CHAPTER - I

• INTRODUCTION
• UNIVERSALISATION OF ELEMENTARY EDUCATION
• STATEMENT OF THE PROBLEM
• REVIEW OF RELATED LITERATURE
• NEED OF THE STUDY
• TEACHER TRAINING
INTRODUCTION

The revised programme of Action (1992) of National Policy on Education (NPE) 1986 states, “teacher performance 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 teachers through teaching learning process”. The NPE-1986 also calls for a substantial improvement of quality of teacher education. Therefore various centrally sponsored schemes were recommended for the improvement of quality of teacher education. The District Institutes of Education and Training (DIET) was one of the centrally sponsored schemes which is mainly responsible for improvement in the quality of elementary education.

The effective and efficient functioning of a school depends primarily on the quality and commitment of its human resources. The teacher training institutes have conducted mainly in-service training programme for all the primary school teachers in the entire state of Assam. During the training programme primary school teacher are exposed to new strategies of teaching, basing on some principles with an objective to empower their professional skills. In-service training comprehends the whole range of activities on which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and technique.
Although the primary number of school in our state has increased in quantitative terms, but this development has not been accompanied by a similar progress in the quality of primary education, especially learning outcomes. There is the shortage of trained and qualified teachers, particularly in the remote and far-flung regions in the state. Single teacher schools and alternative strategies to formal schooling have made it a compulsion to utilise the services of those who are not fully and adequately prepared to undertake the responsibility for teaching. A large number of teachers who are under-qualified or untrained are also appointed as teachers in primary schools. The problem of retention of children in schools and learning attainments require a congenial learning environment as well as professionally teachers. The issue of enhancing teacher empowerment and school effectiveness have become a major parameters for policy makers as well as for those who are responsible for implementation of strategies.

To deal with these deficiencies, a number of initiatives have been taken by govt. place to ensure for participation of the primary school population in the school system and to improve the quality of primary education. The National Policy on Education (NPE 1986, revised in 1992) and its programme of Action (POA) a priority to universalisation of Elementary Education which (UEE) calls for transformation of the role of a teacher. The teacher would have to be empowered with new conceptual, pedagogic and socio cultural
dimensions enabling him/her to become receptive and dynamic. In-service education and training (INSET) leading to professional development of teacher is influenced by an element of change and continuity. The element of change is occasioned due to emergence of new issues or themes. The element of continuity calls for renewal and upgradation of knowledge, skills and attitudes.

To realize the goal of UEE, interventions like strengthening teacher competencies and need for improved teaching learning processes are visualised in the in-service education programmes for primary school teachers under SOPT (special orientation programme for primary teachers) and DPEP (District Primary Education Programme). Primary school teachers are reoriented for the programmes like minimum levels of learning, empowerment of women, meeting with the educational needs of special groups, community participation for educational development, school readiness, multigrade teaching and developing inquiry skills through activities.

In spite of many innovative strategies for empowerment of teachers, now-a-days, the primary teachers are not able to initiate desired changes in the learners to the fullest possible extent and also unable to contribute much for school effectiveness. The reasons for this failure may be many but the important and significant reason are perhaps, lack of proper motivation among primary teachers, their poor
There are 6700 primary school teachers, working in 2175 schools under the Deputy Inspector of schools and Block Elementary Education officer in the Kamrup Districts out of which 25.16 % teachers are women and 74.16 % are men. There are two teachers training institutions for primary school teachers - DIET (District Institute of Education and Training) Kamrup and BTC (Basic Training Centre), Rangia. Out of 6700 teachers in primary schools in the Districts, only 66.50 % are trained teachers and there are still 33.49 % teachers untrained.

The present study is an attempt to find out the impact of in-service training programme on empowering teachers with professional skills. Another main objective of the study is to identify training needs for teacher empowerment.

A package of tools are developed to make a comprehensive assessment of training needs of primary teachers in the area of content knowledge and transactional strategies. As a result of the analysis of tentative information, collected with the help of teachers questionnaire, classroom observation schedule and focus group discussion, the sampled primary school teachers are found to be inadequately equipped in the following transactional strategies/ methodologies/ skills -
1. Introducing lesson plans.
2. Minimum levels of learning in different subjects.
3. Activity-based teaching.
4. Learner-centered approach.
5. Preparation and use of teaching aids.
6. Use of OB kits (blackboard, science and mathematics kit etc).
7. Use of maps.
8. Language and grammatical concepts.
9. Continuous and comprehensive evaluation.

Most teachers interviewed have felt that their training is not suitable for the situations in which they worked. Teachers are not in touch with the realities of small schools with single room and less facilities. Diagnostic tests are used to identify training needs of primary teachers in content areas of language (Assamese) and mathematics. The study has revealed teachers' deficiency in spelling, opposite words, correct sentences, comprehension, simple and complex sentences. In mathematics, teachers are found deficient in concepts like place value, decimals, fraction, factors, multiples, prime numbers etc.

It is urgently felt that local specific curriculum should be designed through planned orientation of teachers and use the same in classroom transaction for better clarity requisite for teachers empowerment and school effectiveness.

Few teachers wish to serve in rural areas, where there is shortage
to facilities and they may have to work with communities of an unfamiliar social complexion.

Tribal areas teachers, who have attended teachers training feel that the only the inservice training is insufficient to learn the mechanics of using the items and how to relate materials to the child and teaching. Basically the training does not appear to tackle the problems, they have faced in their daily work, which seem irrelevant in them. In that areas, the teachers generally meets with limited success in their teaching of tribal children, which they explain in terms of the backwardness of the local community, the language problems and the lack of parental support for children. So for their effectiveness in their schools, all the teachers have stressed the need to mobilise members living within the local community with the basic purpose of using them as auxiliary teachers or part time help within the school system.

Kamrup, the one of the advanced district in Assam has been selected as the study area, learning all concerned educational Head offices are available here. The National and state educational schemes and projects are firstly introduced in the primary schools of Kamrup district, and the similar programmes are implemented to other districts on basis of their success in it.
DISCUSSIONS OF THE STATUS OF TRAINING IN KAMRUP DISTRICT.

Kamrup is situated in the lower Brahmaputra Valley of Assam. The Latitudinal and Longitudinal attention on the district are 25.75°N to 27.23°N and 91°E to 92°10′E.

Area: 4345 Km²

BOUNDARIES:

<table>
<thead>
<tr>
<th>North</th>
<th>Bhutan, Nalbari</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>Meghalya</td>
</tr>
<tr>
<td>East</td>
<td>Darrang, Morigaon</td>
</tr>
<tr>
<td>West</td>
<td>Goalpara, Barpeta, Nalbari</td>
</tr>
</tbody>
</table>

Teacher Training Institutes: 2 (DIET, Kamrup, BTC, Rangia)

Number of Educational Blocks: 10 (Excluding Guwahati Urban)

Number of Primary School: 2175

Average pupil Teacher Ratio of L.P. School: 34:1

Number of School going Children (6-14 yrs): 273699

- 18.65% of Children are out of School in the district.
- Out of 62.741 of School Children, around 51.049 children are from plain areas. Nearly 46.53% of the children in the Tea Garden areas are also still out of School.
- Chamoria block has the highest percentage of out of school children (36.21%)
- Chamoria block has the highest percentage of child Labour (7.77%)
### INSTITUTE WISE INTAKE AND OUTPUT OF VARIOUS IN-SERVICE TEACHER TRAINING COURSE OF VARIOUS INSTITUTIONS (KAMRUP DISTRICT) IN LAST FOUR YEARS

#### A. Junior Basic training Course:

<table>
<thead>
<tr>
<th>Institutions</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Intake</td>
<td>Passed</td>
<td>Failed</td>
<td>Intake</td>
</tr>
<tr>
<td>DIET</td>
<td>120</td>
<td>115</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>BTC</td>
<td>100</td>
<td>90</td>
<td>10</td>
<td>75</td>
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#### B. OTHER SHORT TERM PROGRAMME:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Training programme for</th>
<th>Project</th>
<th>N</th>
<th>MLLs</th>
<th>MGT</th>
<th>School Readiness</th>
<th>CCE</th>
<th>Psychology</th>
<th>Language</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Educator</td>
<td>SOPT</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>58.3</td>
<td>66.6</td>
<td>50</td>
<td>Listening speaking</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Teacher Educator</td>
<td>SOPT</td>
<td>46</td>
<td>58.3</td>
<td>33.3</td>
<td>50</td>
<td>66.6</td>
<td>25</td>
<td>Reading</td>
<td>41.6</td>
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<tr>
<td>2</td>
<td>Teacher Educator</td>
<td>SOPT</td>
<td>45</td>
<td>33.3</td>
<td>33.3</td>
<td>66.6</td>
<td>41.6</td>
<td>33.3</td>
<td>Writing</td>
<td>58.3</td>
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<tr>
<td>3</td>
<td>Teacher Educator</td>
<td>Joyful Activity based</td>
<td>62</td>
<td>66.6</td>
<td>58.3</td>
<td>66.6</td>
<td>50</td>
<td>66.6</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Educator</td>
<td>SOPT</td>
<td>40</td>
<td>58.3</td>
<td>41.6</td>
<td>58.3</td>
<td>41.6</td>
<td>58.3</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Teacher Educator</td>
<td>SOPT</td>
<td>40</td>
<td>58.3</td>
<td>50</td>
<td>58.3</td>
<td>50</td>
<td>50</td>
<td></td>
<td>33.3</td>
</tr>
</tbody>
</table>

MLLs - Minimum Levels of learning  
MGT - Multigrade teaching  
CCE - Continuous and comprehensive evaluation  
SOPT - Special orientation Programme for Primary teachers.
AVERAGE COMPLETION RATE OF TRAINING PACKAGE

PERCENTAGE

0-70

1 2 3 4 5 6

53.1 45.8 40.6 60.4 52 48.9
C. TRANSACTIONAL STRATEGIES USED IN TRAINING PROGRAMME:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Training programme for</th>
<th>Project</th>
<th>N</th>
<th>Mode of Transactions in (%)</th>
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<tr>
<td></td>
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<td></td>
<td>Lecturer</td>
<td>Discussion</td>
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<td>Teacher Educators</td>
<td>SOPT</td>
<td>50</td>
<td>50.9</td>
<td>19.6</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers</td>
<td>SOPT</td>
<td>46</td>
<td>50</td>
<td>20.4</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Educators</td>
<td>SOPT</td>
<td>45</td>
<td>63.8</td>
<td>16.7</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher Educators</td>
<td>Joyful Activity</td>
<td>62</td>
<td>36.2</td>
<td>12.1</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers</td>
<td>-do-</td>
<td>40</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers</td>
<td>-do-</td>
<td>40</td>
<td>44.7</td>
<td>10.6</td>
</tr>
</tbody>
</table>
Teacher Educators

- 36.2%
- 17.2%
- 12.1%
- 34.5%

Teacher Education

- 19.6%
- 15.6%
- 13.7%
- 50.9%

Teachers

- 18.5%
- 14.6%
- 9.8%
- 56.9%

Teacher Educators

- 41.3%
- 14.4%
- 11.3%
- 32.9%

Teachers

- 36.2%
- 17.2%
- 12.1%
- 34.5%

JOYFUL/ACTIVITY-BASED TRAINING
A comprehensive look on the observation indicates that major concepts, strategies, activities remained uncovered in our training programmes. More emphasis has been laid on transmission of information rather than discussion on major concepts, strategies and issues. Teacher training programmes have become information loaded and don’t induce the professional skills in the form of strategies, activities and attitudes.

Again it indicates that there was an over use of Lecturer and discussion method as the mode of transaction by the direct presentations of the information and knowledge by the trainers to the trainees. The group work on the organization of activities are given least preference as mode of transaction.

The purpose of the training is to improve classroom practices and to empower teachers to adopt child centered and activity centered strategies. The strategies find less weightage in the training programmes. It also seen that demonstration with live children were not given at all. Demonstration of performing activities was not planned and used at all in our training programmes.

In concerving any purposive change in elementary education. We have to empower the teachers with professional competencies in which they work. As an effect of the training teacher will be able to know as to how the teacher would create effective learning situation with the help of local environment, community and various input, discussed in the in-service training.

So, it is clearly observed that all the areas directly or indirectly influence the transaction of training input and their effective realization with primary schools.
UNIVERSALISATION OF ELEMENTARY EDUCATION

"The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at grass roots level all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty-first century. A national mission will be launched for the achievement of this goal".

- NPE-86

The universalisation of Elementary Education (UEE) has been one of the most important goals of educational development in India. The National Policy on Education (NPE) envisages that free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years, before we enter the 21st century. The 83rd constitutional Amendment Bill has been introduced in the Rajya Sabha to make the right to elementary education a fundamental
right and a fundamental duty. The target of UEE has been divided into three broad parameters.

(a) **UNIVERSAL ACCESS** ® Universalisation of provision of schools within the walking distance of the child.

(b) **UNIVERSAL RETENTION** ® Universalisation of enrolment of all children in the age group of 6-14 years.

(c) **UNIVERSAL ACHIEVEMENT AND QUALITY IMPROVEMENT**

® Universalisation of education of all children meaning thereby that once a child joins in a primary school at the age of 6 years and continues to achieve essential levels of learning.

The goal of achieving UEE for all children of the age group of 6-14 years has remained unfulfilled much beyond the time frame fixed by the constitution. After a realistic assessment of the educational scenario of the country, the NPE, 86 suggested two different time targets to cover the 6-11 years age group (Upper Primary Education) by 1995 and the 6-14 years age group (UEE) by the turn of the century. Along with UEE the nation is committed to eradicating illiteracy of adults between 15-35 years of age through
programmes such as National Literacy Mission (NLM) and Total Literacy Campaign (TLC).

As a result of the efforts made by the Central Government and State Government, 94% of the country's rural population has been provided with primary schools within one Km and 84% have upper primary schools within three Kms. With the result, that since independence, the enrolment of children of 6-14 years of age in primary and upper primary schools has gone up to 87% and 50% respectively. Significant improvements have taken place in the enrolment of girls and SCs / STs. The number of primary and upper primary schools has gone up with concomitant increase in number of teachers in that schools.

The Central and State Governments have, over a period of time, evolved strategies to check drop out rates and improve the schooling of children. This has been attempted through - (a) Creating Parental awareness and community mobilisation (b) Involvement of communities and Panchyati Raj Institutions. (c) Economic incentives (d) Improvement in the content and process of schooling (Minimum Levels of Learning) (e) District Primary Education (Mid-day Meals Scheme). The Central Government plays an important role in funding plan expenditure on elementary education. 97% of the expenditure
incurred by state governments on education sector goes towards the payment of teachers' salaries.

The National Elementary Education Mission was conceived for facilitation the achievement of UEE within a given timeframe. It is expected to play the role of an overarching body, facilitating the achievement of UEE in a systematic sustained and integrated manner, involving all segments of society in this national endeavour. The expansion of the school system and the quality initiative in elementary education have been possible on account of increased resource availability even during a phase of structural adjustment. The increase in expenditure on elementary education along over the last three Five Year Plan periods has been more than the increase in expenditure on education as a whole. 48% of the central plan of education was spent on elementary education in the Eight plan and it is increased up to 58% in the Ninth plan. A media advocacy plan is being launched for UEE. It will focus on the right of every child to elementary education. Despite all initiatives taken for achieving UEE, the back log has continued in enrolment and drop out rate is still high. To address the problems of equality at primary stage two major initiatives, taken during Eight plan are District Primary Education Programme and nutrition support to primary education (Mid-day meal) programme. The Ninth Plan is committed to make the nation
fully literate by 2005 A.D. It is a universal fact that the Governments at the center and the states need to mobilise all the agencies to rejuvenate the education system for the benefit of the masses.

PROGRESS OF UEE IN ASSAM:

The major policies and objectives of education formulated by the centre at the national level from time to time have been generally accepted for implementation by the state of Assam also.

The SCERT, Assam has developed a new curriculum for primary and upper primary education on the basis of the National curriculum Framework of the new policy. Text books for primary schools have been rewritten on the principles of MLL and the development of text books for the Upper Primary stage is also being undertaken.

The establishment of 18 DIETs is an extremely important step taken in the field of teacher education for the improvement of the quality of Elementary education. 55,000 primary, upper primary and Secondary School teachers were oriented about the new approach to education as enunciated in NPE, 86 under the programme of Mass Orientation of School Teachers (PMOST), 35,000 Primary School teachers were oriented under the Special Orientation Programme for primary school teachers (SOPT) about child-centered education and
the use of Teaching-Learning Materials (TLM) supplied throughout the Operation Black Broad (OB) Scheme.

The other centrally sponsored schemes (CSS) implemented for furthering the cause of UEE are DPEP, appointment of Hindi teachers and a new scheme introduced recently Sarva Siksha Abhiyan (SSA). DPEP has covered 8 out of the 25 districts in the state and now SSA has been launched for implementation in the 14 Non-DPEP districts, where Kamrup also included. In this way all the districts in Assam are being covered under the C.S. scheme for achieving the goals of UEE. Various CSS'S have been implemented in Assam with the following financial responsibilities between the state and the central governments.

**Financial Responsibilities of the state and central Govt. under CSS**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of CSS</th>
<th>Central Responsibilities (in %)</th>
<th>State Responsibilities (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>NFE and Adult Education</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2.</td>
<td>Operation Black board</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>IEDC</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Appointment of Hindi teachers</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher Education (DIET and BTC)</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
6. Vocationalisation 75% 25%
7. DPEP 85% 15%
8. SSA (First 5 years) 85% 15%
(2nd 5 years) 75% 25%
(3rd 5 years) 50% 50%

(Source: Education Department, Assam 2001)

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

The DPEP, launched in November 1994, aims at operationalising the strategies for achieving UEE through district-specific planning with emphasis on decentralised management, participatory processes, empowerment and capacity building at all levels.

OBJECTIVES OF DPEP

➢ To provide all children with access to primary education either in the formal system or through the Non-formal education (NFE) programme.
➢ To reduce differences in enrolment, dropout rates and learning achievement among gender and social groups to less than 5%.
➢ To raise average achievement levels by at least 25% over measured base line levels and ensuring achievements of basic
literacy and numeric competencies and a minimum of 40% achievement levels in other competencies by all primary school children.

DPEP is an ambitious attempt to address the systematic challenges and to provide a decisive thrust to universalise and transform the quality of primary education. DPEP also seeks to strengthen the capacity of institutions and organisations for planning, management and evaluation of primary education.

**SELECTION CRITERIA:**

- Educationally backward districts with female literacy below the national average.
- Districts where Total Literacy Campaign (TLC) have generated demand for Elementary education.

**COVERAGE:**

**Phase -1** from 1994 - 2002 :- Darrang, Dhubri, Karbi Anglong, Marigaon.

**Phase -2** from 1997 - 2003 :- Kokrajhar, Barpeta, Bongaigaon, Goalpara, Sonitpur.

**ACHIEVEMENTS: (IN 2000 - 2001)**

- Successful Functioning of 2640 Alternative School Centers. AS)
➤ Successful Functioning of 2220 Early Childhood Education Centers. (ECE)

➤ Covering more areas by Integrated Education for disabled children. (IED)

➤ Distribution of student's work Book.


➤ Conduct of Mass Teacher's Training.

➤ Disbursement of School Grant to all schools.

➤ Disbursement of Teacher Grant to all teachers.

➤ Procurement of Computers.

➤ Conduct First ever Teleconferencing Programme.

➤ Collection of data of unrecognized schools.

➤ Consolidation of the database of Formal schools.

➤ Refresher Training of all existing personnel of AS, NFE, ECE

➤ Training DIET and BTC personnel on Action Research.

Since 1994, DPEP, Assam has developed a three tier system - i.e. State, District and the Block level parallel to the system in the existing mainstream department. Formation of village Education committees (VEC) in the revenue villages has also been launched. Block Resource Centers (BRC) of the Block level and Cluster Resource Centers (CRC) at the cluster level have been set up to look
after the day-to-day activities of DPE. Formation of Mahila Samakhya (Samata) Programme for women's education, ECE and teacher training for school teachers have resulted in positive changes in teaching methods and achievement of objectives through joyful classroom transactions.

SARVA SIKSHA ABHIYAN (SSA):

At the time when 93rd amendment bill of the constitutional status to the right of education as a fundamental right, it has now become the duty of the govt. as well as of every citizen. To ensure this fundamental right of children, new efforts have been made through decentralized planning process. All the ongoing programmes for development of Elementary education in the district level have been sought to be taken up under one organization / programme, named on Sarva Siksha Abhiyan (SSA). Now, through SSA, the aim of UEE is sought to be attained by need based and decentralized planning, enhanced community participation and by involving the Panchayat Raj Institutions (PRI) in matters of school management and supervision. The SSA, a people's movement for education for all will provide useful and relevant Elementary education of satisfactory quality for all by 2010, bridging all social and gender gaps with the active participation of the community in the affairs of the school.
THE OBJECTIVES OF SSA:

➢ All children of 6 - 14 years in school or Education Guarantee Scheme (EGS) or Bridge course by 2003.

➢ All children of 6 - 14 years complete five years of schooling by 2007.

➢ All children of 6 - 14 years complete eight years of schooling by 2010.

➢ Focus on Elementary education of satisfactory quality with emphasis on education for life.

➢ Bridge all gender and social category gaps at primary stage by 2007 and at Elementary level by 2010.

➢ Zero drop out by 2010.

SALIENT FEATURES OF SSA:

➢ Reforms of the state's Elementary education administration and policy.

➢ A state level Mission for UEE.

➢ Non-Formal Education to cease to exist as a separate strategy.

➢ Work largely through the education department's existing structures.

➢ SSA would cover all districts of Assam.
The SSA in Assam will be implemented by an organization, named "AXOM SARVA SIKSHA ABHIYAN MISSION".

**INCENTIVE SCHEMES FOR UEE:**

The problem of enrolment and retention needs to be addressed through proper measures, such as door to door campaigns involving teachers and local community members, preferably ladies and provision of incentives like free uniform, mid-day meals, attendance scholarship, health and medical care etc.

Scholarships and stipends have been awarded chiefly on the basis of competitive examinations with reservation of scholarships for various categories of pupils.

Provision of Mid-day meal is the most important incentive scheme undertaken so far for helping the cause of enrolment and retention at the primary level.

A major step taken by the state govt. in the wake of NPE, 86 for furthering of UEE is the supply of text books free of cost to students of classes I to VII (Elementary stage).
Teacher training widely recognised as one of the significant interventions to improve the quality of school education. There is enough research evidence to suggest that through Teacher training, teachers need to upgrade and update their knowledge, skills and competencies, which in turn would influence pupil’s learning outcomes. Many attempts have been made in our country to enhance teacher empowerment by equipping teachers with necessary teaching skills to initiate desired learning outcomes.

Studies on learning achievement among primary school children in our state have often linked low achievement of children to weaknesses of the teaching force, poor subject mastery, limited skills and high absenteeism. These weaknesses is turn are often linked to inadequate teacher preparation-pre-service and in-service training. However majority of the in-service programmes do not leave the desired impact of the teachers. There is scarcity of suitable tools and techniques for assessing training needs of teachers also.

Realizing the importance of the teacher empowerment and effectiveness to achieve educational objectives at primary level, need of study is felt to assess the status and the extent of impact of the ongoing teacher training programmes, which have been undertaken by the teacher training institutions.

Therefore the study is entitled as—

“IMPACT OF TEACHER TRAINING ON TEACHER EMPOWERMENT AND EFFECTIVENESS AT PRIMARY LEVEL WITH SPECIAL REFERENCE TO KAMRUP DISTRICT.”
REVIEW OF RELATED LITERATURE

Efforts at various levels to bring about change in areas like methods of teaching, curricula, text-books, teacher's behaviour, teachers quality, evaluation etc are being made. Plans for enrichment programmes for students, professional growth of teachers and institutional development are also being chalked out, initiated and successfully carried out. Considering the importance of the area, reports of some research studies and surveys of teacher empowerment and effectiveness tried out by different teacher education institutions in the country have been brought out. The present chapter deals with a review of theoretical literature as well as research work related to this area.

Teacher educators as a world-wide group also seem to lack clarity on the professional identity of teaching and the nature of teacher education, whether at the pre-service or in-service levels. As a result, they have not developed clear mission statements for their enterprise. DEWEY (1904) argued that "the problem of training teachers is one species of a more generic affair-that of training professionals", a theme later taken up by SCHON (1987) and others (Burke 1992). If this is the case, then teacher preparation should operate within a clearly thought-out framework, which reflects the
professional nature of the enterprise. Teacher education, however, is a conspicuous example of practice operating without theory and in many countries is the product of history rather than logic (BUCKBERGER (1995)). It can be said, with many current teacher training programmes, both at pre-service and in-service levels, that they are still training teachers rather than educating professional, TATTOO (19992, study set in Sri Lanka) examined the effectiveness and costs of three different approaches to elementary teacher training pre-service, conventional in-service and distance in-service. The study assesses the effectiveness of various approaches as measured by teacher's theoretical knowledge, their actual class-room performance and pupil achievement. Findings indicate that teacher training changes what the teacher does in the class-room in a way that is positively co-related with pupil achievement. Trainers in the pre-service group are stronger both in subject matter and pedagogy than those in the conventional in-service group. Conventional in-service suits well where the new is to be motivate teachers for long years of service. When large number of unqualified teachers need to be trained at low cost and to provide on the job training as well, distance in-service approach works well.

Some investigations have played down the importance of occupational stress (MILSTEIN, 1988), the fact that stress in
teachers is such a serious problem that it often requires therapeutic intervention. Several surveys of the sources of teacher stress have revealed teaching as highly stressful (BROG & FALZEN, 1989). Although there are obvious differences in socio-demographic variables such as age, experience, genders and teacher rank, evidence suggest that stress has a discernible impact on most teachers (LAUGHLEN, 1984). In attempts to identify the major discussions of teacher stress, a number of exploratory factor analytic studies have been undertaken (CLERK, 1980, DEWE, 1986).

Research evidence (GOOD 1981, SMITH 1980) indicates that in addition to school and classroom environment, teacher's beliefs and expectations may have direct influences on children's performance. High teacher expectations are recognised to be a principal characteristic that differentials more effective schools from less effective in promoting children's school achievement. KELLAGHAN (1980) has believed that teacher effectiveness is further promoted when teachers expect more learning through creating a challenging learning environment. TALTON (1987) and PIERCE (1994) explain that the school is where a wealth of interactions occur among students, teachers, peers and is where learning takes place. These interactions, activities, teacher initiatives, teacher functions create a climate that affects both attitudes and
achievement of students.

As long as uncertainty as to the nature of teaching continues, it will be debilitating for teachers, damaging to their occupation, and a source of confusion in the public's perception of the critically important role, which they play in the lives of the young. Such confusion is also an obstacle to moves that might be made towards the empowerment of teachers. The urgency of the matter is highlighted by the strong move in several countries, including England, towards the de-professionalisation of teachers (Goudson, 1995). In England, according to Maguire (1995), Govt. policies over a five year period have served to reconstruct the teacher as the doer not the thinker, the manager not the scholar, the technician not the intellectual and have charged teacher educators to deliver competency driver, school-based teacher training, thus running the risk of loosing sight of the complexity of both teacher education and the teaching / learning process and disempowering the teacher in the process.

More research has confirmed the critical role that teachers play in the learning process. The realisation has dawned that they hold the key to educational change and effective school improvement, that progress can be made only by working with and through them rather than by attempting to work around them, and that their impact may be
greater in developing than in developed countries (LEWIN, 1993). As a result a simple but revolutionary principle began to take shape and guide policy making in this regard.

Early British studies of school effectiveness (REYNOLDS, 1985) noted how the involvement of students in decision-making was empowering as it enhanced attendance and encouraged positive behaviour. In the context of developing countries, LEVIN and LOCKHEED (1993) asserted that meaningful education requires active participation what is not always considered is how teachers can be empowered to initiate these shifts from teacher activity to pupil activity in situations of economic disadvantage and deprivation. It could be regarded that empowering pedagogy needs to build on existing cultural and pedagogical practices and styles, rather than be artificially inserted. FULLER and CLARKE (1994) claimed that to continue to accumulate evidence from production function studies without specifying local conditions and without linking inputs to teaching practices is becoming a less useful exercise. The challenge exits as to how to empower students and teacher without resorting to hegemonic arrogance about what constitutes a universal, effective formula for empowerment. Rather than creating yet another binary with pedagogical interventions classified as either good or bad.
increasingly the emphasis is on flexibility and reflexive methodological pluralism.

As LOCKHEED (1993) indicated, many primary school teachers in developing countries lack even a secondary school education. Teachers are poorly rewarded with low salaries and low social status. From this disempowered location, they are charged with the empowerment of future generations. In a rational sense, teacher empowerment can involve staff development with opportunity to acquire a broader repertoire of teacher skills and knowledges.

Most school effectiveness studies have focused on academic achievement in terms of basic skills in reading and mathematics or examination results (GOODLAD, 1984). However, a few have also provided evidence of important differences in school/affective outcomes such as attendance, attitudes and behaviour (REYNOLDS, 1976 and MORTIMORE, 1988). The increasing sophistication of school effectiveness research has provided strong evidence that individual student background characteristics account for a much larger proportion of the total variance in student's academic outcome than does the particular school attended. However, gender, socio-economic, ethnicity and language characteristics also have small but continuing influence. CREEMERS (1994) states that 'about 12% to 18% of the variance in student outcomes can be explained by school
and class-room factors when we take account the background of the students.

The key characteristics of effective schools have been identified by SAMMONS (1995) as professional leadership. Shared vision and goals, a learning environment, concentration on teaching and learning, purposeful teaching, high expectations by providing intellectual challenge, positive reinforcement, monitoring progress (pupil-school performance), pupils rights and responsibilities including pupil self esteem, home-school partnership and a learning organisation (school-based staff development). Similarly ALEXANDER (1992) have confirmed and elucidated the importance in effective teaching of factors such as teacher subject knowledge, carefully focused and challenging learning tasks, cognitively demanding teacher-pupil interaction and efficient and economic class-room organisation.

Educational reforms must be made at school level along with system level. As GUHAN (1985) points out the gap between well-intended policies and poor implementation has to be expected, their multiple reasons identified and checks provided to enable 'effective and efficient' implementation with minimum loss of achievement in the process of implementation. The movement from the study of product parameters of quality in primary education to process
parameters is taking place. As SHAEFFER (1997) states, "more recently quality has been defined in relation to the nature of the educational process. The proper organisation of a lesson, the correct use of the texts and home work, the encouragement of child-centered learning, the absolute amount of the spent on a task, all of these are seen as defining the quality of education as a process.

Enormous researches have been conducted on school effectiveness also. However, the present review confined to studies related to elementary education in Indian context. Studies on elementary education proliferated during eighties out of which only 16% of studies were related to learners achievement (GREWAL & GUPTA, 1991). Some of the early studies with large number of sampling coverage reveal very significant facts related to importance of school related factors. For example, KULKARNI (1970) in school achievement survey concluded that the significant variable explaining variations in learner achievement were school related than home background characteristics, however, teacher qualification was not significantly related with achievement. SHUKLA (1974) found the school related and teacher factors influenced learner achievement more than home related variables. The significant influence of school facilities (BUCH, 1983), in service training of teachers (SHUKLA, 1994), quality of education of teachers, learning time and organisation
of school activities (KINGDOM, 1994) on learning achievement were also highlighted.

Classrooms offers great scope for conducting research regarding behaviour of teachers and students, how they approach one another and how teacher’s behaviour changes gradually, when they become more and more experienced and trained. Quite a good number of studies regarding classroom behaviour of teacher and its effect on the school-effectiveness have been conducted specifically, these relate to attitudes of teachers and their classroom behaviour, teacher’s verbal teaching behaviour patterns and student achievement. The classroom behaviour of a teacher will influence the learning outcome of students. This hypothesis was exposed by various researchers like PATEL (1974), GUPTA (1977), YADAV (1987).

There was a positive and significant relationship between pupil’s favourable attitude towards teacher and teacher talk with a high percentage of indirect talk and a low percentage of direct talk. Indirect teacher influence had a favourable effect on motivation, classroom organization and attitude towards teacher. Training system-modified teachers in direct behaviour positively, which further affected pupil’s achievement, pupil’s classroom trust, initiative and adjustment towards school, home and peers.
JANGIRA (1972) investigated the relationships among classroom behaviour training, teacher behaviour and pupil adjustment after employing appropriate controls.

ROKA (1976) reported that apart from the training in the theory and practice of interaction analysis, additional training in interactive behaviour, such as asking divergent questions, lecturing and student response significantly affected achievement at understanding and application levels.

NAIDU (1980) and TAREEN (1980) also studied relationships among teacher training, teacher behaviour or teacher competence and school effectiveness. It was found that training through instructional materials in simulated condition improved teaching competence, which ultimately facilitated the achievement of pupils in the classroom.

In respect of teaching efficiency, DEBNATH (1971) reported that age, experience, academic achievement and professional training are significant determinants of teaching efficiency. THARYANI (1986) studied that intelligence and knowledge in their respective subject areas were found to be the best predictors of teacher effectiveness. Teacher effectiveness as rated by colleagues and by self is significantly correlated with teacher’s ability. DEVA (1966) reported that personality was the most important and intelligence the
least important in practicing success in student teaching, where as intelligence was considered to be the most influential predictor by MAHAPATRA (1987).

Over the last three decades considerable investigative work has been done on teaching, teaching efficiency and teaching effectiveness. Most of the studies have taken samples in specific context of the stage of teacher education, region, teacher qualification, socio-economic background, cultural contexts, rural-urban divide as linking and de-linking factors in these studies. Teaching aptitude, academic grades, socio-economic status, teaching experiences and age appeared to be sound predictors of teacher effectiveness.

High effective teachers were more intelligent, having more ego strength, more self-sentimental, less suspicious, less guilt prove and less radical, found in one study. In this study, intelligence and knowledge in their respective subject areas were also found to be the best predictors of teacher effectiveness. It was also found that more effective teachers were characterised by fairly higher level of differentiation and integration in their cognitive and perpetual functioning. They had a higher capacity for imaginative and original thinking. Professional dignity, altruistic tempers, professional
involvement, democratic temper and family background were found to be co-related with teaching effectiveness.

Factors such as region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness (BUCH, 1987). Predictors of teacher effectiveness which have been researched and investigated include nature, adaptability, attitudes towards children, working conditions, mental ability, professional preparedness, influencing opportunity, job satisfaction and others.

Various independent variables such as sex, locality, organisation, grade, experience and qualification have also highly positive association has been found between teaching effectiveness and teaching aptitude. Like-wise significant difference between effective and in-effective teachers with respect to their level of intelligence has also been observed in most of these studies. Effective teachers has scored significantly higher mean values than ineffective teachers on all the including nature of work, Salary, Supervision, promotion, working conditions, intellectual, emotional and aesthetic self concept variables.

No significant variations were observed between male and female teachers in respect of their effectiveness in teaching. Urban teachers as compared to rural teachers were found
significantly superior so far as effective teaching was concerned. The effectiveness of teachers has also been studied on the basis of their experience and it was established that the highly and moderately experienced teachers were generally more effective as compared to less experienced teachers. Comparison on the basis of qualifications indicated that trained graduate teachers were found significantly superior to trained intermediate and matriculate teachers.

In one of the studies (SHAH, 1995), it was observed that out of the best predictors of teaching effectiveness, positive contributors i.e. nature of work, adaptability, attitude towards children, working condition, mental ability, professional information, peaceful job, intellectual self-concept, knowledge value, job attitude, intelligence, satisfaction with students have predicted 7.9% and negative contributors i.e. livelihood, political value, influencing opportunity, enough leisure and psycho physical hindrance have predicted 6.0% of teaching effectiveness.

In an earlier study (ARORA 1978), it was found that a majority of effective teachers as against in effective teachers decided quite early in life to join the teaching profession. Effective teachers engage themselves in activities connected with schoolwork, in-service education programmes and activities outside the school as well. The
efficiency of teachers was very well affected by their traits, job satisfaction, socio-economic and family conditions as well.

Several studies have been conducted focusing on the perceptions of students of the effective and ineffective teachers. An effective teacher was viewed by students as favorably inclined towards them, consistently attempted to infuse good qualities, provided remedial inputs and always willing to treat them on equal footing without conscientious and acted as a guide (KULANANDELVEL; RAO, 1968).

In the study conducted on the basis of examination results, Head teachers rating and students rating, it was revealed that effective teachers significantly better personality adjustments and more favorable attitudes towards teaching than ineffective teachers. Effective teachers were also found significantly more emotionally stable than in-effective teachers (CHAYA, 1974).

Apart from gaining the basic theoretical understanding of psychological and philosophical context, teachers are also familiarised with various aspects of pedagogy-in in-service training programmes. In these programmes, the trainees are required to deliver nearly 35 to 40 lessens in schools under the guidance of expert teacher educators. This aspect of teacher training commonly knows practice teaching or internship in teaching is the major component.
that provides a chance to the teacher educator to observe behavioural changes in the trainee. An assessment is made at the end of a practice teaching of the effectiveness of the training itself in terms of attainments of the trainee. This aspect of teacher training programs has been researched in several studies, the outcomes of which have been fed back into the system to enhance its efficiency. Findings in one of the investigations are listed below to give an idea of the teaching factors and components that have been studied with a view to find out at which lesson or lessons in the teaching practice period, the teachers effectiveness in general reached the maximum (SOHONI, 1977).

➢ The coefficients of correlation obtained the over all grades and the grade computed on the basis of assessment of components were quite significant in respect of both the experienced and the in experienced teachers. The relationship was higher in the case of subjects in which subject experts observed higher percentage of lessons.

➢ In the case of experienced teachers, teacher's effectiveness in general reached a limit on some lessons in all subjects. In the case of inexperienced teacher, the limit was reached in maximum lessons.
The commonly significant elements of teachers' effectiveness were: ability to motivate the class, ability to speak effectively and ability to use the blackboard aptly.

Certain behaviours such as exposition of the subject matter in an appealing manner, sensitivity to individual differences among pupils and making provision for their differences, relating the topic to other topics and to practical life situations, setting problem solving and emotional assignments, were not attended to by both groups to the desired extent.

BHAGIA (1975) undertook an intensive study of innovations and change and the extent of their utilisation in the schools and teacher training institutions of Haryana. The independent variables were grouped under four categories (activities and efforts, motivational factors, capabilities and clarity about the innovations and facilities and problems) and their effect on the diffusion and implementation of innovations was studied. Findings revealed that teachers did not have a clear idea of their role performance as well as the objectives of various innovations. They needed help in acquiring the technique and behaviour skills required for undertaking this type of work.

Another significant study was undertaken (PANDYA, 1995) to know whether the choice of teaching profession had any effect on
teacher's class-room-behaviour. It should that teacher who had joined teaching profession as their first choice were more concerned with positive motivation and reward, talked less in the class and gave more chance to students to speak. Sustained questioning was significant in their case. Teachers who had not joined teaching as their first choice talked more by giving lectures to students, gave less change to students to speak and creates silence or confusion.

A study (NAWAZ, 1992) of classroom behaviour of introvert and extrovert teachers reported that these two types of teachers did not differ significantly in teacher talk in classroom. More extrovert teachers than introvert teachers praised and encouraged children in the classroom and made the climate tension free. Both types teachers accepted the views of students and asked content-based questions in almost equal number. Again both types of teachers equally used lecture method and guided and directed childrens.

The skill based teacher-training group (STTG) as compared to conventional teacher training group (CTTG) on the classroom behaviour spent more time in accepting pupil and feelings (SARUP). In the former group there was more percentage of student talk and less percentage of teacher talk and higher Teacher Response Ratio (TRR), Teacher Question Ratio (TQR) and Pupil Initiation Ratio (PIR) than in the latter group.
A study designed (RATHNAM) to find out the effectiveness of micro-teaching technique on teacher-trainees in developing questioning skills reported that significant improvement was noticed in student-teachers after the experiment – significant improvement in the questioning skills relating to encouraging pupil’s responses incorporating the use of pausing, handling incorrect responses and calling on non-volunteers was noticed, significant improvement in the teacher’s ability to deal with inadequate pupil’s responses through prompting, seeking clarification and refocusing was seen.

Considerable improvement in the teaching competency after the controlled group was trained in using the skills through microteaching and a corresponding increase in the experimental group after it was trained to use the skill was observed. Improvement was more in the experimental group than in the control group– (BELLIYAPPA). The training in simultaneous integration under microteaching conditions and practice of skills under micro conditions had similar effects on general teaching competence (BEGUM). Before proceeding to real classroom situation practice through microteaching a long with integration of teaching skills should be necessary for student teachers for developing teaching effectiveness (DAS G.)
NEED OF THE STUDY

In spite of many innovative strategies of classroom practices available, now a days, the primary teachers are not able to initiate desired changes in the learners to the fullest possible extent and is unable to contribute much for school effectiveness. Teacher inability to make their pupils accomplish mastery level, in spite of many interventions through various trainings and programmes is an indication that their performance is much below the expectations. The POA (1986) observes that though there are class of teachers, who inspire their pupils, there are some, Who ignore their obligations and are not conducting themselves in a manner befitting to the profession. One therefore needs to ponder and examine why there is such a variation on teacher performance.

School reform for quality improvement has been major challenge implies rapid changes within a dynamic educational scenario where in the teacher is at the very centre stage of action, particularly in the rural areas. Acknowledging the pivotal role of the teacher, education of teachers cannot be viewed as an end in itself but as a continuous programme where in the pre service and in-service components are inseparable. Assuming that the goal of pre-service education is to provide awareness on various educational issues and
basic competencies, the goal of in-service training or 'on the job training' assumes all the more significance and relevance if change is to be implemented and school reforms are to be successful.

Despite concerted efforts in the last decade, in-service training of primary teachers still remains largely sporadic and adhoc particularly in rural and backward areas. Equally disconcerting is the mismatch between training imparted and nature of work in schools and expected outcomes. The issue is further complicated by the existing lacuna between training and educational realities.

We all are aware that teacher training in Assam, both pre-service and in-service is beset with numerous problems. For instance, the pre-service teacher training by and large is theoretical in nature and the practice is not based on theory. The linkages between theory and practice are rather than weak and teacher educator are not able to demonstrate the methodologies of teaching, which they recommend to their trainees.

In the present system of teacher, appointment, the varying level of entry qualification is required to teach at lower and upper primary school level. A mere pass in high school or higher secondary examination is considered to be a sufficient qualification for a primary school teacher. At the primary stage, dealing with young children and for making them understand the concepts included in the
curriculum, people with sound academic base and cognitive maturity are required. It is assumed that the study of school subject along with the methodology of teaching through teacher training programme shall help the prospective teachers to gain insight essential for teaching these subjects to young children. But it has been assumed that teacher-training curriculum, by and large is not based on the systematically conducted analysis of the tasks a teacher has to perform.

It is imperative that teachers should know to prepare, use and evaluate, improvised teaching aids so that their classroom interaction becomes more relevant and effective. By considering the above need and its importance, it is felt that this present study may be a more suitable one at present.

Conception without perception is empty and perception without conception is blind. Our present traditions classroom situation is not far from the above saying. Throughout the classes, teachers dominate while student sit passively. One the teachers give instructions, the students are to follow the instructions. The teachers ask questions and the students answer them. Very often they encourage children to memories the contents of books and the expected question answers. So to remove such type of problems like the traditional dominated classroom teaching, some systems must be taken by creating a more
effective learning environment with new teaching-learning inputs and strategies. In this way, the efficiency of new methods is to be tested before a new system can be widely implemented.

The status of the current elementary teacher education in the state largely remains confined to traditional and stereotyped methods of training. There is a need to improve the instructional strategies in elementary teacher training institutes through which desired in the pre-service and in-service student teachers. There is a need of comprehensive networking of innovations to be included in student teaching programmes as they are the weakest link in teacher education. Practice teaching programme has been conceived as the most powerful intervention in the teacher's professional preparation, but the criticism has crept in because of same of the shortcomings of this programme. i.e.

- Wide gaps between theory and practice.
- Lack of clear cut objectives of the training programme.
- Inadequate institutional training and insufficient inputs before actual practicing in schools.
- Lack of continuous objective and integrated assessment of the trainings.
Consequent to these shortcomings, there arose a gap between teacher preparation and school requirement. It is, therefore, imperative to evolve a system of delivery service quality so that teacher education can come up to the desired level of expectations in District Institute of Education and Training (DIETs), which have been established by 1988-89 in Assam. These institutes are charged with the responsibilities of organising pre-service and in-service programmes in addition to being the nodal resource for elementary education at district level.

Role perception is counted an important factor of the whole personality of an individual. The social framework where the role is to be played is also equally important. This study has been conducted to make a comparison of the role perception of Tribal and Non-Tribal teachers at the primary level and further, to know whose role perception is better. If teachers understand their role properly, they can do their duty more effectively and efficiently and will find their work to be a worthy one.

It is observed in day-to-day functioning that teacher educators often tend to lose contact with content areas relevant to their own disciplines resulting into gaps in communication and latest information. It is, therefore, a felt need in the present day context that teacher education institutions keep in continuous touch with
institutions of higher learning and peer institutions for effective transmission of knowledge and its up-gradation. Moreover, the breaking of isolation from the community is essential for enabling teachers and teacher educators to reconstruct pedagogical and educational principles and practices in the light of experiences gained from mutually beneficial community interactions. This necessity demand a new pedagogy and innovative techniques of teacher's motivation.

Classroom climate is an important component of quality in primary education. The term class-room climate has been employed to comprehend the complexities of the teaching-learning process, both cognitive as well as attitudinal and adjustive. When a new observer comes into a group for the first time, he/she is able to sense a feeling about the group which we might call an 'atmosphere' or a 'climate'. Through classroom climate has many aspects, the climate here is assessed by analysing teacher pupil interaction. There is scientific evidence to prove that class-room climate with its complex pattern of interpersonal attitudes affects the learning process qualitatively and quantitatively. In India, very few researches have been conducted to find out the effectiveness of class-room climate in terms of school achievement and class-room behaviour. In view of the importance of classroom climate as a process variable in learning where the teacher
plays a vital role as monitor and manipulator in learning, an attempt is made have to identify a few climate factors which make the school more effective, teachers more un-powered and students better achievers.

Planning of training inputs for teacher development programme is essentially rooted on the prevailing field reality. Unfortunately, there is no detailed field data system mirroring the training needs of teachers. So the study will depicts the nature of prevailing elementary teacher education courses in our state. The difference of entry qualification and the duration of training period illustrate the prevailing differences in the entry behaviour of trainees and the training inputs provided. However, the exercise to evolve a policy on training inputs first seeks to discern the nature of effectiveness of in-service training on teachers. Here the immediate question that needs to be addressed is what is the framework for planning training inputs or what are the indicators for planning training inputs.

To make effective interventions for quality improvement, the teachers need training. The challenge is not just of the number but is of quality of education. The routine traditional training of indifferent quality is a de-motivator for the teachers. Opportunity should be provided to teachers throughout their courses periodically updating and renewing their knowledge, skills and capabilities. The classroom
and school are relatively small words, which do not provide opportunities for teachers to share in the broader educational community's grouping and constantly changing body of knowledge and experience of teaching. Training programmes serve many different purposes ranging from the renewal and updating of teachers subject knowledge and teaching techniques to training in the application of new children assignment procedures.

The teacher needs re-orientation to his job activities according to the changing conditions of the times. The training enables the teacher to reinforce his/her faith in psychological, sociological and philosophical bases of education. In-service education provides opportunities to grow-up in profession.

Realising the needs for in-service education programmes, the NPE 1986 recommended that every teacher should undergo in-service training at least once in a cycle of 5 years. The focus of in-service education shifted to primary education with the NPE 1986. The DIETs have been provided with a department of in-service education. Implementation of NPE has proved to be a major leap in the field of in-service training programmes for teachers in the state, programmes like PMOST and SOPT proved to be useful in this respect. Establishment of DIETs, BTCs, SCERT, DPEP and SSA project has given a boost to in-service training programmes for teachers.
(primary) in the state. Certainly in-service training programmes will refresh the knowledge of teachers and raise the status of teachers. It helps the teacher to meet the growing needs of children and society at large.

To meet the needs and demands of new education and ever-changing education, teachers must keep in touch with latest trends in education, must refresh his knowledge, orientate his attitude and outlook on problems of education.

Studies in training of teachers in models of teaching need to be designed to find out how for training in particular teaching modes improves the conceptual level of the trainers, their teaching style, adoption of various skills and transfer and reutilization of the same in different situations.

During the last decade effective steps have been taken to enhance and upgrade systems of school education in all its aspects. The National policy on Education 1986 clearly highlighted the used for the government and community to create conditions, which will help to motivate and inspire teachers on constructive and creative lines. The policy further elaborates that teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Several innovative programmes have been
launched as a fallow up to these policy directions, which are directly connected with the teachers, teacher training and teacher effectiveness.

In every district, a District Institute of Education and Training (DIET) has been set up. These institutions impart pre-service teacher training, conduct in-service teacher training programmes and function as resource centre for curriculum development, field level studies, management and planning and educational technology.

It has been increasingly realised that the existing models of imparting fixed durations of pre-service training and followed by sporadic participation in in-service education in a limited may would not in any way serve the purpose of enhancing teacher effectiveness in the future. The inseparability of pre-service teacher education and that of in-service orientation has been clearly emphasised in the National policy and is reflected effectively in the programmes developed subsequently.

Various models of in-service education like institution based training, self-learning materials, cluster based approach, short-term programmes are being attempted extensively. In addition, motion-wide programmes oriented to specific changes have also been launched and successfully completed. During the period 1986-90, the programmed of Mass orientation of school Teachers (PMOST)

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trained same teachers in the schools to acquaint them with the new trends in the policy imperatives. Subsequent to this special orientation programme for Teachers (SOPT) launched in 1993 has trained maximum numbers of teacher by 1996.

Assessing teacher effectiveness is a complex issue and has social and historical dimensions. Traditionally assessment of teacher effectiveness was an alien concept in ancient and medieval India. The teacher’s moral authority, scholarship, wisdom and role in reshaping the lives of the young ones and the society remained unquestionable. The place of teacher was always considered much higher than that of the parents.

In the modern context, specially in the context “Education For All”, things have been changed. Teachers are now part of a large established sector which has its own management system and are accountable to educational authorities and open to formal assessment. The existing system of teacher preparation has its own strengths and weaknesses. It pays scant attention to self-motivated learning. Thus many teachers see assessment of their competencies as a threat rather than as a system, which could provide feedback for improving their skill and competencies. The teacher preparation programmes (TEACHER TRAINING) get confined to classroom transaction strategies. Some theoretical inputs and a few skills like asking
questions or blackboard work. The relationship between the teacher and learner gets trivialised. Under these conditions teachers take a (dim) view of the necessity of their assessment.

Explicitly, no teacher educator, educational administrator or teacher would denounce the need for teacher assessment. The policy makers, the heads of the institutions and those responsible for various aspects of education themselves need different kinds of professional preparedness which would help them to go through assessment and reviews on objective criterion.

Essentially the “assessment” serves the purpose of providing remedial inputs to the teacher and indicating to him/her those gap areas where self-improvement is possible. The major objectives for the existing practices of assessment aims at professional improvement. Certain components included in the assessment are also utilised to determine the teacher’s fitness for promotions and capabilities for handling assignments other than teaching. The promotions and upward career mobility is determined by seniority in most of the cases. If teacher effectiveness is assessed from time to time and result feedback into system, it may motivate those who are brilliant, enthusiastic, idealistic and professionally better equipped. While appraisal of potentialities for undertaking studies, surveys and researches is made in the existing systems, the same should be
utilised to provide encouragement and support to the identified teachers.

A fresh look at the existing appraisal systems is necessary. One of the latest development is the establishment of based level organisation like village education committees (VEC), Gaon Panchyat Education Committees (GPEC), Te-Garden Education Committees (TGEC), Mother Groups (MK), Parent-Teacher's associations etc. vested with the responsibility of the schools, recruitment of teachers and their assessment. This innovation would be observed with keen interest as it has the potentiality of restoring the age old relationship between the schools and the community. Assessment practices would also change due to explosive impacts of information technologies which have the capacity and capability of changing the very concept of class rooms and transforming the role of teachers.

Efficiency shall also get increasingly linked to teachers attitudes and skills in utilising and developing an effective rapport with the learners and the communities. At present these aspects do not receive the attention in appraisals but would become expedient in the future. The existing assessment procedures tilt towards internal indicators, rely heavily upon the examination results and teaching performance. They also seek details on operating indicators like use
of equipment and other resources. However, indicators of innovativeness, community acceptability, interactive abilities, productivity in terms of publications, material development, design of activities, development of experiments etc. should also receive due attention.

The National Council for Teacher Education (NCTE) has recently identified ten competency areas—five commitment areas and five performance areas. The competency areas are—contextual, conceptual, content, transactional, other educational activities, develop teaching–learning material evaluation, management, working with parents, working with community and other agencies. The commitments, to be internalised and put to practice are commitment to the learner, to community/society, to the profession, to the knowledge/excellence and to values. The performance areas are classroom; school level, outside school, parent related and community related. These three areas, taken together could very well be the guiding factors in assessing teacher effectiveness through well-designed and professionally developed appraisal systems. Teachers then would accept assessment as an opportunity to receive desirable remedial inputs to themselves and to their institution, thereby improving their worth, credibility and professionalism.
The declaration on upper primary Education (UPE) followed by the world conference on Education for all and the world summit on children in the early 90's have re-affronted to improve the quality and relevance of primary education programmer by intensifying the efforts to improve the quality and relevance of primary education programmes by intensifying the efforts to improve the status of training and condition of teachers to improve learning content and material and to carry out other necessary reforms of our education system. The need to turn out teachers with adequate skills and professionalism is practiced by some of the primary education projects that have been launched.

Sustainable improvement in the quality and management of primary education demands continuing education of teachers, teacher-educators and other personnel associated with it NPE(1986) viewed pre-service and in-service training as inseparable, teacher education being a continuous process. It envisaged the establishment of DIETs as pace-setting institutions for preparing teachers and to provide technical support for the improvement of primary education. According to RAJPUT (1995), education of requisite quality has a pre-requisite that 'good education demands good teachers'. Prior to NPE (1986), the Education Commission of 1960-66 has also emphasized the centrality of teacher preparation in improving the
quality of education. It was stated that ‘of all the factors that influence the quality of education, the competence and character of teachers are undoubtedly the most significant’.

It was found that the prospective teachers lack pedagogical skills due to more time being given to general and academic education rather than pedagogical skills – observed and assessed by LOK JUMBISH (1993-94). The outcome has been that primary teachers are unable to deal creatively with the pedagogical challenges in the classroom. To meet the needs and demands of new education and ever, changing education, teachers must keep in touch with latest trends in education, must refresh his knowledge, orientate his attitude and outlook on problems of education.
TEACHER TRAINING

India's highly influential Education commission (1964-66) held the quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development.

The shortage of good teachers both with respect to supply and adequate training is considered a major handicap in the efficiency of educational systems. The 1991 teacher-training syllabus affirms that the status and quality of teacher education of our country especially at the elementary level is far from satisfactory (NCERT, 1991).

The teacher needs to be empowered through training inputs to gain greater insights into the complexities of the society and the historical perspective of the developmental process. There are three distinct possibilities of designing courses in teacher training for the elementary stage:

- Teacher training programme exclusively for primary school stage (classes 1 to v)
- Teacher training programme for elementary school stage (classes I to VIII) and
- Teacher training programme exclusively for upper primary school stage (classes VI to VIII).
Professional development of teachers begins with pre-service and gets renewed through in-service programmes. There are elements of 'change' and 'continuity' in teacher education system which necessitate renewal and up-gradation of skills and competencies. In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play significant roles.

Pre-service teacher training is a process of transformation of the untrained entrants possessing requisite background education into competent and committed professional educators. In-service training programme is needed for all serving teachers to renew and upgrade their skills in dealing with children with special needs. In-service training becomes imperative for the special education teachers to update themselves with the latest innovations and techniques of teaching in the field of special education. These would also apply to preparation of multi-category special teachers.

An important empowerment instrument for the school level is the training and further development of teachers. When the school has stated a mission and when all teachers acknowledge the mission, it is possible for school leaders to monitor teacher functioning on the basis of the mission goals and statements. In-service training by support
agencies or teacher trainers is not the only method of professionalization. Professionalization should be geared at empirically effective classroom and school characteristics that are known to promote student outcomes.

The expansion in the number of schools, enrolment of children and recruitment of teachers the quality of education imparted in schools has suffered and brought down the standard of academic achievement of students. Because of all these primary teachers' professional standing the status of primary education is facing severe criticism everywhere. Various commissions set up by the government have emphasized the need for improvement of the status of primary education by proper teacher empowerment both academically and professionally. With regard to teacher empowerment our main emphasis is on programmes of in-service training of teachers so that they can undertake activities with most of the class-room lessons.

It is true that teacher plays a pivotal role in moulding the personality of the child not by way of transmitting orally about what is already there in voluminous books, but through interpreting in positive, purposive and progressive way by allowing the child to think and act. Realizing the importance of the teacher empowerment and professional development of teachers to accomplish educational objectives, our state conducted an extensive in-service training
programme to all the primary school teachers. During the training programme primary school teachers are exposed to new strategies of teaching, basing on the principles with a motive to exhaust their professional skills.

Professional training is not a prerequisite for entering the job of a teacher at any level of school education in Assam, although same weightage is given for pre-service training at the time of selection of teachers. This has led over the years to the phenomenon of recruitment of batches after batches of untrained persons as teachers. Pre-service training along with in-service training for Middle school teachers was introduced in the Nineteen Seventies in the Normal schools. But the arrangement was discontinued sometime in 1978-79, because of problems relating to jobs for such trained teachers. As a result, Middle schools too are suffering from lack of trained teachers. Pre-service training has been introduced for aspirants of jobs as primary school teachers for the first time in DIETs in January 2000. It may be expected that the number for untrained teachers at this level can be substantially reduced or even removed in a few years from now.
TEACHER TRAINING AND TEACHER TRAINING INSTITUTIONS
(For elementary stage)

In the state Assam, the responsibility of teacher training is vested in SCERT (State Council of Educational Research and Training), Assam along with the institutions under its control and constituent units and some other institutions as given below-

1. State Council of Educational Research and Training (SCERT), Guwahati.
   - State Institute of Education (SIE), Jorhat.
   - State Institute of Science Education (SISE), Guwahati.
   - District Institute of Education and Training (DIET)
   - Basic Training Centres (BTC)
   - Normal Schools
   - Educational Technology (E.T.Cell)
   - Pre-primary Training Centre, Dibrugarh.
   - English Language Teaching Institute (ELTI)
   - State Resource Centre (SRC)
   - District Primary Education Programme (DPEP)
     - Block Resource Centre (BRC)
     - Cluster Resource Centre (CRC)

In addition to the above, in-service trainings of teachers are also held regularly by some National and International Organisations.
NATURE OF TRAINING PROGRAMMES:

Various training programmes are conducted for raising teacher's competencies in order to improve the quality of school education at elementary stages. The nature of programmes of these institutions are as follows-

- Pre-service training.
- In-service training.
- General orientation.
- Special orientation.
- Key/Resource person training.
- Curriculum and Textbook development.
- Evaluation and Examination Reforms.
- Training for educational technology.
- Training for improvement of science education.
- Training for research (Action) and innovations.
- Training in early childhood education.
- Training for the improvement of English teaching.

*NCERT* : National Council of Educational Research and Training.
*WHO* : World Health Organisation.
*NHEES* : Nutrition, Health Education and Environmental Sanitation.
*NCTE* : National Council for Teacher Education.
*NGO* : Non Government Organisation.
ROLE OF ACADEMIC ORGANISATIONS AND INSTITUTIONS

During the years 1963 and 1970-73, institutions like SIE, SISE, E.T. Cell and EVGB were set up in order to carry out different activities for improvement of school education. But generally they functioned in isolation without themselves. In order to streamline, integrate and coordinate academic activities and professional activities at the school level as well as for administrative convenience, the new organisation SCERT was set up in 1985 as a state level counterpart of NCERT (National Council of Educational Research and Training). SCERT is concerned generally with the qualitative improvement of school education and specially with teacher training in the state.

(a) Functions of SCERT :-

Since its inception in 1985, the SCERT, has organised in-service training programmes for up-gradation of pedagogic skills of teachers and teacher educators at all stages of school education in the state. It has also -

- Developed textual and supplementary instructional materials of quality and initiated projects for the qualitative improvement of school education.
- It develops curriculum for Elementary schools and teacher training.
- It conducts studies and investigations of different educational problems.
- It has served as a clearing house for new ideas and practices.
- It develops teaching aids, educational films, slides, cassettes etc. for school education and also for teacher education.
- It is acting as an advisory body for planning, management and implementation of all educational programmes within the ambit of school education and teacher education.
- It undertakes all academic works relating to implementation of the NPE.

(b) Functions of SIE: -

- To organise short-term in-service training courses for Elementary teachers and teacher educators.
- To prepare textual and other instructional materials on various subjects for teacher, teacher educators and supervisory officers (excluding science and mathematics).
- To prepare syllabus for Elementary level on various subjects.
To plan and conduct NCERT, UNICEF projects in various areas like population education, EOSE (Environmental orientation to school Education) etc.

To conduct research and evaluation in different educational aspects and publication of findings.

To organise school complexes and parent-teacher associations.

To collaborate in the educational broadcasting programmes of All India Radio and Doordarshan.

(c) Functions of SISE: -

To organise short-term in-service training programmes on teaching of science and Mathematics.

To prepare syllabus on science and Mathematics for Elementary stage.

To prepare text books and instructional materials for teachers, teacher educators and supervisory officers on science and Mathematics.

To develop science kits and improvised teaching aids in science and Mathematics.

To develop teaching techniques.

To conduct UNICEF/ NCERT/NCTE projects or programmes on science and Mathematics.
- To organise science exhibition, fairs etc. on science and Mathematics at the state level.
- To organise educational broadcast / telecast programmes of AIR and Doordarshan.
- To publish periodic magazines and research journals.

(d) Functions of EOSE: -

- To study nature.
- To study ecological problems of villages.
- To prepare books / booklets / brochures on environment.
- To develop slides, audio-video tapes, films an environment conservation.
- To organise seminars for creating environment awareness.
- To orient teachers about environment awareness.

(e) Normal Schools: -

An indigenous system of education existed in Assam at the time of extension of British rule to this land in 1826. After the British rulers, the Govt. of Assam opened 16 teacher training classes attached to MV and ME Schools (1901-02) in order to increase the competencies of teachers. But they were abolished in 1903, apparently, because it was not found to be a satisfactory arrangement. Nevertheless, it did not take the government long to restart the programme of teacher training. In 1905, two Normal schools were
established at Jorhat and Silchar to impart training for MV and ME school teachers. By 1920, the number of Normal Schools was raised to 11.

The nature of programmes of these training institutions includes pre-service and in-service programmes for the Elementary level. The duration of the course is one year.

(f) Basic Training Centre (BTC) :-

Basic Training Centres were established in a phased manner from 1948. Initially 6 BTCs were established by the Govt at Kamrup (Mirza), Nagaon (Raha), Jorhat(Titabar), Sonitpur (Chatia), Cacher (Udarbond) and Shillong (then capital of Assam). In 1962, 18 more BTCs were taken over by the Govt with the following uniform Staffing pattern

Principal - 1
Graduate Instructors - 5
Instructors - 2

Before the establishment of DIETs (District Institute of Education and Training) in Assam (1989), BTCs were the only institutions for in-service training of primary school teachers with duration of one-year. Although the training was pre-service in nature, teachers were deputed for such training courses after their appointments in different
schools. While the facilities for this kind of in-service training remained static, more or less, the number of teachers needing such training started swelling with the number of schools increasing greatly every year, leading to the phenomenon of huge numbers of untrained teachers. In 1999, a new strategy was adopted in order to remove the backlog of untrained teachers by condensing the one-year course to a six-month course, thereby increasing the coverage considerably. Moreover, two-year pre-service training courses have also been introduced since 2000, so that pre-service training may be made a compulsory pre-requisite norm for the development of primary school teachers in the near future.

With the implementation of NPE, 86, the scheme of upgradation of BTCs to DIETs was adopted in Assam. Initially the Basic Training Certificate examination was conducted by the Basic Education Board, which was later transferred to the office of the DPI under the direct control of a joint Director. Again, when separate Directorates were established subsequently for Higher, Secondary and Elementary education, the BTCs came under the direct control of the Directorate of Elementary Education. Though SCERT was set up in 1985, yet the control of BTCs came under the SCERT only in 1991 and accordingly the certificate examination has also been being conducted by SCERT thereafter.
(g) District Institute of Education and Training (DIET) :-

The NPE, 1986 envisaged the setting up of DIETs with a view to improving the quality of elementary education, hastening the attainment of the goals of the UEE and achieving the targets of adult education. In pursuance of the policy, the DIETs were started in 1988-89 in Assam and at present the total numbers of DIETs in Assam is 18 in eighteen district. The NCTE developed guidelines and syllabi for elementary teacher education through a series of workshops held in 1989-90.

The major responsibilities of the DIETs include-

- Providing Pre-service and in-service training of Elementary school teachers.
- Providing instructional courses and continuing education to Non-Formal and Adult Education Instructors and supervisors.
- Conducting Action research and experiments.
- Oriention of community leaders and functionaries of voluntary organisations.
- Consultancy and advice
- Academic support to school complexes and District Board of education.
The staffing pattern of DIETs as follows:-

<table>
<thead>
<tr>
<th>Name of posts</th>
<th>No. of posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>1</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>6</td>
</tr>
<tr>
<td>Lecturer</td>
<td>17</td>
</tr>
<tr>
<td>Works experience teacher</td>
<td>1</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Statistical Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1</td>
</tr>
<tr>
<td>Accountant</td>
<td>1</td>
</tr>
<tr>
<td>Other Staff</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

A DIET will have 3 main functions: -

- Training (both of induction level as well as continuing varieties)
- Resource support (extension / guidance, development of materials, aids, evolution tools etc)
- Action Research.

The seven academic branches of DIETs are -

- Pre-service Teacher Education (PSTE)
- Work Experience (WE)
- District Resource Unit (DRU)
- In-service programme, Field Interaction and Interaction Coordination (IFIC)
- Curriculum, Material Development and Evaluation (CMDE)
- Educational Technology (ET)
- Planning and Management (P&M)

(H) Educational Technology Cell (E.T.Cell):-

The E.T.Cell was set up by the govt. under the Directorate of Elementary Education in 1979 with the following functions -

- To organise workshop of Elementary level teachers for making models, graphics, map drawing etc.
- To make use of all audio-visual and other modern technologies in the teaching-learning process.
- To arrange the exhibit educational films related to the curriculum in a planned manner.
- To prepare / print literature required for the lessons to be broadcast.
- To develop instructional materials and low cost teaching aids, audio-visual aids, production of films, videotapes, films strips etc.
(I) State Resource Centre (SRC)

The State Resource Centre was set up in 1995 at Guwahati, under the Department of Adult Education. The main function of this institute is to take care of all academic activities related to adult education. It provides training to the adult education functionaries working in the field and preparing and providing teaching-learning materials for adult education.

Steps taken to ensure Adequate supply of Trained Teachers :-

At present the state is maintaining an average Teacher-Pupil ratio of 1:27 for the three stages of school education, the break-up as per the data available from the Statistics Branch of the Directorate of Secondary Education being -

- Primary - 1 : 36
- Upper Primary - 1 : 26
- Secondary - 1 : 20
- Senior Secondary - 1 : 25

Thus from the teacher-pupil ratio point of view, it may be stated that there is no shortage of teachers, but it is in respect of the number of component and trained teachers the state has been suffering a lot of problems with regard to quality education.
The government has already taken initiative to train up all the primary teachers within 3 to 4 years by engaging 45 Elementary Level Teacher training Institutes. It may however be stated that the 18 DIETs in the state, particularly, their In-service Field Interaction and Innovation Co-ordination Departments, which have the required manpower can shoulder the responsibility of the one-year in-service training course for Middle School teachers immediately to clear the huge backlog of untrained Middle School teachers.

To check the free entry of untrained teachers at the Elementary Level, the Govt. of Assam has introduced a two-year Pre-service Teacher Education Curriculum (PSTE curriculum) since 2000 in 17 DIETs under the Department PSTE. This newly introduced PSTE curriculum has been developed on the basis of norms laid down by the NCTE in their curriculum framework in a semester system. The total of 4 semesters in two years includes the following areas of teacher education considering the requirements of teacher's competencies, commitments and performance in various aspects of Elementary education.

- Education in emerging society.
- Knowledge learner and guide.
- School management and Action Research.
- Pre-primary Education.
- Evaluation and remedial measures.
- Working with community.
- Work Education.
- School attachment cum internship.
- Practice teaching.
- Physical and health education.
- Language teaching.
- Mathematics teaching.
- Teaching of English.
- Science teaching.
- Social studies teaching.
- Art and Creative education.

The curriculum transaction in Elementary level Teacher Training Institutes (BTCs, Normal Schools and DIETs) is under the direct control of SCERT, Assam. Recently the Junior Basic Training (JBT) Curriculum has been restructured keeping in view the National Curriculum Framework for teacher education. Accordingly new curriculum inputs like- Action Research or day to day class-room situation, community related works to improve community participation in schools in both academic and non-academic aspects, effective implementation strategies for evaluating the children's
performance, techniques involving the active participation of children in teaching-learning process etc have been added.

Multi-grade Teaching, Interactive Learning etc.

Multi-grade teaching is one of the major issues in primary education. Almost 60% of the schools have been running with one or two teachers. NPE (1986) had drawn special attention to multi-grade teaching situations in primary schools. The issue was duly taken up during the 10-day Mass orientation of primary teachers (PMOST) programme. The complete module was developed on multi-grade teaching containing the day's flexible routine, introduction of teaching through monitoring by the brighter students, sitting arrangement of pupils, keeping blackboards and teaching-learning materials for self-learning, introduction of interactive learning. The module dealt specifically with problems in schools and their appropriate solutions at the school level itself. The SOPT training package, which was developed for the state by SCERT, Assam on the basis of the national level module, laid due stress on issues and problems related to multi-grade teaching in primary schools.

The module on multi-grade teaching under SOPT and PMOST mainly had taken care of the following issues:

- School management and classroom arrangement.
- Curriculum management.
- Teaching-learning strategies.
- Co-curriculum activities.

Various skills of involving pupils in learning activities had been thoroughly discussed in the following manner in the SOPT module:-

- Direct teaching.
- Appointment of student leader.
- Collaborative learning.
- Self-learning.
- Educational field trip.
- Involvement of community members in academic activities.
- Group learning and group teaching.

A detailed class-room activity planning has been highlighted for a period of 1 (one) hour duration in the following manner for a single teacher :-

<table>
<thead>
<tr>
<th>Time division</th>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
<th>Class IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 20 minutes</td>
<td>Teacher</td>
<td>Monitor</td>
<td>Self-learning</td>
<td>Monitor</td>
</tr>
<tr>
<td>2nd 20 minutes</td>
<td>Self-learning</td>
<td>Teacher</td>
<td>Monitor</td>
<td>Self-learning</td>
</tr>
<tr>
<td>3rd 20 minutes</td>
<td>Monitor</td>
<td>Self-learning</td>
<td>Monitor</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
Considering real situations in schools, a flexible daily routine is also discussed in the module as given below:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Clearing of school compound</td>
</tr>
<tr>
<td>15 mins</td>
<td>Prayer and attendance</td>
</tr>
<tr>
<td>30 mins</td>
<td>Group work</td>
</tr>
<tr>
<td>60 mins</td>
<td>Mathematics teaching</td>
</tr>
<tr>
<td>30 mins</td>
<td>Rest and Recreation</td>
</tr>
<tr>
<td>60 mins</td>
<td>Language teaching</td>
</tr>
<tr>
<td>45 mins</td>
<td>Evs and Science</td>
</tr>
<tr>
<td>45 mins</td>
<td>Group games /Drawing/Work experience</td>
</tr>
<tr>
<td>60 mins</td>
<td>Save time</td>
</tr>
</tbody>
</table>

Total = 6 hours

After 1986, the aspect of multi-grade teaching has been incorporated in the Junior Basic Training (JBT) Curriculum. SCERT, Assam has already developed instructional materials for working teachers in the form of teacher's guidebook to tackle the problems of multi-grade situations. DPEP, Assam has been making special interventions for tackling multi-grade teaching in the DPEP districts.
IN-SERVICE TEACHER TRAINING IN MULTIGRADE TEACHING FRAMEWORK

TASK EXPOSURE AND TRAINING

**PHASE - I**

**TASK GENERATION**

| Diagnosis of pupil's Participation and Achievement level. |
| Identification of Teaching-Learning Resources |
| Identification of Learning Problems and Difficult concepts. |

**TASK PRESENTATION**

| Methodology. |
| Management skills. |
| Instructional planning. |
| Continuous and Comprehensive pupil Evaluation. |

**PHASE - II**

**TASK PERFORMANCE**

| Direct Teaching |
| Peer Groupwork |
| Self-study |
| Collective Teaching |

**TASK EVALUATION**

| Feed back |
| Supervised Teaching |
| Follow-up of Training. |

(* B.R. GOYAL)
Organization of other In-service Training Programmes: -

In-service training of teachers can be organised through various modes, such as, face-to-face interaction, distance mode and through direct interaction and distance mode together. It has to be based on their needs related to educational policies, educational innovations, content enrichment and professional competence.

The following are the important techniques of organising different in-service education programmes.

- Seminar.
- Workshop.
- Orientation Programme.
- Refresher Course.
- Symposium.
- Panel Discussion.
- Conference.

However, teacher in-service training-in order to be successful - has to be seen as part of a combined effort from different directions, - the success depends on curriculum, schoolbooks, teaching-learning materials, school administration, parental (community) support and the retention of teachers. The factors that influenced the design of the new training strategy (M. M. JHA) are -

- The poor motivational level of teachers and the numerous constraints under which they are forced to work-such as poor
teaching and learning environment, non responsive community and poor supervisory support.

- The inevitability of the multi-grade / multilevel situation which has further worsened with a step rise in enrolment.
- Poor linkage of the Education Department and poor monitoring / supervising.

In order to deal with the above, the in-service training and modules have designed with a period of one year / six months / eight months, where main objectives are –

- A high degree motivational input to help teachers realize the crucial role that they play in tackling the ills in society and in shaping future of the country.
- To help teachers understand the role of primary education in a child's life with particular reference to life skills.
- To provide an insight into a 'child-centered, activity based and joyful, teaching method where the emphasis is on stimulation and creativity.
- To provide basic skills in using materials and concepts from the child's immediate environment as the basic teaching-learning materials.
- To help teachers imbibe the concept of team training especially in the multi-grade and multi-level context.
- To help teachers appreciate the need for the active participation and ownership of the community in order to achieve desired results, especially in the context of UEE.
- To build a training that could address the needs of teachers and provide for continuous training support.
PROBLEMS AND TRENDS IN SERVICE TEACHER TRAINING

In the chorus of support for improved in-service education and training for teachers that has characterized educational discussion in most developed countries in recent years, there has been little room for the mention of doubts and possible drawbacks yet it can not be assumed that this particular area of activity is free of the problem that accompany most large scale efforts at reform.

It has been a familiar experience for a new kind of provision to receive almost universal backing up to the point when question begin to be asked about its effectiveness of in-service education.

It is too easy to assume that in-service education is a cumulative process that each new exposure to ideas and technique can build upon existing experience. But it may well be that the improvement of effectiveness includes a good deal of unlearning as well as new learning and that as people get experience and more established, bad habits become increasingly difficult to eradicate. If this is so, then the relative costs of in-service education are likely to be high.

One potential weakness of extended in-service provision is that it will undermine rather than enhance the teacher’s sense of mastery and professional self confidence. The explosion of Knowledge of the
past few years represents a threat as well as a set of new opportunities. When then parent or teacher or head or administrator or educational specialist, we are increasingly conscious of the existence of a very large volume of knowledge relevant to our tasks to which for reasons of time or space or language we do not have access, and a still considerable body of knowledge which we do possess but which we are not clever or skillful enough to use.

Teachers react in different ways. There is a great deal of self defensive talk about theorists, and the airy stratospheric wooliness of those who have escaped from the classroom. Less evident, but no less real, there is a certain sense of guilt and inadequacy. Some learn to handle the problem of information overload by specialization and the use of various selective filters, some deny the relevance and usefulness of what they hear, some simply stop listening. Defensiveness, cynicism, guilt, over-specialization, denial and the stopping of ears are no basis for the success of an in-service programme. Yet these are among reaction that our follow if we fail to take account of the danger of creating unreal expectation. The problem is not restricted to education. Each new effort at dissemination by bodies setup to stimulate and promote innovation and as a means of making new knowledge available for curriculum development adds to the pressure.
It is an argument for ensuring that these efforts are built upon an appropriate initial personal and professional education, that they are organized in such a way as to strengthen rather than undermine the teacher’s professional identity and to enhance rather than diminish his/her chances of genuine job satisfaction. And it is no good providing teachers with the knowledge and skills for more effective action if we do not at the same give the conditions and the equipment that will enable this action to be effective. Decisions to give priority to in-service provision above the lengthening of the period of initial training or above the further improvement of the pupil/teacher ratio imply a judgment above the relative gains from in-service education as compared with other educational reforms.

There is indeed some evidence to suggest that class size correlates poorly with educational outcome, and that marginal improvements in pupil/teacher ratios do not in themselves do much to produce better results. This finding conflicts with common sense and with the judgment of many teachers, but it is difficult to disagree with PIDGEON (1974), who after carefully reviewing a wide range of studies, states:

"...............the traditional methods by which a teacher passively imparts knowledge to whole classes are likely to be equally effective over a fairly wide range of class size. Many
teachers with large classes tend to restrict their curriculum, often to the limited group of subjects more amenable to measurement in research studies, while many others with small classes fail to adopt with most methods of instruction........."

It seems clear that the crucial factors are not class size as such, but the mode of teaching employed and the quality of that teaching. Better in-service provision may help teachers to acquire some of the competencies necessary to adopt their teaching strategies to group of various sizes, but unless careful consideration is given to the composition of the total resource “mix”, such enhanced competencies are unlikely to result in improved educational outcomes.

A further potential area of difficulty about in-service expansion is the balance that will be held between courses and activities of different kinds, particularly longer award-bearing programmers and shorter more intensive courses relating to more specific class rooms and school problems. An appropriate balance needs to be held between the staff development functions of in-service provision, which are rooted in the needs of institutions and of systems rather than of individuals, and further professional study, which is mainly directed to the career interests of individual teachers.

It remains important that in-service experience should not be simply a matter of attendance at full-time or past-time course. Such
experience should be reconceptualized as taking in all the means whereby the teacher can acquire new knowledge and understanding and a higher level of competency. This is not simply a matter of the availability of training and resource center open to teachers in an area but also of ensuring that in their initial training teachers learn to use and value the literature of their profession.

There is also the question of the control of in-service education. There appears to be a general trend for national, regional and local employment authorities to assume more responsibility for the promotion, organization and financing of in-service education than such bodies have for the initial education of the teacher. There is still a good deal of pluralism in the arrangements in many countries, but this some time conceals a subtle yet important conflict about who should control in-service provision.

There is a growing feeling that teachers education is not effective in turning out efficient teacher and this concern is adequately reflected in the NPE (1986) and POA (1992).

Teacher education institutions do not have enough scope for preparing teachers for special fields such as craft, arts, physical education, music, teachers for disadvantaged group and also teaching in variety of contexts like multi grade, integrated set up and handling large size classes etc.
The situation relating to availability of trained manpower for schools is indeed paradoxical. Trained teachers remain uncompleted for years together (in case of pre service trained) and there is shortage of trained teachers in schools specially in tribal and rural areas. There is a dilemma of over-supply of trained teachers in urban areas on the one hand, and on the other hand there is a short supply of teachers in remote areas and in certain curriculum areas like science and mathematics.

The professional preparation of teacher educations is another concern, which deserve serious consideration. In teacher training institution most of the faculty members hold post-graduate degree in some discipline and a degree in education or teaching. They are not specially trained for training prospective teachers, as there is no course available in teacher training methodologies. During the last few years a large number of persons have joined teacher education institution without having ever taught in school. This has exacerbated theoretical orientation of teacher education, which has very often been pointed out and criticised by almost every commission or committed on education. In fact, there is hardly any course available for the preparation of elementary teacher educations for the DIETs. To professionalise teacher education it would be necessary in the years to come to develop professional preparation programmes for teacher education.
One of the major drawbacks suffered by the teacher education system is the lack of inflow and utilization of researches and innovations in the system. Teachers and schools are not seriously involved in the conduct of researches and innovations.

Need for Monitoring Systems of In-service Training Programmes:

During achievement studies conducted by National council of Educational Research and Training (JANGIRA, 1994) and the National Institute of educational planning and Administration (NIEPA) paint a dismal picture with regard to pupil's achievement in Mathematics and Language in primary grades. One reason for this situation is low performance of teachers in our schools. Recurrent training of teachers has now been recognized as one of the relatively more effective strategic for improving teacher's classroom performance. This is because improvement in quality of teacher's instruction leads to improvement in pupil's achievement. Considerable investment in terms of time, money and energy is being made in the in-service training of teachers, but very little is known about the benefits occurring from this training in terms of desirable changes in teacher's behaviour and improvement in pupil's learning. It has generally been observed that the organizing agencies pay a lot of attention to the quality of training.
Unless the training imported to the teachers and trainees is of appropriate quality, it is very difficult to expect the derived dividends. Therefore, there is a need to ensure the quality of training in order to improve the quality of education. For ensuring the quality of training it needs to be monitored on a continuing basis.

**QUALITY INDICATORS TO BE MONITORED:**

Dependable indictors of quality of training are of wide range – trainee’s learning outcomes, their satisfaction with the training programme, gain in knowledge, refinement of skill’s etc. It is now being realized that learning outcomes should not be restricted to cognitive aspects only. These should include affective aspects, such as self-concept and attitude towards school and work.

Improvement in teaching skills of trainees is also an important indicator. These indicators are in terms of desirable changes in trainees behaviour as a result of training. Besides improvement in pupil’s learning outcomes as a result of their training is the most significant indicator of the quality of training.

Besides measuring quality of training on the basis of the above mentioned indicators, it is possible to determine the quality of training by assessing the quality of training inputs and processes. This approach is based on the premise that if training inputs and processes meet specified aims on various inputs and process measures, the quality of training would necessarily follow. The quality indicators relating to training inputs and processes are:
➢ Adequacy of infrastructure facilities.

➢ Availability of necessary equipment and library facilities.

➢ Appropriateness of training content and material.

➢ Instructional approaches and methodologies of training used and

➢ Competence of resource faculty.

To monitor the quality of training inputs and process one needs to realise that these can be improved on a continuing basis in the light of feedback that result from monitoring.

Organizers and decision makers of training programmes now attach more importance to monitoring of date about various facets of the programme in order to arrive at sound decisions. Earlier they used to take decision on the basis of their perceptions, informal conversation, discussion with concerned functionaries etc. The decision makers now realize that the information collected from these sources is generally inadequate to improve the quality of programmes. Therefore, they now seek specific information on different aspect of training programmes. This is possible only through monitoring of programmes on a continuing basis. Monitoring data is relatively more objective and
relevant, as it provides specific information to decision makers to take corrective steps in order to improve the quality of programmes.

**Monitoring data can serve general functions.** The data can be used to identify problem areas in the training programme so that corrective action can be taken. It can assist administrators in determining the best allocation of resources. It can be used to diagnose strengths and weakness of a training programme. It can stimulate discussion about the objectives of training and give rise to new ideas that affect policy and practice.

**Monitoring data can also motivate organizers of training, resource persons and teachers to improve their performance.** This function can hardly be achieved without top down accountability.

It has been observed that in many cases, availability of monitoring information stimulated self-regulatory mechanism for improving the quality of training. The impetus of monitoring also stems from the discontentment of policy makers about the quality of training programmers of teachers.

**TYPES OF MONITORING:**

There are three types of monitoring systems for in-service teacher training, which are explained as follows ---
A. Compliance Monitoring:

Compliance monitoring attempts to determine whether the required inputs have been provided or not. The assumption underlying the use of compliance monitoring is that if training centres meet specified standards on various input measures, then the adequate levels of performance would necessarily follow. Inputs which contribute to the quality training are instructional facilities, resource faculty etc. Compliance monitoring determines the appropriateness and adequacy of these inputs in the light of standards set for these inputs.

B. Diagnostic Monitoring:

Diagnostic Monitoring systems places little emphasis on training inputs. Its main purpose is to identify specific strengths and weakness of training programmes so that corrective measures are taken to improve training processes and thereby the quality of the training programmes. Diagnostic Monitoring, therefore requires frequent testing and quick feedback so that remedial activities can be initiated.
C. Performance Monitoring:

Performance Monitoring emphasizes output side of the input-output model. The aim of performance monitoring is to assess the extent to which objectives of the training programme have been realised. In the case of training of teachers, the purpose of performance monitoring is to assess as to whether the desired changes in teacher's knowledge, attitude, refinement of skill, classroom behaviour have taken place. Feedback relating to performance organisers to make suitable changes in training inputs and processes with a view to realizing the objectives of training programmes.

GUIDELINES FOR DEVELOPING MONITORING SYSTEM:

The development of an effective system for monitoring is indeed a difficult task. If the monitoring system is to be used for planning and decision making it must be based on a sound assessment or measurement of training inputs, processes and learning outcomes. The following guidelines should be taken into consideration for developing a monitoring system for assessing the quality for in-service teacher training programmes.

> A monitoring system should address itself to the inputs, process and outcomes.
Attempts should be made to relate outcomes to training processes and inputs.

Indicators of quality of training should include trainee's satisfaction with the training programme, given in their process knowledge, refinement in their skills, changes in trainee's instructional behaviour, etc.

A monitoring system should, if possible, envisage longitudinal assessment of quality of training.

A monitoring system should be diagnostic in nature. It should not be used for the purpose of mere accountability.

TOOLS OF MONITORING:

To monitor the quality of a training programme, there should be some certain tools. The Department of teacher education and extension, NCERT has developed a framework and instruments for monitoring and evaluation of the quality of teacher training programmes. The tools are ---

- Participant's Reaction scale.
- Focused group Discussion guidelines.
- Classroom observation schedule.
- Guidelines for observers.
- Observation schedule to be used by observers.
- Interview schedule for Resource Persons.
Purpose of Evaluation of In-service training:

Evaluation research involves the use of social research methodologies to judge the effectiveness of training/projects undertaken by the various agencies and organizations so as to improve the efficiency of education. It is an activity which will enable the organizers to make policy decisions and decide about the continuation of programmes to upgrade human resource development aspect of teaching profession.

Evaluation studies of various educational activities (in-service training of teachers and developmental project) have been undertaken including functional literacy projects and the impact of new techniques and strategies adopted in training teachers, known as impact evaluation i.e. the extent to which a programme causes changes in the desired direction.

It was found by the study (NCERT, 1974-75) that the training given to the serving teachers laid more emphasis on theory and less on the development of teaching skills. As a result of this evaluation, improvements in the strategies of programme
implementation were brought about by arranging teaching lessons by the trainees at selected study centres/ contact paints.

According to AUSTIN (1982)—“It is through evaluation that the implementing agencies and government authorities come to know about the success and impact of their programmes. It also helps in establishing the credibility of the programme for the funding agencies. In addition, programme evaluation helps in improving its services, implementation and makes it more responsive to the community concerned”.

Evaluations of in-service training are made for a variety of reasons:

➢ From management point of view, so as to assess the suitability of the interventions.
➢ From the view-point of devising ways and means to improve the delivery of intervention i.e. methods used in the training.
➢ For the purpose of meeting the accountability requirement of funding agencies.
➢ For planning and policy purposes such as the continuation, expansion and advocating one programme as opposed to another.
➢ For testing the effectiveness of certain professional practices followed by the teacher.
The CIPP (Context – Input – Process – Product) Model of Evaluation:

The CIPP model is quite relevant to the evaluation of trainings imported. The CIPP model is based on 'pre-ordinate' approach. This team indicates an orientation to prior expectations, pre-specified objectives, norms, criteria and standards with obstructions of language. Pre ordinate evaluators know what they are looking for and design the evaluation of programmes and projects accordingly.

The foundation for the development of CIPP model was laid by DANIEL STUFFLEBEAM and associates. They have defined evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. Educational decisions are categorized by the authors of this model into the following categories:

A. Planning Decision: Pertain to the determining of objectives. These objectives depend upon the context. The context is the substantive educational environment. It describes the desired and actual conditions prevailing in the schools. There may be uronet in-service training needs of teachers and the opportunities offered by the environment (context). A probe is made into the present and
future needs of the teachers and decision for their training are taken accordingly. This requires context evaluation.

**B. Structuring Decisions:** The purpose of input evaluation is to provide information on the state of available resources to meet the programme goals and objectives. The evaluation provides information to decide what resource assistance is needed to meet the objectives current or changed due to the needs, opportunities and problems in the context.

**C. Implementing Decisions:** Process evaluation is confined to personal relationships amongst staff and students, communication channels, logistic of the training courses, understanding of the purpose of the programme by persons involved in and affected by it, adequacy of resources, physical facilities, staff and time schedule. Review or mid-course correction of the course implementation is done. Records of the training imported are also kept.

**D. Recycling Decisions:** The purpose of product evaluation is to measure and interpret attainments of the beneficiaries of the training course. Methods used for assessing the outcomes include giving operational definition of the objectives, measuring criteria
associated with the objectives of the programme or activity. Product evaluation identifies congruencies and discrepancies between the intended objectives, desired attainments, unintended results and providing feedback to the organisers.

Evaluation of in-service training and innovative practices has impact studies as its main focus. The question is how to obtain estimate of what would be the difference between two sets of conditions, one situation in which training is imported and the other in which it is absent. The traditional norms given to these two conditions are “experimental” and “Control” groups. But it is not possible always to have these two situations. Thus several alternative approaches with statistical bias, are suggested. All these involve the establishment of “Controls” or “Groups” six types of controls can be visualized in the programme design.

1. **Randomized Control Groups**: The trainees are randomly divided into an experimental group, to which the intervention administered and a control group, from which the intervention is withheld.

2. **Equivalent Groups**: The target population to which the interventions given, is matched with an “equivalent” group. There is another group from which the intervention is withheld.
3. **Statistical control Groups:** Under this participant and non-participant targets are compared by holding constant, statistically, the differences between participants and non-participants.

4. **Internal Control Groups:** Targets who receive the intervention / training are compared to themselves as measured before the intervention.

5. **Normative Controls:** Intervention effects among targets are compared with established norms about typical changes occurring in the target population.

6. **Expert Group Controls:** Targets who receive the intervention are compared to the judgments of experts, programme administrators and / or participants on what changes are "ordinarily to be expected" for the target population.
## IN-SERVICE PROGRAMMES (SHORT-TERM)–MAIN ACTIVITIES AND PURPOSES

<table>
<thead>
<tr>
<th>Sl. No.</th>
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<tbody>
<tr>
<td>Technique</td>
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</table>
| 1       | Seminar | Paper reading or talk (s) by expert (s) on same topic (s) followed by questions and discussion by the participants. | a. Learning of the new topics  
b. Clarification of double about already known / Learnt topics.  
c. Inculcation of characteristics of speech, reasoning, compensation etc. |
| 2       | Workshop | Some developmental activities pertaining to an area of education developing curriculum, instructional objectives, study materials, designing a question paper etc. | a. Developing skill of the participants in the area/s mentioned.  
b. Making use of material so developed. |
| 3       | Orientation programme | Familiarizing the participants with a subject /topic or the working fan institution. | Enabling the participants to gain knowledge about the working of an institution or about the details of some topic (s). |
| 4       | Refresher course | Talks and activities for updating of participants, knowledge and skills in a specific area or discipline through expert resource persons. | Clarity and updating of participants knowledge and skills and enrichments of one’s knowledge. |
| 5       | Symposium | Presentation of views on the same subject by a small group of experts. | Understanding of a topic from different perspectives. |
| 6       | Panel discussion | A small group discussion on a topic under the supervision of a chairman (mainly micro teaching) | Grasping the positive and negative points of an issue / topic/ theme. |
| 7       | Conference | A meeting of experts for solving a problem or high lighting some key points of an issue. | To streamline the strategies and procedures for solving a problem or highlighting some focal points of an issue. |
FUNCTIONAL DIMENSION OF TEACHING:

It consists of the following three tasks:

(a) Communication of subject matter or content comprising facts, names, concepts etc. that deals with the fields of organized knowledge. It may also deal with attitudes, beliefs, ways of organizing skills and processes of instructions.

(b) Establishing and maintaining inter-personal relations among persons within the classroom so that the content task may be realized.

(c) Facilitation of the learning process:

Four directions of teacher behaviour

- Source
  - Source of stimulation.

- Direction
  - Target of Behaviour

- Sign
  - Mode of communication
  - Purpose of Behaviour
  - Functions
**Four Dimensions of classifying Teacher Behaviour**

*OPENSHAW* and other have given the follow classification:

<table>
<thead>
<tr>
<th></th>
<th>Source Dimension</th>
<th>Indicates the origin of the encounter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Originate</td>
<td>The source of the behaviour is indiscernible within the classroom setting.</td>
<td></td>
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<tr>
<td>B. Respond</td>
<td>The source of the behaviour is some discernible aspect of the classroom setting.</td>
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<table>
<thead>
<tr>
<th></th>
<th>Direction Dimension</th>
<th>Indicates the target to which the behaviour is directed.</th>
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</thead>
<tbody>
<tr>
<td>A. Individual</td>
<td>Focus behaviour of one person.</td>
<td></td>
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<tr>
<td>B. Group</td>
<td>Behaviour focused on more than one person but less than the total class.</td>
<td></td>
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<tr>
<td>C. Class</td>
<td>Behaviour focused on the whole class.</td>
<td></td>
</tr>
<tr>
<td>D. Object</td>
<td>Behaviour focused on inanimate elements in physical environment.</td>
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</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Sign Dimension</th>
<th>Indicates the mode of communication of an encounter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Speak</td>
<td>Behaviour characterized by spontaneous speech.</td>
<td></td>
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<tr>
<td>B. Read</td>
<td>Behaviour characterized by oral reading of (pointed) written matter.</td>
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<tr>
<td>C. Gesture</td>
<td>Behaviour characterized by purposive body movement.</td>
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<tr>
<td>D. Perform</td>
<td>Behaviour characterized by demonstration, non-verbal illustration, singing etc.</td>
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<tr>
<td>E. Write</td>
<td>Behaviour characterised by chalk board presentation, writing on a chart, or overhead projector fail etc. but excluding drawing.</td>
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<tr>
<td>F. Silence</td>
<td>Behaviour characterized by an absence of their signs.</td>
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<tr>
<td>G. Laugh</td>
<td>Behaviour characterized by inarticulate sound of mirth or decision.</td>
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<td>---------------------------------------------------------------</td>
<td></td>
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<tr>
<td>4. Function Dimension</td>
<td>Indicates the purpose of the behaviour within an encounter.</td>
<td></td>
</tr>
<tr>
<td>A. Structure</td>
<td>Sets the context and focus of subsequent subject matter and/or process.</td>
<td></td>
</tr>
<tr>
<td>(i) Initiate</td>
<td>Introduces and launches an activity, task or area for study.</td>
<td></td>
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<tr>
<td>(ii) Order</td>
<td>Arranges element of subject matter and/or process in a systematic manner.</td>
<td></td>
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<tr>
<td>(iii) Assign</td>
<td>Designates required activity.</td>
<td></td>
</tr>
<tr>
<td>B. Develop</td>
<td>Elaborates and extends within an established structure.</td>
<td></td>
</tr>
<tr>
<td>(i) Inform</td>
<td>Shows relationship between ideas, object, principles etc.</td>
<td></td>
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<tr>
<td>(ii) Check</td>
<td>Requests for information concerning understanding.</td>
<td></td>
</tr>
<tr>
<td>(iii) Illicit</td>
<td>Solicits a verbal response that state facts, ideas, concepts etc.</td>
<td></td>
</tr>
<tr>
<td>(iv) Test</td>
<td>Conducts a written quiz examination, dictates questions, supplies answer without explanation.</td>
<td></td>
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<tr>
<td>(v) Reinforce</td>
<td>Confirms or sustains an idea, approach or method through reiteration.</td>
<td></td>
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<tr>
<td>(vi) Summarize</td>
<td>Restates principal prints in brief form.</td>
<td></td>
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<tr>
<td>(vii) Stimulate</td>
<td>Fosters student involvement and participation.</td>
<td></td>
</tr>
<tr>
<td>C. Administer</td>
<td>Executes tasks of classroom routine and procedure.</td>
<td></td>
</tr>
<tr>
<td>1. Manipulate</td>
<td>Arranges elements of the classroom environment, personal and physical.</td>
<td></td>
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<tr>
<td>2. Manage Material</td>
<td>Provides or co-ordinates use of media, supplies or materials.</td>
<td></td>
</tr>
<tr>
<td>3. Routine</td>
<td>Requests for information regarding compliance with individual class or school expectations (regulation)</td>
<td></td>
</tr>
<tr>
<td>4. Procter</td>
<td>Monitors classroom during group activity, testing student performance etc.</td>
<td></td>
</tr>
<tr>
<td>D. Regulate</td>
<td>Establishes and maintains interpersonal relations.</td>
<td></td>
</tr>
<tr>
<td>1. Set standard</td>
<td>Imposes or guides development of standards of behaviour.</td>
<td></td>
</tr>
<tr>
<td>2. Support</td>
<td>Expresses confidence, commendation or empathy.</td>
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<tr>
<td>3. Restrict</td>
<td>Reprimands, threatens, punishes etc.</td>
<td></td>
</tr>
<tr>
<td>4. Assist</td>
<td>Provides personal help.</td>
<td></td>
</tr>
<tr>
<td>5. Inquire</td>
<td>Ascertains student involvement.</td>
<td></td>
</tr>
<tr>
<td>6. Monitor self</td>
<td>Recognizes and interprets teacher's behaviour. (checks own understanding)</td>
<td></td>
</tr>
<tr>
<td>E. Evaluate</td>
<td>Ascertains the relevance or correctness of subject matter and for process.</td>
<td></td>
</tr>
<tr>
<td>1. Appraise</td>
<td>Verifies by appeal to external evidence and authority.</td>
<td></td>
</tr>
<tr>
<td>2. Opine</td>
<td>Judges on the basis of personal values and beliefs.</td>
<td></td>
</tr>
<tr>
<td>3. Stereo type</td>
<td>Reacts without stated reference to criteria or person.</td>
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</table>
Despite concerted efforts—since independence, the quality of primary education remains as elusive as ever. Among a host of strategies designed to humble the situation, recurrent in service training of teachers is recognized as one of the significant interventions. Enormous resources are therefore, being invested into training and retraining of teachers for their professional development. The training to yield the desired results needs to be of quality. The existing scenario with regard to quality of in-service training of teachers leaves much to be desired. Teachers often give vent to their feelings that the training provided to them was excessively theoretical and for removed from their work situation and thus was not relevant to their needs.

Recognizing the need for improving teacher quality at primary stage, the national policy on education-1986 (with modification undertaken in 1992) stresses on the adoption of child-centered activity based interactive mode of transaction to ensure active learning.

In-service training of teachers is therefore, not trainee centered. In such a situation, there may be on is match between training content and training needs of teachers. The situation demands that systematic identification of training needs of teachers should precede the formal launching of training programmers. Realigning the need for developing a
on methodology of needs assessment and the appraisal of training quality, NCERT has undertaken same training programmes strategies to fulfil this need as a part of its efforts to provide resource support to the state. As a result, the teacher professional development comment, or the teacher training organization aim to improve the quality of teaching in primary schools. The following quality indicators are expected to be influenced by the activities of the component.

- Teaching methods
- Mastery of materials.
- Attention to individual pupils
- Class and lesson organization
- The result of children’s work
- Class room display.

These objectives shall be achieved by a combination of formal and informal in-service training to different groups of the teaching profession. In pursuing these objective the existing infrastructure of the schools have to be utilized.

FORMAL TRAINING :-

Several models of formal training courses are being tried with variations in the number of participants /trainees, the length of
training, the location and the training method. Evaluation by participate; trainers, onside observers and through later field visits resulted in a list of recommendations for further training (G. SCHEERER)

The effectiveness of the formal courses depended on –

**The approach:** a practice-orientated approach, involving peer teaching and micro-teaching being more effective than presentations and discussion.

**The group size:** smaller groups having a higher learning effect, given the experimental approach.

**The length and location of training courses:** Shorten courses closer to the school Bering more affection than courses of longer duration and courses at central places. Experience gaited in a situation similar or identical to the every-day situation is cashier to apply in rural situation.

**The participating groups:** The involvement of other relevant groups (Head master, supervise, advisors) in the training of teachers increases the acceptance of any method do logical changes.

**The experts involved:** The presence of local experts (from training centers / Resourceful persons / Ex-teaches) is advantageous for the training executed by outside experts in order to rood the new approaches in local tradition.
**Classroom orientation:** lesson plans of model lessons prepared and executed during training by the participant, themselves increase the likelihood of acceptance and application later in classroom.

**Take-home models:** lesson plans worked out by training participants and copied provide the basis of any publications for other teachers. Such publication is an economical and effective alternative to divest training when combined with demonstrations by colleagues at schools or by advisory teachers.

**INFORMAL TRAINING:-**

Already a further element of informal training came through outside mooting by other components and national supervision teachers. The informal training appears most crucial for the long-term effectiveness of formal training courses. The presence and the systematic and regular visits of the local persons help to stabilize the import of the formal training, to facilitate the anthological change by ensuring the support of the influential groups within the school administration, and by activating the participants of training to apply and to demonstrate their newly-acquired teaching skills to the other teachers. The local persons also help in improving the appearance of school building contact between the trainer and the training participants make visible the interest in the contemporaneous improvement
of the training participants. Theses visits also help to identify the most capable teachers and advisors who would be selected for further trainer's training.

Part of the informal trainees is also the collection of "modest lessons" - based on the work training participants - revised, completed, reproduced and distributed.

Bringing training closed to schools requires more qualified trainers. These trainers have to cause form during previous training courses. Given the low education of many primary school teachers, any training in the by methods of teaching has to be accompanied by same matter training as well. It is important that trainers still have limited teaching duties in a class in order not loose the contact with the teaching reality.

Any training has to be result - oriented. Traditionally, training is evaluated on an input basis only. Result orientation means that participant’s success will be measured by external impact indicators like the teaching performance of the teachers, they have trained and by the learning performance of the children taught by these teachers. This implies that the examination system has to be adapted to teaching methods stressing thinking skills over rote learning and recall.
Teacher in-service training in order to be successful has to be seen as part of a combined effort from different directions.

➢ The success depends on curriculum.

➢ School books

➢ Teaching – learning material

➢ School administration

➢ Parental (Community) support.

➢ Retention of teachers.

Less obvious elements include regulations concerning lesson preparation to give teachers the freedom to use the type of preparation incorporated in the training.

**FRAME WORK OF CURRICULUM**

**(IN – SERVICE PRIMARY TEACHER TRAINING)**

**A. FOR ONE YEAR**

<table>
<thead>
<tr>
<th>Papers</th>
<th>External Marks</th>
<th>Internal Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and the changing society</td>
<td>75</td>
<td>--</td>
<td>75</td>
</tr>
<tr>
<td>Principals of education and educational psychology</td>
<td>75</td>
<td>--</td>
<td>75</td>
</tr>
<tr>
<td>Course</td>
<td>Time</td>
<td>Theory</td>
<td>Practice</td>
</tr>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>Education and Management</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td>MIL (Assamese, Bengali, Bodo, Garo, Manipuri, etc)</td>
<td>85</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics</td>
<td>85</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>General science</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Social studies</td>
<td>85</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Art education</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Physical education</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Creative Activities and low cost teaching and preparation.</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Community work (safai /prayer / social service)</td>
<td>-</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

Lessen plan on -

Language, maths, Evs and general science: 20 Physical Education: 3

Art Education: 3 Micro Teaching (8 lessons): 8

Total -34
Trainees are required to prepare at least 10 activities during their demonstration classes, to make two Assignment of each subject, to prepare Evaluation items/activities to ensure achievement of competencies.
Each trainee has to study all text book on basis of the following table and fill up the table and practiced.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Competencies</th>
<th>Method Approach</th>
<th>Expected Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(C) FOR 6 MONTHS.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and its new trends</td>
<td>50</td>
</tr>
<tr>
<td>Principles of education and educational psychology</td>
<td>50</td>
</tr>
<tr>
<td>School and community</td>
<td>50</td>
</tr>
<tr>
<td>Language</td>
<td>75 (50+25)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>75 (50+25)</td>
</tr>
<tr>
<td>General Science</td>
<td>75 (50+25)</td>
</tr>
<tr>
<td>Social studies</td>
<td>75 (50+25)</td>
</tr>
<tr>
<td>Art Education, Physical Education and creative Activity</td>
<td>50</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>100 (Internal)</td>
</tr>
<tr>
<td></td>
<td>100 (External)</td>
</tr>
<tr>
<td>Project work</td>
<td>Grade</td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
</tr>
</tbody>
</table>
Since Language and Mathematics are the two core subjects at the primary stage, acquisition of basic skills in the aforesaid areas by teachers trainees must be ensured during the training period. For this, a diagnostic test should be administered to the trainees just at the time of entry. Difficulties thus identified should be removed by providing remedial measures for content enrichment and mid-term and final test be held to assess their improvement.

OBJECTIVES OF THE IN-SERVICE TRAINING CURRICULUM: -

- To acquaint trainers with the fundamental changes in Indian Education and the important aspects of NPE '1986(92) relating to primary Education.
- To help teacher trainers realise the significance of different approaches adopted for universalization of primary education.
- To help teacher trainers to understand the implication of total development of the child and to adjust classroom teaching accordingly.
- To enable the teacher trainers to understand the aims and objectives and nature or scope of education.
- To acquaint the teacher trainers with different theories of learning.
- To develop a vision regarding a good school and different factors relating to the smooth management of the school.
- To make the teacher trainers competent in planning and designing school activities.
- To understand the inter dependence of school, teacher and community.
- To develop important competencies while learning language like listening, speaking, reading, writing, understanding, self learning, functional grammar, spontaneous use of language and vocabulary development.
- To develop skills in designing and demonstrating simple classroom experiments related to the teaching-learning process.
- To develop scientific attitude / scientific temper/curiosity and spirit of co-operation amongst the pupils.
- To prepare low cost materials or teaching aids to make teaching-learning process joyful, interesting and problem solving.
- To realise the importance of means of communication for socio-economic development of the people.
- To develop skill of keen observation, imagination, patience and discipline through Art education.
INNOVATIONS IN METHODS OF TEACHER TRAINING:

It is an essential requirement for professional teacher that the teacher should have a wide repertoire of methods at their disposal and the competence to select the most appropriate methods for the task. It is axiomatic that the same applies to the teacher educator. To promote genuine changes in classroom practice, teacher educators must alter their methods, not just their rhetoric.

The development of new methods of teaching and learning in schools has been rapid. The last decade in particular has been an explosion in the literature on a wide variety of methodological innovations: resource-based learning and resource centers; simulations, games and role play (joyfull); independent and distance learning. These developments are significant not only for the content of teacher training, but also for its methods. In other words, there is no point in ‘telling teachers’ about innovative methods, it is far more effective to use them.

Teacher trainers have been severely and rightly criticized for neglecting this rather obvious point and their credibility has thus been undermined. It is easy to produce special pleading to justify some, at least, of these ironics, but quite beside the point. The way to convince teachers that new methods work is not to tell them so; it is to let them discover it for themselves. This applies as strongly to in-service as
pre-service training. It is generally agreed, both in and out of the teaching profession, that conventional lecture-oriented courses in teaching methods are of little value.

Any significant change in methods of teaching requires a change in the teacher’s role and skills; the traditional role of the teacher as the source of knowledge and center of attention may no longer be appropriate. These roles demand new skills and experience and have clear implications for pre-service and in-service training.

Two recent innovations in methods of teaching and learning seem to teachers particularly significant: simulation, joyful teaching and distance education. They illustrate well the need for new skills and roles for the teachers, and also for teacher educators to use such approaches and not merely to advocate them.

Micro-teaching helps trainers for a better performance and can improve teaching skills than the traditional methods of teaching. Micro-teaching experiences are transferred qualitatively to the regular class-room situations. Student teachers who follow micro-teaching approach are found to motivate the class properly, utilizing their experiences gained during practice of micro-lessons, changing the question patterns, varying the stimuli and engaging the whole class to cooperate in the teaching learning process.
A study (PANDA) on the effect of standard micro-teaching on various categories of teacher-trainers yielded the following results:

- Training in skills of teaching did effect in the acquisition of the skills.
- Training in teaching skills might influence the attitude towards teaching negatively.
- The training in teaching skill was usually more effective with male and better qualified teacher trainers as compared to female and graduate teacher-trainers.
- The significant and positive effect of the training had been found in all types of the sample groups in stimulus variation, whereas budgeting of time and black board work were positive in all the sample groups and significant in graduate and female samples respectively.
- The training in a set of skills did influence teaching competence and resulted in the development of other teaching skills.

**Development in Micro-teaching:**

Micro-teaching is a skill-based approach. It identifies specific skills of teaching and trains student teachers in acquiring individual skill in sheltered situations. It is a scaled down technique in term of
time, skill and student. The individual skill is improved through feedback, reteaching and refeedback. The steps of micro-teaching are: **Plan-Teach-Feed Back – Re-plan – Reteach – Refeedback.**

The teaching is carried out for a few minutes, generally 5 or 6 minutes. The feedback is provided by peers and supervisors. At times, feedback is provided by reviewing of the lesson. Instead of teaching a class, a few students are taught and instead of teaching a complete lesson, a part lesson consisting of use of a skill is taught. This approach helps student to develop various skills gradually, without being exposed directly to the real class.

In 1960, there was an attempt to identify various skills used by a teacher in normal classroom situations. The pioneer work was initiated by the staff members of U.S.A. ALLEN and RYAN (1969) for the first time, identified fourteen individual skills which were :

- Stimulus variation.
- Set induction
- Closure
- Teacher silence and non-verbal cues
- Reinforcing pupil participation
- Fluency in questioning
- Probing question
- Use of higher order questions
- Divergent question
- Recognizing and attending behaviour
- Illustrating and use of examples
- Lecturing
- Planned reception and
- Completeness of communication.

In India, the NCERT takes initiative in the use of microteaching in pre-service teacher training programmes. The phases of microteaching are—knowledge-acquisition – skill acquisition – and transfer.

Action Research is the term used for an increasingly popular movement in educational research encourages the teachers to be ‘reflective’ and ‘thoughtful’ about school practices of their own as well as those of others.

There are three major reasons why teachers should undertake action research. These are political, professional and personal.

A. Political Reasons: - Decentralization is key concept in modern curriculum development for which school – based and research based efforts towards curriculum development are of great importance. Contemporary political thinking is concerned with everyday realities of classroom functioning.
'What do children learn?'

'How worthwhile is their learning?'

'How do teachers strive for excellence?'

These questions are important not only from educational point of view but also from political instance.

The 'relevance' of modern education is also being questioned by politicians. The recent debate in our parliament and our state about the mode of evaluation by the CBSE (Central Board of Secondary Education) and State Board of Elementary Education.

B. Professional Reasons: - Teaching is a profession which employs methods and procedures based on theoretical knowledge and research. Like doctors, teachers too are expected to have concern for the welfare of their clients. They individually as well as collectively, have the right to make autonomous and independent judgements. Action research projects can be used to analyse some of the characteristics of teaching profession.

C. Personal Reasons: - If the teachers want to become professionally effective, he should take up research projects so that their students can become thinking persons, independent of them. Thinking is a kind of adventure and Journey towards self-knowledge and it brings about change in attitude, behaviour and one's perspective.
The teachers should try to understand the feelings and needs from their students point of view. Action Research projects which seek to enhance personal development and promote healthy consideration for human rights are now widely accepted in curriculum development.

**Recent Development of Action Research:**

Action Research is the name given to an increasingly popular movement in educational research. It encourages the teacher to reflect on teacher’s own practices so as to enhance the quality of their performance. It demands openness to new experiences and processes on the part of teachers and helps the teachers undertake the responsibility of educating themselves.

Action Research Planner MCTAGGART (1982) Proposed the following four-step self reflective spiral –

**Step 1: Planning** : Planning starts with a real class-room teaching problems.

**Step 2: Acting** : Shift questioning strategy to enable students to explore.

**Step 3 : observing** : Record the number of questions asked and their answers on a tape and keep notes of the impression in a diary.

**Step 4 : Reflecting** : Inquiry questions, though useful, can be disputed by teachers used to keep class under control. In inquiry
questions, students give their ideas in a brainstorming session. The teacher thus control over the class.

The 'self-reflective spiral' can be repeated and a second cycle runs as we do in 'micro-teaching'.

WHITH HEAD reformulated the ‘action-reaction’ cycle into a series of statements like the following: The Teacher

- Experiences a problem when some of his/her educational values are not reflected in practice (e.g. pupils in the class do not take active part in lesson.)
- Hypothesises and formulates a solution to the problem (e.g. Teachers think of encouraging the pupils to ask questions).
- Implements the new solution (e.g. Teachers give structured work sheets of questions so that their pupils ask questions suggested / expected by them).
- Evaluate the outcome of teacher’s action (e.g. Teacher–pupils are certainly participating in class-room transaction)
- Reformulate teacher’s plan for achieving expected out comes in the light of their evaluation.
Joyful Learning Approach: -

In the words of M.S. GORE, “Children will not come to the school unless by doing so they find the school attractive. The parents will not require them to attend school unless they find the schools relevant to their daily like”.

So the classroom teaching – learning phenomenon is a highly systematized process, which involves the teachers, the students and a set of instructional objectives organized for gaining end products. Teachers should facilitate learning and be partners with children in construction of knowledge. The classroom environment should be non-threatening learning and joyful with a warm teacher – child relationship. Joyful learning makes a classroom interacting and ensures the attendance of the children.

In the programme of Action on NPE (1986), it has emphasized that: “By making elementary education child-centered, we would be introducing a long awaited reform in the system. The most important aspect of this reform will be to make education a joyful, inventive and satisfying learning activity rather than a system of rote and cheerless at horatian instruction”.

In child – centered education, child is not left at the disposal of education, rather it is the other way around the system of education it self is placed at the service of each and every child. In this system,
teachers conduct themselves as group leaders and facilitators of learning for children. The entire spectrum of activities in child centered approach is so structured that it proves to be conductive for the all round development of each and every child.

In this approach, child is the pivot around which the process of education revolves. This is an approach in education which while accepting the given unique individually of the child as a wroth while useful personality, it assists him explore his assests and develop them to enable himself prove as an individually satisfying and socially careful entity.

In the joyful strategy, nothing is allowed to be imposed upon the child as a passive listener. In this strategy the child is welcomed, motivated and encouraged to play a participant role with his teachers to build up his programme of learning. The play tendency of children is allowed to display itself. It makes their learning a meaningful learning. This approach in practice takes due cognizance of play in the development of children. Children learn while learning to play the games they love to play. They play to learn and learn to play to reinforce their learning still further. A spectrum of playful activities make the educational network of an educational programme joyful and meaningful for children.
Main objectives of Joyful Learning are:

- Joyful Learning by all the children of the community with the help of Teachers (facilitators, communicators, moderators)
- Empowerment of Teachers, Supervisors and community workers.
- Effective mobilisation with proper utilization and full use of the enlisting facilities and Resources.
- Reduction of Disparities.
- Caution of congenial atmosphere in the school as a centre of the community and attractive class room situation for joyful learning.
- Attainment of Minimum level of learning at least to ensure quality Education community in the educational process and programmes to foster closure links between the school and the community.
- Convergence of other services with primary Education.

The present world is moving at a phenomenal pace in terms of technical advancement which demands different problem solving creative abilities in each individual. Behaviour modification techniques seem to be more suitable for the development of desirable habits, behaviour and attitudes. This is more so with the teaching where the skills like analysis, synthesis, judgement, inductive
thinking, problem understanding, finding analogy are to be successfully developed in the pupils. The development of above skills are not only essential for teaching, but becomes a part of the integral personality as they are directly linked with life skills.

The profile of a reconstructed curriculum, class room climate, innovative teaching methodology and interlinking of the scholastic and non – scholastic competencies can result in continuous and comprehensive joyful learning.

**Interaction Analysis: -**

Interaction analysis is teacher – pupil behaviour approach. The behaviour of teachers and students is studied so as to improve the teaching strategies. The study can be initiated at pre – service training level so that the student teachers become aware of various types of interactions that take place in a class room situation. The behaviours are recorded and relation among various behaviours is established. The method helps in realizing draw backs in conventional teaching methods and also in patterns of teaching of student teachers. While analysing the behaviours in class, the observer learns. The teacher can also participate in the analysis of behaviours in his/her own classroom. The study of these behaviour patterns can educate the teacher as well as observers.
Flanders had developed this interaction technique. The interactive that takes place in class room can be broadly part into three categories—

- Teacher – talk
- Student – talk and
- Silence

The teacher – talk is distributed into seven categories while the student talk into two categories. Those including silence or confusion form ten categories, normally used in interaction analysis. The ten categories are—

- Accepting feeling
- Praising or encouraging
- Accepting or using ideas of pupils
- Asking questions
- Lecturing
- Giving directions
- Criticizing or justifying authority
- Pupil – talk response
- Pupil – talk initiation and
- Silence or confusion in Class.

The observer remains present in class room throughout the teaching period.
**Distance Education strategies:**

The in-service training of teachers can be very well transected through distance education strategies. JENKINS (1980) points out the advantages of distance education as (i) on Job (ii) immediate learning (iii) a few trainers and more trainees (iv) low cost (v) rapid introduction of innovation and (vi) flexible scheme. This is very much valid for in-service education. Such programmes will much better than the programmes being operated through Extension Units/centres attached to various training institutes and schools.

**Merits of Distance Education Programmes:**

Distance education programmes have the following merits.

- They provide opportunities to pursue life long education.
- They help individuals in proper utilization of leisure – time.
- They help individuals improve their qualifications and thus help them in getting better jobs.
- They help to increase the level of community education and awareness.
- They provide opportunities for learning in a flexible scheduling time of study.
- They provide instruction to individuals of their place of stay.
- They provide instruction through a variety of methods.
- They provide best teachers for delivering lectures or preparing instructional materials.
- They allow individuals to learn at their own pace of learning.
- They provide opportunities to individuals to talk with eminent persons, watch important objects, activities etc.

The National policy on Education (NPE) 1986, emphasized that the professional improvement and career enhancement of teachers should be addressed on a continuous basis. The Programme of Action (POA) has highlighted the role of Distance Education in Teacher Education programmes at different levels.

Keeping this important objective in mind, the School of Education, IGNOU has taken on initiative in developing this specially designed six months innovative certificate programme in Primary Education (CPE) for in-service teachers working at the primary/elementary school level. This programme has been developed to clear the backlog of the untrained teachers in Northeastern states and Sikkim.

Programme Objectives:

The following four broad objectives have been envisaged in the programme:
To develop knowledge and understanding in the primary school curriculum.

To develop skills in transacting the prescribed curriculum effectively.

To acquaint the participants about the factors affecting child development, individual differences in the classroom, learning and motivation process etc.

To appreciate the role of teacher in the Socio-cultural and political context of the country in general and in the primary education system in particular.

In specific terms, the programmes is linked to five aspects of teaching – learning process.

- Knowledge base (School curriculum).
- Understanding of child development process.
- Strategies and skills to transact the curriculum.
- Awareness of the Socio-cultural context in which the teacher functions and
- Developing a sense of commitment in teachers towards educating children.

The methodology of instruction in this University is different from that of the conventional Universities. The open University system is more learner – oriented, and the learner is an active participant in the
teaching and learning process. Most of the instruction is imparted through distance mode rather than face-to-face communication which includes 45% practical component.

The University follows a multi-media approach for instruction, which comprises –

- Self – instructional written Materials.
- Audio – Visual Aids
- Counseling sessions
- Content programme
- Teleconferencing
- Distance Learning Facilitator
- Practical and Practical Hand books.

**Evaluation:**

The evaluation system of theory and practical components of CPE Programme is indicated separately as follows –

**Theory : (10 credits )**

It comprises three aspects-

a) Self assessment exercises within each unit of study (non-credit)

b) Continuous evaluation in the form of periodic assignments carries weightage of 30%.

c) Term-end examination carries a weightage of 70%.
Practical: (8 Credits)

It comprises three aspects -

a) Continuous evaluation of practical assignment and school based activities (2 credits)

b) Evaluations of workshop based activities (3 credits)

c) Evaluations of practice teaching (3 credits)

IGNOU uses the system of “grading” for evaluating learner’s achievement (assignment responses, practical work etc) on a five point scale using letter grade A (5), B (4), C (3), D(2) and E (1).

Continuous comprehensive Evaluation system: -

Evaluation is an integral part of the total teaching – learning process and there is an imperative need to make testing comprehensive by taking care of all three domains-cognitive, affective and Psychomotor for the all-round development of the learner in both scholastic and non-scholastic areas. The CCE aims at making up the deficiencies of traditional examination systems by placing a adequate emphasis on the development of non-scholastic areas. In CCE, unit tests are administered regularly to assess the progress made by the learners, their potential and weakness for taking necessary remedial steps to bring about the desired growth.
The objectives of CCE would naturally encompass the total personality of the learner. Achievement in academic areas and growth in personal and social qualities, interests, attitudes and skills are all objectives in education. Evaluations will become the basis of continuous review and revision till the desired level of competencies efficiency is reached.

The objective of the harmonious development of the personality of the learner remained unfulfilled in the traditional system of evaluation. It was in this context that the concept of comprehensive evaluations covering different aspect of a pupil’s growth was conceived.

Aspects and Areas of personality which are amenable to evaluation :-

- Desirable attitudes towards several programmes, school property etc.
- Personal and social qualities (habits of cleanliness, punctuality, regularity, co-operation, sense of responsibility, sense of social service, initiative etc.)
- Health status (freedom from disease, height, weight, cleanliness etc).
- Proficiency in co-curriculum activities (both indoor and outdoor)
- Interests (musical, artistic, literary etc.).

Through continuous evaluations, it is possible regularly to obtain valuable data about the strengths and weaknesses of the children which could not be obtained through End-of-year examinations and study at the eleventh hour. This is helpful in providing remedial and enriched instruction in improving the level of achievement and proficiency among pupils.

CCE is not an end in itself; it provides opportunities for students teachers and parents to make suitable changes in their effects. Of late a number of innovative approaches have been evolved. The possibility should therefore be explored experiment with this with a view to making them a part of our total evaluations strategy and process.

As the focus of all education at endeavors is the learner, feedback should be made available to him. Diagnostics evaluations, thus becomes very important. Diagnoses is associated with weakness’ and remedy, but it needs to be extended to identification of talent. The talented may be helped by extended learning facilities and encouragements for optimum growth.