Within the educational system, there is a need to create a separate cadre of teacher educators with an inbuilt provision for upward mobility. Such an arrangement is bound to be more professional. With improved professional competencies, they would perform better as supervisors, administrators and policy planners.

Curriculum development is a continuous process and demands systems approach. Merely by periodic summative evaluations, implementation of the curriculum can not be assured. It needs a system view to look at all components simultaneously like curriculum structure, curriculum content, teacher training, support materials and evolution strategies. Monitoring and feedback should become important segments of the developmental process. Each University or State Board needs to evolve micro level monitoring systems. All some stage, meta-level monitoring systems is designed to ensure that quality teacher education imparted to every serving and to all the prospective teachers and teacher educators.

The present study is a survey type research work, though this study attempt have been to find out the secondary teacher education curriculum in both the states and make a comparative study between the state West Bengal and Assam in this regard. Again the researcher has find out the general information of the teaching colleges, teachers' information and their problems relating to teaching learning procedure
from both the state. An attempt has been made to compare the curriculum framework. Secondary Teachers’ Training Institutions of West Bengal and Assam do not follow the NCTE norms always, some dissimilarity are there. So, the present study is an attempt to highlight the abatement areas comparing to the curriculum of NCTE of the Secondary Teachers’ Education Institutions in West Bengal and Assam.

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