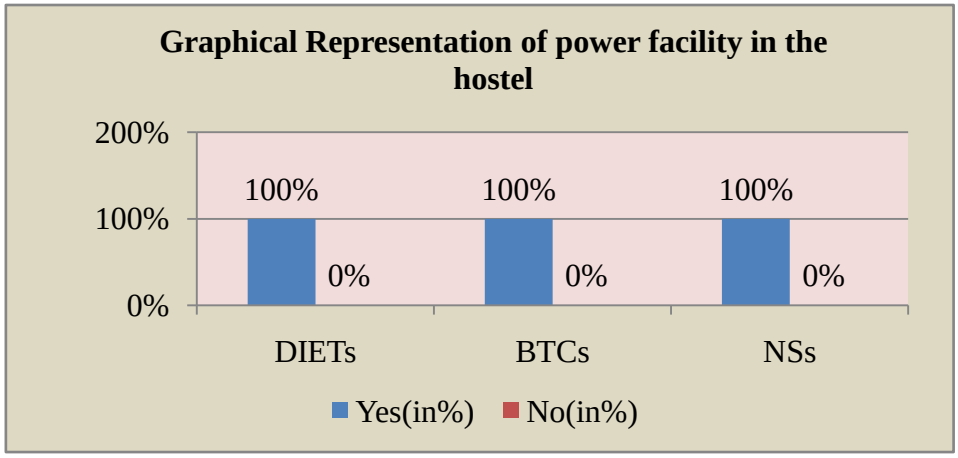


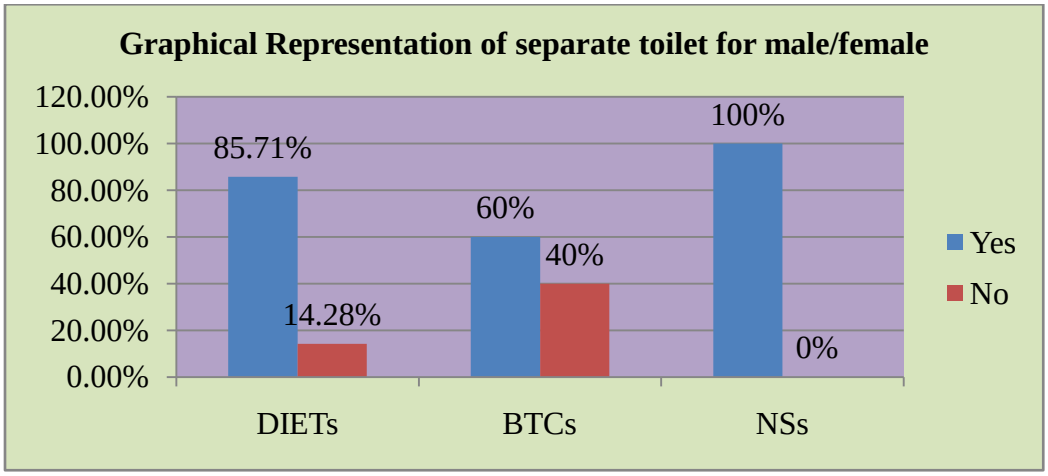
Table 1.17 Responses of the Principals regarding the number of rooms for different purpose

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Separate toilet for male/female	6 (85.71%)	1 (14.28%)	2 (40%)	4 (60%)	4 (100%)	0 (0%)
Building for the seminar hall	2 (28.57%)	5(71.42%)	0(0%)	5(100%)	4(100%)	0(0%)
Adequate furniture in the seminar hall	1(14.28%)	6(85.71%)	0(0%)	5(100%)	0(0%)	4(100%)
Adequate furniture in the staff room	5(71.42%)	2(28.57%)	2(40%)	3(60%)	4(100%)	0(0%)

From the above table no.1.17 it is observed that in DIETs, (85.71%) Principals replied that they have separate toilet for male/female and only (14.28%) replied that they have no separate toilet for male/female. In BTCs, (40%) replied that they have separate toilet for male/female and (60%) replied that they have not separate toilet for female/male. In NSs, all the Principals

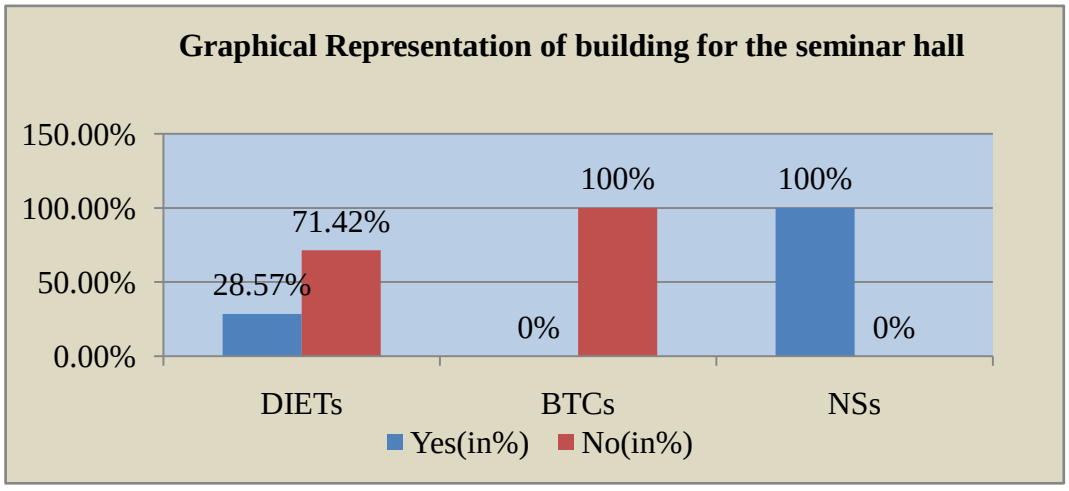
replied that they have separate toilet for male/female facilities. NSs have separate toilet for male/female than the DIETs and BTCs.

Figure 1.15 Graphical Representation of separate toilet for male/female



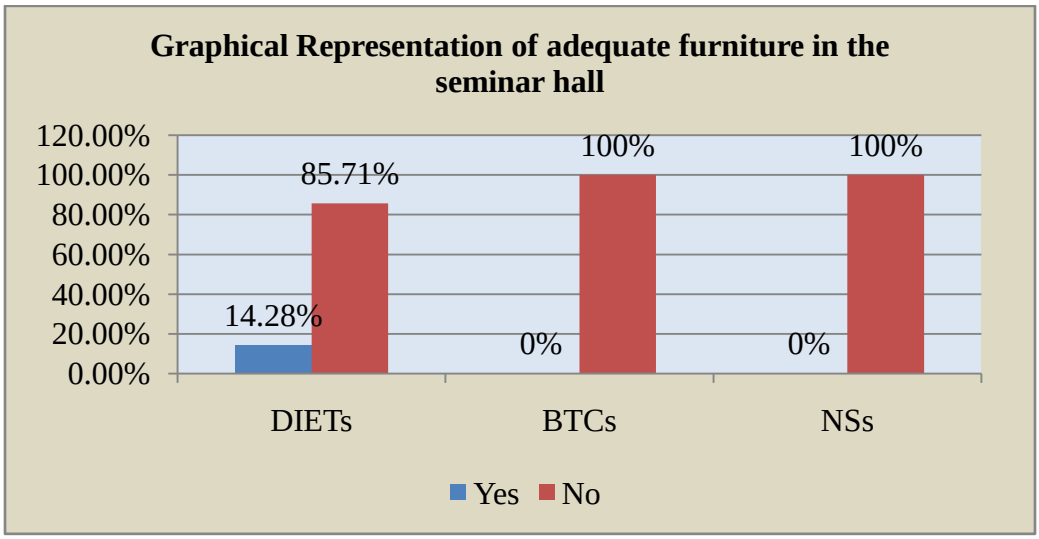
From the above table no. 1.17 in DIETs, (28.57%) Principals replied that they have building for the seminar hall and (71.42%) replied that they do not have building for the seminar hall. All the Principals of BTCs replied that they have not building for the seminar hall and NSs they have building for the seminar hall.

Figure 1.16 Graphical Representation of building for the seminar hall



From the above table no. 1.17 in DIETs, (14.28%) Principals replied that they have required furniture in the seminar hall and (85.71%) replied that they do not have required furniture in the seminar hall. All the Principal of BTCs and NSs they have not required furniture in the seminar hall.

Figure 1.17 Graphical Representation of adequate furniture in the seminar hall



From the above table no. 1.17 in DIETs, (71.42%) Principals replied that they have adequate furniture in the staff room and (28.57%) replied that they do not have adequate furniture in the staff room. In BTCs, (40%) replied that they have adequate furniture in the staff room and (60%) replied that they have not adequate furniture in the staff room. In NSs, all the Principals replied that they have adequate furniture in the staff room.

Figure 1.18 Graphical Representation of adequate furniture in the staff room

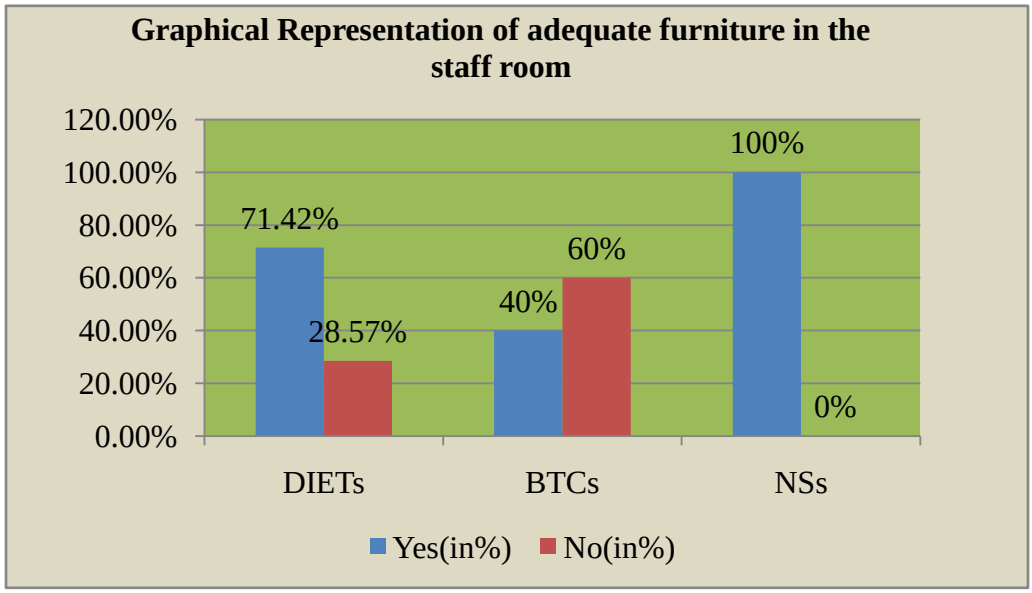


Table 1.18 Responses of the Principals regarding the water facilities

Options	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Adequate drinking water facilities	6(85.71%)	1(14.28%)	1(20%)	4(80%)	4(100%)	0(0%)

Above table no.1.18 shows that in DIETs institutions (85.71%) Principals replied that they have adequate drinking water facilities in the institution and (14.28%) replied that they have not provided the drinking water facilities. In BTCs (20%) replied that they have adequate drinking water facilities and (80%) replied that they have no the drinking water facilities. In NSs, all the Principals replied that they have adequate drinking water facilities.

Figure 1.19 Graphical Representation of adequate drinking water facilities

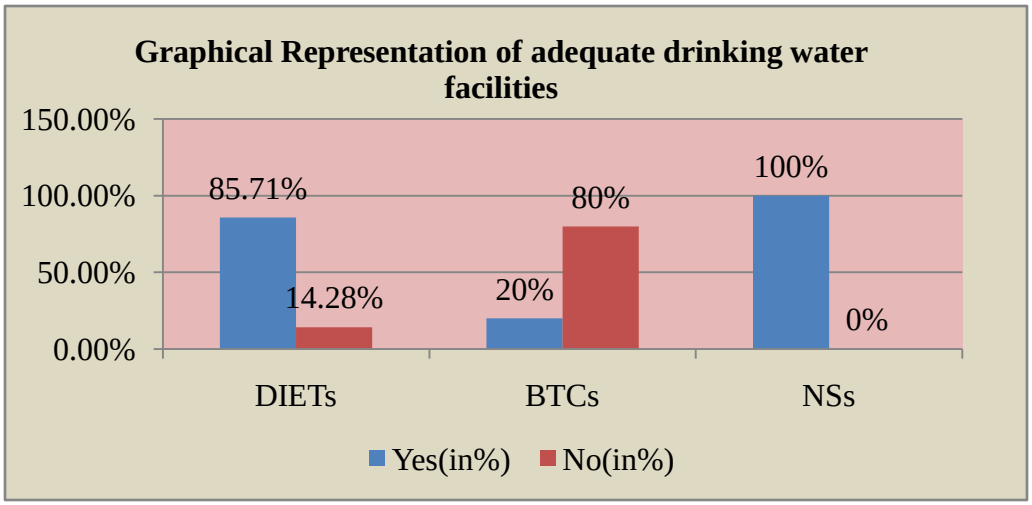


Table 1.19 Responses of the principal regarding the furniture in the classrooms

INST.	WOODEN BENCHES	STEEL BENCHS	INDIVIDUAL DESK AND CHAIR	NO FURNITURE	ANY OTHER
DIETs	7(100%)	-	-	-	-
BTCs	4(80%)	-	1(20%)	-	-
NSs	4(100%)	-	-	-	-

In the above mention table no.1.19 it appears that all the principals of DIETs and NSs replied that they have wooden benches. In BTCs (80%) replied that they have wooden benches and (20%) BTCs have individual desk and chairs. Only (20%) BTCs are having individual desk and chairs, but DIETs and NSs have no individual desk and chair

Figure 1.20 Graphical Representation of furniture in the classroom

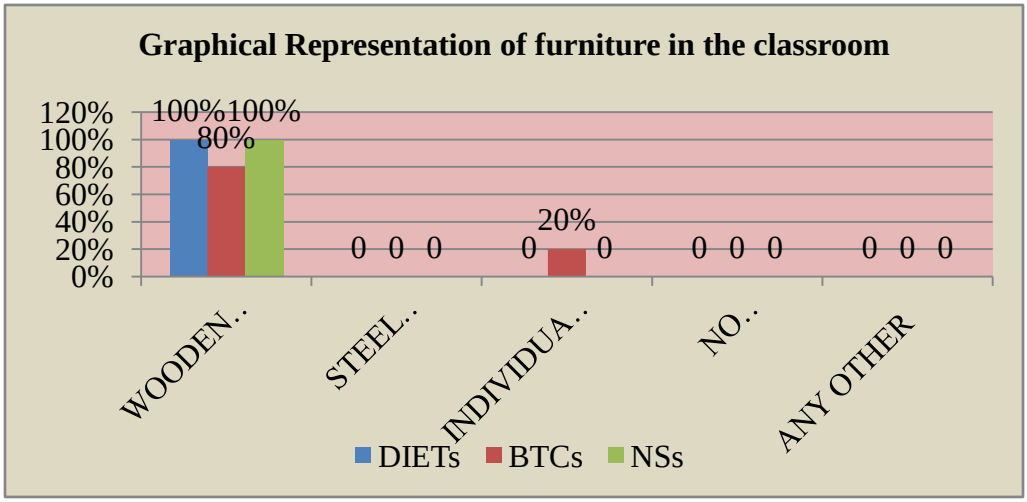
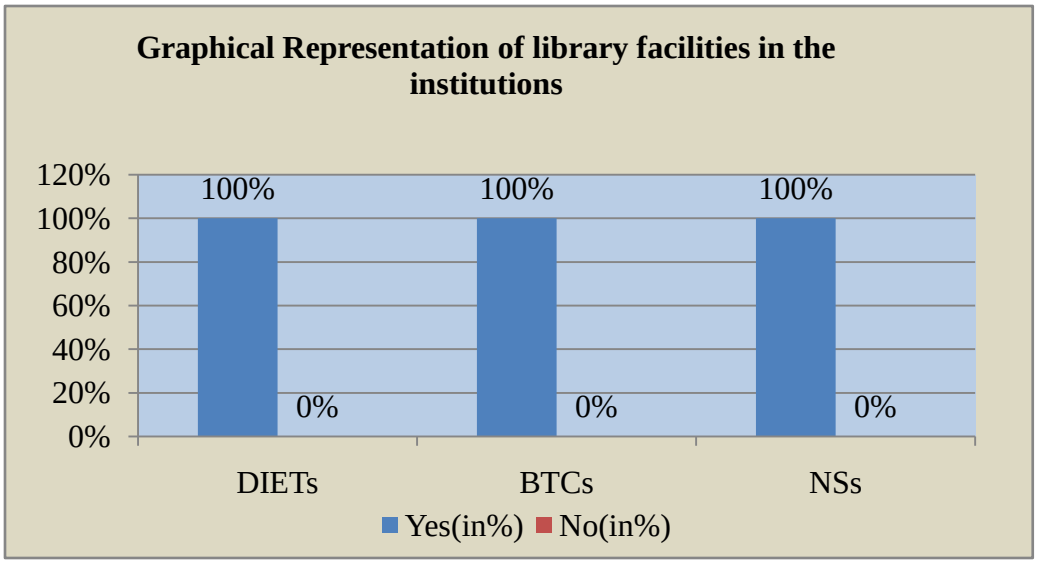


Table 1.20 Responses of the Principals regarding the library facilities

OPTIONS	DIETs(N=7)	BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Library facilities in the institutions	7(100%)	0(0%)	5(100%)	0(0%)	4(100 %)	0(0%)
Reading room in the library	2(28.52%)	5(71.42%)	2(40%)	3(60%)	2(50%)	2(50%)
Required furniture in the library	1(14.28%)	6(85.71%)	1(20%)	4(80%)	0(0%)	4(100%)
library Books are up-to-date	3(42.85%)	4(57.14%)	1(20%)	4(80%)	0(0%)	4(100%)
Adequate reference books	2(28.57%)	5(71.42%)	1(20%)	4(80%)	0(0%)	4(100%)

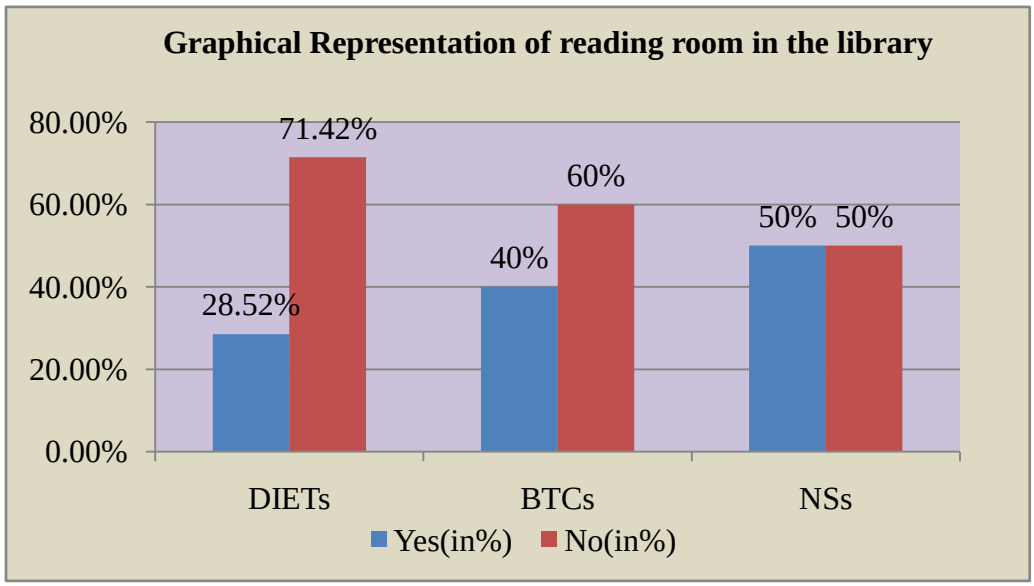
From the above table no.1.20 it is observed that all the principal of DIETs, BTCs and NSs they have library facilities in the institutions.

Figure 1.21 Graphical Representation of Library facilities in the institutions



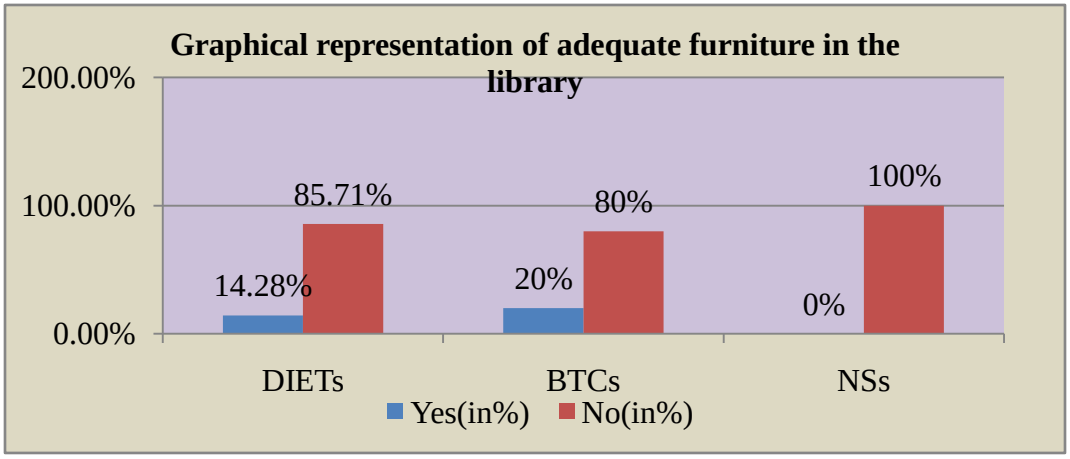
Above table no. 1.20 in DIETs, (28.52%) principals replied that they have reading room in the library and (71.42%) replied that they do not have reading room in the library. In BTCs, (40%) replied that they have reading room in the library and (60%) replied that they do not have reading room. Similarly, NSs (50%) replied that they have reading room in the library but (50%) replied that they have not reading room in the library

Figure 1.22 Graphical Representation of reading room in the library



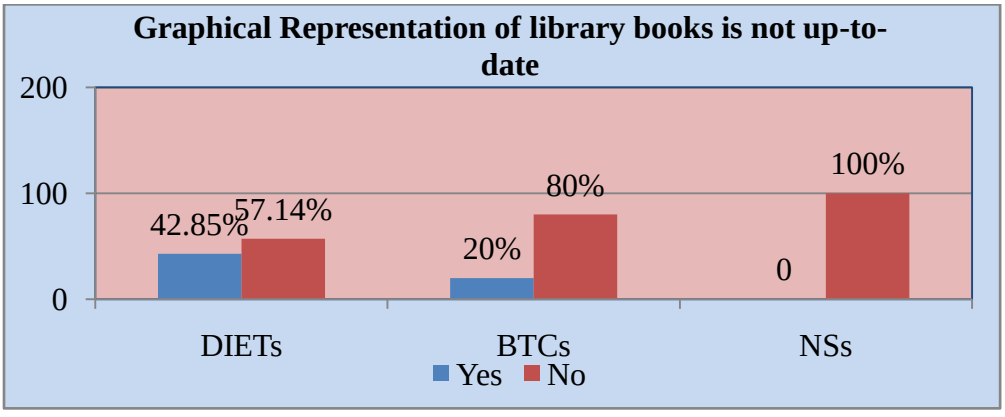
Above table no. 1.20 in DIETs 14.28% principals replied that they have required furniture in the library and (85.71%) replied that they have not required furniture in the library. In BTCs (20%) replied that they have required furniture in the library and (80%) replied that they have not required furniture in the library. In NSs, all the principals replied that they have not required furniture in the library.

Figure 1.23 Graphical representation of adequate furniture in the library



Above table no. 1.20 in DIETs, (42.85%) principals replied that their library books are up-to-date and (57.14%) replied that their library books are not up-to-date. In BTCs (20%) replied that their library books are up-to-date and (80%) replied that they their library books are not up-to-date. In NSs, all the principals replied that their library books are not up-to-date.

Figure 1.24 Graphical Representation of library books is not up-to-date



Above table no. 1.20 in DIETs, (28.57%) principals replied they have adequate reference books in the library and (71.42%) replied they have not adequate reference books in the library. In BTCs, (20%) replied they have adequate reference books in the library and (80%) replied they have not adequate reference books in the library. In NSs, all the principals replied they have not adequate reference books in the library.

Figure 1.25 Graphical Representation of adequate reference books in the library

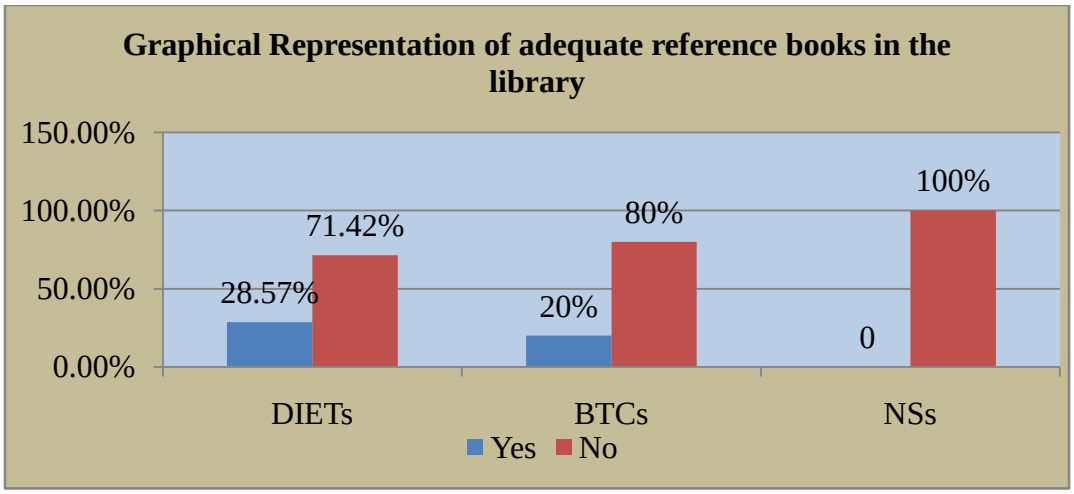


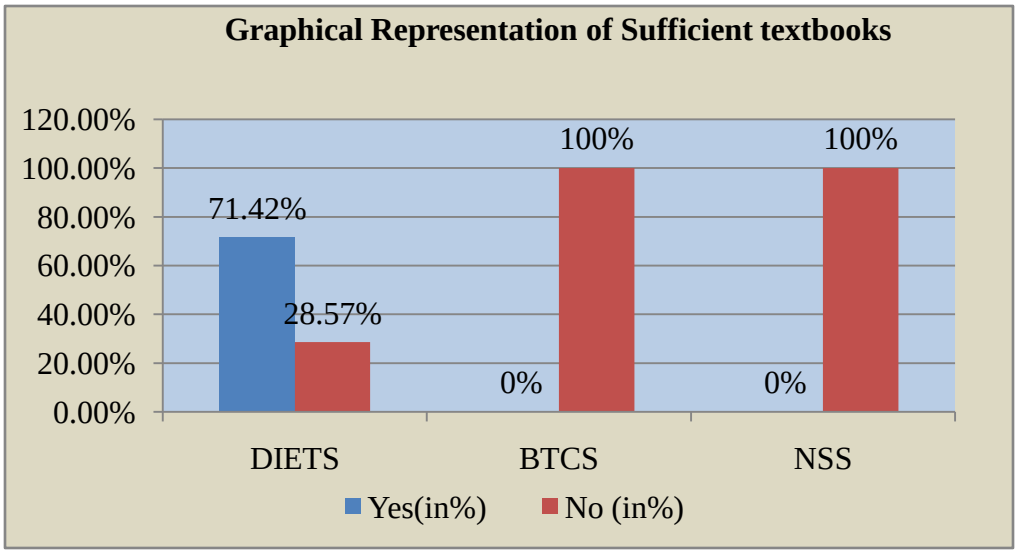
Table 1.21 Responses of the Principals regarding the library and other facilities in the institutions

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Sufficient textbooks	5(71.42%)	2(28.57%)	0(0%)	5(100%)	0(0%)	4(100%)
Purchases books for the library every year	3(42.85%)	4(57.14%)	0(0%)	5(100%)	0(0%)	4(100%)
Any access to-e-book and e-journal	0(0%)	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)
Internet facility	2(28.57%)	5(71.42%)	0(0%)	5(100%)	0(0%)	4(100%)

From the above table no.1.21 it is reveals that in DIETs (71.42%) principals replied that they have sufficient textbooks in the library while (28.57%)

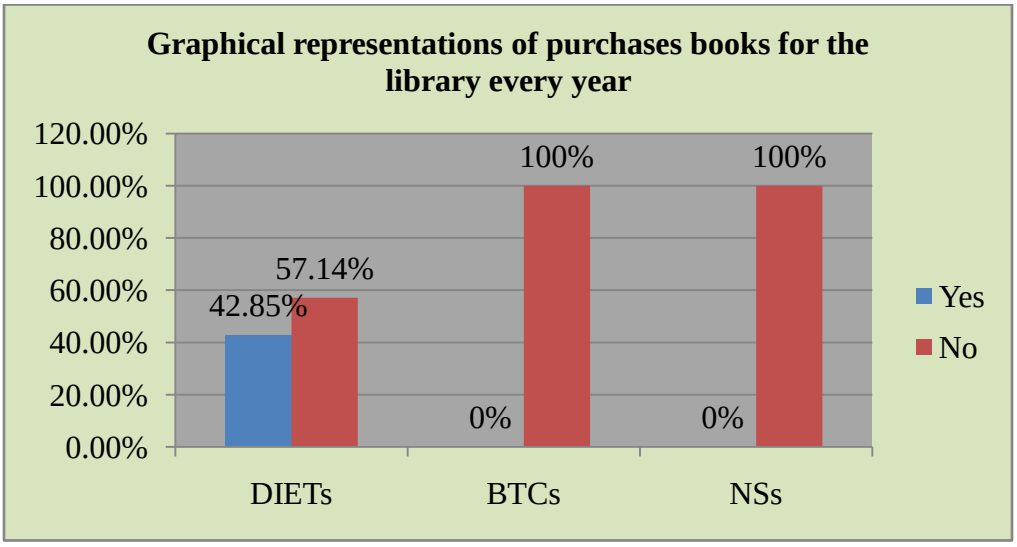
replied that they have not sufficient textbooks in the library. All the principals of BTCs and NSs they have not sufficient textbooks in the library for trainees.

Figure 1.26 Graphical Representation of sufficient textbooks



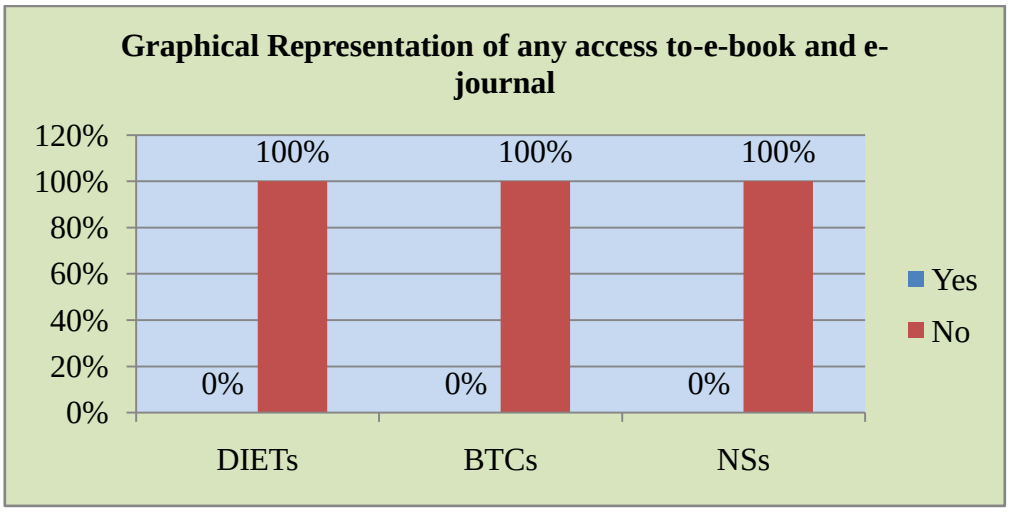
From the above table no. 1.21 in DIETs, (42.85%) principals replied that they purchases library books every year and (57.14%) replied that they do not purchases library books every year. All the principals of BTCs and NSs they do not purchases library books every year.

Figure 1.27 Graphical representations of purchases books for the library every year



From the above table no. 1.21 all the principals of DIETs, BTCs and NSs replied that they do not access to-e-book and e-journal

Figure 1.28 Graphical Representation of any access to-e-book and e-journal



From the above table no. 1.21 in DIETs, (28.57%) principals replied that they have Internet facility in the institutions and (71.42%) replied that they do not have Internet facility in the institutions. All the principals of BTCs and NSs replied that they do not have Internet facility in the institutions.

Figure 1.29 Graphical Representation of Internet facility

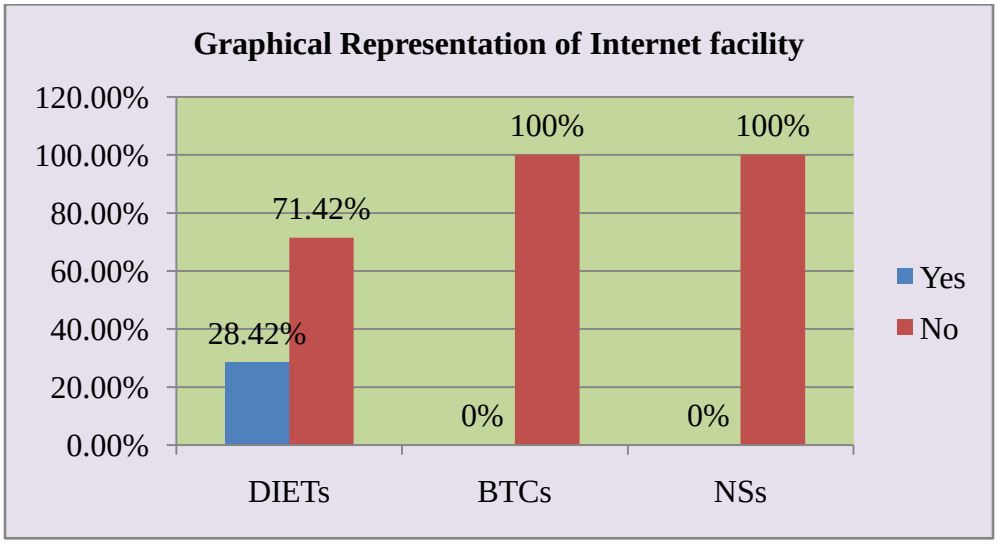


Table 1.22 Responses of the Principals regarding the academic journal available in the institutions

OPTIONS	NATIONAL	INTERNATONAL	REGIONAL	NIL
DIETs(N=7)	4(57.14%)	-	3(42.85%)	-
BTCs(N=5)	2(40%)	-	2(40%)	-
NSs(N=4)	-	-	-	-

From the above mention table no.1.22 it appears that in DIETs (57.14%) principal replied that they have national journal and (42.85%) replied that they Shave regional journal. In BTCs (40%) replied that they have national journal and (40%) replied that they have regional journal. In NSs they have no journal.

Figure 1.30 Graphical Representation of academic journal in the institutions

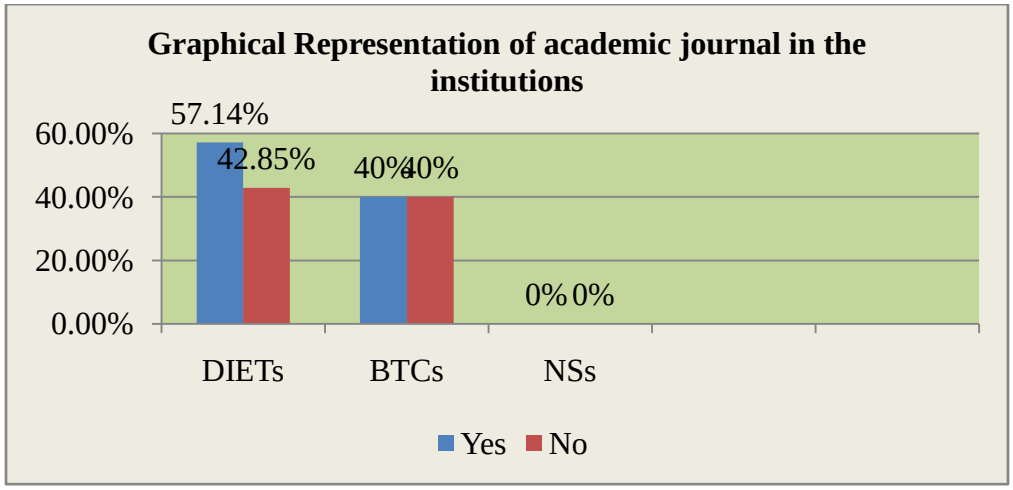


Table 1.23 Responses of the Principals regarding the Magazine publish by the institutions

INSTITUTIONS	Yes	No
DIETs(N=7)	7(100%)	0(0%)
BTCs(N=5)	1(20%)	4(80%)
NSs(N=4)	1(25%)	3(75%)

From the above table no.1.23 mention it appears that in DIETs, all the principals replied that they have Magazine. In BTCs (20%) replied that they have

Magazine and (80%) replied that they have no Magazine. In NSs (25%) replied that they have Magazine and (75%) replied that they have no Magazine.

Figure 1.31Graphical Representation of Magazine publish by the institutions

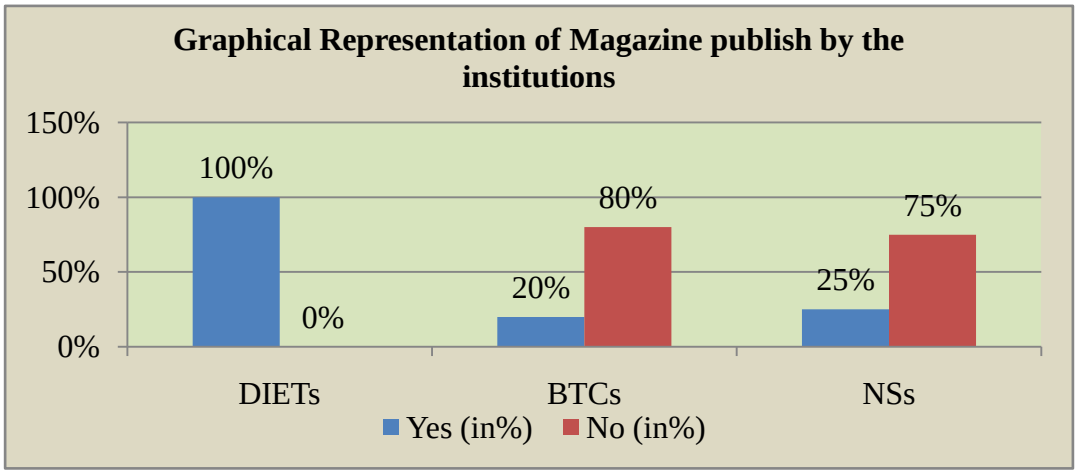
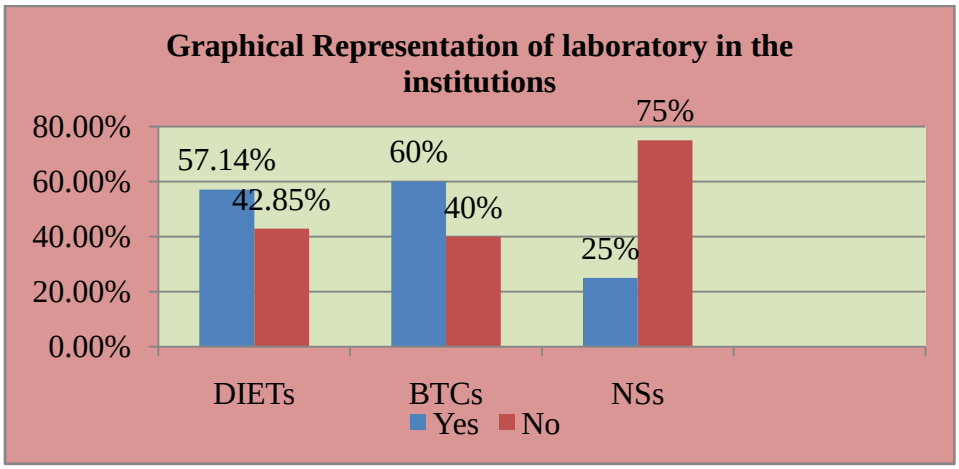


Table 1.24 Responses of the Principals regarding the laboratory facilities

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Laboratory in the institutions	4(57.14%)	3(42.85%)	3(60%)	2(40%)	1(25%)	3(75%)
Sufficient technical staff	2(28.57%)	5(71.42%)	0(0%)	5(100%)	1(25%)	3(75%)
Lack of equipment and furniture	4(57.14%)	3(42.85%)	3(60%)	2(40%)	3(75%)	1(25%)

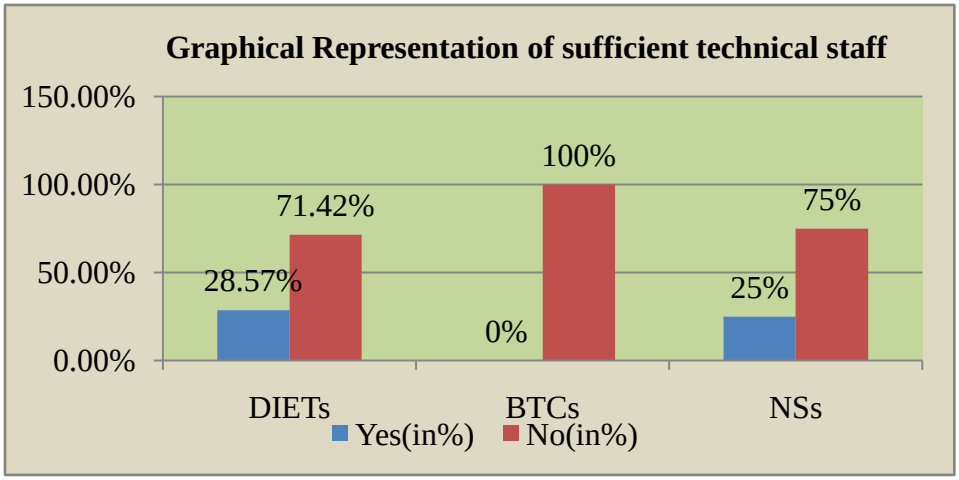
From the above table no.1.24 it is revealed that in DIETs (57.14%) principals replied that they have laboratory in the institutions and (42.85%) replied that they have no laboratory in the institutions. In BTCs (60%) replied that they have laboratory in the institutions and (40%) replied that they have no laboratory in the institutions. In NSs (25%) replied that they have laboratory in the institutions and (75%) replied that they have no laboratory in the institutions.

Figure 1.32 Graphical Representation of laboratory in the institutions



From the above table no. 1.24 in DIETs, (28.57 %) principals replied that they have sufficient technical staff in the institution but (71.42%) replied that they have not sufficient technical staff in the institution. All the principals of BTCs replied that they have not sufficient technical staff in the institution. In NSs (25%) replied that they have sufficient technical staff in the institution and (75%) replied that they have not sufficient technical staff in the institution.

Figure 1.33 Graphical Representation of sufficient technical staff



From the above table no. 1.24 in DIETs, (57.14%) principals replied that they have lack of equipment and furniture; and (42.85%) replied that they have not lack of equipment and furniture. In BTCs, (60%) replied that they have lack of equipment and furniture; but (40%) replied that they have not lack of equipment

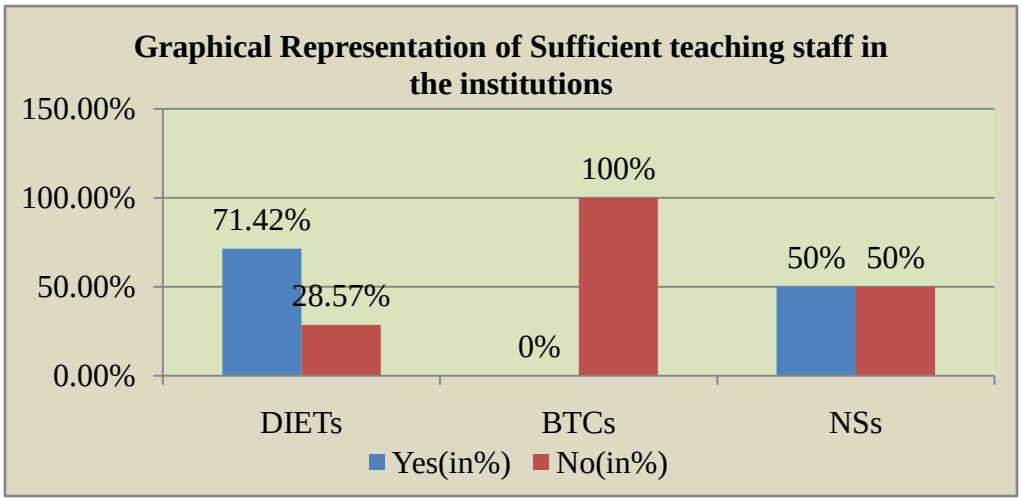
and furniture. In NSs, (75%) replied that they have lack of equipment and furniture; and (25%) replied that they have not lack of equipment and furniture.

Table 1.25 Responses of the Principals regarding the institutional facilities

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Sufficient teaching staff in the institutions	5(71.42%)	2(28.57%)	0(0%)	5(100%)	2(50%)	2(50%)
Staff member exhibit there co-operative attitude in the teaching	7(100%)	0(0%	1(20%)	4(80%)	4(100%)	0(0%)
Medical facilities for staff/trainees in the campus	0(0%)	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)
Sufficient play ground in the institutions	5(71.42%)	2(28.57%)	1(20%)	4(80%	2(50%)	2(50%)

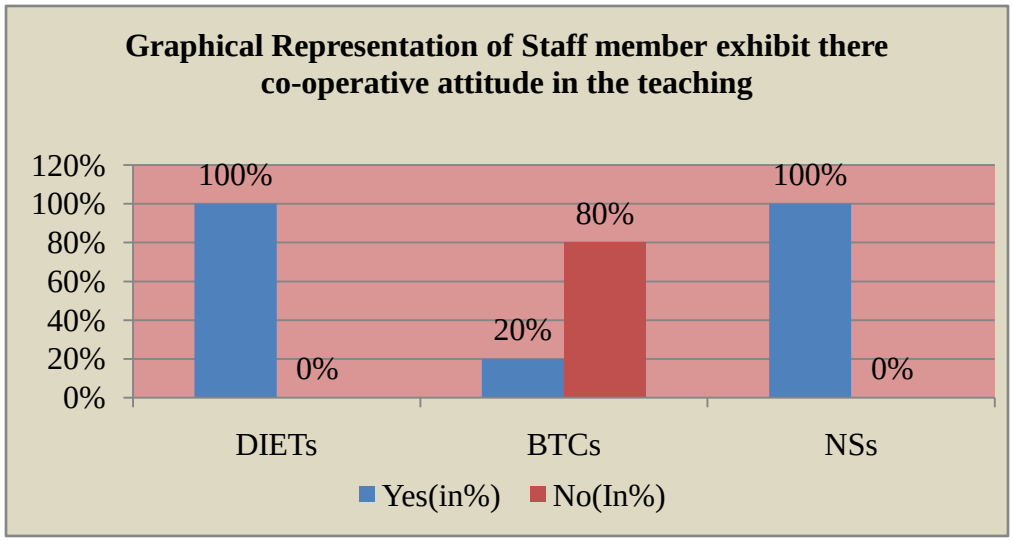
From the above table no.1.25 it is revealed that in DIETs (71.42%) principals replied that they have sufficient teaching staff in the institutions and (28.57%) replied that they have not sufficient teaching staff in the institutions. In BTCs, all the principals replied that they have not sufficient teaching staff in the institutions. In NSs (50%) replied that they have sufficient teaching staff in the institutions and (50%) replied that they have not sufficient teaching staff in the institutions.

Figure 1.34 Graphical Representation of Sufficient teaching staff in the institutions



From the above table no. 1.25 it is revealed that all the principals of DIETs and NSs they replied that staff member exhibit there co-operative attitude in the teaching. In BTCs, (20%) replied that staff member exhibit there co-operative attitude in the teaching and (80%) replied that not staff member exhibit there co-operative attitude in the teaching.

Figure 1.35 Graphical Representation of Staff member exhibit there co-operative attitude in the teaching



From the above table no. 1.25 it is revealed that all the principals of DIETs, BTCs and NSs replied that they have no medical facilities in the campus/institutions for staff/trainees.

From the above table no. 1.25 it is revealed that in DIETs (71.42%) principals replied that they have sufficient play ground in the institutions and (28.57%) replied that they have not sufficient play ground in the institutions. In BTCs (20%) replied that they have sufficient play ground in the institutions and (80%) replied that they have not sufficient play ground in the institutions. In NSs (50%) replied that they have sufficient play ground in the institutions and (50%) replied that they have not sufficient play ground in the institutions.

Figure 1.36 Graphical Representation of sufficient play ground in the institutions

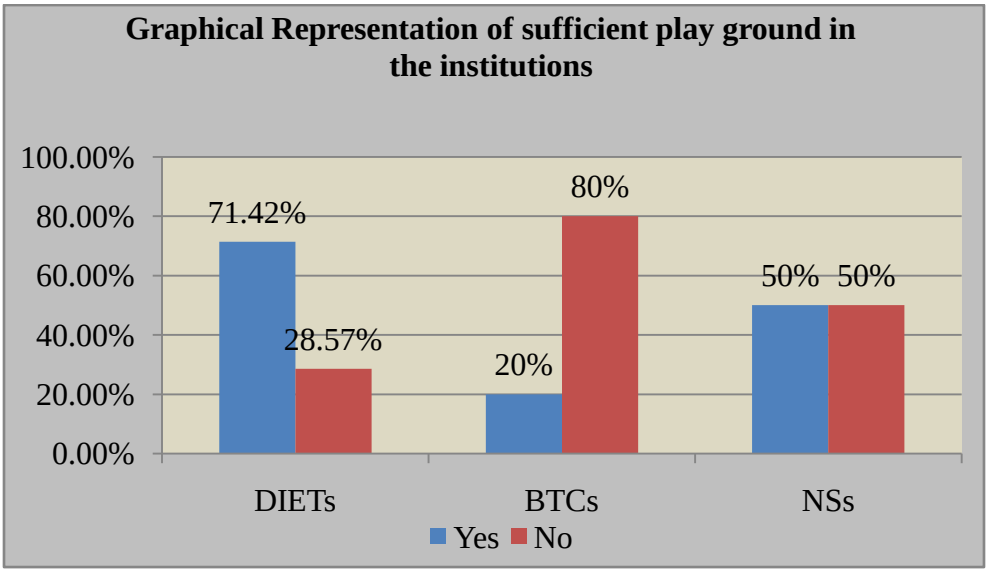


Table 1.26 Responses of the Principals regarding teaching learning process

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Sufficient teaching learning material in the institution	7(100%)	0(0%)	1(20%)	4(80%)	2(50%)	2(50%)
Tutorial system in the institution	0(0%)	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)
Trainees participate in curriculum development process	3(42.85%)	4(57.14%)	2(40%)	2(60%)	2(50%)	2(50%)

From the above table no. 1.26 it is revealed that in DIETs, all the principals replied that they have sufficient teaching learning material in the institution. In BTCs (20%) replied that they have sufficient teaching learning material in the institution and (80%) replied that they have not sufficient teaching learning material in the institution. In NSs, (50%) replied that they have sufficient teaching learning material in the institution and (50%) replied that they have not sufficient teaching learning material in the institution.

From the above table no. 1.26 it is revealed that all the principals of DIETs, BTCs and NSs replied that they have no tutorial system in the institution.

From the above table no. 1.26 it is revealed that in DIETs (42.85%) principals replied that trainees participated in curriculum development process and (57.14%) replied that no trainees participated in curriculum development process. In BTCs (40%) replied that trainees participated in curriculum development process and (60%) replied that no trainees participated in curriculum development process. In NSs (50%) replied that trainees participated in curriculum development process and (50%) replied that no trainees participated in curriculum development process.

Table 1.27 Responses of the Principals regarding the pedagogical facilities

OPTIONS	DIETs(N=7)		BTCs(N=5)		NSs(N=4)	
	Yes	No	Yes	No	Yes	No
Demonstration school in the institutions	4(57.14%)	3(42.85%)	4(80%)	1(20%)	4(100%)	0(0%)
Total number of demonstration class	5(71.42%)	2(28.57%)	5(100%)	0(0%)	4(100%)	0(0%)
demonstration by the Staff member	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)	0(0%)
Adequate project aids in the demonstration class	7(100%)	0(0%)	5(100%)	0(0%)	4(100%)	0(0%)
Institution equipped with the modern audio-visual aids of teaching	4(57.14%)	3(42.85%)	2(40%)	3(60%)	0(0%)	4(100%)

From the above table no.1.27 it is revealed that in DIETs (57.14%) principals replied that they have demonstration school in the institution but (28.57%) replied that they have not demonstration school in the institution. In BTCs (80%) replied that they have demonstration school in the institution but (20%) replied that they have not demonstration school in the institution. In NSs, all the principals replied that they have demonstration school in the institution.

From the above table no. 1.27 it is revealed that in DIETs (71.42%) principals replied that they have total number of demonstration class and (28.57%) replied that they have not total number of demonstration class. All the

principals of BTCs and NSs replied that they have total number of demonstration class in the institutions.

From the above table no. 1.27 it is revealed that all the principals of DIETs, BTCs and NSs replied that they have demonstration by the staff member.

From the above table no.1.27 it is revealed that all the principals of DIETs, BTCs and NSs replied that they have adequate project aids in the demonstration class.

From the above table no. 1.27 it is revealed that in DIETs (57.14%) principals replied that they have modern audio-visual aids of teaching and (42.85%) replied that they have no modern audio-visual aids of teaching. In BTCs (40%) replied that they have modern audio-visual aids of teaching and (60%) replied that they have no modern audio-visual aids of teaching. In NSs, all the principals replied that they have no modern audio-visual aids of teaching.

Table 1.28 Responses of the Principals regarding the staff supervise in practice- teaching

Institutions	Yes	No
DIETs(N=7)	7(100%)	0(0%)
BTCs(N=5)	5(100%)	0(0%)
NSs(N=4)	4(100%)	0(0%)

Above table no.1.28 shows all the principals of DIETs, BTCs and NSs replied that they have supervised in practice-teaching.

Table 1.29 Responses of the Principals regarding the seminar/workshop/orientation

Institutions	Yes	No
DIETs(N=7)	7(100%)	0(0%)
BTCs(N=5)	4(80%)	1(20%)
NSs(N=4)	4(100%)	0(0%)

From the above table no.1.29 it is revealed that all the principals of DIETs and NSs they replied that they organize seminar/workshop/orientation. While BTCs (80%) organize seminar/workshop/orientation and (20%) do not organize seminar/workshop/orientation.

Table 1.30 Responses of the Principals regarding the group discussion or study circles for solutions of professional problems faced by teacher in the institution

Institutions	Yes	No
DIETs (N=7)	5(71.42%)	2(28.57%)
BTCs (N=5)	4(80%)	1(20%)
NSs (N=4)	2(50%)	2(50%)

From the above table no. 1.30 it is found that in DIETs (71.42%) principals replied that they have provide group discussion and (28.57%) replied that they have not provide group discussion. In BTCs (80%) replied that they have provide group discussion (20%) replied that they have not provide group discussion. In NSs (50%) replied that they have provide group discussion and (50%) replied that they have not provide group discussion.

Table 1.31 Responses of the Principals regarding the essential facilities

OPTIONS	DIETS(N=7)	BTCS(N=5)	NSS(N=4)
Self-study	5(71.42%)	5(100%)	3(75%)
Practice-teaching	5(71.42%)	5(100%)	4(100%)
Presentation of audio-visual aids	4(57.14%)	4(80%)	3(75%)
Work-experience	6(85.71%)	4(80%)	4(100%)
Practical work	7(100%)	5(100%)	4(100%)
Co-curricular activities	6(85.71%)	5(100%)	4(100%)
Tutorials	0(0%)	0(0%)	3(75%)

The above table no.1.31 reveals that in DIETs 71.42%, 71.42%, 57.14%, 85.71%, 100%, 85.71%, 0%, principals replied that in their institution they use self-study, practice-teaching, presentation of audio-visual aids, work-experience, practical work, co-curricular activities, tutorials. In BTCs 100%, 100%, 80%, 80%, 100%,

100%, 0% are of the opinion that they use self-study, practice-teaching, presentation of audio-visual aids, work-experience, practical, work-curricular activities, tutorials. In NSs 75%, 100%, 75%, 100%, 100%, 100%, 75% principals replied that they use self-study, practice-teaching, presentation of audio-visual aids, work-experience, practical work, co-curricular activities and tutorials.

Table 1.32 Responses of the Principals regarding the methods mostly adopted for teaching by the staff in the institution essential facilities

OPTIONS	DIETS(N=7)	BTCS(N=5)	NSS(N=4)
Lecture method	4(57.14%)	3(60%)	2(50%)
Discussion method	6(85.71%)	5(100%)	4(100%)
Guidance for self-study method	4(57.14%)	3(60%)	1(25%)
Dictation of notes	7(100%)	1(20%)	1(25%)
Project method	6(85.71%)	5(100%)	4(100%)
Question-answer method	6(85.71%)	3(60%)	4(100%)
Group discussion method	7(100%)	5(100%)	0(0%)
Co-related method	0(0%)	0(0%)	3(75%)
Assignment method	6(85.71%)	0(0%)	4(100%)
workshop	6(85.71%)	0(0%)	4(100%)
Demonstration method	5(71.42%)	0(0%)	4(100%)

From the above table no. 1.32 it is seen that in DIETs 57.14% of principals use lecture method and guidance for study, 85.71% of use discussion, project method, question-answer method, assignment method and workshop, 100% of principals dictation of notes and group discussion method, 71.42% of use demonstration method. In BTCs, 60% of use lecture method, guidance for study and question-answer method, 100% of use discussion, project method and group discussion 20% of principals' dictation of notes, co-related method, assignment method, and workshop and demonstration method. In NSs, 50% of use lecture method, 100% of use discussion, project method, question-answer method, assignment method, and work-shop and demonstration method 25% of use guidance for study and dictation of notes, and 75% of use co-related method.

5.4 Objectives No 3: To study the curricular followed in the teacher education program at the primary level in Assam:

To know about the existing curriculum, pedagogy and evaluation of the primary teacher education in Assam the following information has been collected. In this regard data have been collect from 10 DIETs, 10 BTCs and 4 NSs of Assam. From these institutions, sample of 66 teacher-educators were found for the study. The responses of the teacher-educators regarding the existing curriculum, pedagogy and evaluation of the primary teacher education in Assam have been collected through the self developed questionnaires; which have been analyzed below- researcher has collected the information from the teacher-educators of DIETs, BTCs and Normal schools. The following table reveals the educational qualification of the teacher-educators in the institutions.

Educational qualification of the teacher educators

Table 1.33 Profile of the teacher educators of DIETs

Basic qualification of teacher educators	**DIETs(N=39)**
B. Sc	2(5.12%)
M. A	21(53.84%)
M. Sc	16(41.02%)
Higher qualification of principals	
M. Phil	5(12.82%)
Others	4(10.24%)
Professional qualification of principals	
B. Ed	20(51.28%)
M. Ed	7(17.94%)

From the above table no.1.33 it is found that in DIETs 5.12% of the teacher educators are B. Sc passed 53.84% are M. A passed, 41.02% are M. Sc, 12.82% are M. Phil passed, 10.24% are others passed, 51.28% are B.Ed. passed and 17.94% M. Ed passed.

Table 1.34 Profile of the teacher educators of BTCs

Basic qualification of teacher educators	**BTCs(N=20)**
B. Sc	4(20%)
M. A	14(70%)
M. Sc	2(10%)
Higher qualification of principals	
M. Phil	3(15%)
Others	1(5%)
Professional qualification of principals	
B. Ed	9(45%)

From the above table no. 1.34 it is found that in BTCs 20% of the teacher educators are B. Sc passed, 70% are M. A passed, 10% are M. Sc 15% is M. Phil passed, 5% are others passed and 45% are B.Ed. passed.

Table 1.35 Profile of the teacher educators of NSs

Basic qualification of teacher educators	**NSs(N=7)**
B. A	1(14.28%)
B. Sc	6(85.71%)
Higher qualification of principals	
M. Phil	1(14.28%)
Professional qualification of principals	
B. Ed	3(42.85%)
M. Ed	1(14.28%)

From the above table no.1.35 it is found that in NSs 14.28% of the teacher educators are B. A passed, 85.71% are B. Sc passed, 14.28% are M. Phil, 42.85% are B.Ed. passed and 14.28% M. Ed passed.

Table 1.36 Sex wise distributions of teacher-educators

Sex	DIETs (N=39)	BTCs (N=20)	NSs (N=7)
Male	17(46.15%)	13(65%)	1(14.28%)
Female	20(53.84%)	7(35%)	6(85.71%)

From the table no.1.36 it is indicated that in DIETs 46.15% teacher-educators are male and 53.84% are female. In BTCs, 65% are male and 35% were female. Similarly in NSs, 14.28% are male and 85.71% are female.

Table 1.37 Age wise distribution of teacher-educators

Age	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
20-30	1(2.56%)	2(10%)	1(14.28%)
31-40	22(56.41%)	4(20%)	5(71.42%)
41-50		7(35%)	-
51-60	16(41.02%)	7(35%)	1(14.28%)

From the table no.137 it is appears that in DIETs 2.56% of the teacher-educators in the age group are 20-30, 56.41% in the age group are 31-40, 41.02% in the age group are 51-60. In BTCs, 10% in the age group are 20-30, 20% in the age group are 31-40, 35% in the age group are 41-50, 35% in the age group are 51-60. Similarly in NSs, 14.28% in the age group are 20-30, 71.42% in the age group are 31-40 and 14.28% in the age group are 51-60.

Table 1.38 Distribution of teacher educators by Experience in years

Experience in years	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
5 or less	-	6(30%)	3(42.85%)
6 to 10	2(5.12%)	2(10%)	3(42.85%)
11 to 15	7(17.94%)	1(5%)	-
16 to 20	10(25.64%)	7(35%)	-
21 to 25	13(33.33%)	2(10%)	-
26 to 30	3(7.69%)	1(5%)	-
31 to 35	410.25	1(5%)	1(14.28%)

From the table no.1.38 it is revealed that 30% Principals of BTCs and 42.85% Principals of NSs are having experiences (5 or less) years; 5.12% in DIETs 10% in BTCs and 42.85% in NSs Principals are having experiences between (6-10) years. 17.94% from DIETs 5% from BTCs Principals are having experiences (11-15) years. 25.64% from DIETs 35% from BTCs Principals are having experiences (16-20) years. 33.33% from DIETs 10% from BTCs are having experiences (21-25) years. 7.69% from DIETs 5% from BTCs are having experiences (26-30) years. 10.25% from DIETs 5% from BTCs are having experience (31-35) years.

Curriculum (Section): A

Curriculum involve some total of all experience provided to the students in the school through organization of manifold activities either formally or informally. The term often refers especially to a planned sequence of instruction, or to a view of the students' experiences in terms of the educators or school's instructional goals. It consists of contents and activities which the school imparted for all round development of the child. It is the means through which philosophy of education is translated into action. In order to know the responses of the teacher regarding the present curriculum data were collected from the teacher-educators of DIETs/BTCs/NSs which are presented below:

Table 1.39 Responses of the teacher-educators regarding the present curriculum

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	N0
Prepare own syllabus	6(15.38%)	33(84.61%)	0(0%)	20(100%)	0(0%)	7(100%)
Member of curriculum construction committee	8(20.51%)	31(79.48%)	0(0%)	20(100%)	0(0%)	7(100%)
Prepare the syllabus as per the guide line given by the NCTE/SCERT	17(43.07%)	22(56.41%)	3(15%)	17(85%)	7(100%)	0(0%)
Local needs of the trainees are given priority during the preparation of syllabus	26(66.66%)	13(33.33%)	16(80%)	4(20%)	7(100%)	0(0%)

Above table no.1.39 it is reveals that in DIETs, 15.38% teacher educators replied that they agreed present curriculum of the institution is prepared own syllabus while 84.61% replied that they do not prepare the same. 20.51% replied that they are the member of curriculum construction committee but 79.48% replied that they are not the member of curriculum construction committee. 43.07% of them agree that they prepare the syllabus as per the guide line given by

the NCTE/SCERT whereas 56.41% of them do not agree on it. Similarly 66.66% replied that local needs are given priority in the curriculum whereas 33.33% replied that local needs are not given priority in the curriculum.

Above table no. 1.39 it is revealed that all the teacher-educators of BTCs replied that they do not prepare their own syllabus. Whereas, all the teacher-educators from BTCs replied that they are not the member of curriculum construction committee. In BTCs, 15% of the teacher-educators agree that they are prepared the syllabus as per the guide line given by the NCTE/SCERT whereas 85% of them do not agree on it. Similarly 80% replied that local needs are given priority in the curriculum whereas 20% replied that local needs are not given priority in the curriculum.

Above table no. 1.39 it is revealed that all the teacher-educators of NSs replied that they do not prepare their own syllabus and they are not the member of curriculum construction committee. All the teacher-educators agree that they prepare the syllabus as per the guide line given by the NCTE/SCERT and local needs are given priority in the curriculum.

Study reveals that there are many problems in the present curriculum of the primary teacher education in Assam. However, intensity of this problem differs from institution to institution and from item to item. For example, in DIETs 84.61% of the teacher educators replied that they do not agreed that present curriculum of the institution is prepared own syllabus by the teacher-educators. The same problem is being felt that by 100% of the BTCs and NSs which is higher than the DIETs. Similarly, 79.48% of the DIETs replied that they are not the member of curriculum construction committee. Whereas 100% of BTCs and NSs teacher educators respectively feel the same which is lower than the DIETs. Likewise, 56.41%, 85% of DIETS and BTCs do not agree that they are prepared the syllabus as per the guide line given by the NCTE/SCERT. As compared to others, the highest percentage of NSs teacher-educators suggested they are prepared the syllabus as per the guide line given by the NCTE/SCERT.

Similarly 66.66%, 80% and 100% of the teacher-educators replied that local needs are given priority in the curriculum.

Table 1.40 Responses of the teacher-educators regarding the syllabus revision

Revised years	DIETs (N=39)	BTCs (N=20)	NSs (N=7)
Every year	6(15.38%)	2(10%)	-
After two years	3(5.12%)	5(45%)	7(100%)
After three years	8(20.51%)	2(20%)	-
After five years	10(25.64%)	2(15%)	-
More than five years	12(30.76%)	1(10%)	-

Above table no.1.40 revealed that in DIETs, 15.38% teacher educators told that syllabus revision every year, 5.12% told that syllabus revision after two years, 20.51% told that syllabus revision after three years, 25.64% told that syllabus revision after five years, 30.76% told that syllabus revision more than five years. In BTCs, 10% told that syllabus revision every year, 45% told that syllabus revision after two years, 20% told that syllabus revision after three years, 15% told that after syllabus revision five years, 10% told that syllabus revision more than five years. In NSs, all the teacher educators told that syllabus revision after two years.

Table 1.41 Responses of the teacher educators regarding the Content Syllabus, Present curriculum, Books prescribed

Options	DIETs (N=39)		BTCs (N=20)		NSs (N=7)	
	Yes	No	Yes	No	Yes	No
Existing syllabus is overloaded to the trainees	2(5.12%)	37(94.87%)	2(10%)	18(90%)	3(42.85%)	4(57.14%)
Present curriculum is satisfied to the trainees	21(53.84%)	18(46.15%)	18(90%)	2(10%)	7(100%)	0(0%)
Books prescribed in the syllabus are available in the library	6(15.38%)	33(84.61%)	17(85%)	3(15%)	1(14.28%)	6(85.71%)
Content of syllabus are necessary to the trainees	26(66.66%)	13(33.33%)	17(85%)	3(15%)	7(100%)	0(0%)
Existing syllabus will help the trainees for the professional development	31(79.48%)	8(20.51%)	20(100%)	0(0%)	7(100%)	0(0%)

Above table no. 1.41 revealed that in DIETs, 5.12% teacher educators agreed that existing syllabus is overloaded to the trainees while 94.87% do not agreed on it. Whereas, in BTCs 10% agreed that existing syllabus is overloaded to the trainees but 90% of them do not agreed on it. On the other hand, in NSs 42.85% agreed that existing syllabus is overloaded to the trainees but 57.14% replied that they do not agreed that existing syllabus is overloaded to the trainees.

Above table no. 1.41 it is revealed that in DIETs, 53.84% teacher educators expressed that present curriculum is satisfied to the student-teachers while 46.15% do not expressed on it. In BTCs 90% expressed that present curriculum is satisfied for student-teachers but 10% of them did not agree on it. On the other hand, in NSs all the teacher educators expressed that present curriculum is satisfied for student-teachers.

Above table no. 1.41 it is revealed that in DIETs, 15.38% teacher educators told that books prescribed in the syllabus are available in the library while 84.61% did not support to the same. In BTCs 85% told that books prescribed in the syllabus are available in the library but 15% did not support on it. On the other hand, In NSs 14.28% told that books prescribed in the syllabus are available in the library 85.71% did not support to the same.

Above table no. 1.41 it is revealed that in DIETs, 66.33% teacher educators told that content of syllabus are necessary to the trainees while 33.33% do not support the same. In BTCs 85% told that content of syllabus are necessary to the trainees but 15% did not support the same. While in NSs, all the teacher-educators told that content of syllabus are necessary to the trainees.

Above table no. 1.41 it is revealed that in DIETs, 79.48% teacher educators told that existing syllabus will help the trainees for the professional development while 20.51% do not support the same. All the teacher-educators of BTCs and NSs told that existing syllabus will help the trainees for the professional development.

Table 1.42 Responses of the teacher educators regarding the Present curriculum, re-constructed, re-organized, local needs of the people

Options	DIETs(N=39)		BTCs (N=20)		NSs (N=7)	
	Yes	No	Yes	No	Yes	No
Present curriculum offered in the teacher-training is out-dated	3(7.69%)	36(92.30%)	0(0%)	20(100%)	0(0%)	7(100%)
DIETs/BTCs/NSs curriculum should be reconstructed and re-organized	31(79.48%)	8(20.51%)	7(35%)	13(65%)	1(14.28%)	6(85.71%)
In-service teacher education curriculum does not fulfill the local needs of the people	13(33.66%)	26(66.66%)	5(25%)	15(75%)	1(14.28%)	6(85.71%)
Need for revitalizing the present day curriculum in the institution	28(71.79%)	11(28.20%)	12(60%)	8(40%)	3(42.85%)	4(57.14%)
Present curriculum fulfill all the demands of the society	10(25.64%)	29(74.35%)	14(70%)	6(30%)	3(42.85%)	4(57.14%)

From the above table no.1.42 it is seen in DIETs 7.96% of teacher-educators viewed that present curriculum offered in the teacher-training is out-dated while 92.30% of them do not feel so. However, all the teacher-educators of BTCs and NSs are not agreeing present curriculum offered in the teacher-training is out-dated.

Above table no. 1.42 it is seen in DIETs 79.48% of the teacher educators are of the opinion that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized while 20.51% of them do not feel so. In BTCs, 35% told that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized but 65% are not told that DIETs/BTCs/NSs curriculum should not be reconstructed and re-organized. While in NSs, 14.28% are of the opinion that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized but 85.71% of them do not agreed the same.

Above table no. 1.42 it is seen in DIETs 33.33% of the teacher educators told that present day in-service teacher-education curriculum does not fulfill the

local need of the people while 66.66% do not agreed the same. Whereas, in BTCs, 25% told that present day in-service teacher-education curriculum does not fulfill the local needs of the people but 75% does not feel so. On the other hand, in NSs 14.28% are of the opinion present day in-service teacher-education curriculums do not fulfill the local needs of the people and 85.71% do not agreed the same.

Above table no. 1.42 it is seen in DIETs 71.79% of the teacher educators feel that there is need for revitalizing the present day curriculum in the institution while 28.20% of them did not fell so. In BTCs, 60% feel that there is need for revitalizing the present day curriculum in the institution but 40% did not fell so. In NSs, 42.85% feel that there is need for revitalizing the present day curriculum in the institution and 57.14% of them did not fell so.

Above table no. 1.42 it is seen in DIETs 25.64% of teacher educators told that present curriculum fulfill all the demands of the society while 74.35% do not support the same. In BTCs, 70% told that present curriculum fulfill all the demands of the society but 30% of them do not support the same. In NSs, 42.85% told that present curriculum fulfill all the demands of the society and 57.14% do not support the same.

Table 1.43 Responses of the teacher educators regarding the Present curriculum is up-to-dated, Syllabus is scientifically and Syllabus content is current, accurate and inclusive

Options	DIETs (N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Present curriculum is up-to-dated as per the need of the trainees	23(58.97%)	16(41.02%)	15(75%)	5(25%)	7(100%)	0(0%)
Some additional topic to be include which are extremely necessary for the existing teacher education curriculum	27(69.23%)	12(30.76%)	17(85%)	3(15%)	5(71.42%)	2(28.57%)
Syllabus is scientifically organized	21(53.84%)	18(46.15%)	14(70%)	6(30%)	4(57.14%)	3(42.85%)
Syllabus content is current, accurate and inclusive	20(51.82%)	19(48.71%)	17(85%)	3(15%)	7(100%)	0(0%)

From the above table no.1.43 it is seen that in DIETs 58.97% of the teacher-educators told that present curriculum is up-to-date as per the need of the trainees while 41.02% do not feel so. In BTCs, 75% agreed that present curriculum is up-to-date as per the need of the trainees 25% do not agreed the same. In NSs, all of the teacher-educators agreed that present curriculum is up-to-date as per the need of the trainees.

Above table no.1.43 it is seen that in DIETs 69.23% of the teacher-educators told that some additional topic to be included which are extremely necessary for the existing teacher education curriculum while 30.76% do not agreed the same. In BTCs, 85% are agreeing some additional topic to be included which are extremely necessary for the existing teacher education curriculum 15% do not agreed the same. In NSs, 71.42% are agreeing some additional topic to be included which are extremely necessary for the existing teacher education curriculum 28.57% do not agreed the same.

Above table no.1.43 it is seen that in DIETs 53.84% of the teacher-educators told that syllabus is scientifically organized while 46.15% did not agree the same. In BTCs, 70% agreed that syllabus is scientifically organized but 30% of them did not agree the same. In NSs, 57.14% agreed that syllabus is scientifically organized but 42.85% of them did not agree the same.

Above table no.1.43 it is seen that in DIETs 51.82% of the teacher-educators told that syllabus content is current, accurate and inclusive while 48.71% do not agreed the same. In BTCs, 85% told that syllabus content is current, accurate and inclusive but 15% do not agreed the same. In NSs, 57.14% told that syllabus content is current, accurate and inclusive but 42.85% do not agreed with the same.

Table 1.44 Responses of the teacher educators regarding the Syllabus content

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Syllabus contents are appropriate and sensitive to the developmental level of the target group	22(56.41%)	17(43.58%)	19(95%)	1(5%)	7(100%)	0(0%)
Syllabus content materials are logical internally consistent and understand by the student-teachers	24(61.53%)	15(38.46%)	17(85%)	3(15%)	4(57.47%)	3(42.85%)
There are some topic which should be deleted from the existing syllabus	12(30.76%)	27(69.23%)	0(0%)	20(100%)	0(0%)	7(100%)
Any need for modification in the exercise at the end of the each chapter	10(25.64%)	29(74.35%)	7(35%)	7(65%)	0(0%)	7(100%)

From the above table no.1.44 it is seen that 56.41% teacher-educators of DIETs, 95% of BTCs and 100% of NSs told that syllabus content is appropriate and sensitive to the development level of the target group while 43.58% of DIETs and 5% of BTCs did not told the same.

Above table no. 1.44 it is seen that in DIETs 61.53% of teacher-educators, 85% of BTCs and 57.47% of NSs told that syllabus content materials are logical internally consistent and understand by the student-teachers while 38.46% of DIETs, 15% of BTCs and 42.85% of NSs did not told the same.

Above table no. 1.44 it is seen that in DIETs 30.76% of teacher-educators said that there are some topic which needs to be deleted from the existing syllabus but 69.23% of DIETs, 100% of BTCs and NSs said that no topic which should be deleted from the existing syllabus.

Above table no. 1.44 it is seen that in DIETs 25.64% of teacher-educators, 35% of BTCs and 100% of NSs said that there is need for modification in the exercise at the end of the each chapter but 74.35% of in DIETs, 65% of BTCs and 100% of NSs did not told the same.

Table 1.45 Responses of the teacher educators regarding the Present curriculum

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Existing curriculum is relevant and practical to the present content of the education	25(64.10%)	14(35.84%)	14(70%)	6(30%)	7(100%)	0(0%)
Present curriculum fulfills the need of the trainees	27(69.23%)	12(30.76%)	15(75%)	5(25%)	5(71.42%)	2(28.57%)

Above table no. 1.45 it is revealed that 64.10% teacher-educators of DIETs, 70% of BTCs, all the teacher-educators of NSs told that existing curriculum is relevant and practical to the present content of the education but 35.84% of DIETs and 30% of BTCs did not support the same.

Above table no. 1.45 it is revealed 69.23% teacher-educators of DIETs, 75% of BTCs, and 71.42% of NSs told that present curriculum fulfills the need of the trainees but 30.76% of DIETs, 25% of BTCs and 28.57% of NSs did not support the same.

Table 1.46 Extra-curricular activities, Drama and other cultural activities and Sports and other literacy activities

Extra-curricular activities	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Drama and other cultural activities	20(51.28%)	13(65%)	6(85.71%)
Sports and game	18(46.15%)	13(65%)	7(100%)
Sports and other literacy activities	19(48.71%)	13(65%)	5(71.42%)
Any other	14(35.84%)	13(65%)	3(42.85%)

From the above table no.1.46 it is observed that 51.28% from DIETs, 46.15% from BTCs and 84% from NSs teacher educators replied that they have Drama and other cultural activities in their co-curricular activities.

51.28% from DIETs, 65% from BTCs and 100% from NSs teacher educators replied that they have sports and game.

48.71% from DIETs, 65% from BTCs and 71.42% from NSs teacher educators replied that they have sports and other literacy activities.

35.84% from DIETs, 65% from BTCs and 42.85% from NSs teacher educators replied that they have others activities.

5.5 Objectives No-4: To study the teaching pedagogy followed in various training institution of primary level in Assam:

Pedagogy (Section): B

Teaching is an interactive process that involves teachers, student and instructional materials. Owing to the varied content of subject and individual difference in learner, teaching demands varieties of method for imparting knowledge and skill to children. An attempt has been made here to know the different pattern and methods of teaching that are used by teacher educators in primary teacher education in Assam.

Table 1.47 Responses of teacher-educators regarding the pedagogy

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Teach any method paper	25(64.01%)	14(35.84%)	15(75%)	5(25%)	6(85.71%)	1(14.28%)
Lesson plan every day for teaching	29(74.35%)	10(25.64%)	19(95%)	1(5%)	5(71.42%)	2(28.57%)
Use any teaching aids	36(92.30%)	3(7.69%)	19(95%)	1(5%)	6(85.71%)	1(14.28%)
Encourage the trainees to prepare teaching aids themselves	38(97.43%)	1(2.56%)	19(95%)	1(5%)	6(85.71%)	1(14.28%)
Marks allotted for practice teaching should be increased	22(56.41%)	17(43.58%)	7(35%)	13(65%)	3(42.85%)	4(57.14%)

From the table no. 1.47 it is observed that (64.01%) teacher educators of DIETs, (75%) of BTCs and (85.71%) of NSs said that they teach any method paper but (35.84%) of DIETs, (25%) of BTCs and (14.28%) of NSs did not any teach method paper.

From the table no. 1.47 it is revealed in DIETs (74.35%) of teacher educators, (95%) of BTCs and (71.42%) of NSs said that prepare lesson plan every day for teaching but (25.64%) of DIETs, (5%) of BTCs and (28.57%) of NSs they do not prepare lesson plan every day for teaching purpose.

From the table no. 1.47 it is revealed teacher educators of DIETs (92.30%) are using teaching aids while other remaining (7.69%) do not use any teaching aids. In case of BTCs (95%) are using teaching aids while (5%) do not use any teaching aids. In NSs (85.71%) are using teaching aids but (14.28%) are not using any teaching aids.

From the table no. 1.47 it is revealed teacher educators of DIETs (97.43%) encourage the trainees to prepare teaching aids themselves while other remaining (2.56%) do not encourage the trainees to prepare teaching aids themselves. In case of BTCs, (95%) encourage the trainees to prepare teaching aids themselves while (5%) do not encourage the trainees to prepare teaching aids themselves. In NSs, (85.71%) encourage the trainees to prepare teaching aids themselves but (14.28%) do not encourage the trainees to prepare teaching aids themselves.

From the table no. 1.47 it is revealed in DIETs (56.41%) of teacher educators, (35%) of BTCs and (42.85%) of NSs replied that marks allotted for practice teaching should be increased but (43.58%) of DIETs, (65%) of BTCs and (57.14%) of NSs replied that marks allotted for practice teaching should not be increased.

Availability of teaching aids use in teaching learning process

Teaching aids are an integral component in any classroom teaching-learning process. The availability and use of teaching aids in the classroom has

many benefits as it can make the subject matter easy, clear, meaningful and interesting. It can motivate the students by relieving boredom and anxiety by presenting information in a new and exciting way. Educating children with different teaching aids help those to memories all the learning materials for long periods as such aids leave lasting impact to the young mind of child.

Table 1.48 Responses of teacher-educators regarding the teaching aids

Teaching aids	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Chart	33(84.61%)	18(90%)	5(71.42%)
Models	20(51.28%)	18(90%)	5(71.42%)
Projectors	20(51.28%)	--	3(42.85%)
Others	34(87.17%)	17(85%)	3(42.85%)

From the above table no 1.48 it is reveals that 84.61% teacher-educators of DIETs use chart, 51.28% use models, 51.28% use projectors and 87.17% use others. In BTCs 90% use chart and 90% use models. In NSs 71.42% use chart, 71.42% use models, 42.85% use projectors and others.

Table 1.49 Responses of teacher-educators regarding the use in Chart, Models and visual aids

Teaching aids	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Use Chart at the beginning	17(43.58%)	12(60%)	4(57.14%)
Use Models as a reference	25(64.10%)	15(75%)	5(71.42%)
Use visual aids	28(71.79%)	6(30%)	2(28.51%)
Any Others	1(2.56%)	1(5%)	1(14.28%)

The above table no. 1.49 it is reveals that 43.58% teacher-educators of DIETs, 60% of BTCs and 57.14% of NSs replied that they use chart at the beginning in classroom. 64.10% of DIETs, 75% of BTCs and 71.42% of NSs replied that they use models as a reference. 71.79% of DIETs, 30% of BTCs and 28.51% of NSs replied that they use visual aids and lastly 2.56% of DIETs, 5% of BTCs and 14.28% of NSs replied that they use others aids also.

Table 1.50 Responses of teacher-educators regarding the improvised/developed teaching materials or teaching aids

Institutions	Yes	No
DIETs(N=39)	33(84.61%)	6(15.38%)
BTCs(N=20)	19(95%)	1(5%)
NSs(N=7)	6(85.71%)	1(14.28%)

The above table no.1.50 it is reveals that 84.61% teacher-educators of DIETs, 95% of BTCs and 85.71% of NSs replied that they developed teaching materials or teaching aids but 15.38% of DIETs, 5% of BTCs and 14.28% of NSs replied that they do not improvised teaching materials or aids.

Table 1.51 Responses of teacher-educators regarding the daily teaching methods used by them

Method of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Lecture method	18(46.15%)	12(60%)	5(71.42%)
Discussion method	39(100%)	19(95%)	7(100%)
Assignment method	20(51.82%)	18(90%)	4(57.14%)
Any other method	22(56.41%)	13(65%)	3(42.85%)

From the above table no. 1.51 it is seen that in DIETs, 46.15% of teacher-educators use daily lecture method, 100% daily use discussion method, and 51.82% use assignment method and 56.41% use other method of teaching.

In BTCs, 60% of the teacher-educators use lecture method, 95% use discussion method, 90% use assignment method and 65% use other method of teaching.

In NSs, 71.42% of the teacher-educators use lecture method, 100% use discussion method, and 57.14% use assignment method and 42.85% use other method in their teaching.

Table 1.52 Responses of teacher-educators regarding the effective methods in classroom interaction

Method of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Demonstration method	22(82.05%)	15(75%)	3(42.85%)
Discussion method	23(58.97%)	7(35%)	7(100%)
Any other method	11(28.20%)	3(3%)	-

From the above table no. 1.52 it is seen that in DIETs, 82.05% of the teacher-educators use demonstration method in classroom interaction, 58.97% use discussion method for classroom interaction and 28.20% use other effective method for classroom interaction. In BTCs, 75% of the teacher-educators use demonstration method in classroom interaction, 35% use discussion method for classroom interaction and 3% use other effective method for classroom interaction. In NSs, 42.85% of the teacher-educators use demonstration method in classroom interaction and 100% use discussion method for classroom interaction and no one use any other effective method for classroom interaction.

Table 1.53 Responses of teacher-educators regarding the method commonly use in teaching different topics

Methods of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Assignment method	14(35.84%)	4(20%)	1(14.28%)
Problem method	9(23.07%)	8(40%)	----
Lecture method	12(30.7%)	10(50%)	5(71.42%)
Other method	26(66.66%)	5(25%)	----

From the above table no.1.53 it is found that in DIETs, 35.84% of the teacher-educators commonly use Assignment method in different topics, 23.07% commonly use Problem method in different topics, 30.76% commonly use Lecture method in different topics and 66.66% use other method of teaching in different topics. In BTCs, 20% of the teacher-educators commonly use Assignment method in different topics, 40% commonly use Problem method in different topics, 50%

commonly use Lecture method in different topics and 25% use other method of teaching in different topics. In NSs 14.28% of the teacher-educators commonly use Assignment method in different topics and lastly 71.42% commonly use Lecture method in different topics.

Table 1.54 Responses of teacher-educators regarding the Micro-teaching, skill development, teaching aids and practice teaching

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Micro-teaching is helpful for developing the essential teaching activities	38(97.43%)	1(2.56%)	19(95%)	1(5%)	7(100%)	0(0%)
Skill developed by trainees with the help of micro-teaching	35(89.74%)	4(10.25%)	18(90%)	2(10%)	7(100%)	0(0%)
Use any teaching aids	34(87.17%)	5(12.82%)	18(90%)	2(10%)	7(100%)	0(0%)
Practice teaching is helpful for preparing a good teacher	35(89.74%)	4(10.24%)	19(95%)	1(5%)	7(100%)	0(0%)

The above table no.1.54 show that (97.43%) of teacher educators of DIETs are of the opinioned that Micro-teaching is helpful for developing the essential teaching while (2.56%) did not agreed on it. In BTCs (95%) opinion that Micro-teaching is helpful for developing the essential teaching and (5%) did not support the same at all. In NSs all the teacher-educators opinion that micro-teaching is helpful for developing the essential teaching.

The above table no. 1.54 show that (89.74%) teacher educators of DIETs told that they developed Skill by trainees with the help of micro-teaching but (10.25%) did not agreed on it. In BTCs (90%) told that they developed Skill by trainees with the help of micro-teaching and (10%) did not support the same at all. In NSs all the teacher-educators told that they developed Skill by trainees with the help of micro-teaching.

The above table no. 1.54 show that (87.17%) teacher educators of DIETs replied that they use teaching aids while other remaining (12.82%) do not use any teaching aids. In case of BTCs (90%) replied that they use teaching aids while (10%) of them do not use any teaching aids. In NSs all the teacher-educators replied that they use teaching aids but (14.28%) replied that they do not use any teaching aids in class.

The above table no. 1.54 show that (89.74%) teacher educators of DIETs replied that Practice teaching is helpful for preparing a good teacher while other remaining (10.24%) did not agree on it. In BTCs (95%) replied that Practice teaching is helpful for preparing a good teacher while (5%) of them did not support on it. In NSs all teacher-educators replied that Practice teaching is helpful for preparing a good teacher but (14.28%) replied that they did not support it.

Table 1.55 Responses of teacher-educators regarding the teaching method apply during the classroom

Methods of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Discussion method	17 (43.58%)	10(50%)	5 (71.42%)
Demonstration method	16 (41.02%)	11(55%)	6 (85.71%)
Lecture method	6 (15.38%)	6 (30%)	4 (57.14%)
Activity method	10 (25.64%)	6 (30%)	--
Project method	5 (12.82%)	-	-
Problem method	3 (7.69%)	--	2 (28.57%)
Assignment method	1(2.56%)	3 (15%)	-

The above table no.1.55 show that in DIETs (43.58%) teacher-educators replied that they apply discussion method during the classroom (41.02%) apply demonstration method during the classroom (15.38%) apply lecture method during the classroom (25.64%) apply activity method during the classroom (12.82%) apply project method during the classroom (7.69%) apply problem method during the classroom and (2.56%) apply assignment method during the classroom.

The above table no. 1.55 show that in BTCs (50%) of the teacher educators replied that they apply discussion method during the classroom (55%) apply demonstration method during the classroom (30%) apply lecture method and activity method during the classroom and (15%) apply assignment method during the classroom.

The above table no. 1.55 show that in NSs (71.42%) teacher-educators replied that they apply discussion method during the classroom (85.71%) are apply demonstration method during the classroom (57.14%) apply lecture method during the classroom (28.57%) are apply problem method during the classroom.

Table 1.56 Responses of teacher-educators regarding the best method for primary teacher education

Methods of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Activity method	14(35.84%)	7(35%)	1(14.28%)
Demonstration method	14(35.84%)	7(35%)	6(85.71%)
Discussion method	6(85.71%)	--	4(57.14%)
Project method	4(10.25%)	-	----
Lecture method	2(5.12%)	-	1(14.28%)
Story telling method	1(2.56%)	-	2(28.57%)
Child-centric education	-	5(25%)	-
Heuristic method	-	-	-
Assignment method	-	3(15%)	--

From the above table no 1.56 it seen that in DIETs, 35.84% of the teacher-educators replied that activity method and demonstration method is the best method for primary teacher education, 85.71% replied that Discussion method is the best method for primary teacher education, 10.25% replied that Project method is the best method for primary teacher education, and 5.12% replied that Lecture method and 2.56% replied that Story telling method is the best method for primary teacher education.

From the above table no 1.56 it seen that in BTCs 35% of the teacher-educators replied that activity method is the best method for primary teacher education, 35% replied that demonstration method is the best method for primary teacher education, 25% replied that Child-centric education is the best method for primary teacher education and 15% replied that assignment method is the best method for primary teacher education.

From the above table no 1.56 it seen that in NSs 14.28% of the teacher-educators replied that activity method is the best method for primary teacher education, 85.71% replied that educators demonstration is the best method for primary teacher education, 57.14% replied that Discussion method is the best method for primary teacher education, 14.28% replied that lecture method is the best method for primary teacher education and 28.57% replied that Story telling method is the best method for primary teacher education.

Table 1.57 Responses of teacher-educators regarding the method of teaching frequently

Methods of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Activity method	10(25.64%)	4(20%)	1(14.28%)
Demonstration method	7(17.94%)	14(70%)	3(42.85%)
Discussion method	14(35.84%)	10(50%)	7(100%)
Lecture method	5(12.84%)	6(30%)	5(71.42%)
Participatory method	4(10.42%)	--	--
Problem solving	2(5.12%)	2(10%)	--
Project method	3(7.69%)	2(10%)	1(14.28%)
Question-answer method	1(2.56%)	--	--
Heuristic method	1(2.56%)	--	---

From the above table no. 1.57 it seen that in DIETs, 25.64% of the teacher-educators use activity method frequently, 17.94% use demonstration method frequently, 35.84% use Discussion method frequently, 12.84% use Lecture method frequently, 10.42% use Participatory frequently, 5.12% use Problem solving

frequently, 7.69% use Project frequently, 2.56% use Question-answer frequently and 2.56% use Heuristic method of teaching frequently.

Above table no. 1.57 it seen that in BTCs 20% of the teacher-educators use activity method frequently, 70% use demonstration method frequently, 50% use Discussion method frequently, and 30% use Lecture method frequently 10% use Problem solving frequently and 10% use Project method of teaching frequently.

Above table no. 1.57 it seen that in NSs 14.28% of the teacher-educators use activity method frequently, 42.85% use demonstration method frequently, 100% use Discussion method frequently, 71.42% use Lecture method frequently and 14.28% use Project method of teaching frequently.

Table 1.58 Responses of teacher-educators regarding the teaching method hardly use in teaching-learning process

Methods of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Lecture method	22(56.41%)	2(10%)	-
Assignment method	4(10.25%)	-	1(14.28%)
Demonstration method	2(5.12%)	2(10%)	-
Discussion method	-	-	1(14.28%)
Applying methods depends upon the topic of the subject method	--	3(15%)	-
Projector method	1(2.56%)	-	3(42.85%)

From the above table no.1.58 it is found that in DIETs, 56.41% of teacher-educators hardly use Lecture method, 10.25% hardly use Assignment method, 5.12% hardly use Demonstration method, and 2.56% hardly use Project method of teaching. In BTCs, 10% hardly use Lecture method and Demonstration method, 15% hardly use applying methods depends upon the topic of the subject method of teaching. In NSs, 14.28% hardly use Discussion method, 42.85% hardly use project method of teaching.

Table 1.59 Responses of teacher-educators regarding teaching material use in the classroom situation

Teaching materials	DIETs (N=39)	BTCs(N=20)	NSs(N=7)
Black board	4(10.24%)	3(15%)	-
Charts	19(48.71%)	7(35%)	6(85.71%)
TLM	-	6(30%)	
Model	12(30.76%)	5(35%)	5(71.42%)
Map	5(12.82%)	7(35%)	5(71.42%)
Dice	3(7.69%)	3(15%)	-
Globe	3(7.69%)	4(20%)	1(14.28%)
Chalk	2(5.12%)	-	-
ICT	5(12.82%)	-	---

The above table no.1.59 it is reveals that 10.24% of teacher-educators of DIETs use black board, 48.71% use charts, 30.76% use models 30.76% use map and 7.69% use dice, 7.69% of teacher educators use globe, 5.12% use chalk and 12.82% use ICT. In BTCs, 15% use black board, 35% use charts 35% use model 35% use map and 15% use dice and 20% use globe. In NSs, 15% use black board, 71.42% use models 71.42% use map, and 14.28% use globe. As compared to DIETs, BTCs are not using chalk and ICT and also NSs do not use black board, TLM, dice, chalk and ICT. Compared to BTCs the DIETs do not use TLM.

Table 1.60 Responses of the teacher-educators regarding the Smart classroom, audio-visual aids

	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
Options	Yes	No	Yes	No	Yes	No
Smart classroom in the institution	9(23.07%)	30(76.92%)	7(35%)	13(65%)	0(0%)	7(100%)
Use any audio-visual aids in the teacher education program	22(56.58%)	17(43.58%)	7(35%)	13(65%)	0(0%)	7(100%)

From the above table no.1.60 it is revealed that in DIETs 23.07% of teacher educators are using Smart classroom in the institution but 76.92% are not using Smart classroom in the institution. In BTCs 35% are using Smart classroom in the institution but 65% are not using Smart classroom in the institution. In NSs, all the teacher educators are not using Smart classroom in the institution.

From the above table no. 1.60 in DIETs 56.58% are using audio-visual aids in the teacher education program but 43.58% are not using audio-visual aids in the teacher education program. In BTCs 35% are using audio-visual aids in the teacher education program but 65% are not using audio-visual aids in the teacher education program. In NSs, all the teacher educators are not using audio-visual aids in the teacher education program.

Table 1.61 Responses of teacher-educators regarding the time limit follow in the classroom

Time limit	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
40	6(85.71%)	2(10%)	1(14.28%)
45	17(43.58%)	16(80%)	6(85.71%)
50	8(20.51%)	--	--
60	4(10.25%)	1(5%)	

From the above table no.1.61 it is revealed that 85.71% teacher educators of DIETs, 10% BTCs and 14.28% of NSs are follow 40 minutes in the classroom. 43.58% of DIETs, 80% of BTCs and 85.71% of NSs are follow 50 minutes in the classroom. 20.51% of DIETs are follow 50 minutes in the classroom. 10.25% of DIETs and 5% of BTCs are follow 60 in the classroom.

Table 1.62 Responses of teacher-educators regarding the maxim of teaching mostly use in the classroom

Maxim of teaching	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Known to unknown	16(41.02%)	6(30%)	4(57.14%)
Concrete to abstract	5(12.82%)	2(10%)	3(42.85%)
General to specific	1(12.56%)	1(5%)	4(57.14%)
Simple to complex	12(13.76%)	5(25%)	3(42.85%)
Easy to difficult	5(12.82%)	1(5%)	1(14.28%)
Part to whole	2(5.12%)	-	-
Learn centric, group activity/discussion	3(7.69%)	-	--
Analysis to synthesis	-	3(15%)	-

From the above table no.1.62 It is revealed that in DIETs 41.02% of the teacher educators known to unknown maxim of teaching mostly use in the classroom 12.82% concrete to abstract maxim of teaching mostly use in the classroom, 12.56% general to specific maxim of teaching mostly use in the classroom13.76% simple to complex maxim of teaching mostly use in the classroom and 12.82% easy to difficult maxim of teaching mostly use in the classroom 5.12% part to whole maxim of teaching mostly use in the classroom 7.69% learn centric, group activity/discussion maxim of teaching mostly use in the classroom**.** In BTCs 30% of the teacher educators known to unknown maxim of teaching mostly use in the classroom 10% concrete to abstract maxim of teaching mostly use in the classroom, 5% general to specific maxim of teaching mostly use in the classroom 25% simple to complex maxim of teaching mostly use in the classroom and 5% easy to difficult maxim of teaching mostly use in the classroom 15% analysis to synthesis maxim of teaching mostly use in the classroom. In NSs 57.14% of the teacher educators known to unknown maxim of teaching mostly use in the classroom 42.85% concrete to abstract maxim of teaching mostly use in the classroom, 57.14% of the teacher educators general to specific maxim of teaching mostly use in the classroom 42.85% simple to complex maxim of teaching mostly

use in the classroom and 14.28% easy to difficult maxim of teaching mostly use in the classroom.

Table 1.63 Responses of teacher-educators regarding the teaching method use during practical class

Teaching Methods	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Demonstration method	17(43.58%)	17(85%)	4(57.14%)
Observing	--	4(20%)	3(42.85%)
Interview	-	-	1(14.28%)
Activity method	8(20.51%)	4(20%)	-
Discussion method	2(5.12%)	-	-
Practical work	2(5.12%)	-	--
Experimentation	2(5.12%)	-	
Heuristic method	3(7.69%)	-	-
Learning by doing	3(7.69%)	--	--

From the above table no.1.63 it is found that in DIETs, 43.58% of teacher-educator use Demonstration method during practical class, 20.51% uses Activity method during practical class, 5.12% use Discussion method during practical class, 5.12% use Experimentation method during practical class, 7.69% use Heuristic method during practical class and 7.69% use Learning by doing method during practical class. In BTCs, 85% of teacher-educator use Demonstration method during practical class, 20 % of teacher-educator use Observing method during practical class, and 20% of teacher-educators use Activity method during practical class. In NSs, 57.14% use Demonstration method during practical class, 42.85 % use Observing method during practical class and 14.28% use Interview method during practical class.

Table 1.64 Responses of teacher-educators regarding the teaching method uses during the curricular and extra-curricular activities

Teaching Methods	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Problem solving	1(7.69%)	-	--
Play-way	5(12.82%)	-	-
Project	4(10.25%)	-	2(28.37%)
Field work	1(2.56%)	-	2(28.37%)
Observation	-	5(25%)	2(28.37%)
Activity method	13(33.66%)	2(10%)	3(42.85%)
Discussion	1(2.56%)	-	2(28.37%)
Demonstration	-	6(30%)	--

From the above table no.1.64 it is revealed that in DIETs, 7.69% of the teacher-educator uses problem solving method during the curricular and extra-curricular activities, 12.82% uses play-way method during the curricular and extra-curricular activities, 10.25% use field work during the curricular and extra-curricular activities, and 33.66% use activity method during the curricular and extra-curricular activities and 2.56% use discussion method during the curricular and extra-curricular activities.

From the above table no. 1.64 it is revealed that in BTCs, 25% uses observing during the curricular and extra-curricular activities, 10% use activity method during the curricular and extra-curricular activities and 30% uses demonstrations method during the curricular and extra-curricular activities.

From the above table no. 1.64 it is revealed that in NSs, 28.37% uses project method during the curricular and extra-curricular activities, 28.37% uses observation method during the curricular and extra-curricular activities, 28.37% use field work during the curricular and extra-curricular activities, 42.85% use activity method during the curricular and extra-curricular activities and 28.37% use discussion method during the curricular and extra-curricular activities.

Table 1.65 Responses of teacher-educators regarding the up-date knowledge to the student-teachers

Up -date knowledge	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Internet	14(35.84%)	1(5%)	5(71.42%)
Magazine	4(10.25%)	-	1(14.28%)
Journal	3(7.69%)	-	1(14.28%)
Newspaper	5(12.82%)	2(10%)	4(57.14%)
Reference book	4(10.82%)	--	4(57.14%)
Discussion with TLM	2(5.12%)	-	-
Short term training	1(2.56%)	--	-
Text books	1(2.56%)	-	-
Open discussion	2(5.12%)	--	-
Library studies	10(25.64%)	5(25%)	-

Above table no.1.65 highlight that 35.84% teacher educators of DIETs, 5% of BTCs, and 71.42% of NSs replied that they have internet facilities. 10.25% of DIETs and 14.28% of NSs replied that they have magazine. 7.69% of DIETs and 14.28% of NSs replied that they have Journal. 12.82% of DIETs, 10% of BTCs and 57.14% of NSs replied that they have Newspaper. 10.82% of DIETs and 57.14% of NSs replied that they have Reference book. 5.12% of DIETs replied that they have TLM. 2.56% of DIETs replied that they have Short term training. 2.56% of DIETs replied that they have Text books. 5.12% of DIETs replied that they have Open discussion and 25.64% of DIETs replied that they have Library studies.

Table 1.66 Responses of teacher educators regarding the computer lab, knowledge, work experience, language laboratory

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Computer lab in the institution	22(56.58%)	17(43.58%)	1(5%)	19(95%)	0(0%)	7(100%)
Computer knowledge provide to student-teachers	16(41.02%)	23(58.97%)	4(20%)	16(85%)	0(0%)	7(100%)
Any work experience activity provide	21(53.84%)	18(46.15%)	15(75%)	5(25%)	5(71.42%)	2(28.37%)
Any language laboratory	5(12.82%)	34(87.17%)	2(10%)	18(90%)	0(0%)	7(100%)
Trainees use teaching aids in practical classes	21(53.84%)	18(46.15%)	15(75%)	5(25%)	2(28.37%)	5(71.42%

Above table no.1.66 it is revealed that (56.58%) of teacher educators of DIETs told that they have computer lab in the institution while (5.12%) replied that they have no computer lab in the institution. In BTCs (5%) told that they have computer lab in the institution and (95%) of them told that they do not have computer lab in the institution. In NSs all the teacher educators told that they have computer lab in the institution.

Above table no. 1.66 it is revealed that DIETs (41.02%) of teacher educators replied that they provide Computer knowledge to student-teachers while (58.97%) do not provide Computer knowledge to student-teachers. In BTCs (20%) replied that they provide Computer knowledge to student-teachers and (85%) do not provide Computer knowledge to student-teachers. In NSs all the teacher educators replied that they do not provide Computer knowledge to student-teachers.

Above table no. 1.66 it is revealed that DIETs (53.84%) teacher educators replied that they provide work experience activity while (46.15%) replied that they do not support on it. In BTCs (75%) replied that they provide work experience activity and (25%) replied that they did not agreed on it. In NSs (71.42%) replied that they provide work experience activity but (28.37%) replied that they did not agreed the same.

Above table no. 1.66 it is revealed that DIETs (12.82%) teacher educators replied that they have language laboratory in the institutions while (87.17%) replied that they have not language laboratory. In BTCs (10%) replied that they have language laboratory in the institutions and (90%) replied that they have not language laboratory. In NSs all the teacher educators replied that they have language laboratory in the institutions.

Above table no. 1.66 it is revealed that DIETs (53.84%) teacher educators replied that they have use teaching aids in practical classes while (46.15%) did not use teaching aids in practical classes. In BTCs (75%) replied that they use teaching aids in practical classes and (25%) did not use teaching aids in practical

classes. In NSs (28.37%) replied that they use teaching aids in practical classes but (71.42%) did not use teaching aids in practical classes.

Table 1.67 Responses of teacher educators regarding the Supervise practice teaching, class, daily record, daily performance

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Supervise practice teaching	39(100%)	0(0%)	19(95%)	1(5%)	7(100%)	0(0%)
Supervise every class taken by the trainees	29(74.35%)	10(25.64%)	17(85%)	3(15%)	7(100%)	0(0%)
Daily record of each trainees in practical	39(100%)	0(0%)	19(95%)	1(5%)	7(100%)	0(0%)
Inform the trainees about their daily performance	38(97.43%)	1(2.56%)	16(80%)	4(20%)	7(100%)	0(0%)
Examine the student-teachers in practice teaching for the entire length of 40 minutes	30(76.92%)	9(23.07%)	18(80%)	2(20%)	5(71.42%)	2(28.37%)
Teaching method are not useful in practical class	2(5.12%)	37(94.87%)	2(25%)	18(75%)	1(14.28%)	6(85.71%)

From the above table no.1.67 it is revealed that all the teacher educators of DIETs and BTCs replied that they took supervise practice teaching. In BTCs (95%) replied that they took supervise practice teaching but (5%) did not took supervise practice teaching.

The above table no. 1.67 it is revealed that in DIETs (74.35%) teacher educators replied that they took supervise every class but (25.64%) did not took supervise every class. In BTCs (85%) replied that they took supervise every class but (15%) did not took supervise every class. In NSs all the teacher educators replied that they took supervise every class.

The above table no. 1.67 it is revealed that all the teacher educators of DIETs and NSs replied that they took daily record of each trainee. In BTCs (95%) replied that they took daily record of each trainee and (5%) have not daily record of each trainee.

The above table no. 1.67 it is revealed that in DIETs (97.43%) teacher educators replied that they inform the trainees about their daily performance but (2.56%) do not agreed the same. In BTCs (80%) replied that they inform the trainees about their daily performance and (20%) do not agreed the same. In NSs, all the teacher-educators replied that they inform the trainees about their daily performance.

The above table no. 1.67 it is revealed that in DIETs (76.92%) teacher educators replied that they examined the student-teachers in practice teaching for the entire length of 40 minutes but (23.07%) do not agreed the same. In BTCs (80%) replied that they examined the student-teachers in practice teaching for the entire length of 40 minutes and (20%) do not agreed the same. In NSs (71.42%) replied that they examined the student-teachers in practice teaching for the entire lengths of 40 minutes but (28.37%) do not agreed the same.

The above table no. 1.67 it is revealed that in DIETs (5.12%) teacher educators told that teaching method are not useful in practical class but (94.87%) did not told teaching method are not useful in practical class. In BTCs (25%) told that teaching method are not useful in practical class and (75%) did not told teaching method are not useful in practical class. In NSs (14.28%) told that teaching method are not useful in practical class but (85.71%) did not told the same.

Table 1.68 Responses of teacher educators regarding the Demonstration Classes

Method of teaching	DIETs (N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Give demonstrate a practice teaching lesson to the trainees	21(53.84%)	18(48.15%)	18(90%)	2(10%)	6(85.71%)	1(14.28%)
Give demonstration class before the trainees' practice teaching	35(89.74%)	4(10.25%)	17(85%)	3(15%)	6(85.71%)	1(14.28%)

From the above table no.1.68 it is revealed that in DIETs (53.84%) teacher educators replied that they demonstrate a practice teaching lesson to the trainees while (48.15%) did not support it. In BTCs (90%) replied that they demonstrate a practice teaching lesson to the trainees and (10%) did not agreed on it. In NSs (85.71%) replied that they demonstrate a practice teaching lesson to the trainees and (14.28%) did not support on it.

Table no. 1.68 it is revealed that in DIETs (89.74%) teacher educators replied that they are given demonstrations class before the student-teachers practice teaching while (10.25%) did not agreed on it. In BTCs (85%) replied that they are given demonstrations class before the student-teachers practice teaching and (15%) did not agreed on it. In NSs (85.71%) replied that they are given demonstrations class before the student-teachers practice teaching and (14.28%) did not support on it.

Table 1.69 Responses of teacher-educators regarding the use of other innovation practices

Teaching methods	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Micro-teaching	27(69.23%)	17(85%)	6(85.71%)
Modeling	18(46.15%)	5(25%)	--
Simulated teaching	17(43.58%)	10(50%)	1(14.28%)
Others	13(33.66%)	1(5%)	1(14.28%)

Above table no.1.69 it is revealed that in DIETs, 69.23% of teacher-educator use micro-teaching, 46.15% uses modeling, 43.58% use simulated teaching and 33.66% of teacher-educators use others. In BTCs, 85% use micro-teaching, 25% uses modeling, 50% use simulated teaching and 5% of teacher-educators use others. In NSs, 85.71% use micro-teaching, 14.28% use simulated teaching and 14.28% use others.

5.6 Objective No-5: To examine the existing evaluation system of teacher education at primary level in Assam

Evaluation (Section): C

Table 1.70 Responses of teacher-educators regarding the assessment system follow in the primary teacher education program

Assessment	Internal	External	Comprehensive and continuous evaluation	All
DIETs (N=39)	28(71.79%)	21(53.84%)	25(64.10%)	23(58.97%)
BTCs (N=20)	14(35.89%)	8(40%)	13(65%)	13(65%)
NSs (N=7)	2(28.57%)	2(28.57%)	5(71.42%)	-

The present table no.1.70 shows that 71.79% teacher educators of DIETs, 35.89% BTCs and 28.57% NSs replied that they follow internal assessment. 53.84% of DIETs, 40% of BTCs and 28.57% of NSs replied that they follow external. 64.10% of DIETs, 65% of BTCs and 71.42% of NSs replied that they follow comprehensive and continuous evaluation and 58.97% of DIETs and 65% of BTCs replied that they follow all.

Table 1.71 Responses of teacher-educators regarding the written examination and other assessment system

Assessment	DIETs(N=39)	BTCs(N=20)	NSs(N=7)
Internal work	12(30.76%)	5(25%)	2(28.57%)
Daily day to day assessment	-	-	1(14.28%)
Oral and observation	10(25.64%)	7(35%)	2(28.57%)
Interview, check list	-	4(20%)	-
Unit test	5(12.82%)	2(10%)	-
Assignment /practical work	7(17.94%)	1(5%)	2(28.57%)

From the above table no.1.71 it is appeared that 30.76%, 25.64%, 12.82% and 17.94% teacher-educators of DIETs replied that they are using internal work,

oral and observation, unit test and practical work testing. Whereas 25%, 35%, 20%, 10% and 5% teacher-educators of BTCs replied that they are assessed internal work, oral and observation, interview and check list, unit test and practical work. Whereas 28.57%, 14.28%, 28.57 and 28.57% teacher-educators of NSs replied that they are assessed internal work, daily day to day assessment oral and observation, and practical work.

Table no. 1.72 Responses of teacher-educators regarding the Semester, Practice teaching, Continuous and comprehensive evaluation

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Follow semester system or annual system of examination	35(89.74%)	4(10.25%)	20(100%)	0(0%)	7(100%)	0(0%)
Semester system is the best for teacher education	34(87.17%)	5(12.82%)	19(95%)	1(5%)	7(100%)	0(0%)
Practice teaching should be internally assessed	26(66.66%)	13(33.33%)	13(65%)	7(35%)	6(85.71%)	1(14.28%)
Continuous and comprehensive evaluation is beneficial for teacher education program	23(58.97%)	16(41.02%)	18(90%)	2(10%)	5(71.42%)	2(28.57%)
Agree with the existing internal assessment system of examination	28(71.79%)	11(28.20%)	14(70%)	6(30%)	7(100%)	0(0%)

From the above table no. 1.72 it is seen that 89.74% teacher-educators of DIETs replied that they follow semester system or annual system of examination while 10.25% do not support on it. All the teacher-educators of BTCs and NSs DIETs replied that they follow semester system or annual system of examination.

Table no. 1.72 it is seen that out of the total respondents of DIETs 87.17% are judged semester system is the best for teacher education while 12.82% do not judged semester system is the best for teacher education. In BTCs, 95% are judged semester system is the best for teacher education while 5% of them do not agreed on it. In NSs, all the teacher-educators are judged semester system is the best for teacher education.

Table no. 1.72 it is seen that out of the total respondents of DIETs 66.66% teacher-educators replied that practice teaching should be internally assessed while 33.33% do not support it. In BTCs, 65% teacher-educators replied that practice teaching should be internally assessed while 35% do not agreed the same. In NSs, 85.71% replied that practice teaching should be internally assessed while 14.28% do not support on it.

Table no. 1.72 it is seen that out of the total respondents of DIETs 58.97% teacher-educators replied that continuous and comprehensive evaluation is beneficial for teacher education program while 41.02% do not support on it. In BTCs, 90% replied that continuous and comprehensive evaluation is beneficial for teacher education program while 10% do not support on it. In NSs, 71.42% replied that continuous and comprehensive evaluation is beneficial for teacher education program while 28.57% do not agreed on it.

Table no. 1.72 it is seen that in DIETs 71.79% teacher-educators replied that they are agreed existing internal assessment systems of examination while 28.20% do not agreed the same. In BTCs, 70% replied that they are agreed existing internal assessment systems of examination while 30% do not agreed the same. In NSs, all the teacher-educators replied that they are agreed existing internal assessment systems of examination.

Table 1.73 Responses of teacher-educators regarding the internal assessment, Computer assisted, Objective type test, classroom observation and work experience

Options	DIETs		BTCs		NSs	
	Yes	No	Yes	No	Yes	No
Internal assessment marks should be raised from the present level	19 (48.71%)	20(50.28%)	10(50%)	10(50%)	2(28.57%)	5(71.42%)
Computer assisted evaluation is only set to avoid biased attitude of the teacher educators	12(30.76%)	27(69.23%)	5(25%)	15(75%)	2(28.57%)	5(71.42%)
Objective type test is more comprehensive easy to score and less time consuming	32(82.05%)	7(17.94%)	18(90%)	2(10%)	7(100%)	0(0%)
Any classroom observation	21(53.84%)	18(46.15%)	14(70%)	6(30%)	7(100%)	0(0%)
Teacher education does not show sufficient core in work experience	17(43.58%)	22(56.41%)	2(10%	18(90%)	0(0%	7(100%)

From the above table no.1.73 it is observed that in DIETs 48.71% teacher educators said that internal assessment marks should be raised from the present level but 50.28% do not agreed the same. In BTCs, 50% said that internal assessment marks should be raised from the present level but 50% do not agreed on it. In NSs, 28.57% said that internal assessment marks should be raised from the present level but 71.42% do not agreed on it.

Table no. 1.73 it is observed that out of the total respondents of DIETs 30.76% teacher-educators opinioned that computer assisted evaluation is only set to avoid biased attitude of the teacher educators while 69.23% do not satisfied with this. In BTCs, 25% are opinioned that computer assisted evaluation is only set to avoid biased attitude of the teacher educators while 75% did not support the same. In NSs, 28.57% opinion that computer assisted evaluation is only set to avoid biased attitude of the teacher educators while71.42% did not support the same.

Table no. 1.73 it is observed that out of the total respondents of DIETs 82.05% teacher-educators opinioned that objective type test is more

comprehensive, easy to score and less time consuming while 17.94% do not support the same. In BTCs, 90% opinioned that objective type test is more comprehensive, easy to score and less time consuming while 10% do not satisfied with this. In NSs, all the teacher-educators opinioned that objective type test is more comprehensive, easy to score and less time consuming.

Table no. 1.73 it is observed that 53.84% teacher-educators of DIETs said that they observed classroom observation while 46.15% do not observe the same. In BTCs, 70% said that they observed classroom observation but 30% of them do not observe the same. In NSs, all the teacher-educators said that they observed classroom observation.

Table no. 1.73 it is observed that out of the total respondents of DIETs 43.58% of teacher-educators told that teacher education does not show sufficient core in work experience but 56.41% do not agreed on it. In BTCs, 10% told that teacher education does not show sufficient core in work experience while 90% do not agreed on it. In NSs, the entire teacher-educators do not told that teacher education does not show sufficient core in work experience.

Table 1.74 Responses of teacher-educators regarding the Evaluation techniques, practice teaching evaluation

Options	DIETs(N=39)		BTCs(N=20)		NSs(N=7)	
	Yes	No	Yes	No	Yes	No
Any evaluation techniques for extra-curricular	20(51.28%)	19(48.71%)	10(50%)	10(50%)	6(85.71%)	1(14.28%)
Any specific techniques for practice teaching evaluation	29(74.35%)	10(25.64%)	12(60%)	8(40%)	4(57.14%)	3(42.85%)
Specific evaluation system existing techniques in teacher education program	8(20.51%)	31(79.48%)	7(35%)	13(65%)	4(57.14%)	3(42.85%)

From the above table no.1.74 it is found that in DIETs 51.28% of teacher-educators said that they used evaluation techniques for extra-curricular while 48.71% do not support the same. In BTCs, 50% said that they used evaluation techniques for extra-curricular while 50% do not agreed the same. In NSs, 85.71% said that they used evaluation techniques for extra-curricular while 14.28% do not support the same.

Table no. 1.74 it is found that in DIETs 74.35% of teacher-educators replied that they are using specific techniques for practice teaching evaluation while 25.64% did not support the same. In BTCs, 60% replied that they are using specific techniques for practice teaching evaluation while 40% did not support the same. In NSs, 57.14% replied that they are using specific techniques for practice teaching evaluation while 42.85% did not support the same.

Table no. 1.74 it is found that in DIETs 20.51% teacher-educators replied that they apply specific evaluation system existing techniques in teacher education program while 79.48% did not satisfied with the same. In BTCs, 35% replied that they apply specific evaluation system existing techniques in teacher education program while 65% of them did not support the same. In NSs, 57.14% replied that they apply specific evaluation system existing techniques in teacher education program while 42.85% did not support it.

Table 1.75 Responses of teacher-educators regarding the beside written examination or have other assessment system

Assessment	Yes	No
DIETs (N=39)	29(74.35%)	20(51.28%)
BTCs (N=20)	18(90%)	2(10%)
NSs (N=7)	5(71.42%)	2(28.57%)

From the above table no.1.75 it is revealed that in DIETs 74.35% of teacher-educators told that beside written examination or have other assessment system while 51.28% do not support on it. Similarly, in BTCs 90% told that beside

written examination or have other assessment system while 10% do not support on it. In NSs, 71.42% told that beside written examination or have other assessment system while 28.57% do not support on it.

5.7 Objective No-6: To study the problems faced by the student-teachers in receiving training.

Section: D

Infrastructure and learning resource related problems:

To know about the existing infrastructure and learning resource related problem, accommodation related problem, curriculum related problem, pedagogy related problems and miscellaneous problems of the primary teacher education in Assam the following information has been collected . In this regard data have been collect from 10 DIETs, 10 BTCs and 4 NSs of Assam. From these institutions, sample of 87 student-teachers were found for the study. The responses of the student-teachers regarding the existing infrastructure and learning resource related problem, accommodation related problem, curriculum related problem, pedagogy related problems and miscellaneous problems of the primary teacher education in Assam have been collected through the self developed problem checklist; which have been analyzed below- researcher has collected the information from the student-teachers of DIETs, BTCs and Normal schools.

Infrastructure facilities have been observed as potent factor of any educational institution. Without adequate infrastructure facilities proper management and teaching learning transactions in institution is not possible. An institution with sufficient infrastructure facilities helps to provide an opportunity to quality learning and teaching. As per the recommended of National Policy on Education 1986 the operation black board scheme was launched in many parts of the country to provide minimum required abilities at institution level for enhancing the learning environment in an institution. Many significant changes

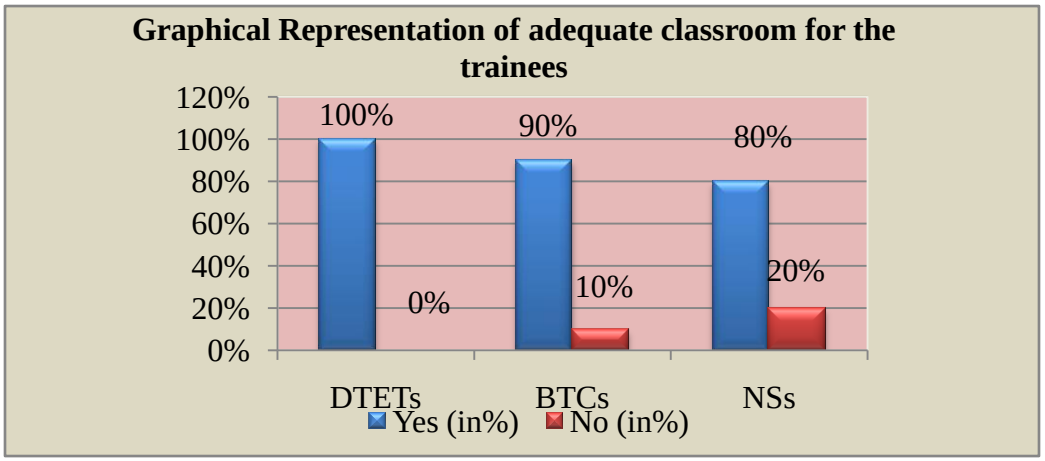
have been observed in institution premises but still there are some educational institutions which are running without minimum infrastructure and support material and equipment. In the following table problems related to infrastructure facilities are presented:

Table 1.76 Responses of the student-teachers regarding infrastructure related problems

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Adequate classroom for the trainees	42(100%)	0(0%)	18(90%)	2(10%)	20(80%)	5(20%)
Sufficient no. of furniture in the classroom	35(83.4%)	7(16.7%)	11(55%)	9(45%)	25(100%)	0(0%)

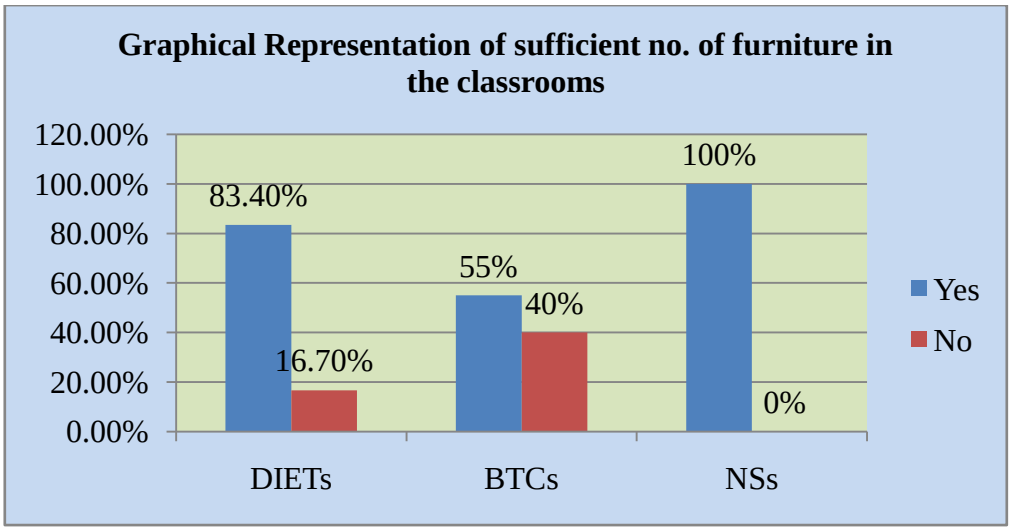
It is seen from the above table no. 1.76 that in DIETs all the student-teachers replied that they have adequate classroom for the trainees in the institutions. In BTCs (90%) replied that they have adequate classroom for the trainees in the institutions and (10%) replied that they do not have adequate classroom for the trainees in the institutions. In NSs (80%) replied that they have adequate classroom for the trainees but (20%) replied that they do not have the same. However, (71.42%) Principal of the DIETs replied that they don't have adequate classroom for regular classes in the institutions.

Figure 1.37 Graphical Representation of adequate classroom for the trainees



Above table no. 1.76 it is seen that in DIETs (83.4%) student-teachers replied that they have sufficient number of furniture in the classroom for the trainees and (16.7%) replied that they do not have sufficient no. of furniture in the classroom. In BTCs (55%) replied that they have sufficient no. of furniture in the classroom but (45%) replied that they do not have the same. In NSs all the student-teachers replied that they have sufficient no. of furniture in the classroom for the trainees.

Figure 1.38 Graphical Representation of sufficient no. of furniture in the classrooms



Toilet problem:

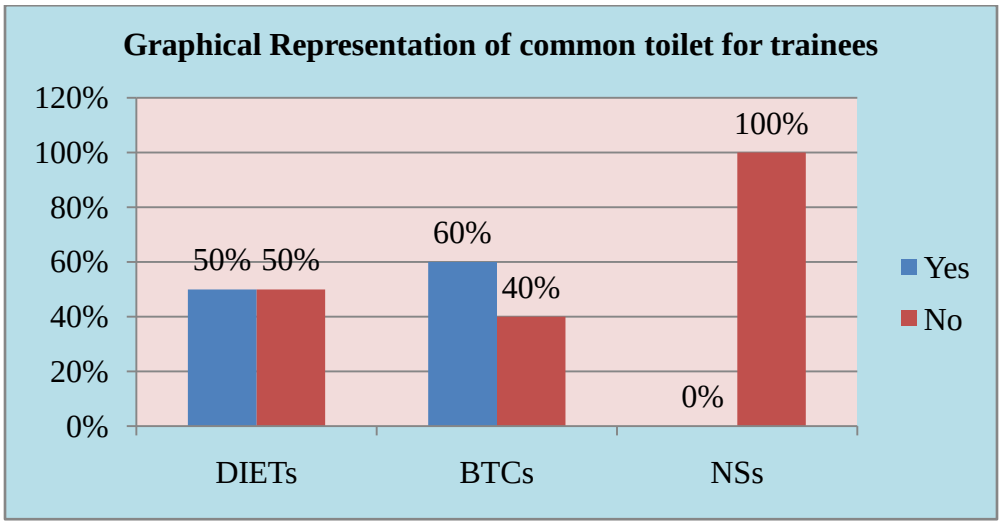
Proper toilet facilities help to increase the institution attendance of the students-teachers and help in maintaining in sanitation. It includes clear habit in student, ensure good health of individual and protect people from several diseases. The information about toilet facilities has been shown below:

Table 1.77 Responses of the student-teachers regarding toilet related problems

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Common toilet for trainees	21(50%)	21(50%)	12(60%)	8(40%)	0(0%)	25(100%)
Separate toilet for female	21(50%)	21(50%)	8(40%)	12(60%)	25(100%)	0(0%)

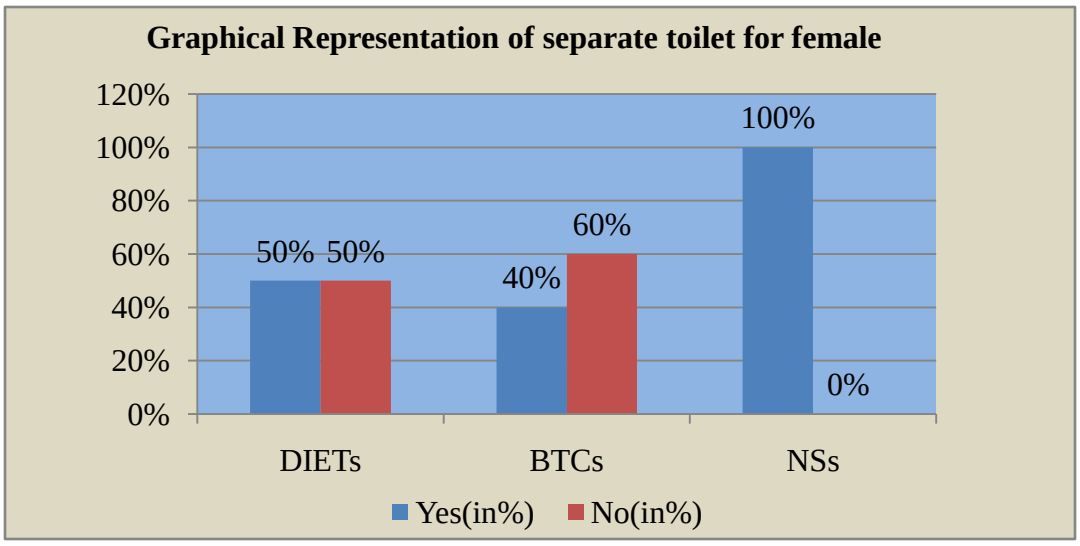
From the above table no.1.77 revealed that in DIETs (50%) student-teachers replied that they have common toilet facilities while (50%) replied that they have not common toilet facilities. In BTCs (60%) replied that they have common toilet facilities for trainees but (40%) replied that they do not have common toilet for trainees. In NSs all the student-teachers replied that they have not common toilet facilities for trainees.

Figure 1.39 Graphical Representation of common toilet for trainees



The above table no.1.77 revealed that in DIETs (50%) student-teachers replied that they have separate toilet for female but (50%) replied that they do not have separate toilet for female. In BTCs (40%) replied that they have separate toilet for female and (60%) replied that they do not have separate toilet for female. In NSs all the student-teachers replied that they have separate toilet for female.

Figure 1.40 Graphical Representation of separate toilet for female



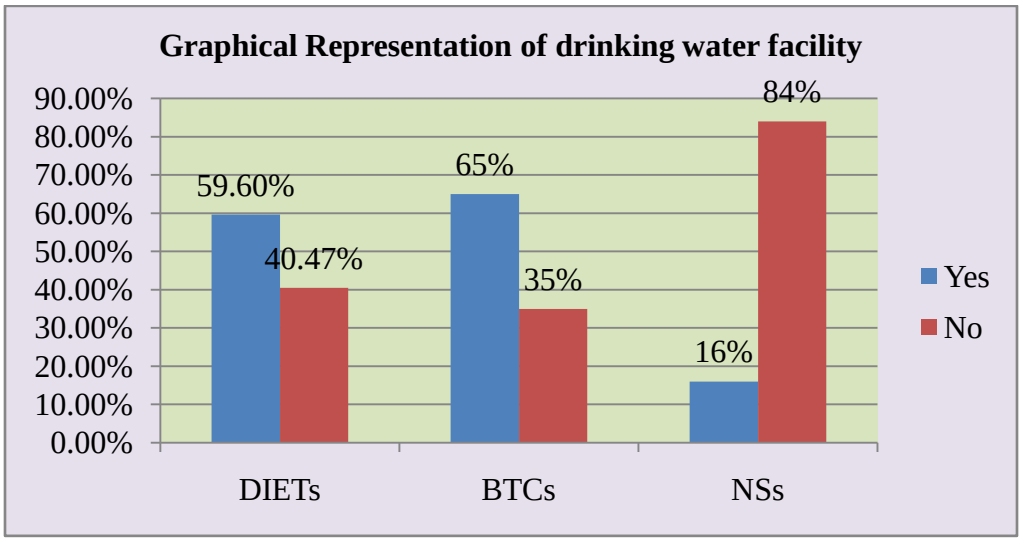
Water, electricity and medical related problems:

Table 1.78 Responses of the student-teachers regarding water, electricity and medical related problems:

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Drinking water facility	25(59.6%)	17(40.47%)	13(65%)	7(35%)	4(16%)	21(84%)
Medical facilities	4(9.6%)	38(90.5%)	0(0%)	20(100%)	0(0%)	25(100%)

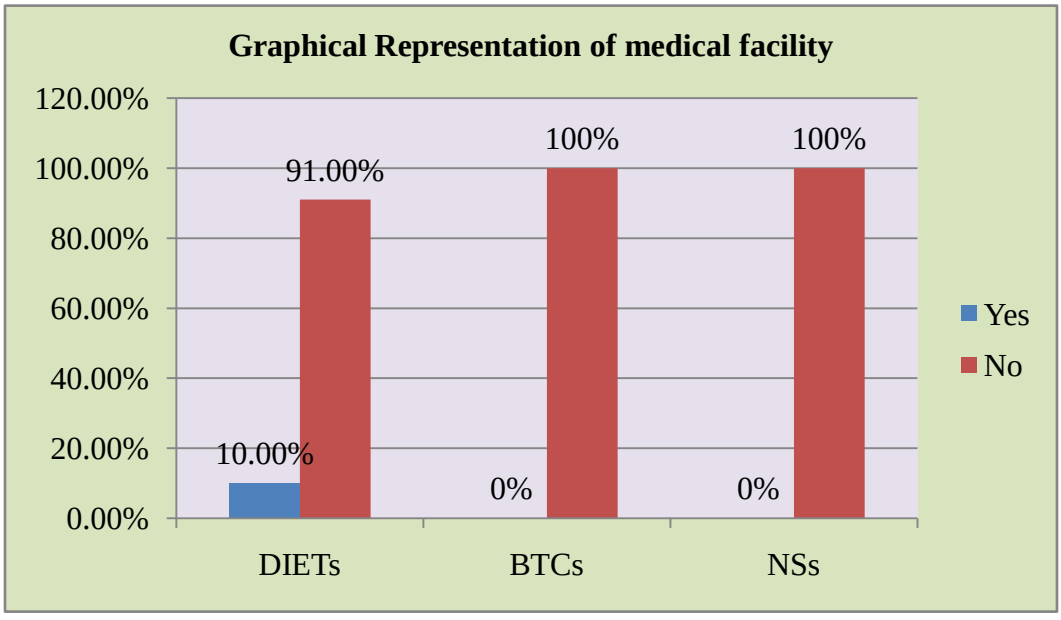
From the above table no.1.78 shows that in DIETs (59.6%) of the student-teachers replied that they have drinking water facility in the institutions but (40.47%) replied that they do not have drinking water facility in the institution. In BTCs (65%) replied that they have drinking water facility and (35%) replied that they do not have the drinking water facility. In NSs (16%) replied that they have drinking water facility but (84%) replied that they do not have the same.

Figure 1.41 Graphical Representation of drinking water facility



From the above table no. 1.78 shows that in DIETs (9.6%) student-teachers replied that they have medical facilities in the institutions and (90.5%) replied that they do not have medical facilities in the institutions. All the student-teachers of BTCs and NSs replied that they have no medical facilities in the institutions. It is necessary to take care of medical facility in all the institutions.

Figure 1.42 Graphical Representation of medical facility



Library related problems:

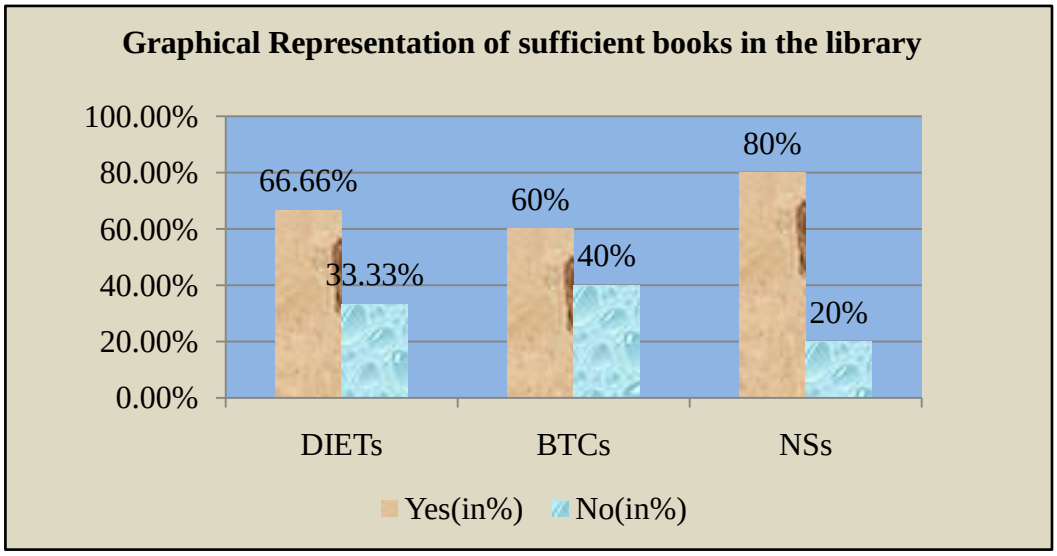
A good library plays a very important role in education and learning. Though the importance of a library is not often recognized in Indian schools and colleges, it is said that a library must be present in all institutes of India if students are to acquire complete knowledge on a particular subject.

Table 1.79 Responses of the student-teachers regarding the learning resource related problems

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Sufficient books in the library	29(66.66%)	14(33.33%)	12(60%)	8(40%)	20(80%)	5(20%)
Sufficient text books in the library	31(73.80%)	11(26.19%)	11(55%)	9(45%)	10(40%)	15(60%)
Adequate reference books	30(71.42%)	12(28.57%)	5(25%)	15(75%)	6(24%)	19(76%)
Reading room	0(0%)	42(100%)	8(4%)	12(60%)	21(84%)	4(16%)
Psychological laboratory	4(9.52%)	38(90.47%)	10(50%)	10(50%)	23(92%)	2(8%)

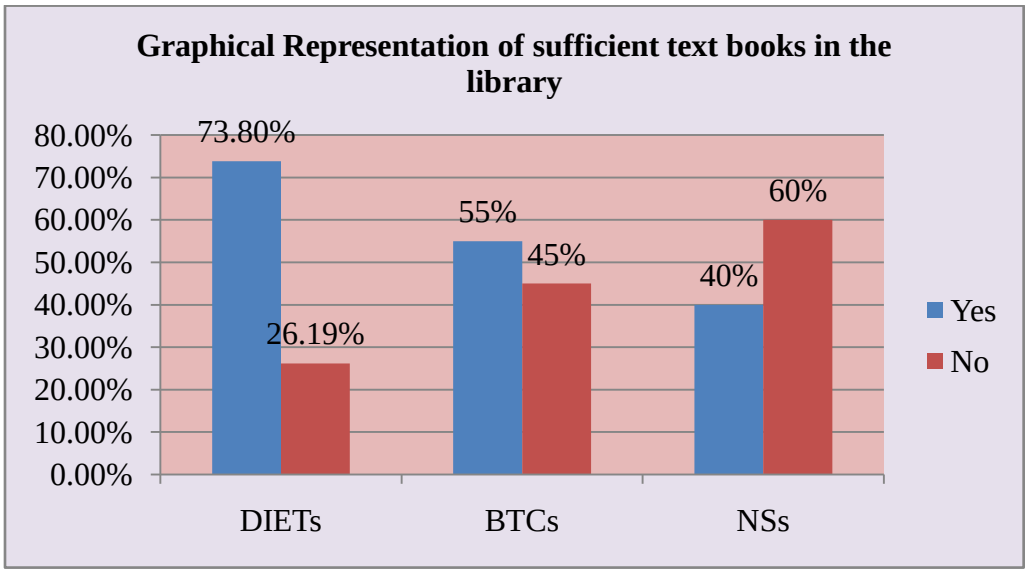
From the above table no.1.79 it is revealed in DIETs (66.66%) student-teachers replied that they have sufficient books in the library and (33.33%) replied that they do not have sufficient books in the library. In BTCs (60%) replied that they have sufficient books in the library and (40%) replied that they do not have sufficient books in the library. In NSs (80%) replied that they have sufficient books in the library but (20%) replied that they do not have sufficient books in the library.

Figure 1.43 Graphical Representation of sufficient books in the library



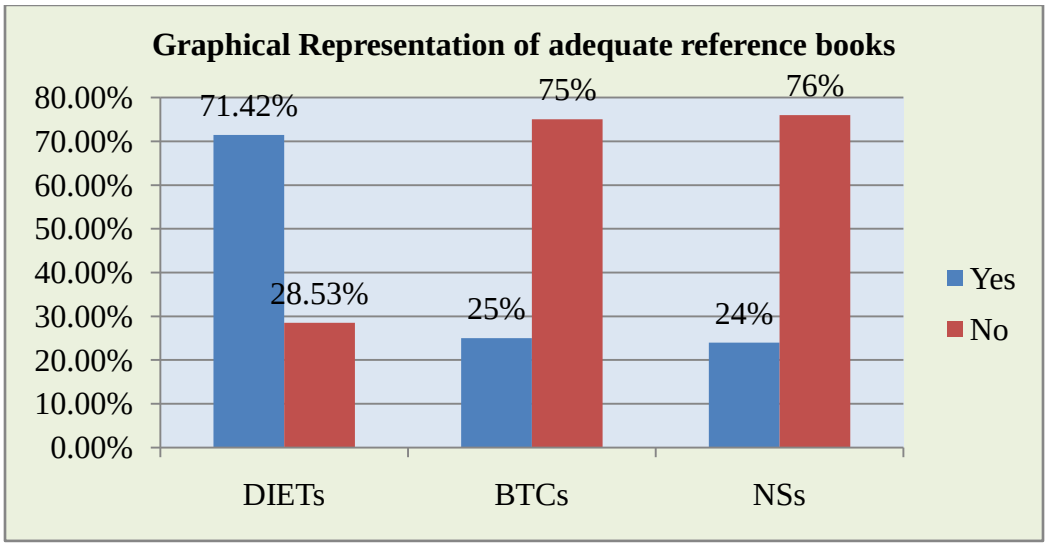
Above table no.1.79 it is revealed in DIETs (73.80%) student-teachers replied that they have sufficient text books in the library and (26.19%) replied that they do not have sufficient text books in the library. In BTCs (55%) replied that they have sufficient text books in the library and (45%) replied that they do not have the same. In NSs (40%) replied that they have sufficient text books in the library but (60%) replied that they do not have sufficient text books in the library.

Figure 1.44 Graphical Representation of sufficient text books in the library



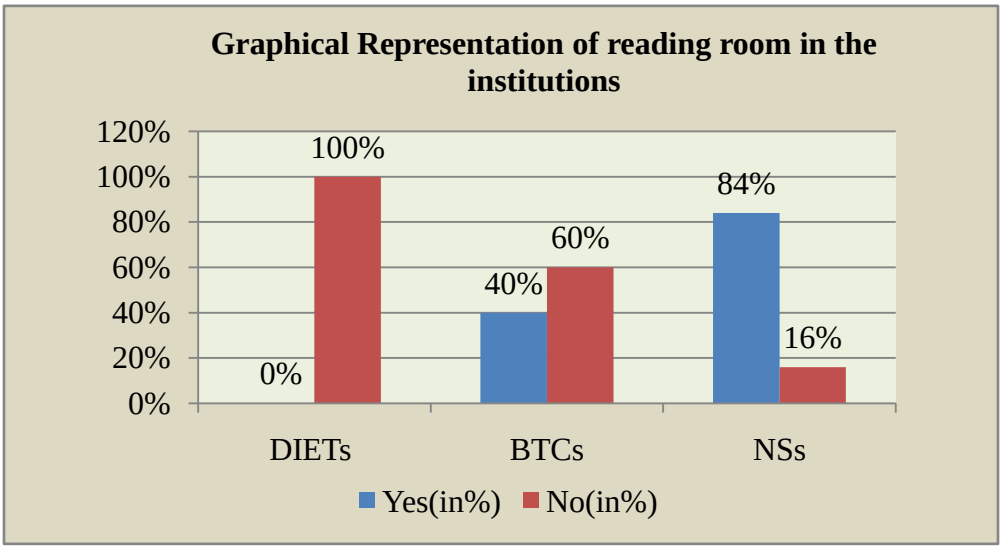
Above table no. 1.79 it is revealed in DIETs (71.42%) student-teachers replied that they have adequate reference books in the library and (28.57%) replied that they do not have adequate reference books in the library. In BTCs (25%) replied that they have adequate reference books in the library but (75%) replied that they do not have adequate reference books in the library. In NSs (24%) replied that they have adequate reference books in the library but (76%) replied that they do not have the same.

Figure 1.45 Graphical Representation of adequate reference books



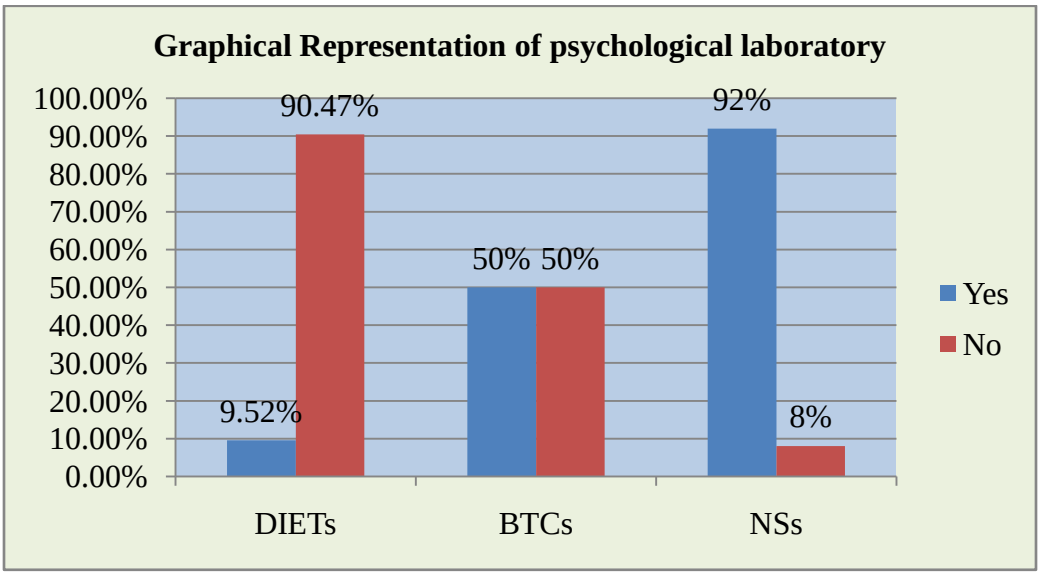
Above table no. 1.79 it is revealed in all the student-teachers of DIETs replied that they have no reading room in the library. In BTCs (40%) replied that they have reading room in the library but (60%) replied that they have no reading room in the library. In NSs (84%) replied that they have reading room and (16%) replied that they have no reading room in the library.

Figure 1.46 Graphical Representation of reading room in the institutions



Above table no.1.79 it is revealed in DIETs (9.52%) student-teachers replied that they have psychological laboratory in the institutions and (90.47%) replied that they do not have psychological laboratory in the institutions. In BTCs (50%) replied that they have psychological laboratory in the institutions and (50%) replied that they do not have the same. In NSs (92%) replied that they have psychological laboratory in the institutions but (8%) replied that they do not have the psychological laboratory in the institutions.

Figure 1.47 Graphical Representation of psychological laboratory



Laboratory facilities are very poor in the DIETs. Similarly, the educational psychological laboratory provides opportunity to the trainees to develop different low cost improvised teaching aids with locally available material. A well equipped psychology laboratory creates an opportunity to the student teachers to gain the practical knowledge about different psychological variables of the individual which in turn helps better understanding of the children. Thus all kinds of laboratories related to the course are very essential for the conduct of effective training program.

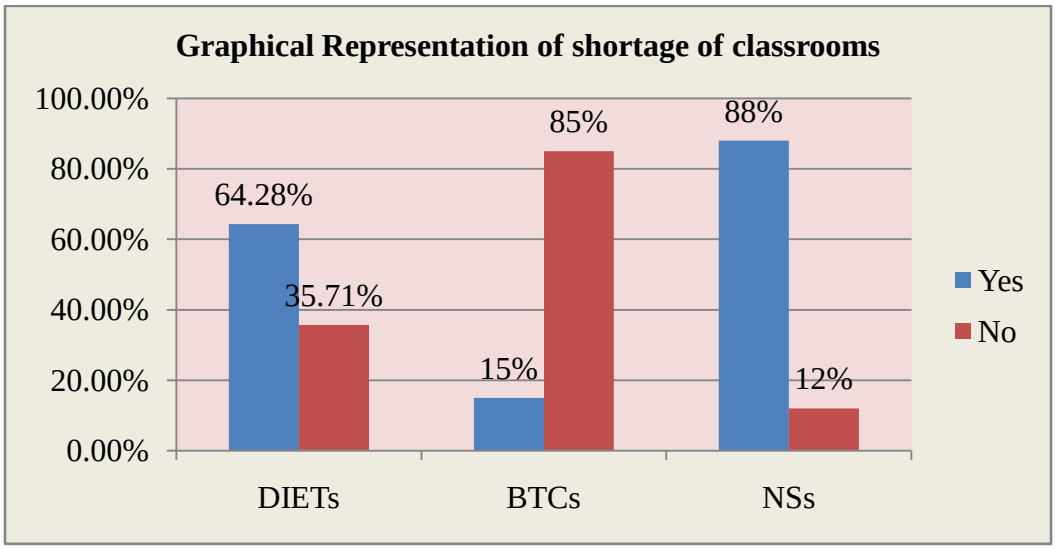
Section: B Accommodations and institution related problems

Table 1.80 Responses of the student-teachers regarding the accommodation related problem

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Shortage of classroom	27(64.28%)	15(35.71%)	3(15%)	17(85%)	22(88%)	3(12%)
Sufficient chair in the institution	7(16.66%)	35(83.33%)	2(10%)	18(90%)	2(8%)	23(92%)
Insufficient desk and bench	29(69.04%)	13(30.95%)	7(35%)	13(65%)	21(84%)	4(16%)
Seminar hall	18(42.85%)	24(57.14%	9(45%)	11(55%)	2(8%)	23(92%)

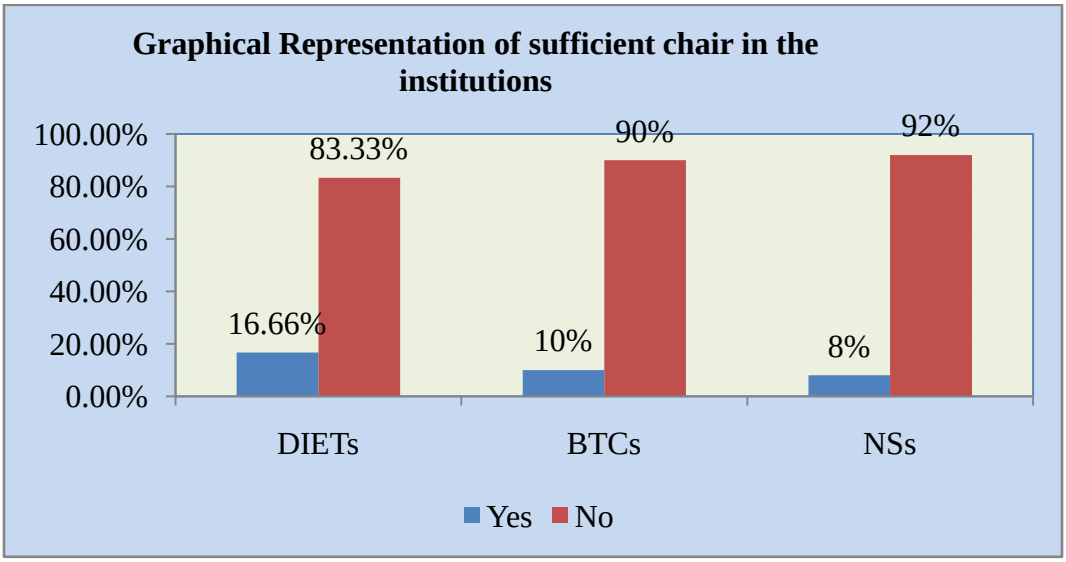
The above table no. 1.80 indicates that in DIETs (64.28%) student-teachers replied that they have shortage of classroom in the institutions and (35.71%) replied that they do not have shortage of classroom. In BTCs (15%) replied that they have shortage of classroom and (85%) replied that they do not have shortage of classroom. In NSs (88%) replied that they have shortage of classroom but (12%) replied that they do not have shortage of classroom.

Figure 1.48 Graphical Representation of shortage of classrooms



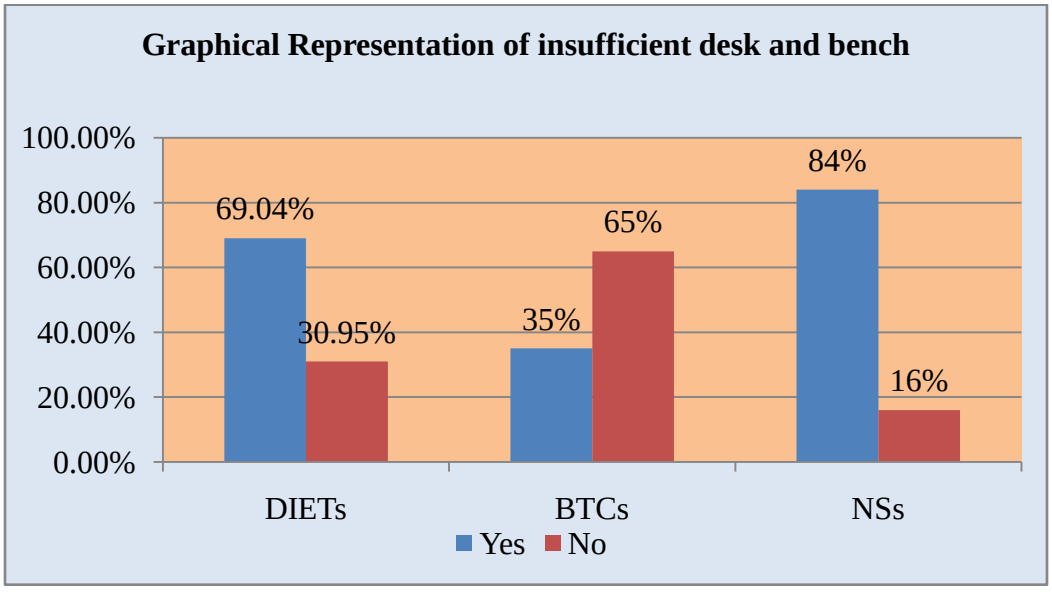
Above table no. 1.80 indicates that in DIETs (16.66%) student-teachers replied that they have sufficient chair in the institution and (83.33%) replied that they have not sufficient chair in the institution. In BTCs (10%) replied that they have sufficient chair in the institution and (90%) replied that they have not sufficient chair in the institution. In NSs (8%) replied that they have sufficient chair in the institution and (92%) replied that they have not sufficient chair in the institution.

Figure 1.49 Graphical Representation of sufficient chair in the institutions



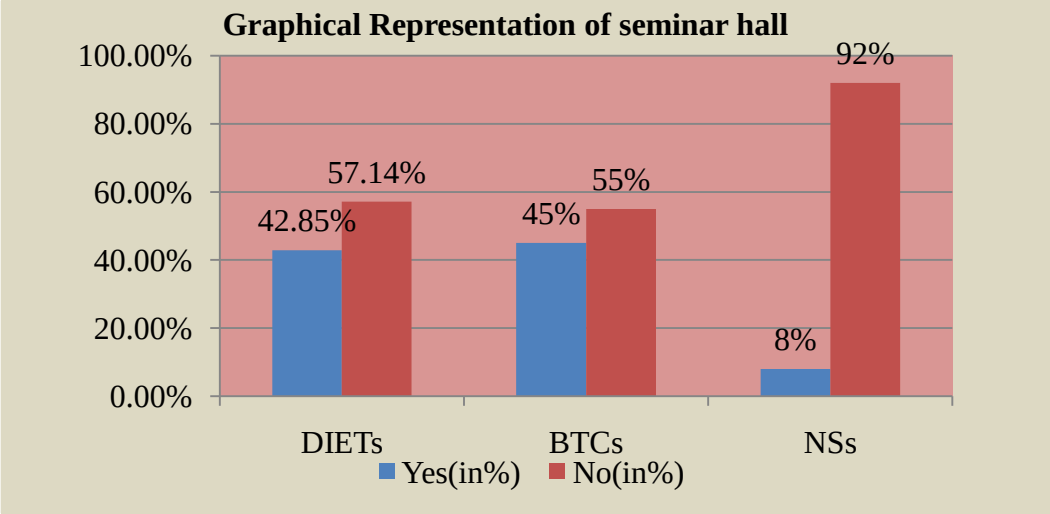
Above table no.1.80 indicates that in DIETs (69.04%) student-teachers replied that they have insufficient desk and bench and (30.95%) replied that they do not have insufficient desk and bench. In BTCs (35%) replied that they have insufficient desk and bench in the institution and (65%) replied that they have not insufficient desk and bench. In NSs (84%) replied that they have insufficient desk and bench and (16%) replied that they have not insufficient desk and bench.

Figure 1.50 Graphical Representation of insufficient desk and bench



Above table no. 1.80 indicates that in DIETs (42.85%) student-teachers replied that they have seminar hall in the institutions and (57.14%) replied that they do not have seminar hall in the institutions. In BTCs (45%) replied that they have seminar hall in the institutions and (55%) replied that they do not have the same. In NSs (8%) replied that they have seminar hall in the institutions but (92%) replied that they do not have seminar hall in the institutions.

Figure 1.51 Graphical Representation of seminar hall



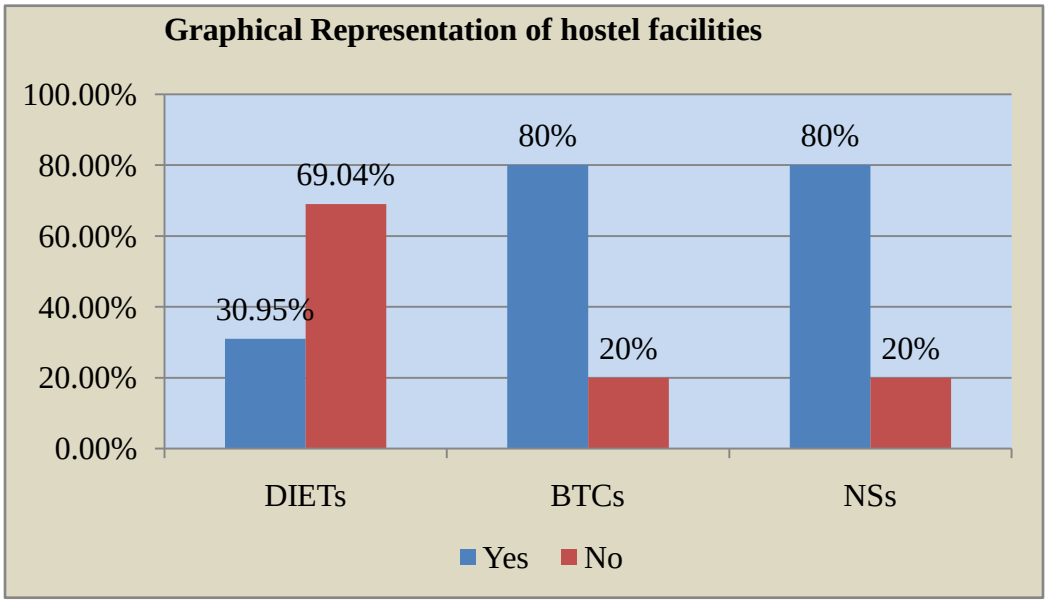
Being a comfortable hostel is very important to us and we have created a hostel with a pleasant atmosphere and in a very comfortable style. There are separate student-teachers hostels both for boys and girls. The hostel provides a cot, a mattress, a study table, a chair and a cupboard for each student. Every hostel has solar heated water facility, water cooler, common telephone, common TV room, common reading room etc. All the hostels have fully-equipped messes where along with good quality of food also maintains cleanliness and hygiene. The mess serves a varied choice of both vegetarian and Non-Vegetarian cuisines which regularly keeps changing to avoid boredom.

Table 1.81 Responses of the student-teachers regarding the hostel related problems

Items	DIETs(N=42)		BTCs(N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Hostel facilities are available	13(30.95%)	29(69.04%)	16(80%)	4(20%)	20(80%)	5(20%)
Adequate building for the hostel	13(30.95%)	29(69.04%)	5(25%)	15(75%)	5(20%)	20(80%)

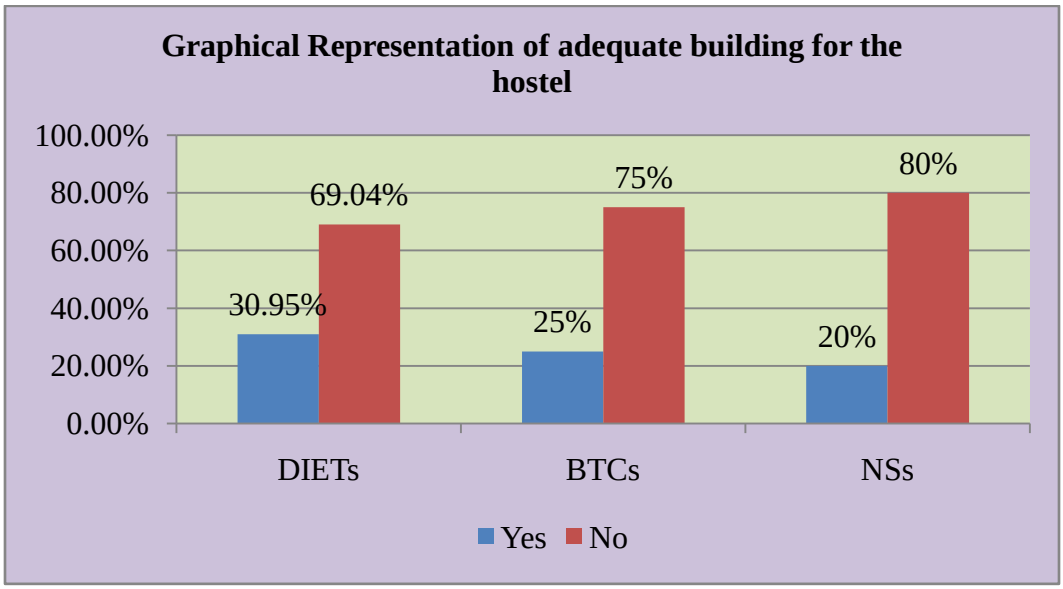
On the basis of the responses obtained to the above table no. 1.81 revealed that in DIETs (30.95%) replied that they have hostel facilities and (69.04%) replied that they have not hostel facilities. (80%) BTCs and NSs replied that they have hostel facilities but (20%) BTCs and NSs replied that they do not have hostel facilities.

Figure 1.52 Graphical Representation of hostel facilities



Above table no. 1.81 revealed that in DIETs (30.95%) student-teachers replied that they have adequate building for the hostel and (69.04%) replied that they do not have adequate building for the hostel. In BTCs (25%) replied that they have adequate building for the hostel and (75%) replied that they do not have adequate building for the hostel. In NSs (20%) replied that they have adequate building for the hostel but (80%) replied that they do not have adequate building for the hostel.

Figure 1.53 Graphical Representation of adequate building for the hostel



Section: C

Curriculum related problems

Table 1.82 Responses of the student-teachers regarding the curriculum related problems

Items	DIETs(N=42)		BTCs (N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Present curriculum fulfills needs of the teaching learning process	35(83.35%)	7(16.77%)	13(65%)	7(35%)	17(68%)	8(32%)
Present curriculum offered in the teacher training is out dated	4(9.52%)	38(90.47%)	3(15%)	17(85%)	6(24%)	19(76%)
DIETs/BTCs/NSs curriculum should be reconstructed and re-organized	10(23.80%)	32(76.19%)	11(55%)	9(45%)	21(84%)	4(16%)
Every subject of syllabus is important for learning	42(100%)	0(0%)	20(100%)	0(0%)	25(100%)	0(0%)
Existing syllabus is overloaded for trainees	8(19.04%)	34(80.95%)	2(10%)	18(90%)	3(12%)	22(88%)
Present syllabus content is accurate, current and inclusive of the trainees	42(100%)	0(0%)	18(90%)	2(10%)	22(88%)	3(12%)

The above table no.1.82 indicates that in DIETs (83.35%) student-teachers said that present curriculum fulfills needs of the teaching learning process and (16.77%) replied that they do not think present curriculum fulfills needs of the teaching learning process. In BTCs (65%) replied that present curriculum fulfills needs of the teaching learning process but (35%) replied that they do not think such type of problem at all in. In NSs (68%) replied that present curriculum fulfills needs of the teaching learning process but (32%) replied that they do not think such type of problem at all in.

Above table no. 1.82 indicates that in DIETs (9.52%) student-teachers replied that present curriculum in the teacher training is out dated and (90.47%) replied that they do not express present curriculum in the teacher training is out dated. In BTCs (15%) replied that present curriculum in the teacher training is out dated and (85%) replied that they do not express present curriculum in the teacher training is out dated. In NSs (24%) stated that present curriculum in the teacher training is out dated but (76%) replied that they do not express present curriculum in the teacher training is out dated.

Above table no. 1.82 indicates that in DIETs (23.80%) student-teachers replied that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized and (76.19%) said that they do not think DIETs/BTCs/NSs curriculum should be reconstructed and re-organized. In BTCs (55%) replied that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized and (45%) replied that they do not think DIETs/BTCs/NSs curriculum should be reconstructed and re-organized. In NSs (84%) replied that DIETs/BTCs/NSs curriculum should be reconstructed and re-organized but (16%) replied that they do not think DIETs/BTCs/NSs curriculum should be reconstructed and re-organized.

Above table no. 1.82 indicates that in DIETs (19.04%) replied that they think existing syllabus is overloaded for trainees and (80.95%) replied that they do not think existing syllabus is overloaded for trainees. In BTCs (10%) replied that they think existing syllabus is overloaded for trainees and (90%) replied that

they do not think existing syllabus is overloaded for trainees and. In NSs (12%) replied that they think existing syllabus is overloaded for trainees but (88%) replied that they do not think existing syllabus is overloaded for trainees.

Above table no. 1.82 indicates that in DIETs all the student-teachers replied that the present syllabus content is accurate, current and inclusive of the trainees. In BTCs (90%) replied that the present syllabus content is accurate, current and inclusive of the trainees and (10%) replied that they do not think the present syllabus content is accurate, current and inclusive of the trainees. In NSs (88%) replied that the present syllabus content is accurate, current and inclusive of the trainees and (12%) replied that they do not think the present syllabus content is accurate, current and inclusive of the trainees.

Section: D

Method of teaching related problems

Table 1.83 Responses of the student-teachers regarding the method of teaching related problems

Items	DIETs(N=42)		BTCs (N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Teaching method adopted by the teacher-educators are beneficial for the trainees	36(85.71%)	6(14.28%)	20(100%)	0(0%)	25(100%)	0(0%)

The above table no.1.83 indicates in DIETs (85.71%) student-teachers replied that teaching method beneficial for the trainees and (14.28%) replied that they do not think teaching method beneficial for the trainees. All the student-teachers of BTCs and NSs replied that teaching method beneficial for the trainees.

Section: E

Evaluation related problems

Table 1.84 Responses of the student-teachers regarding the evaluated related problems

Items	DIETs(N=42)		BTCs (N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Internal examination is failed to give a correct and complete picture of the student-teachers all round process	22(52.38%)	20(47.61%)	13(65%)	7(35%)	2(8%)	23(92%)
Internal assessment system of examination is burdens for trainees	3(7.14%)	39(92.85%)	4(20%)	16(80%)	5(20%)	20(80%)

The above table no.1.84 indicates in DIETs (52.38%) student-teachers replied that internal examination is failed to give a correct and complete picture of the student-teachers all round process and (47.61%) said that they do not think the same. In BTCs (65%) replied that internal examination is failed to give a correct and complete picture of the student-teachers all round process and (35%) said that they do not think the same. In NSs (8%) replied that internal examination is failed to give a correct and complete picture of the student-teachers all round process but (92%) said that they do not think the same.

The above table no. 1.84 indicates in DIETs (7.46%) student-teachers replied that internal assessment system of examination is burdens and (92.85%) replied that they do think the same. In BTCs (20%) replied that internal assessment system of examination is burdens and (80%) replied that they do think the same. In NSs (20%) replied that internal assessment system of examination is burdens but (80%) replied that they do think the same.

Section: F

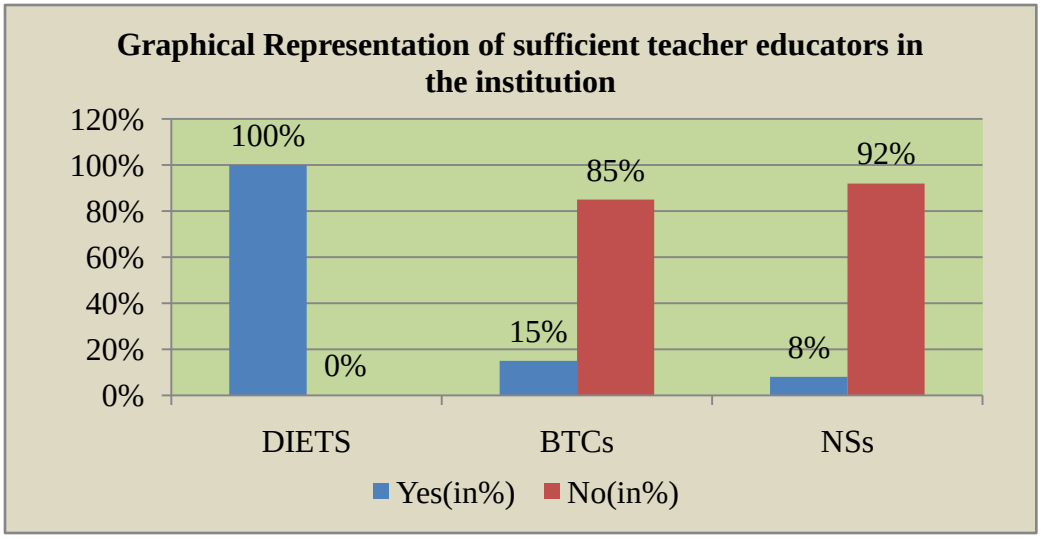
Miscellaneous problems

Table 1.85 Responses of the student-teachers regarding the miscellaneous problems

Items	DIETs (N=42)		BTCs (N=20)		NSs(N=25)	
	Yes	No	Yes	No	Yes	No
Sufficient teacher educators in the institution	42(100%)	0(0%)	3(15%)	17(85%)	2(8%)	23(92%)
Separate room for general/method paper	21(50%)	21(50%)	3(15%)	17(85%)	2(8%)	23(92%)
Provide sufficient study material during the training period	30(90.47%)	12(9.52%)	5(25%)	15(75%)	3(12%)	22(88%)
Computer facility in the institution	30(71.42%)	20(28.57%)	4(20%)	16(80%)	1(4%)	24(96%)
Internet facility in the institution	22(52.38%)	20(47.61%)	0(0%)	20(100%)	0(0%)	25(100%)
Institution do have art and music room	7(47.61%	35(52.38%)	15(15%)	5(85%)	2(8%)	23(92%)
Any language laboratory in the institution	21(16.66%)	21(83.33%)	5(25%)	15(75%)	1(4%)	24(96%)
Educational technological laboratory for trainees	10(23.80%)	32(76.19%)	4(20%)	16(80%)	3(12%)	22(88%)
Demonstration classes for school subject during training period	37(88.09%)	5(11.90%)	20(100%)	0(0%)	6(24%)	19(76%)

It is seen from the above table no.1.85 in DIETs all the student-teachers said that they have sufficient teacher educators in the institution. In BTCs (15%) said that they have sufficient teacher educators in the institution and (85%) said that they do not have sufficient teacher educators in the institution. In NSs (8%) said that they have sufficient teacher educators in the institution and (92%) said that they do not have sufficient teacher educators in the institution.

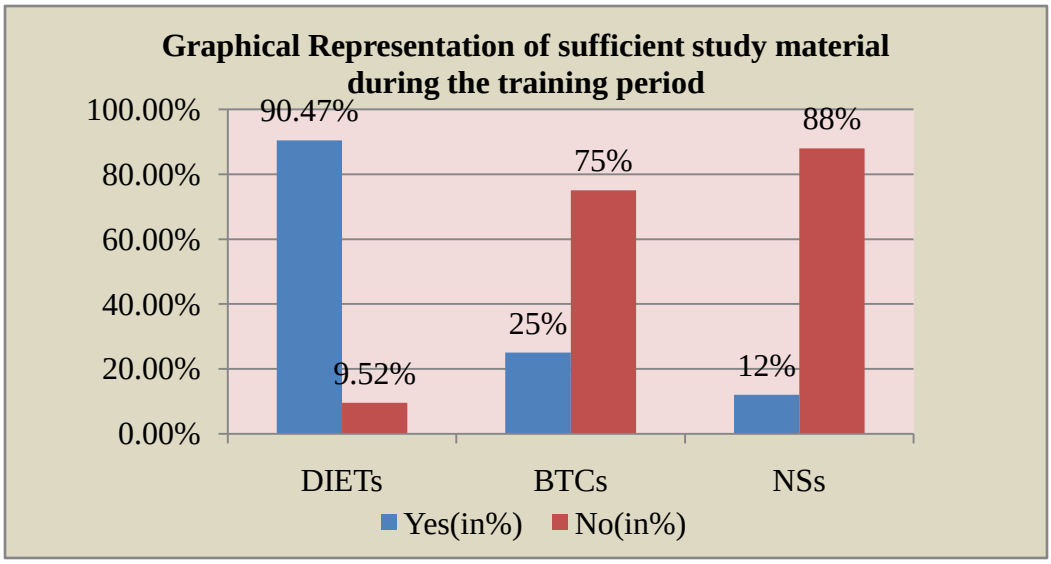
Figure 1.54 Graphical Representation of sufficient teacher educators in the institution



Above table no. 1.85 it is found that in DIETs (90.47%) student-teachers said that they provide the sufficient study material during the training period and (9.52%) said that they do not provide the same. In BTCs (25%) said that they provide the sufficient study material during the training period while (75%) said that they do not provide the same. In NSs (12%) said that they provide the sufficient study material during the training period but (88%) said that they do not provide the same.

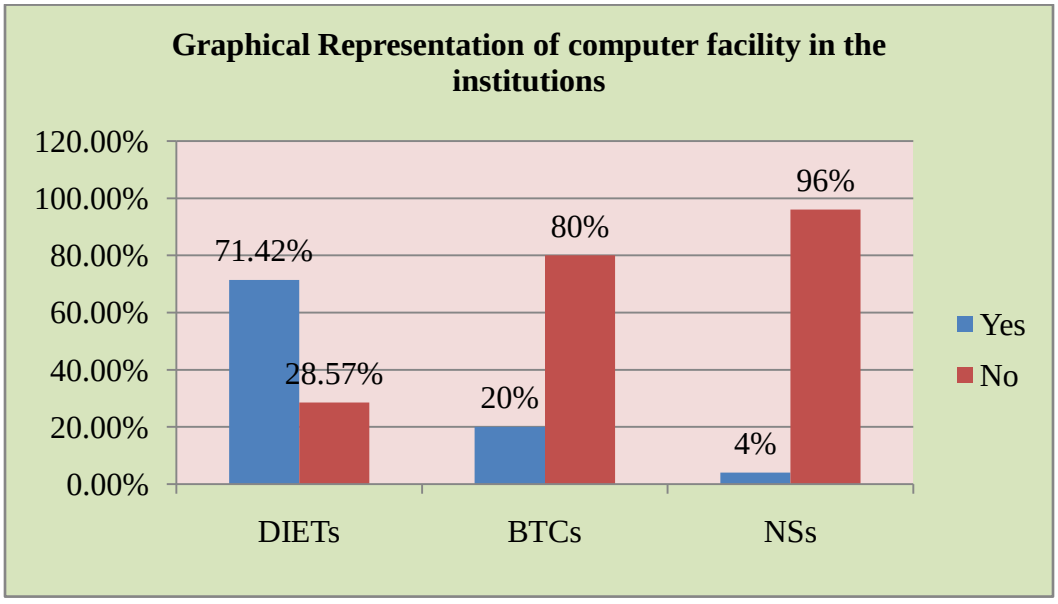
Above table no. 1.85 it is found that in DIETs (50%) student-teachers replied that they have separate room for general/method paper in the institutions and (50%) replied that they do not have the same. In BTCs (25%) replied that they have separate room for general/method paper in the institutions and (75%) replied that they do not have the same. In NSs (8%) replied that they have separate room for general/method paper in the institutions but (92%) replied that they do not have the same.

Figure 1.55 Graphical Representation of sufficient study material during the training period



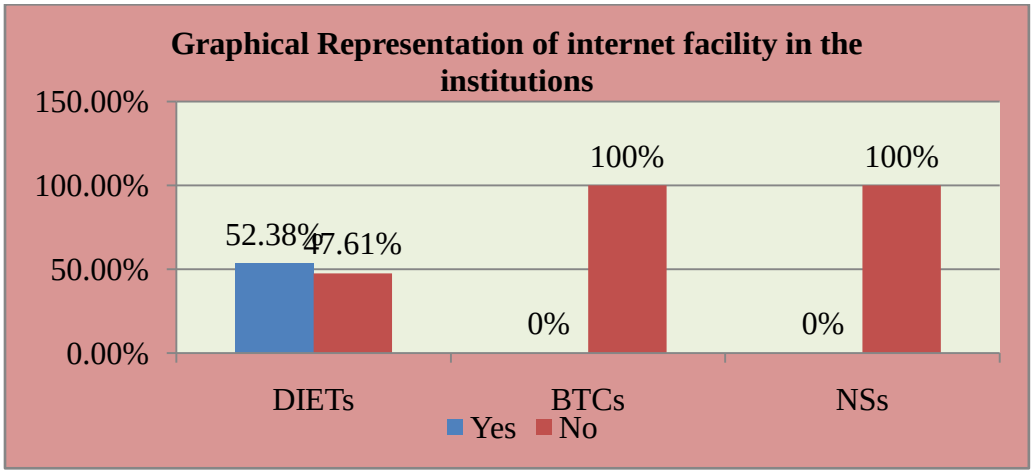
Above table no. 1.85 it is found that in DIETs (71.42%) student-teachers said that they have computer facility in the institutions and (28.57%) said that they do not have computer facility in the institutions. In BTCs (20%) said that they have computer facility in the institutions but (80%) said that they do not have computer facility in the institutions. In NSs (4%) said that they have computer facilities in the institutions but (96%) said that they do not have computer facility in the institutions.

Figure 1.56 Graphical Representation of computer facility in the institutions



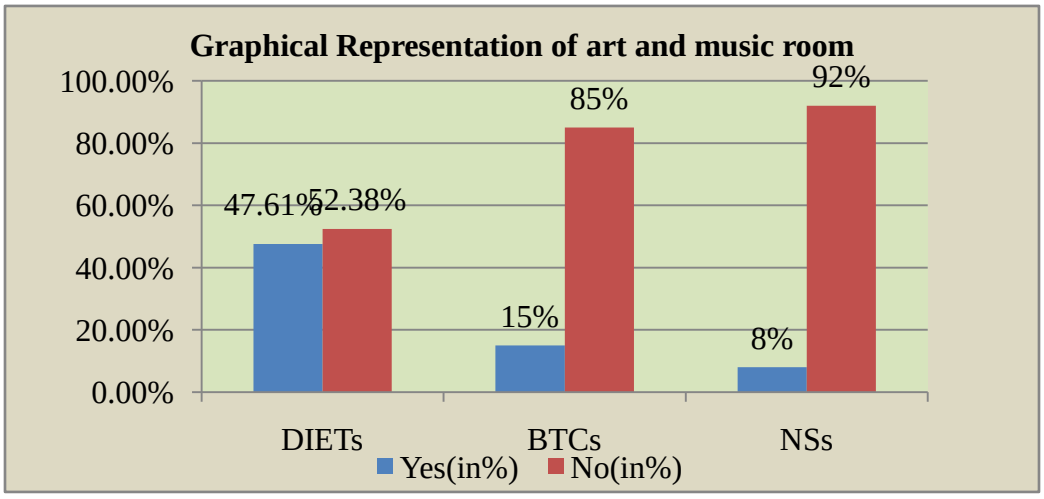
Above table no. 1.85 it is found that in DIETs (52.38%) student-teachers said that they have internet facility in the institutions and (47.61%) said that they have no internet facility in the institutions. All the student-teachers of BTCs and NSs they have no internet facility in the institutions.

Figure 1.57 Graphical Representation of internet facility in the institutions



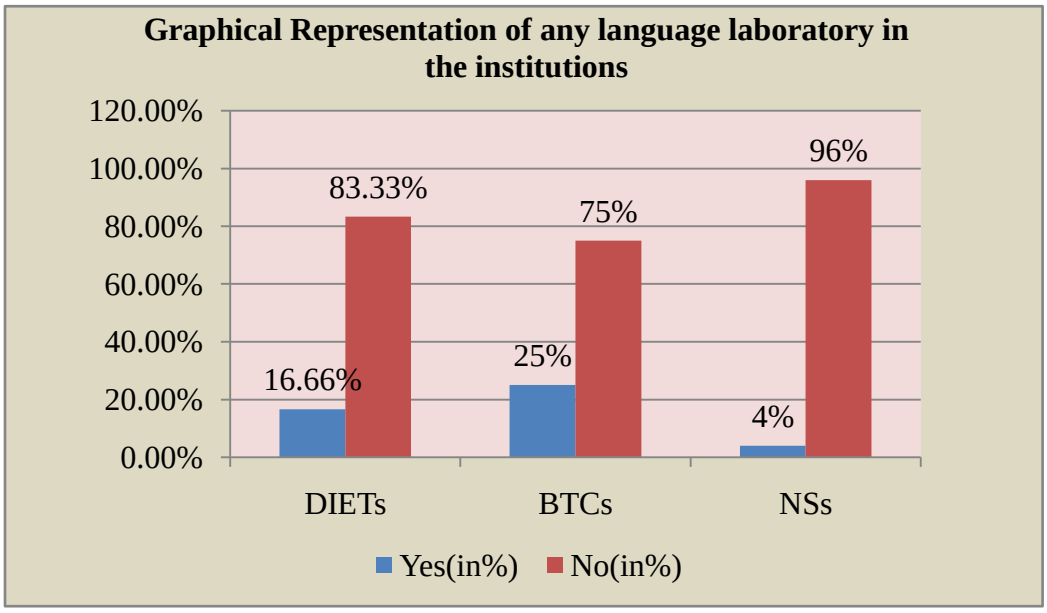
Above table no. 1.85 it is found that in DIETs (47.61%) student-teachers said that they have art and music room and (52.38%) student-teachers said that they have no art and music room. In BTCs (15%) said that they have art and music room and (85%) said that they have no art and music room. In NSs (8%) student-teachers said that they have art and music room but (92%) said that they have no art and music room.

Figure 1.58 Graphical Representation of art and music room



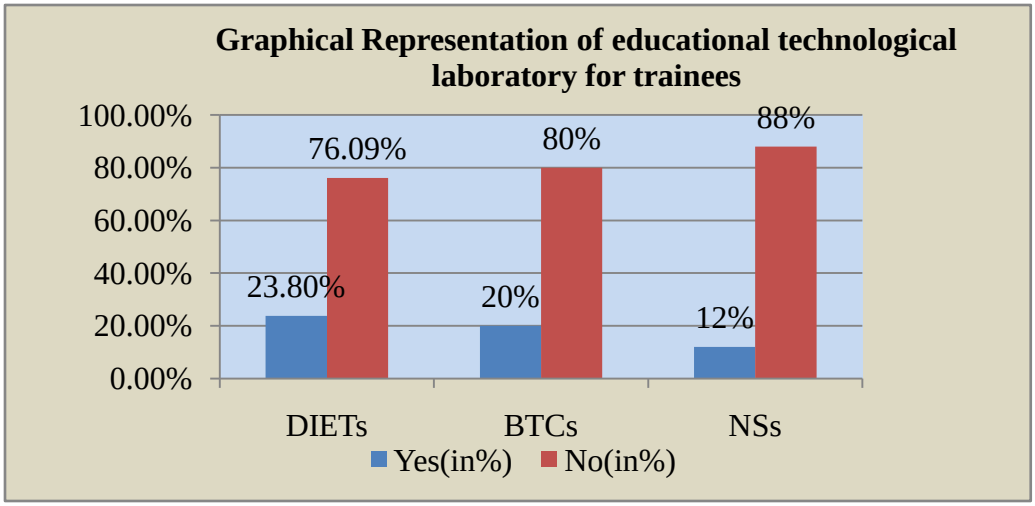
Above table no. 1.85 it is found that in DIETs (16.66%) student-teachers said that they have language laboratory in the institution and (83.33%) said that they have not language laboratory in the institution. In BTCs (25%) told that they have language laboratory in the institution and (75%) said that they have not language laboratory in the institution. In NSs (4%) said that they have language laboratory in the institution but (96%) said that they have not language laboratory. Majority of the student-teacher accept that the language laboratory is not properly equipped. Therefore, there is every need to modernize the laboratories.

Figure 1.59 Graphical Representation of any language laboratory in the institutions



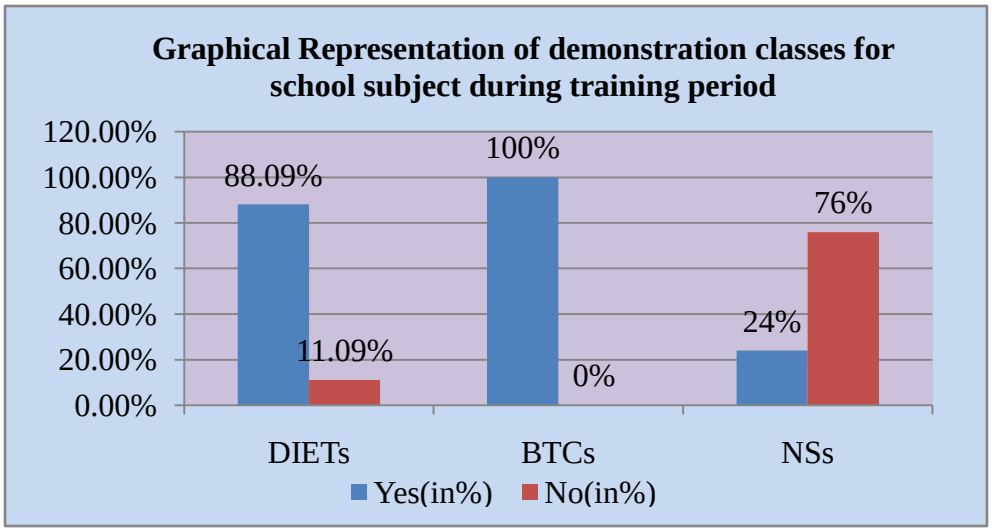
Above table no. 1.85 it is found that in DIETs (23.80%) student-teachers replied that they have educational technological laboratory and (76.19%) replied that they do not have the same. In BTCs (20%) replied that they have educational technological laboratory and (80%) replied that they do not have the same. In NSs (12%) replied that they have educational technological laboratory but (88%) replied that they do not have the same.

Figure 1.60 Graphical Representation of educational technological laboratory



Above table no. 1.85 it is revealed that in DIETs (88.09%) student-teachers replied that they have demonstration classes for school subject during training period but (11.90%) replied that they do not have the same. In BTCs all the student-teachers replied that they have demonstration classes for school subject during training period. In NSs (24%) replied that they have demonstration classes for school subject during training period but (76%) replied that they do not have the same.

Figure 61 Graphical Representation of demonstration classes for school subject during training period



5.8 Objectives No.7 Suggestions for the improvement of Teacher Education program at the primary level in Assam

1. Need to develop on creativity on art education.
2. Mark sheet should be provided to the trainees after each semester system.
3. Introduction of test for practice teaching every month among the trainees.
4. Present education system give important on written but not on the practical knowledge. So, more important should be given in practical exams.
5. Grading system should be closed/ withdrawn.
6. To introduce computer system of education, proper internet facilities, encourage innovations system of education.
7. It should be decentralized to the district wise and decentralized system of evaluation.
8. Teacher education curriculum should be need based.
9. Teacher training program should be well organized.
10. It is necessary to have good leadership, planning, schedule, work energy and co-operative etc.
11. There must be fixed exam schedule,
12. The learner should be trained and strong administrative order to do Continuous and Comprehensive Evaluation system.
13. Proper co-ordination between institutes and examining authority.
14. Institution based group/ team evaluation system to be re-introduced. Process should be time bound and evaluation tools should be objective rather than subjective.
15. The teacher should aware of existing evaluation system; the teacher should know the actual existing evaluation system.
16. More emphasis to the given on the development of teacher abilities developing strategies for self assessment, self accountability.
17. The objective of the training program should be made clear.
18. Institution based examination should be conducted.
19. Unit test, class test and co-curricular activities etc. should be done weekly.

20. Record keeping/remedial teaching, aware the society about this system/supervision and monitoring continuously.
21. Continuous and comprehensive evaluation by dividing the student-teachers in several mention groups.
22. Number of objective type question and semi-objective type questions should be increased.
23. Supervise and monitoring should be regular.
24. Work culture has to be restored.
25. Investigator should be strict in the exam hall.
26. Health education, work education and art education are the provision extra-curricular activities in the existing teacher education program.
27. More emphasis should be laid upon pre-service and practice teaching.
28. Short term training is required for empowerment of teacher educators on various technological tools like computer, photo stat machine, T.V etc. which are necessary for the trainees.
29. More stress on practicum and continuous training with mentoring.
30. Observation, continuous evaluation, feedback and inspection of the job of the teacher.
31. Evaluation by the subject concern faculty by different DIETs.
32. Practice teaching and practical work should be incorporated.
33. Internship and school based activity.
34. Viva test on theory paper.