CHAPTER – I

INTRODUCTION

1.0 The Context:

The whole purpose of education in a country is to develop and enhance the potential of human resource and progressively transform it into a knowledge society. Every nation wants to produce students who ultimately become the knowledge workers in their own economy. In the 21st century the need for competitiveness in the field of higher and teacher education knows no bounds.

Education is the only means through which a society adjusts with its needs. Therefore, a society can never exist without education. Through education the member of a society acquires the skills to enrich transmit and transform cultural heritage as well as existing social and scientific knowledge for the continuous advancement of the society. We know that, the teaching learning process has been inseparable to human being since the dawn of human civilization. The leaders of human thoughts have endorsed memorable words about education, knowledge and learning. The educational system is explicitly based on the quest, “What to Teach and How to Teach”. “What to Teach” means the learning materials and on the other hand “How to Teach” means the mode of transaction of the teaching learning experiences; i.e. the methods and modern approaches of teaching. The continuum of learning materials, methods and
approaches of teaching is a paradigm shift which swings from linguistic to scientific knowledge. The choice of contents and subject from the multifarious branches of knowledge is subjected to social needs. Education is an important instrument in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teacher. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. Teacher education programme is intimately related to the society and is conditioned by ethos, culture and character of the nation.

The Secondary Education Commission (1952-1953) has given much importance to the teacher in order to improve the quality and standard of education. The effectiveness of the school largely depends upon the effectiveness of the teachers. Many research findings have supported the view that the school effectiveness primarily depends on the effectiveness of the teachers (Anand, 1996). But the question arises here who will prepare the effective teachers for the school system. It is only the teacher-education programme which can produce better teachers by developing the curriculum frame work in the teacher-education institutions.

It may be noted that formal institutionalized teacher training in India is not more than two centuries old. Traditionally, the concept of teacher education programmes was identified with the training of teachers for classroom teaching in a face-to-face situation. This programme mainly involves practice teaching, that is, techniques of imparting knowledge, skills. It also deals with the principles of education and a set of ideas or
values which are implicit in the purpose for which knowledge, skills and attitudes are imparted. After a year or two of training, a teacher or a pupil becomes eligible to handle classroom teaching. The NCTE Act, 1993 defines teacher education as “A programme of educational research or training of persons for equipping them to teach at pre-primary, primary, secondary, senior secondary stage in schools and centre of non-formal education, adult education and correspondence education on distance mode”.

Thus, teacher education is apparently a specialized as well as a dynamic activity, directed at providing the necessary apparatus, to equip the prospective teachers with knowledge, attitude and skills for effective role performance in the society. This process requires much more than a collection of courses and degree. They have to be dynamic, to a great extent, so as to address both the concerns, social as well as personal and experiences that require analysis, reflection and evaluation.

The increasing knowledge of child psychology, advancement in techniques and science of pedagogy has altered the so-called proverbial concept that teachers are born and not made. Today, teaching is being considered as an art, a science and has been gradually realized that to carry the teaching job perfectly, one has so undergo such teacher training as to become well acquainted with the related teaching skills. The contention that teachers are born and not made may be partly true in the sense that those who have good communicating or dialectic skills can teach effectively, but only dialectic skills are not enough for a prospective
teacher. Educational research and investigations have established the fact that a teacher with training becomes more mature and confident to perform the task more effectively and systematically.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to need specific to their contexts.

A cursory look at the number of researches more and more studies are being conducted in the area of teacher education. National Education policy (1986) has opened new avenues of research in the field of teacher education programme. The observed trend of researches in teacher education has made it quite clear that researchers viewed teacher education from a narrow angle. They studied teacher education in relation to isolated aspects of the total process. They hardly went in for relating policies and practices of teacher education. A large number of commissions and committees on education enumerated goals for teacher education in different sets of circumstances. But researchers rarely went
in for finding out how far these goals have been realized. Now that the National Education Policy (1986) has laid special emphasis on education of teachers and detailed out the role of teacher in guiding students, building their character, promoting innovation etc, it has become obligatory on the part of researchers to provide empirical evidence of how far existing teacher education is helpful in promoting such ideals.

The trend research work done in the area of curriculum context reveals that this has been one of the most neglected areas in teacher education. The work that has been done is haphazard and ill-conceived, unconnected with the real problems of teacher education. There is also a dire need to critically review the secondary teacher education system. The one-year secondary B.Ed model seems to have outlived its relevance. With the proliferation of B.ED College, particularly with privatization and commercialization, B.ED programmes which keep struggling to make this programme meaningful to overcome the structural constraints that the short duration of the programme poses. The major problem that has been troubling the educationists is the weightage to be fixed for different theory and practical aspects of courses at B.ED level. Educationists have chalked out a programme in the form of ‘Curriculum Framework’ and fixed a particular system of weightage for the different aspects, but all this they did not on the basis of their thinking and experience. In the absence of empirical research data, such a framework may not provide for a particular aspect of the teacher education course that will help student-teacher to acquire a certain degree of competence to deal with pupils of
different ages and abilities. Many problems of this nature need to be addressed to make the curriculum relevance-based. The present study is conducted with a view to compare the curriculum framework followed by the B. Ed colleges of West Bengal and Assam.

1.1 Genesis of Teacher Education in India:

India has a long traditional of learning and education. It is as old as the civilization itself. Regarding its teacher education, it remains unfold with the starting of her history. But the formal system of professional education of teacher in India is a recent origin. It is only in 17th centuries the training institutions were stared to develop in India. The historical development of teacher education of India can be studied under the following heads:

A. Teacher Education in Pre - Independence period :

Since the Gurukul system of education, the teacher education was continuing, ‘Monitorial systems’ in which senior students were put in charge of their scholar during the temporary absence of their teacher. This method of entrusting teaching work to brilliant students had a great educational value. Education was essentially a religious affair in the ancient and medical period. A formal training or education of teacher in the sense as it is understood now, was then unknown.

During British role in India, the formal system of teacher education was developed. In this connection, Missionaries played a very important role. In 1716, a Danish Missionary Ziegenbalg established an institution
for training of teachers at Tranguebar. In 1802, William Carey, another Missionary, established a normal school for the training of teachers. For training of teacher in secondary level, the first training collage was established at Madras in 1856.

In the second half of 19th century some significant changes were made in the educational patterns in India due to the recommendations made by Wood’s Despatch (1854) and Hunter Commission Report (1882). The Wood’s Despatch laid an emphasized on the importance of training of teachers and made various recommendations.

Although the training institutions were growing in number the old controversy of the relative importance of content versus methodology could not be resolved. By 1876, the curriculum of teacher training was broad based and practical aspect was introduced.

At the beginning of 20th century, there were six training colleges, and another 50 secondary teacher training schools. The growth of secondary teacher education during British period can be read from the following table:

<table>
<thead>
<tr>
<th>Table - 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The growth of secondary teacher education during British period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>No. of institutions</td>
</tr>
</tbody>
</table>
B. Teacher Education in Post Independence period:

After the independence of India, it has been felt that unless teacher education is being strengthened, it will not be possible to have essential changes in the cultural, economic, political and social sphere of the country. Efforts have been made to relate it to national aspirations and needs. The Secondary Education Commission (1952-54) also paid considerable attention to teacher training both pre-service and in-service. As a follow up of the Commission’s recommendations, a regular agency for in-service education was created which later on come to be known as the NCERT, In 1964, the State Institute of Education (STE) were started mainly for currying out in-service programmes for primary school teachers. The year 1973 was a landmark in the annals of teacher education in India when NCTE was established with the help of UGC, NCERT and Ministry of education. The NCTE (1993) opened a new area in teacher education and provided opportunities for the proper development of teacher education since the quality of education depends on the ability and professional commitment of teachers. The following table reveals the growth of secondary teacher education during post independent period.
Table 2

The growth of secondary teacher education during post independent period

<table>
<thead>
<tr>
<th>Year</th>
<th>1946-47</th>
<th>1979-80</th>
<th>1987-88</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of institutions</td>
<td>34</td>
<td>494</td>
<td>641</td>
</tr>
</tbody>
</table>

About thirty years ago, extension service units were started in a large number of teachers’ colleges for in-service education of teachers. In the early sixties these units were also started in elementary training institutions. It was a very healthy move. Today, most of these units are dysfunctional, some of them conducting very few programmes. These need to be revitalized. Most of the in-service education programmes have been passed on to the national and state level agencies. But the field is so large that it needs concrete effort.

The facilities available for distance education in the country must be utilized. Several stations of AIR and Doordarshan broadcast programmes for teachers; their efforts can be designed with assistance from existing organizations, such as, Indira Gandhi National Open University and other state level institutions. Dissemination would not be difficult when quality material is available.

Various commissions and committees appointed by the central and the state governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the education system. The Secondary Education Commission (1953) observed that
major factor responsible for the educational reconstruction at the secondary stage in teachers’ professional training. The Education Commission (1964-66) stressed that ‘in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people’ and that ‘a sound programme of professional education of teachers is essential for the qualitative improvement of education’. The NCTE has been established by an Act of Parliament (1993) with a view to improving the quality of education at school level in general and teacher education in particular. The NCTE has developed a document entitled ‘Curriculum Framework for Quality Teacher Education’ after nation wide consultations with teacher-educators, eminent educationist and educational planners. This document re-affirms NCTE’s faith in the capability of teachers, teacher educators and teacher training institutions to design develop and implement sound teacher education programmes for professional capacity building relevant to the specific requirements of the school system and responsive to the social and cultural contexts of the learners and the community. In emphasizes the teacher educators’ capabilities to adapt to new changes with enhanced capacity. The existing programme of teacher education at primary and secondary stages is generally based upon the teacher education curriculum framework brought out by the erstwhile non statutory NCTE in 1978 and its further revision in 1988. Most of the institutions now conduct programmes and courses which were revised prior to the 1988 document. The developments and changes over the last three decades require a
fresh look at teacher education. The feeling has been echoed by sensitive and concerned teachers and teacher educators. The establishment of the NCTE as a statutory body in 1995 has brought this issue at the centre-stage. Consequently, through the process of nation wide consultations to evolve a strategy for developing a new curriculum frame work on teacher education and after several in depth consultations, a discussion document was developed and published in Sept, 1996. The discussion document was an outcome of a strategy which envisaged intensive national level consultations with institutions of teacher education at various stages and with eminent teacher-educators, teachers and thinkers in education. Accordingly, this discussion document was made available to all the teacher training institutions in the country seeking their views on the shape of future teacher education. This was done by means of a structured questionnaire with full flexibility and open-endedness to communicate their views in any way and on any aspect they considered fit. More than 200 eminent educationists, thinkers, teachers and teacher educators were individually consulted. In addition, ten country wide workshops at regional and national levels were organized at Ahmadabad, Annamalai, Patna, Varanasi, Shillong, Udaipur, Goa, Warangal, Thiruvananthapuram and Bahadurgarh with the help and collaboration of several institutions and organizations including University departments, SCERTs, Teacher Education Institutions, School managements and Principals, Indian Association of teacher Educators and All India Primary Teachers’ Federation. The recommendations and suggestions which the
NCTE thus received were analyzed and studied and the discussion document was accordingly recast in the form of a draft curriculum framework. This was presented before eminent educationists at a national seminar held in Delhi in March 1988. The scholars examined the document thoroughly and made suggestions which were incorporated after discussion by the drafting committee. The document highlights the emerging challenges in teacher education and the directions to face them.

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

During 1990, India has a large system of education. These are nearly 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand high/higher secondary schools in the country, about 1300 teacher education institutions for elementary teacher and nearly 700 colleges of education / University departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary / elementary level (source: Selected Educational Statistics. 1996-1997, MHRD, Govt. of India, New Delhi). A sizable number of them are untrained or under trained. In certain regions, like the North-East, there
are even under qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years. Regarding non-formal education, though a number of models are in vogue in various states in the country, much more needs to be done to prepare teachers and other functionaries for the system.

The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions. The number of courses offered at different stages face to face and distance mode of teacher education programmes of M.Ed, face to face and distance modes, C.P.Ed, B.P.Ed and M.P.Ed have increased from 3489 courses in 3199 institutions in March, 2004 to a whopping 14428 courses in 11861 institutions in March, 2009. The student intake has likewise increased from 274072 to 1096673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile.

The Programme of Action (POA), 1992, emphasized on teacher education as a continuous process, its pre-service and in-service components being inseparable. The POA, among others, has pointed out the following in respect of teacher education:
Professional commitment and overall competencies of teachers leave much to be desired.

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

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

There has been an increase in substandard institutions of teacher education and there are numerous reports of gross malpractices and,

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

In pursuance of the NPE, 1986, a major step was taken by the Central Government to enhance the professional capacity of a large number of teacher education institutions. Nearly 430 District Institutes of Education and Trainings (DIET) have already been established by 1997-98. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centre for elementary education at district level. Likewise, colleges of teacher education (CTEs) and institutions of advanced studies in
Education (IASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary and in vocational education.

The National Council for teacher education (NCTE) as a non-statutory body (1973-1993) took several steps as regards quality improvement in teacher education. Its major contribution was to prepare teacher education curriculum framework in 1978. Consequently, teacher education curricula witnessed changes in teacher preparation programmes in various Universities and Boards in the country. A similar effort was made in 1988.

The NCTE took up a number of initiatives during the decades. It joined hands with the National Assessment Accrediation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes.

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international level. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school systems still
remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stipulator learning experiences, whenever available, rarely contribute to enhancing teachers’ capacities for self directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

1.2 Teacher education in West Bengal:

Regular instruction for teachers’ training was first started by the Danish missionaries in undivided Bengal and a normal (training) school was established at Serampur in Hooghly district by William Carrey. Before 1854, sporadic efforts were made by individuals and education societies for training of teachers including women teachers. Wood’s Education Despatch of 1854 encouraged establishment of training school and “Classes for masters”. The Calcutta Normal school was opened by Iswar Chandra Vidyasagar on July 17, 1855. A few other normal schools came into existence subsequently. The course of the normal training schools was of three years’ duration. The Hunter Commission in 1882 enumerated eight such schools in Bengal.
Then the Guru Training Course came in 1885-86. Middle schools were authorized to conduct one year Guru (primary teachers’) Training course. The percentage of trained teachers was very low in Bengal. Certain other experiments in teacher training continued till 1908 when the David Hare Training College was opened in a rented house for training of Graduate teachers.

The opening of the Teachers’ Training Department by the Calcutta University in 1935 marked a new era of teacher training in Bengal. It promoted systematic study of pedagogy.

The progress continued as would be clear from the given table:

**Table-3**

<table>
<thead>
<tr>
<th>Category of institutions</th>
<th>Men</th>
<th>Woman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade Training (Normal school)</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Primary Training school</td>
<td>44</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td>Training colleges</td>
<td>3*</td>
<td>2</td>
<td>05</td>
</tr>
</tbody>
</table>

*Also admitted women students
Source: Education of teachers in India, Vol. II

In the post Independence period in West Bengal, basically two types of institutions developed for offering both pre-service and in-service training facilities (on quota basis) to

- Primary school teachers
- Secondary school teacher (graduate trainees)

The first category included Junior Basic Training Institutes, residential in nature with one year certificate course and the second
category included B.T or B.Ed collages. The junior basic training institutes were later on renamed as primary Teachers’ Training Institutes.

During the last few decades, there has been a phenomenal increase in the number of schools both at the primary and secondary level and a similar increase in the number of teachers. To this has been added in recent years the unprecedented influx of students into the formal system as a consequence of implementation of the Total Literacy and post Literacy campaigns. The need for promoting the quality of education called for expansion of the network of teacher education. The growths of teacher training institutes during the last three decades are given below:

Table-4

Growth of Teacher Training Institutions (1967-1997)

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>J.B.T.Is</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>B.Ed/B.T colleges</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>P.G.B.T colleges</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>B.P. Ed colleges</td>
<td>1</td>
</tr>
<tr>
<td>1997</td>
<td>P.T.T.Is (erstwhile J.B.T.Is)</td>
<td>54*</td>
</tr>
<tr>
<td></td>
<td>B.Ed/B.T colleges</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>P.G. B.T college</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B.P. Ed. colleges</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Institute of English (D.E.L.T)</td>
<td>1</td>
</tr>
</tbody>
</table>

*One more Government sponsored PTI started functioning in 1997
Source: Education of Teachers in India, Vol. II
The policy of the state government since Independence has been one of promoting teacher education. With the introduction of the concept of basic education at the primary level, Junior Basic Training Institutes were established throughout to impart Basic Training to primary school teachers. The innovative approach to primary education introduced by the state government as per new “curriculum and syllabus of primary education”. In 1981 also marked a clear cut Government Policy towards primary Teachers’ Training, stating that “in a bid to implement successfully the new curriculum, the existing infrastructure for teacher training should be reformed and training on short term basis should be introduced so that the teachers can successfully take up teaching learning as envisaged in the new curriculum. Changes in the basic training course were urgently felt and the syllabus committee suggested adoption of a new teacher training programme incorporating into it the basic tenets of

- Continuous and comprehensive evolution as introduced by the new systems and

- The rationale of the policy of non detention adopted by the Government as envisaged by the new curriculum.

The syllabus committee recommended immediate implementation of a short term training course involving all in service teachers and functionaries of the school Education Department and the Directorate. The state Govt. accordingly undertook a massive in service teacher training programme in the academic session 1982-83. It was a 15 day
programme in the beginning and was later reduced to a 7-day programme. The training of other primary school teachers was undertaken in 1984-85. This massive in-service training programme was conducted by the Directorate of School Education in collaboration with the SCERT, West Bengal. With the advent of the national scheme of in-service training of school teachers in the state in 1986, this programme was synchronized with the national programme known as programme for Massive Orientation of School Teachers (PMOST) which along with Operation Blackboard (OB) was implemented in the subsequent years.

In this connection, the State Education Commission (August, 1992) under the chairmanship of Dr. Ashok Mitra observed “All teachers working at all levels of education from primary to the university should be formally trained to do their job with professional competence. For every group of teachers there should be main training course of an appropriate length, which should be followed up with supplementary programme and refresher courses at regular intervals”. While discussing the state of primary education, the commission further says, “continuous training of teachers is equally important for improving the quality of education at the primary stage. The District Primary Education Council should organize district level intensive training courses conceivably of a month’s duration, a teacher who returns from such a training course can be expected to contribute a great deal towards improving the quality of teaching”. At the secondary level B.Ed/P.G.B.T colleges /departments of general colleges or of universities offering one year course leading to B.Ed degree and
PGBT diploma. Physical education colleges offering one year course leading to B.P.Ed degree and post graduate teacher training institution offering diploma course in English language teaching (DELT). B.ED or P.G.B.T has been made an essential qualification for teachers of secondary schools. There are 50% seats are preserved for fresher and the rest 50% are for deputed i.e. untrained teachers. The orientation programme for primary school teachers, which covers all the working primary school teachers, school inspectors and other educational administrators with a short-term six day orientation, was successfully completed during 1994-1995. In 1997, the P.T.T.Is offer one year certificate course for fresher as well as in-service teachers, to be admitted in the ratio of 30:70. 20 marks are allotted for training, out of a total of 100 marks for various aspects of eligibility.

To know the essentiality of the teachers training programme there are, as a matter of fact, arrangements for the main training courses of appropriate length as well as for short term refresher courses organized from time to time. So for as the management structure of teacher education in W.B. is concerned, the dominant role is played by the Govt. (Department of school education) at the primary level and the universities with their affiliated colleges at the secondary level.

1.3 Secondary Teacher Education in West Bengal:

David Hare Training College, the oldest premier teaching institute in the state, which started functioning as early as in 1908-09, is under the direct control of the Higher Education Department of the Government. No
much emphasis has been for the growth of secondary teacher education before independence of West Bengal. Every college govt. or non govt. should have its own governing body, though the governing bodies in non govt. colleges play important roles. Recruitment of the principals and teachers of Govt. Colleges is done through the P.S.C by the Govt. whereas the principals and teachers of non Govt colleges are recruited by their Governing bodies through the state level College Service Commission. The university B.Ed departments recruit their teaching staff through normal university procedures. Seven out of eight universities (Burdwan University, Calcutta University, Kalyani University, North Bengal University, Rabindra Bharati University, Vidyasagar University, Visva Bharati University, Yadavpur University) in the state have got their own departments or colleges for teacher education. All, except Visva Bharati, have their affiliated colleges/ departments of general colleges. The DM/SDO is often included in the governing body. The eight Universities of the state with their post graduate departments and an erudite army of teacher educators, located in eight regions, cater to the needs of teacher education in the state. Beside their own departments for teacher education, they have got their affiliated colleges pursuing the curriculum and syllabus for teacher education prepared by them.

Management structures of the B.Ed colleges are divided into three categories i.e. (i) Govt Institutions, (ii) Govt sponsored institutions, (iii) Privately run institutions aided by the Govt. The B.ED colleges have their own pacca buildings and those that work as departments of general
colleges are usually housed in the same general college building. The no.
of class rooms varies on an average between 2 to 10 rooms. The
institutions have their own office rooms and staff rooms, though B.Ed
departments of some general colleges share in common the office room
and the staff room.

A pre-requisite for teacher educators in B.Ed colleges or
departments of general colleges is to qualify in the NET or SLET. Among
other conditions, a Master’s degree in any faculty related to school
curriculum or required for school level teaching with a regular Honours
degree at the graduation level with certain percentage of marks at each
level besides a B.T or B.Ed degree. Interviews are also conducted by the
college service commission.

The most important part of a teacher education is the curriculum
framework and curriculum transaction. The curriculum or the syllabus for
each subject is prepared by the highest academic bodies, the universities.
All the eight universities in the state, including the central university
namely, Visva Bharati, have their own departments besides the affiliated
colleges that follow the syllabus of the respective university. The Visva
Bharati has, however, no affiliated college.

The State Council of Educational Research and Training, West
Bengal is a post Graduate Research cum Training Institute directly under
the control of the department of school Education, Govt of west Bengal. In
this sense, it is the research and training wing of the department and
school education and is not an autonomous body, though it enjoys some
degree of autonomy through its general Governing Body in formulating its policies and programmes of action. The SECRT, W.B evolved through merger of as many as seven institutions / organizations each of which used to work separately and independently with the same objective of qualitative improvement of school education but without proper co-ordination and cohesion in their respective programmes of work. These institutions / organizations were

a) State institute of education
b) Bureau of educational and psychological research
c) Evening B.Ed cell of the education directorate
d) UNICEF assisted science education programme section of the education directorate
e) Evaluation unit of the Bureau of educational and psychological research.
f) Extension services departments attached to three important training colleges under the Govt. of W. B.
g) Educational technology cell of the education Department.

In a bid to fulfill historical necessity, the Govt of W.B. by virtue of Govt order No. 712 – Edn(cs) dated May 1980 formed the centralized institution namely SECRT, W.B through the merger of the above mentioned institutions /organizations.

The State Council of Educational Research and Training, West Bengal, the very name implying the nature of activities to be carried out by it, is a state level counterpart of the NECRT. Its basic objective is to bring
about qualitative improvement of school education. With this symbol in the forefront it has been carrying out since its inception various plans, projects, programmes, surveys, studies and activities covering the entire spectrum of school education ranging from planning, research and action programmes to evaluation.

1.4 Secondary Teacher Education in Assam:

No much emphasis has been given for the growth of secondary teacher education before independence of Assam. For teachers of secondary schools St. Edmund's and St. Mary's colleges at Shillong were providing training (B.T course). These institutions continued are run on aided basis. The course in teaching organized by St. Edmund's was discontinued when the department of teacher's training (B.T) was started in 1949 by the University of Gouhati. The intake capacity of the department was of 75 during that period. St. Mary’s college at Shillong used to admit lady teachers joining the college on their own.

From the very beginning, the University of Gouhati realized that the first necessity is the provision for training teachers to meet the growing needs of the school with the organizations of the course of graduate training, which is a post-graduate qualification; the university introduced education as an elective subject at the under-graduate level.

In the post independent period state government initiated different short term programmes, seminar workshop at different levels. According to the Basic statistics N.E.C (1980) the percentage of trained teachers was 23 in secondary level.
For undergraduate and graduate teachers of geography a short training course of three months duration was instituted with provision for theoretical instruction on the content and methods as well as practical training. There is still another tape of teacher training, namely, training in the methods of English teaching under the control of the university.

The state government started the post graduate training college at Jorhat in 1957 with the provision for B.T course as well as teachers’ Diploma course for the undergraduate teachers of secondary school. The following table indicates the growth of secondary teacher.

<table>
<thead>
<tr>
<th>Table-5</th>
<th>Education institutions in Assam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
</tr>
<tr>
<td>No.s of colleges</td>
<td>2</td>
</tr>
</tbody>
</table>

1.5 Rationale of the study:

Curriculum is the core component of teacher education programme. The development of an appropriate curriculum is indispensable for improving the quality of teacher that affects the education system in long run. Teacher education curriculum is a professional investment made to cater to the needs of the society and the individual teacher. Suitable curriculum experience would make the prospective teacher worthwhile professional in the society. It is said that no system of education is better than its teachers, because the quality of education depends upon the teachers who serves it. The teachers form an indispensable part of any
system of education. If the teachers are to fulfill their obligations as potential nation builders, they must be properly educated professionally. One of the most vital issues in the field of teacher education is the role of the curriculum of the teacher education programme. The qualities required of the teachers can be achieved to a large extent by designing suitable curriculum. The degree of effectiveness of the curriculum of teacher education depends upon the extent to which the needs and value of our society are met. Our needs do not cover the present needs only. In a developing country like ours, the future needs also be visualized and met in light of the social conditions of the time.

Under the pressure of the changing conditions of our society, the necessity of a comprehensive teacher education curriculum has been keenly felt. The government of India constituted the National Council for Teacher Education (NCTE) to advise the government on matters relating to teacher education. Accordingly the NCTE develop the ‘Teacher Education Curriculum - A Framework’ in 1978 for different is a general consensus that the NCTE curriculum attempts to bring out the teacher education from its age-old shackles, putting it on a more progressive path. They have also stated that the all India seminar on teacher education held at Jammu in March 1981, reiterated the need for this change when it recommended that there is an urgent need to implement the National Policy on Teacher Education as framed by the NCTE and the recommendations made by the National Committee for Curriculum Development in Education 1990(UGC cell). Again, after the establishment
of NCTE in 1993 as a statutory body it has developed a Curriculum Framework for quality teacher education in 1988. Now the question is—to what extent this curriculum is followed by the department of education in the Universities in India. Mere change in the curriculum and syllabus for the sake of modernization and their revision to make it up-to-date is not enough to achieve the desired goal of teacher education in the country. With it, development of the necessary infrastructure at each University Education Department or its (affiliated) teacher education institutes for an effective implementation of the curriculum is of equal importance. Otherwise, all the curriculum reform attempts will go in vain, and result into a futile exercise of the experts. Periodical revision and reform of curriculum and syllabus must be carried out to make it fit for the emerging needs of the country, for the goals of the teacher education and for the contemporary professional world.

Therefore, a through inquiry about the practice of the teacher education curriculum development by NCTE in 1996 and finalized it in 1998 the teacher education institutes/ departments of the country is necessary. The present study will be conducted with a view to answering certain question relating to the practice of the above mentioned curriculum in the Universities of West Bengal and Assam. The growth of secondary education in pre-independence period was very limited. In the post independence period, the growth has been noticed satisfactorily. The state government followed a progressive policy for the development of education always shifting emphasis from quantitative to qualitative
improvement. The implementation of different schemes under the five year plans contributed greatly to the promotion and development of education at various stages in the India. In the recent past, there has been a rapid increase in number of training institutions. But, the inadequate supply of trained teachers is still a problem engaging the attention of the academicians and of the authorities of the states.

A qualitative teaching-leaning situation is expected to promote the social environmental as well as to meet the national goal. The effective and qualitative aspect of teaching learning depends upon the component teachers. In this connection, the role of secondary teacher education colleges is quite significant.

Now, it feels essential overhaul the activities of secondary teacher education programme in India. Evaluation is to be viewed as a process, which is meant for improvement. Unless they are prevails an efficient and effective evaluation system, it will not be justifiable to make suggestions for improvement. But, it is a matter of regret that very little study has been made on teacher education programmes in India. In secondary teacher education level, this perhaps the first attempt for evaluating the curriculum for secondary teacher education.

While noting the facts outlined above, it is felt necessary to undertake a study upon the secondary teacher education programme in Assam and West Bengal. It will be matter of great pragmatic value if this study can provide a little help in the improvement of the programme and also to find out the answer of the following research questions.
Research questions:

- What tape of curriculum is being practiced in the secondary teacher education institutes in each of the states in West Bengal and Assam?
- What is the procedure and mechanism followed for preparing the B.Ed curriculum in each state of the West Bengal and Assam?
- Is the curriculum flexible?
- Is there any scope in the curriculum for diversity and heterogeneity?
- What is the duration of the B.ED programme?
- Does the curriculum provide the scope transmit cultural heritage?
- Is there any provision for the renewal of curriculum?
- What are the programmes run in each of the state?
- Do the teacher education curricula have the provision of feed back?
- Is there any uniqueness to be reflected in the curriculum designed for secondary teacher education in west Bengal and Assam.

1.6 Objectives of the study:

0.1 To examine the curriculum prescribed and practiced for Bachelor of education in the secondary teacher education institutions (STEI) under the universities of Assam and West Bengal.

0.2 To study how far the courses of studies are in consonance with the prescribed curriculum of the NCTE.

0.3 To ascertain the status of implementation of the curriculum and instructional materials in the secondary teacher education institutes of Assam and West Bengal with regard to the following aspects.

a) Physical facilities

b) Academic calendar and time table
c) Teacher’s qualifications and professional training, teaching experience and class load etc.

0.4 To study the evaluation procedure followed in the institutions and by the teachers for measuring the achievements of the student-teacher.

0.5 To study problems faced by the institutions and the teacher educators in implementing the curriculum as recommended by the NCTE.

1.7 De-limitations of the study:

It is neither humanly possible nor it is desirable for any research to study a set of phenomenon at all level and from every possible angles. There are number of constraints which delimit the researcher’s work from various angles such as- time, energy, power, man-power, finance etc. which compel the researcher to limit his/her work within a certain boundary. The present research is not an exception and it has been delimited in the following aspects:

- The present study has been limited to the different B.Ed colleges / education departments of the universities in W.B. and Assam
- The study has been limited to 16 Teacher Education Colleges of the W.B. and Assam.