Nobody can deny the significant role of teacher in shaping the destiny of our nation. Kothari Commission had rightly remarked that the destiny of our nation would be shaped in the classroom. Realising the significant role of teacher in nation-building enterprise, teacher education has been seriously looked after, and for its expansion and improvement, N C E R T was established in the country. After a few years of independence, a number of teacher training institutions came up. However, the percentage of trained teachers, except a few states, is not found more than 50%. Further, those who have been trained, they are also not up to the mark so far as efficiency is concerned. Trained teachers have neither been able to improve the teaching efficiency nor they are in a position to transmit knowledge, cultural values to their pupils. Higher percentage of failure in every examination in every year, lack of good conduct amongst students and many more disciplinary problems to date are the sheer reflection of our total failure of educational system, in which teacher is an important component. Teachers are found lacking efficiency, sense of purpose for which they are stationed. Attempts have been made to improve quality of teacher education by various organisations. Specially Indian Association of Teacher Educators (IATE) has seriously taken up the matter for its qualitative improvement. 29th National
Conference of IATE held in December/95 in Bhubaneswar seriously discussed on the leading topic "Reforms in teacher education for quality development. In this regard number of studies bearing on different aspects and dimension have already been made to understand the real issue of teacher education problem, which have been highlighted in the review of related studies. But a few studies have been identified that dealt with teacher job satisfaction and teacher effectiveness.

Teacher job satisfaction and teacher effectiveness are most significant factors to improve teaching learning process, and thereby to improve quality of education. Teacher job satisfaction is conducive to emotional and academic growth of children. Teacher training also is expected to make an appreciable impact on both the aspects in the present study. Attempt has been made to assess the extent of impact of training in this regard.

The study has explored some striking facts - that teacher training has no any appreciable impact on teacher job satisfaction and teacher effectiveness. Rather, trained teachers were found comparatively more dissatisfied than the untrained teachers. The present findings would render a great help to find out the existing drawbacks of training and to redesign it so that training makes appreciable impact on both the aspects.

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