CHAPTER II

- OPERATIONAL DEFINITIONS
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OPERATIONAL DEFINITIONS

(A) TEACHER EMPOWERMENT

Teacher empowerment is defined as a process, which will affect every teacher and every school in the some way and lead more or less automatically to more favourable situations. Teacher empowerment is important to enhance educational effectiveness. It must relate to learning process themselves and to the essential tasks to teachers and schools. Effective teaching is the outcome of being empowered teachers.

To be an empowered and effective teacher, one should be primarily a good human being. This demands various roles to be played such as being a committed worker, helper, communicator, effective person and an enthusiastic learner.

The term 'empowerment' is derived from the literature on organisational management and sociology of work and it has become a topic of discussion in recent years at regional and international conferences on education. Floretta Dukes Mckenzie summarises it as empowerment of teachers to participate directly in their schools' decision-making process to get their ideas deliberated and incorporated for improving the learning outcome of students. On the management side empowerment means a part of the authority to be
delegated to the teachers and proper physical facilities provided to them for creating better working conditions with young children in the schools. On the academic side the educationists and planners of education have accepted the concept of teacher empowerment as strengthening of the content knowledge of teachers along with the required pedagogical skills and the sense of motivated professionalism of teachers which will ultimately lead to improvement in class-room teaching-learning transaction and pave the way for better understanding by the students.

The term 'empowerment' has both social and cognitive objectives. It has become associated with notions of self-efficacy, achievement, autonomy, staff development, as well as with discourses of consumer power, access and entitlements. In development work, it has become associated with self-help and grass-roots community initiatives among urban and rural poor, especially through NGOS. Empowerment, in this context, is a crucial component in sustainability. Whitmore defined empowerment as, "an interactive process through which less powerful people experience personal and social change, enabling them to achieve influence over the organizations and institutions which affect their lives, and the communities in which they live."
Early thinking on empowerment drew on mechanistic, behaviourist notions of reward and punishment. Bandura identified four means of empowering others—

(1) Through positive emotional support during experiences associated with stress and anxiety.
(2) Through words of encouragement and positive persuasion.
(3) By providing opportunities to observe other's effectiveness and
(4) By enabling the mastering of a task with success.

Shrewsbury claimed that- 'to be empowered is to recognise our abilities to act to create a more humane social order. To be empowered is to be able to engage in significant learning. To be empowered is to be able to connect with others in mutually productive ways. According to Robinson, "empowerment is a personal and social process, a liberatory sense of one's own strengths, competence, creativity and freedom of action, to be empowered is to feel power surging into one from other people and from inside, specifically the power to act and grow."

Various commissions set up by the govt. have emphasised on improvement of the status of primary education by according proper teacher empowerment both academically and professionally. With regard to teacher empowerment the main emphasis is on programmes of in-service training of teachers so that they can undertake activities
with most of the class room activities. Moreover, the Govt. has initiated policies like O. B. scheme, MLL strategies, establishment of DIET to improve teacher competency and teaching-learning process, and decentralisation of planning and management.

Teacher empowerment is one of the essential ingredients of UEE. Teacher by his/her capacities, abilities and enthusiasm can influence a lot towards the achievement of the programme. The Indian Education Commission (1964-66) have also recognised that the quality, competence and character of the teacher are the most significant factors influencing the quality of education and contribute to national development. By empowerment we mean development of capacity and skill for better interaction. When a teacher is empowered, he/she is expected to interact effectively with the pupil so that teaching and learning become lively, interesting, amiable and the objectives of the lesson are achieved.

It may be seen that empowerment of teacher for a backward area like a tribal area is set with the delicate balance of training to meet the immediate and long term needs. Teacher empowerment is as much the task of the management and the system as it is the task of the teacher himself. Hence only willing and committed teachers should take to such a profession at such places.
The empowerment of teacher and school effectiveness is achieved by a united effort of the management, teacher, parent and community. It is explicit in the minutest activity the teacher performs and is filled with the sole objective of excellence of the child. The picture of the teacher as an empowered professional person is important in the short-term and in the long-term for the following reasons:

- It recognises the reality of daily life in classrooms - the fact that each teacher makes critical decisions, and the consequent potential of the teacher's role for good or ill.

- It provides a vision of where the teaching and teacher education enterprise should go and sets the scene for a gradual withdrawal of unduly tight state /ministry of education controls which tend to downgrade and demoralise teachers, and in many instances, constrain schools and render them less flexible and effective in meeting pupil and local needs.

- It presents teaching on a complex area where the knowledge base is incomplete, subject to change and always open to improvement. It also helps to break down defensive barriers to in-service education on their part. It does this by clarifying and justifying the need for constant updating and skill development on the past of all professionals/including teachers.
➢ It portrays teachers as persons needing initial and ongoing professional development. Trainees and practicing teachers should not be prepared simply to perform certain skills in certain prescribed ways, but, rather, must be given the mental tools needed to meet professional tasks in ways that are adaptive, questioning, critical, inventive, creative and self-reviewing.

➢ A professional vision of their occupation will motivate teacher effectively by giving them a realistic and justifiable pride in themselves and in their work.

THE RELATION BETWEEN INSTRUMENTS OF EMPOWERMENT AND EDUCATIONAL EFFECTIVENESS.

(Source- CREEMERS 1997)
Empowerment can take place in different forms and by different instruments at all levels of the educational system. - the context level, the teacher level and the school level. At the context level, by which we mean the national level of the educational system, the instruments for empowerment are teacher profiles, initial training of teachers, core goal or a core curriculum and finally assessment and evaluation systems. At the teacher level, the instruments for empowerment are the procedures for selection of educational materials and the implementation of materials by means of grouping procedures and teacher behaviour. At the school level, the instruments for empowerment are educational leadership combined with a system of in-service training and forms of intervention and coaching. So any conceptual model of teachers empowerment at primary level is to be derived from-

- Contextual issues relevant to teachers empowerment at primary level.
- Emerging paradigms of primary education and their implication for teacher education.
- Agenda for tomorrow's child.
- Teacher empowerment strategies derived from empirical research findings on contextual issues relevant to teachers empowerment at primary level.
TEACHER EMPOWERMENT ISSUES:

How to help teachers in getting answers, solutions to questions related to various dimensions of teacher empowerment?

How to equip the teacher with solutions?

ISSUES RELATED TO TEACHER EDUCATION/TRAINING:

Training needs of teachers have never been assessed.

➢ Teacher Education Curriculum

▪ Heavily loaded with disconnection information's/subject matters on broad theoretical issues.

▪ Should are emphasize education as a discipline or education as a profession?

▪ Should are educate teachers or train the teachers?

▪ Pedagogical theories suggest idealistic 'global solutions' - which cannot be implemented in a multicultural classroom.

▪ Pedagogical theories are structured subjects having no

  o Interventional roles

  o Diagnostic roles

  o Remedial roles

  o Preventive roles

➢ Teacher competencies are obsolete since they are global - not contextual.

➢ What competencies the teachers would require to improve the learning capability and conditions of learners belonging to
disadvantaged and marginalized groups and to integrate such children in society?

➤ Teachers education does not expose the teachers to empirical research findings on

- Teaching-Learning Process.
- Curriculum.
- School environment/essential learning conditions.
- Evaluation

➤ Teacher Education Lack Focus on

- Action research.
- Diagnostic research.
- Interventionist research.
- Policy research.

➤ Classroom Practices are routine, unimaginative and lacks purpose.

➤ Lack focus on inseparability between pre-service and in-service education of Teachers - life long learning.

➤ Lack of schemes for school based pre-service education of teachers.

JOB / WORKING CONDITIONS RELATED ISSUES :-

➤ Teacher absenteeism

➤ Teacher's attrition / premature departure from profession.

➤ Teacher's recruitment influenced by socio-political pressure.

➤ Absolute salaries are so low that teachers held other jobs to supplement income.
➢ Overload in working conditions imposed by curriculum transaction policy.
➢ Irregular payment of salaries.
➢ Discrepancy between demand of curriculum policy and inability to appoint more teachers due to resource constraints.

ISSUES RELATED TO PROFESSIONALISM: -

➢ Lack of professional commitment / professional ethics of teachers.
➢ Lack of professional 'standards'.
➢ Lack of opportunities for professional advancement.
➢ Unprofessional attitude to students.
➢ Lack of accountability in performance.
➢ Lack of distinct professional language and the primary teachers do not share common theoretical models or theories.

ISSUES RELATED TO TEACHERS MOTIVATION: -

➢ Loss of teacher motivation after a few years joining in the profession.
➢ Lack of teacher motivation results in
  ▪ Teacher absenteeism
  ▪ Indifferent classroom transaction
  ▪ Early departure from profession
  ▪ Unprofessional attitude to students
  ▪ Lack of role clarity
- Lack of values

> Factors Effecting Teachers Motivation career structure and renunciation, Recognition, Professional status, Job security, promotion, success / competition, Responsibility, conditions of service, conditions of working place.

**ISSUES RELATED TO TEACHERS ROLE PERCEPTION / ROLE PERFORMANCE.**

> Role ambiguity

- Expectations about teachers role performance are not defined.
- Lack of clarity about the boundaries / scope of teachers role / responsibilities.

> Role conflict

- Conflict between sub-roles i.e. role of teachers a disciplinarian v/s role of teacher as a counsellor.

> Lack of partnership between

- Teacher
- Parent
- Community functionaries
- Teacher training institutions.

> Training unrelated to role perception

> Confusion between teacher as a role taker and as a role maker.
IMPLICATION FOR TEACHER EMPOWERMENT:

Global Format:
Massive training programme which is-

- Particularly (to remove alienated isolation)
- Activity based (to infuse academic motivation)
- Need-specific (to remove different ignorance)
- Anchored on cognitive conflict (to eradicate illusion of non-ignorance).
- Interactive (to remove conceptual smug)
- Teacher friendly (to erase crisis of confidence) to be taken up in a time targeted made.

Strategies:

- Teaching the teacher through a cascade system of training schedule.
- Taking the training to the teachers.
- Arranging cluster level meetings as a part of regular routine.
- Developing suitable self-learning material.

Contextual Format:

(a)

- General awareness about all subject.
- Structure of competencies.
- Linguistic framework.
- Joyful activities.
- Diagnostic approach.
- Process-based competencies.
- Evaluation.

(b) Suitable concept specific (hard spots identified) modules written in an interactive made and with lots of diagrams and activities be made available to the trainer and to the teachers.
PLAN OF STUDY OF TEACHER EMPOWERMENT
THROUGH INTER PERSONAL MANAGEMENT

Teacher Empowerment through motivation, training and follow-up

Interpersonal management in class-room after getting training

- Self management
- Reciprocal interactions
- Increased membership
- Discussion of dependence
- Frequency of interactions
- Overall improvement in school effectiveness

Conductive class-room environment for Learning

(SAXENA & SHARMA 1997)
TEACHER EMPOWERMENT STRATEGIES:

Conceptual empowerment

Professional empowerment

Capacity building of Teachers training institutes

- DIET/BTC/NORMAL SCHOOL
- SCERT
- SIE
- NGO

TEACHER EMPOWERED WITH STRATEGIES

- Empowered to enhance Performance competency
- Working condition / Job satisfaction / motivation
- Empowering parents
- Empowering learner and T-L Process
- Development of learning materials
- Building / learning environment
- Community empowerment
- Enlarging institutional capacity

EMPOWERMENT WITH STRATEGIES: -

3. Remedial strategies.
4. Intervention strategies.
5. Motivational strategies.
OPERATIONALISATION OF THE STRATEGIES:

- Development of need assessment / diagnostic tools.
- Development of training design.
- Development of training package.
- Development of training guidelines to develop / organization of
  a) Local specific materials.
  b) Teacher's facilitation role.
  c) Self-learning / group-learning/peer assisted learning.
  d) Teachers guide.
  f) Child-centered activity based joyful learning.

THE PARTNERSHIP WEB FOR TEACHER EMPOWERMENT:

An attempt has been made to identify partnership patterns for improving in-service training and its application in primary schools in rural areas by Dr. Paranjpe through NCERT. These patterns have been diagrammatically presented in the figure. For purposes of simplification and clarity the web can be described as operating at 4 functional levels. The figure clearly depicts the intricate relationship at all levels resulting in the so called "WEB". The web structure itself indicates a more decentralized, functional, interactive and
collaborative system so necessary for effective partnership development. The center of the web is small corresponding to the village level expanding slowly into concentric ever widening circles at the cluster, block and district levels. Most of the partnership patterns are triangular in nature with circular / horizontal lines of communications linkages between the different groups.

THE WEB:

Level I:

At the very centre of the web lies the rural village where in parents, different community members and the village education committee (VEC) form a triangular relationship with the school as the central structure of interaction.

Level II:

The second level represents a cluster of villages. Within each village partnerships identical to that depicted at the center are advocated. However, keeping in mind inter village differences and the need for flexibility within each village, it is envisaged that those community members be identified and associated with the school depending on their potential, interests, availability and experience amongst other factors. Horizontal lines of interaction and communication are depicted before the cluster of villages. Linkages
between all the villages in a cluster is absolutely crucial in establishing teacher peer group centers, which was one structure stressed categorically by all the respondents, especially for promoting in-service training activities. Strong inter village linkages before partnership structures will go along way and facilitate sharing of ideas, common problems and practical implementation of in-service training inputs depending upon local specific needs and requirements.

**Level III:**

The web widens further at the block level within the need for establishing stronger partnerships with government departments and structures is apparent. In the previous section teachers acknowledged that the state through its various department/officers had a supportive and facilitative role to play, which is what emerges clearly in the figure.

**Level IV:**

Finally at the district level a variety of partnerships with all the important organizations and government structures is depicted in the figure, giving emphasis to multisectoral collaborative action. It was also suggested by teachers that a co-ordinator committee could be established for effecting multisectoral linkages comprising the Block Development Office (BDO's)- Block Education Office (BEO's) -
DIET- Training institutions-cluster level parent and community representatives with the major aims of identifying needs, training inputs/activities as also monitoring in-service training programmes and future follow-up activities. Besides this, providing support both infrastructure and financial and evolving new partnerships with new persons, groups and demands emerged stressing the dynamic nature of partnership development.

Finally, the researcher acknowledges the obvious rural bias apparent in the type of partnership suggested across the different operational levels. This could be modified according to the contextual situation of training and location of school.
IMPLECATIONS:

➤ Schools/teachers should establish a continuous dialogue between the parents, VEC and other community members at the village level.

➤ All the partners should review and analysis the school position on a continuum of educational change vis-a-vis children's needs and parent / community expectation.

➤ At the cluster level teacher peer groups should be established and meetings held at least once a month.
➤ Community members who can function as auxiliary/part-time help should be identified for support in school.

➤ Schools along with block and district level authorities should identify other organizations / groups / individuals that would help in the realization of in-service training inputs.

➤ A core group needs to be constituted for establishing linkages between identified partners at different levels in the district.

➤ Future in-service training programmes should be onsite, recurrent, short term with an opportunity for field try outs.

➤ Training inputs should be based on the changes required as identified by school-parents-VEC.

➤ A mobile expert facilitator or a team should be identified for providing continuous guidance and support to in-service training programme.

➤ Community should be prepared before any changes are implemented in class-rooms as a result of in-service training programmes.

➤ Training should include identified partners besides teachers.

In a word undergoing rapid change, in-service training has become all the more vital as no school reform can succeed without continuous teacher empowerment. This highlights the central vole of
in-service training programme in view of obsolescence as well as explosion of knowledge and changing educational and social realities. The findings of the study emphasize that simply providing in-service training is not the solution to effecting school reform vis-a-vis the teacher. What needs to be acknowledged is that teachers are a part and parcel of the community where they teach particularly in rural areas. Their involvement should therefore respond adequately to local needs and expectations.

The partnership web for teacher empowerment provides a way forward to successful and realistic school reforms.

TEACHER EMPOWERMENT STRATEGIES:

During training programme the following strategies are to be disseminated and practiced to enhance performance competencies of the teachers. There is a need to discuss how to use teacher’s manuals, teacher’s guides and guidelines during the training.

- **Strategies to assess school readiness:**
  - Development of tool to measure basic cognitive abilities like conservation, seriation and classification.
  - Development of simple manual for primary teachers indicating the procedure to use the tool, interpret the data and linking it with teaching - learning.
Diagnostic Strategies:

- Simple teacher made diagnostic tool to identify learning needs / disabilities / errors.
- Identification of teachers training needs in multigrade / large class size context.
- Need for development of teachers manual in regard to how to prepare the diagnostic tool.

Strategies to define the end product of learning:

- At the end of the activities related to content areas the child should attain concepts and well-defined abilities.
- Concept attainment strategies and ability development modalities should be interacted during training period.
- Training sessions should highlight the procedure of concept identification, concept mapping, concept attainment strategies, identification of abilities to be developed and ability development strategies.

Remedial strategies:

- How to develop remedial instructional material?
- How to use them?
- Should these be used in self-learning or group learning situations?

Intervention Strategies:

- How to improve T-L process in multigrade/large size context?
- Class seating strategies.
- Curriculum organization strategies.
- Same subject across different classes.
- Blending of competencies across different subject areas.
- Ability grouping across classes.
- Group learning/senior student teaching.
- Time table strategy.
- Strategies to develop free practice materials.
- Group and pair practice strategy.

During teacher training period, these strategies are to be practised by teacher.

➢ Strategies to formulate multiple learning mode and their interlinking:
  - Activity based joyful learning
  - Co-operative learning/small group learning.
  - Peer/senior assisted learning.
  - Self learning.
  - Drill.
  - Interlinking multiple mode of learning. There is need to develop guidelines for teachers highlighting how these strategies could be operationalised. During training programme teacher should work on these strategies.
Strategies to go beyond facilitating role of teachers and parents:

- Going beyond planning, demonstrating, facilitating, observing, assessing, guiding, collecting, selecting, arranging and maintaining the environment, strategic for—
  - Smooth transition from home to school.
  - Nature of child's uniqueness and facilitating personal development of the child.
  - Meeting all sort of developmental needs.
  - Sharing information with parents.
  - Collective task oriented performance.
  - Accountability for educational goals.
  - Democratic schooling and concern for equity.
  - Diagnosis, remediation and acceleration.

There is need to develop self learning package for teachers which could be transacted during training.

Strategies to extend learning opportunities/choice by environment building

- Self regulated practice
- Wise range of tools/equipment to support to learning
- Equity in choices/opportunities to use materials.
- Guideline opportunities to take responsibility.
- Use of teacher/parents as resources for learning by students.
- Non-directive/ flexible mode for working.
- Strengthening social dimension of learning.
- Group learning.
- Partnership and co-operation in learning.

There is a need to develop guidelines for teacher's which would be discussed through interactive sessions.

➤ **Strategies to develop learning materials.**

- Competency based learning materials.
- Local specific materials.
- Fixation of content standards.

There is need to develop teacher's manual to guide teachers in development of various learning materials.

➤ **Evaluation strategies.**

The focus of evaluation should be shifted to measurement of abilities / skills and attainment of concepts. New criterion reference tests are to be developed for measurement of abilities/skills and concept attained. There is a need to develop teachers manual. During
training sessions, practical work on development of tools should be undertaken.

➢ **Strategies to facilitate learning to learn.**

Ability to investigate / explore / enquiry questioning will lay the foundation of further learning, independent learning and learning to learn it also includes -

- To understand learning techniques.
- To be responsible for own learning.
- To identify concepts to be attained and abilities to be acquired.
- To work systematically step by step.
- Conceptual modeling of each ability/skills.
- Practice of skills
- Teacher feedback/group feedback

➢ **Teacher policy to improve working condition/Enhance job satisfaction / Motivation.**

There is need to formulate teacher policy by the govt. to improve working conditions and to enhance job satisfaction and motivations since these are interlinked.

- **Recruitment policy:** Two years pre-service training after +2 level minimum education. More female teachers are preferred
at primary level. Socio-political interference in appointment/transfer of primary teachers should be stopped.

- **Marketing policy:** Maintaining a balance between demand and supply of trained primary teachers. For example, in Assam pre-service programme of DIET has been stopped due to incidence of unemployment among trained primary teachers and political pressure in case of non-trained unemployed youth.

- **Pay policy:** Primary teachers should be given a realistic salary structure. Payment of salaries should be regular.

- **Promotion policy:** A well defined career structure with provision for upward mobility should be formulated. Career rewards and work rewards will motivate teachers.

- **In-service Training policy:** In-service programme should be compulsory and need-based. In-service training needs of the teachers should be assessed through diagnostic tool. School-based in-service programmes should be initiated.

**THE ROLE OF A TEACHER:**

The thrust for the current national review of in-service education was provided by the report of the James Committee in 1972 in which it was argued that "the best education and training of teachers is that which is built upon and illuminated by a growing
maturity and experience. 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". To perform these concrete tasks with adequate quality and efficiency, the teacher, first and foremost, should have love and affection for children, concern for optimum attainment, regular contact with parents for the best possible education of their words, eagerness to elicit community support for optimum functioning of the school in all aspects and achieving a high degree of commitment to attain higher professional standards. In several consultations organised by NCTE (National Council for Teacher Education) at different levels, the following five crucial commitment areas have been identified.

- Commitment to the learner.
- Commitment to the society.
- Commitment to the profession.
- Commitment to attaining excellence for professional actions and
- Commitment to basic values.

Therefore on the basis of the consultations, five major performance areas have been identified for the teachers to develop practical skills. These are -
Class-room performance:

The area of classroom performance assumes most importance for the teachers, as their first concern is education of the children put to their change. They are expected to do their best in the classroom to import as best education and learning to the class as feasible under the given conditions. This would require practical acquisition of necessary skills, competencies, attitudes and approaches for transaction, evaluation and management strategies. The teachers, therefore need to be quite well prepared for these and similar other type of classroom performance to do their classroom duties and work efficiently and effectively, as part of their teacher education programme, both pre-service as well as in-service.

School level performance:

Besides their class-room performance, the teachers have to discharge their roles and responsibilities towards the school they serve. Organisation of learning oriented social events, festivals, functions, games and various other interactions within the school constitutes a very significant part of the teaching-learning process. A well-prepared teacher can put in dynamism and generate interest and participation of the total school community in such performances in order not only to improve the school climate for effective schooling
but also to build quite a whole same image of the school for an all-round development of the whole learning teaching community in the school.

➢ **Performance in the out of school educational activities:**

Various curricular and co-curricular activities, field visits, community interactions, utilisation of community resources and identification of other possible resources are some of the aspects which could develop close relationship of the school with the world outside. The student teachers have not only to be acquainted with these during their teacher preparation programme but have also to be trained to participate activity in organising and conducting these activities to understand their role performance in these areas.

➢ **Parents related performance:**

Several studies revealed that issues of clarification, remediation and learner attendance are directly co-related at the interaction level of teachers and parents. The dropout rates decreased in places where teachers contacted the parents within a week of their word's absence from the school.
Community related performance:

In the years to come, village education committees (VEC) and other similar bodies will play a major role especially in UEE, besides school education as a whole. Interactions with these bodies would become necessary for proper development of the school and growth of its resources as well as its activities. Teacher education shall have to give this issue its due place and weight age.

A close relationship of the theory with the performance should ensure greater magnitude of achieving what has been planned in policies.

Teacher has to play the role of a friend; facilitator or guide who should provide conducive learning environment and both learners and teacher should participate as co-learners in a co-operative manner. Teacher should plan, organise and evaluate learning activities according to the knowledge, skills, attitudes and experience of children. Teacher should make effect to create environment where children learn on their own through explanation. Rather than providing mere information for rote learning with the help of materials teacher should try to create a situation where children can concretely experience what they learn. For this teacher has to keep in mind a number of things learning levels of children, their interests, their abilities, the nature of learning the experience etc. Teacher
should know that the effective use of teaching learning material has a critical role to play in generating learning opportunities for children. At primary level, it is important to provide children an opportunity to concretize their learning. This is possible if children are allowed to handle materials, which provide opportunities for learning. The following principles help the teacher to use learner centered approach in classroom.

(a) Understand the child:

In learner-centered approach all children are equally important. By communicating and establishing rapport with each child, the teacher can understand about the child. Teacher should know about the interests, abilities, attitudes, their background, which help him/her to plan, organize and evaluate learning activities. By observing and interacting with every child, the teacher can identify individual learning needs.

(b) Ensuring participation of each child:

Teacher has to involve each child in learning activities. To make every child participate activity in learning activities the teacher has to adopt different strategies. Group Learning, peer tutoring, self leaning and interactive technological devices may be quite useful in making each child active.
Children learn better in-group situation. Inactive children also interact and participate in-group actively. Communication skills, cooperation, self-confidence, independence develop among children through group work. Slow-learners also try to situation. The teacher should plan organise group activities in a flexible way according to nature of activity to ensure the participation of all children in teaching learning activity.

(c) Learning through various Experiences:

For securing and sustaining child interest and attention, teacher has to provide learning experiences according to the news and environmental conditions children can overcome the fatigue to a great extent. Teacher can involve children in collecting and preparing leaning material.

(d) Evaluation of the Learner:

Evaluation has to cover all areas of development i.e. knowledge, skills, competencies, social and emotional development etc. Besides these areas, evaluation also has to be cover in terms of attaining competencies. Not only quantitative but also qualitative assessment of dimensions like leadership, self-confidence, sociability, co-operation should be included. Child’s positive strengths and
problem areas if any have to taken into consideration, which indicate whether the child needs special attention in the development of child. Evaluation methods shall include oral performance, observation techniques and use of cumulative records. The teacher should not compare a child with other children, but his/her performance shall be compared with his / her own earlier performance, which help in noticing improvement in the child.

(e) Providing Guidance:

Teacher shall guide the children in identifying their strengths and weaknesses shall help them in assessing their own work, so that children can realize their mistakes before told by others and can show improvement in their subsequent learning.

(B) TEACHER EFFECTIVENESS

Teacher effectiveness is an area of research, which is concerned with relationship between characteristics of teacher, teaching acts and their effects on the education out come of class room teaching. Mastery of the subject matter, proper professional training, love for the professional, love for children, a basic knowledge of psychology, good conduct, honesty, politeness and sincerity, patience and tolerance, optimistic out look, sense of human,
patriotism and sympathy are requisite qualities of an efficient, effective teacher.

Recent writing and discussions on teacher education have indeed reflected the general concern about quality. A great deal is being said about new directions in teacher education, about reform of the curriculum, about the organization of teaching practice and the use of the training year. The potential value of new media has repeatedly been stressed and more recently, we have heard a good deal about group dynamics, microteaching and problem solving techniques.

The possible indicators of efficiency in the process of training are predictive in character. By examining their relationship to attainment indicators over a period of time we may be able to establish which factors significantly affect attainment and to what extent. Thus for the purpose of this synthesis it seems convenient to group the result in the following way.

➢ "Factors" (teacher background and school system variables) as they related to the "teaching situation."

➢ "Teaching situation characteristics" as they relate to outcomes and

➢ "Factors" as they relate to outcomes.
The following figure illustrates the way to which the various sets of relationships were postulated, with effectiveness defined in terms of the association between factors (determinants) and intermediate and final outcomes. Teacher effectiveness is loosely defined in terms of the changes which take place in the knowledge, attitudes and behaviours of individuals and communities as a result of teacher involvement.
• Teaching situation is made up of the behavioural and attitudinal characteristics of teachers and pupils and their interaction of an educational setting.

• Factors refer to those personal and professional background conditions that a teacher brings to the teaching situation, which might affect its character. They include other influences such as the school and social system, as these affect teacher characteristics.

Out comes are those pupil changes in achievement, attitudes and behaviour that take place in the context of the teaching situation as well as the institutional or community changes that are due to teacher involvement.

FACTORS AS RELATED TO THE TEACHING SITUATION:

Not all the variables suggested in the framework were found to be covered by the research reviewed under this heading. For example there were no studies that dealt with effects of the social context in which the teacher operates, except for some differences noted between teaching in rural and urban schools. Results of the available studies can thus be grouped in two set:
A. Teacher factors: Sex, age, personality, socio-economics status, knowledge, ability, language, instruction, attitudes, experience, qualifications and training.

B. School characteristics: Location of schools, type of school management, subject matter and level taught, resource and social status of teacher.

SEX, AGE, PERSONALITY AND SOCIO-ECONOMIC FACTORS:

A number of studies comparing male and female teachers for the most part in Primary school found that female teachers were more satisfied with their career, possessed a better attitude toward the profession, students and school work, exhibited better mental health and suffered less from problems related to their teaching activities.

Females appeared to have a better perception of an open school climate and this in turn appeared associated with better job satisfaction.

Although there did not appear to be a clear relationship between sex and teaching attitudes, there was some indications that female teachers use more “modern” teaching approaches such as participatory, problem solving methods and in the case of student teachers, females performed better.
Not much research related age to teacher performance, but a few studies did indicate that teachers in the 30 to 40-age bracket showed greater job satisfaction than younger or older ones. Teachers in this age bracket also appeared better adjusted with a better knowledge of educational principles and a better educational attitude.

Much less is said about the impact of socio-economic factor on teacher performance. The study shows males in the upper socio-economic groups were less satisfied than females. The same sets of relationship appeared with respect to perception of class-room discipline where males of the upper socio-economic groups appeared less patient than females.

**TEACHER ATTITUDE TO VARIOUS ISSUES, ROLE CONCEPT AND EXPECTATIONS:**

Teacher attitudes towards educational, political, social and religious issues and their effect on the teaching situation were hardly looked into. Teacher attitudes to educational aspects dealing with teaching, teacher-pupils relationship, discipline, curriculum, pupil’s home work, teaching aids and management were found to affect class room behavior in relation to these aspects.

Teacher attitudes in favour of political democracy were found related to “indirect” behavior and democratic and social attitudes such
as those termed unbiased, progressive, sympathetic and friendly were found related to teaching efficiency.

Teachers are viewed by the community in a multiplicity of roles and research confirmed this assumption. Consensus on role among colleagues and Head Teacher was found to contribute to a teacher's job satisfaction and in turn, role anxiety related to ineffectiveness. However with one sole exception in which teacher perception of himself as 'director of learning' was found to be related to effective behaviour, no studies showed how differences in role perception could affect a teacher's behaviour and attitudes.

SCHOOL SYSTEM:

The impact of the characteristics of a school system was mostly investigated in relation to teacher attitudes. It was found that the location of a school affected teacher attitude toward teaching of major subjects in primary school and that authoritarianism was an attitude of teachers in Rural areas in some settings. It was also found promoted favourable teaching attitudes, that subject matter taught affected attitude to teaching as did the school level.

Some effect of school system variables on teacher behaviour was also reported. Location of school was found related to practice teaching behaviour and to lesson planning in teacher training. In one
case practice teaching in village school appeared more beneficial than that carried out in town school.

Also in elementary stage, lack of teaching aids and library resources are linked to inefficient teacher behaviour. In respect to subject taught and teacher behaviour, MALHOTRA found that science teaching was looked to indirect behaviour. The examination system in India was reported to be negatively related to teacher behaviour as was heavy syllabus additional workload and lack of teaching aids. Teacher satisfaction with the curriculum was found related to indirectness ratio of primary teachers.

Finally, with regard to job satisfaction it was found that incentives such as recognitions, advancement and interpersonal relationships contributed highly to it, while policy and administrative factors, low salary, the nature of work and the social status of teachers die not. Teacher's morale, presumed to be related to leadership qualities of school, Head Masters were found to be positively related only Head Master's qualifications.

EXPERIENCE AND TRAINING:

a) Experience:

What perhaps appears more clearly from the reviews is that there is some positive effect of length of experience upon the type of
techniques used in the classroom; the evidence, however, is limited and even contradictory regarding what type of techniques are associated with different levels of experience.

The study by SWET reports an association between experience of less than five years and the use of participatory and less authoritarian techniques. With regard to teacher attitudes toward pupils and teaching, they either do not appear related to experience at all, or to experience beyond 13 years. However GAYATRI reported a positive relationship between maturity of experience and attitude toward pupils and work in the school.

b). Training:

At first question here is of the relationship between training (whether academic or professional) to teaching behaviour like attitudes,

- Knowledge
- Job satisfaction
- Personal adjustment
- Teaching styles and
- Modes of interaction.

Generally speaking training does appear to make a difference with regard to some aspects of teacher behaviour. Teacher
attitudes were found to be affected by training in a number of studies and use of more authoritarian pupil control methods were reported for untrained teachers. Again training was found related to indirect style of teaching, better preparation of lessons and to the quality of professional relationships.

In one group of studies, higher qualifications appeared related to positive attitudes toward teaching and toward the profession. Higher qualifications were also related to the use of various classroom techniques characterized as indirect, participatory and employing modern aids and inquiry procedures.

Conversely, other studies, though recognizing the effected training, were not able to suggest that higher qualifications were better than lower levels of training.

Some work has been done on the effect of various methods used in pre-service teacher training. A number of these have to do with the impact of micro-teaching on pupil-teacher behaviour, type of questioning, use of participatory methods, and use of visual aids. All but one report positive relationships between this type of training and classroom performance of pupil-teachers. One of these studies reported on interaction between experience and micro teaching, student teachers who had more than one year of previous experience
profited most from a sequences of micro-teaching followed by macro teaching.

The introduction of simulation techniques into teacher training was examined mainly in some areas where several studies showed these to be superior to traditional techniques of teaching and demonstration in the use of participatory techniques and indirect behaviour as measured by FLANDER'S Interaction Analysis. Team teaching was reported in one study to be related to indirect behaviour. The use of interaction analysis in training was found related to the development of a child-centered approach to teaching and found to affect its use in the class room.

The effect of various feedback strategies on student-teacher behaviour was also detected in several studies. Positive attitudes changes toward teaching were reported when feedback techniques had been used, such as pupils' observation and teachers' self-ratings.

The relationship between in-service training experience and teacher behaviour and attitudes was examined in a number of studies. Several of these reported a positive effect of in-service training on attitudes regarding teaching and subject matter.

Another effect of in-service training seems to be in the area of subject matter knowledge, teaching methodologies and classroom behaviour.
In fact, when compared to teachers with only pre-service or no professional training, there was a positive effect on quality of lesson training and observed performance, on instructional skills and personal qualities and on success in implementing curricular changes or reforms in the educational system. On the whole, practically all that is reported on in-service training shows a positive effect on attitudes and teacher behaviour.

However, given the number of in-service courses that have been organized in our country, some reviewers note the lack of studies on the effects of in-service training upon students and especially of longitudinal ones that measure changes in teachers and students over a period of time. There is also not much evidence of the effectiveness of different ways of organizing in-service training or methodologies used for this purpose.

THE TEACHING SITUATION AS RELATED TO OUTCOMES.

a) Teaching methods:

The majority of the studies under this category dealt with the comparative effects of the discovery / inquiry method and the expository method. Operationally there is a variety of definitions of
treatments and characteristics of instruments for the measurement of their effects.

The interaction between cognitive styles of pupils, teacher methodical performance on tests of recall, comprehension and application was measured by KAZEMBE. He found that with a guided discovery method pupil cognitive styles were a significant factor on recall and comprehension. Analytic pupils did better than non-analytic ones. However, LIM indicated that the inductive approach seemed to have a positive style in dealing with high order thinking activities.

There were also attempts to compare a “meaningful” method (teaching for understanding) with a “mechanical” method (role, convention). ALI found that teaching for understanding is more effective for problem solving in Mathematics and is superior in developing scientific attitudes and critical thinking. IBE observed that the mechanical method was superior in immediate achievement while the “meaningful” method was better for retention.

PATEL found that the project method is significantly more effective in the acquisition of language skills among students with high IQ. GILL and PREMA also found that the activity method improved achievement in language and science, while JOSEPH reported for science that the type of activity, whether laboratory or
demonstration, has no effect on knowledge, comprehension or application. Its only effect as one expects was on skill development.

b) Modes of interaction:

A number of studies indicate that a democratic or personal attitude of teacher as associated with positive student achievement and a smaller incidence in school retardation. It was also found that a democratic attitude stimulated creative thinking. With regard to indirect versus "direct" mode of interaction, KILANI found that students taught by the indirect approach achieved significantly better than those taught by the direct approach.

Four studies on motivation indicated a positive effect on pupil achievement. IPAYE found that although praise was not superior to blame; it was better than vicarious reinforcement (such as ignoring) on student achievement. EL NAIB found that the effect of praise or blame on achievement of Primary school pupils was conditioned by the extraversion introversion personality trait of the pupils.

An important number of studies investigated the effects of different types of questioning techniques such as question-answer-feedback-problem-solving approach, divergent-evaluative questioning, broad questions with feedback, upon achievement.
c) Teacher expectations:

Studies dealing with the effect of teacher expectations on student outcomes point in the direction of the subjective or pre-judging attitude which teachers may evidence and which contribute to promote or fail a student. A study shows that the previous knowledge that teachers have about the degree of immaturity of their students negatively affects their promotion. BRAVO and SALAS found a close correlation between teacher's subjective evaluation of pupils intelligence and the number of failures. CHIAM observed an effect of teacher positive evaluation upon the student's academic self-concept, which in turn was found to have effect upon achievement.

d) Social and school system factor:

One study reported a positive relationship between the possession of aesthetic and political values by teachers and the popularity of these teachers among pupils.

Few studies tried to investigate the relationship between school structure and student outcomes. FONSECA found a positive association of student achievement and class atmosphere with "school tradition" (internal regulations, administrative problems, discipline etc.), but no association with school bureaucracy or status of school personnel. PILLAI found significant interaction between
administrative-organization and social educational student environment variables in their effect on student achievement.

Studies dealing with the effect of teaching-job conditions on student achievement are scattered and piecemeal. SWETT reported a positive relationship between pupil-teacher ratio and pupils achievement in the first grade. He also found a significant correlation between pupils- teacher ratio and years of experience as well as between pupil – teacher ratio and school slowness. JURIAH found a positive relationship between lighter teaching load and pupils’ achievement, while FONSECA found that the standard of living of teachers and the stability of school contracts contributed positively but not strongly to pupil’s achievement. LULLA reported that the transfer of teacher had a negative effect on the achievement of students and large class-size, out dated syllabus were related to backwardness at the primary level and the unplanned curricula was related to over all backwardness.

FACTORS AS RELATED TO OUTCOMES:

Most of the studies related teacher background factors to pupils cognitive outcomes. These include studies dealing with personal characteristics of teachers, characteristics of training, qualifications and experience.
In two studies dealing with personal characteristics of the teacher and student achievement, no significant relationships were reported. However one study reported that female teachers produce higher achievement. DAVE reported for India that female teachers were more effective in promoting pupil gains and that a positive relationship exists between student achievement and age of teacher. DAVE also reported that personality factors such as emotional stability and popularity have a positive effect on achievement while authoritarianism and extravertism have a negative effect. Similarly, desirable personality traits have a positive effect on student attitudes and on student acceptance of teacher.

MUSA also indicated the following relationship between personality traits and student achievement:

- Negative relationship between
  
  (a) Teacher’s ascendancy and
  
  (b) Sociability and female student achievement.

- Positive relationship between
  
  (c) Teacher responsibility and
  
  (d) Emotional stability and male student achievement.

- Certain personality traits (emotional stability, extraversion, clamness, forgiveness relate positively to student achievement.
Regarding socio-economic status of teachers, it was reported by MEGENDZO and HEVIA that standard of living and stability of school contract of teachers are weakly associated with student achievement in certain subjects (mother tongue, social studies, mathematics) and that teachers of higher social background tend to get higher achievement of both high and low social status.

TEACHER QUALIFICATION VARIABLES:

The relationship between student performance and teacher qualification was investigated in a number of studies mainly in terms of the following qualification variables:

- Teacher educational attainment and knowledge (level of qualification)
- Training (credentials and certification)
- In-service training (short and long term)
- Teaching experience.

BEEBOUT found a positive correlation between the percentage of graduate teachers and student academic achievement. He further found that increasing the percentage of teachers with higher educational qualifications has a strong positive effect on student achievement in schools with inexperienced teaching staff but
does not seem to have an effect in schools with experienced teaching staff.

**ISAHAK** found that median teacher professional qualifications are not significantly correlated with achievement of pupils at the primary level. Similarly, **SIFUNA** and **HEYNEMAN** found that there was no significant relationship between the degree of schooling of teachers or the performance in academic and educational subjects and achievement of primary school pupils.

**BEEBOUT** found a negative relationship between student achievement scores and percentage of untrained teachers in a school (less or more then 10%). It was also pointed out that moving a school from the lower to the upper achievement group by “elimination of untrained teachers” amounts to about 8.8% increase in the per student cost of education.

**ATTAR** also found that the achievement of students whose teachers had pre-service training was higher than the achievement of students whose teachers had no training. So the design of the study however raises questions about the interpretation of results as to whether they reflect an effect of teacher variables, a method of instruction variable or an interaction of both.

The study that considered effects of training experiences upon student achievement was a particularly good experimental study
carried out in Nigeria. This study indicated that use of microteaching in training significantly affected teaching results as far as the achievement of students in different subjects and their participation in classroom activities was concerned.

WAHIB, investigating the effect of in-service training on student achievement, found that the effect is not significant in subject matter nor on the knowledge level, but significant at both the comprehension and application levels. BARRIGA showed that while in-service training affects teacher's knowledge, it does not affect the student's learning outcomes. These contradictory results raise many questions regarding the objectives of in-service training, the optimum time needed for a possible effect to reach the student level and measurement of student outcomes.

The effects of a short task-oriented training programme in the mother tongue, with emphasis on specific objectives and detailed activities was investigated by DAVE. He found that compared to untrained teachers, trained ones produced improvement in pupil's language skills that affected overall achievement.

MEASUREMENT OF TEACHER EFFECTIVENESS:

Teaching effectiveness has been viewed from various angles as the extent to which the teacher is able —
- To encourage and promote pupils' understanding about the subject.
- To mould students to develop favourable attitude towards the subject.
- To develop independent study habit for the subject.
- To contribute to the emotional adjustment of the pupils.

**MORER** describes the teacher as a stimulus object. Teacher's wards, ideas, approach and behaviour become conditional stimuli for responses from pupils in the class. As such, the effectiveness of teaching depends on the strength of these stimuli in facilitating independent student involvement with learning materials. According to **RYANS**, teacher behaviour is –

- Function of personal characteristics.
- Observable and
  - Classifiable both quantitatively and qualitatively.

He presented cogent argument for assessing teacher competency in the light of effects of students.

**In view of these considerations, measurement (quality and quantity) of a few “well defined” teaching activities that can bring about certain ‘behavioural changes’ in pupils in respect of different areas of educational objectives.**
The criteria suggested by THORNDIKE, for measuring teaching effectiveness are classified into three categories –

a) **Process criteria**

b) **Presage or pseudo criteria**

c) **Product criteria**

The process criteria consist of those aspects of teacher and student, which are directly or indirectly related to educational objectives. Observation of teacher behaviour in the classroom is frequently used in such a scheme.

The presage criteria consist of those aspects whose relevance depends upon on assumed or conjectured relationship to either “process criteria” or ‘product criteria’. Generally, teacher achievement examination, intelligence test, attitude test and observer’s ratings are found to be used in such a scheme.

M. PRASAD in evaluating professional efficiency of teacher, measured teacher’s intelligence under ‘presage criteria’ and developed ‘teacher efficiency observation schedule’ under ‘process criteria’.

In this study, categories (a) and (b) are employed in evaluating class-room teaching behaviour and the category (c) for evolving effective means for teaching, Two different approaches are justified for categories (a) and (b) to ensure more dependable conclusion. Thus
for (a) both pupil’s observation and personal observation on classroom teaching behaviours are taken into consideration, while for (b) observer’s ratings on ‘behaviour traits’ usually considered in such a study and teacher’s attitudes are made use of.

It is extremely difficult to define, prepare or measure teacher effectiveness. BRUCE J. BIDDLE however suggests a seven variable model for teacher effectiveness. He observes that the central problem for understanding teacher effectiveness is to establish relationships between teacher behaviours and teacher effectiveness. The seven variables stated by BIDDLE are as follows:

A. Main sequence variables:

1. Formative Experiences —► — Training
   - Socialisation
   - Ascribed Positions.

2. Teacher Properties —► — Skills
   - Motives
   - Habits
   - Knowledge

3. Teacher Behaviour —► — Traits
   - Responses to Environment
4. Immediate Effects
   - Onset pupil Responses
   - Convert pupil Responses

5. Long term Consequences
   - Achievement on Adjustment of pupils
   - New Ideas in Education
   - Aggrandizement of the profession.

B. Contextual variables:

6. Class room situations
   - Physical Equipment
   - Social Incidents.

6. School and community
   Contexts
   - Physical Equipment
   - Cost of character
   - Laws and customs
   - Needs and Ideas of community Members.
MODALITIES OF TEACHER ASSESSMENT:

Category

Mechanism

Focus

Teachers

Self appraisal

Institutional targets

Appraisal by education / extension officers.

Teaching competency
- Commitment to school objectives
- Rapport with community
- Regularity
- Punctuality

Village level committee

- Rapport with children
- Interaction with parents
- Community support

Panel inspection teams

Classroom management
- Transectional strategies
- Use of Educational Technology.
- Individual attention
- Participating teaching

*Planned by J.S. RAJPUT
MORTIMORE (1991), has defined an effective school as one in which student's progress further than might be expected from a consideration of its intake. An effective school adds extra value to its student's outcomes in comparison with other schools serving similar intakes.

FULLAN (1995), conceives school effectiveness as "Producing the best possible learning outcomes given variable student characteristics and needs, changing resources and a dynamic definition of what should be taught."

REYNOLDS (1996), identified Nine key factors for assessing teacher and school effectiveness –

- Professional leadership
- Shared vision and goals
- An orderly and attractive learning environment.
- High quality teaching and learning.
- High expectations.
- Positive reinforcement.
- Monitoring pupil's progress and evaluating social performance.
- Pupil rights and responsibilities.
- Purposeful teaching.
Behaviour traits are generally used to evaluate student teachers at all levels. Among them 15 important ‘traits’ have been selected for the purpose of using them as ‘pseudo criteria’ in assessing teaching and teacher effectiveness.

The traits are—

- Co-operation
- Job-satisfaction
- Job-interest
- Emotional adjustment
- Teaching attitude
- Instructional Judiciousness
- Adaptability to novelty
- Classroom sociability
- Organising ability
- Job responsibility
- Initiative
- Adaptability of teaching
- Innovativeness
- Disciplinary ability
- Self-improving attitude.
NEED FOR ASSESSING TEACHER EFFECTIVENESS:

Every successful educational enterprise requires optimum utilization of human capabilities available to the system. Consequently, every such enterprise or activity needs periodic assessment and review. This has to be followed by search for better conceptual understanding, implementation strategies and practices. It is now well understood and appreciated that the role of teachers shall continually change in the 21st century for obvious reasons. While it will be necessary for the teachers and the teacher preparation systems to ensure regular acquisition of new skills and up gradation of existing skills, the assessment of the performance of teachers shall also remain an essential pre-condition for enhancing the efficiency of educational processes.

Assessment of teacher performance is essentially based on the idea and understanding that their performance be improved upon. A willing teacher who assists in this exercise is likely to gain more and would also probably help in making evaluation more objective. The teacher has to be realistic and objective in revealing his or her areas of strengths and deficiencies to the evaluator, along with his/her positive contributions and academic interests. Such an approach also requires the assessor to be well versed not only in the routine tasks assigned to the teacher but also in the professional practices being adopted by the
school to meet the community expectations. Any system of assessment would remain a week system if it does not take these aspects into consideration. Who could assess remains an active issue of discussion among teachers.

One of the outcomes of assessment could be the possibility of extending vertical mobility, rewards or incentives to the teacher. Through this, apart from professional upgradation certain amount of motivation could also be achieved. In view of large scale expansion, the unstated objective of teacher assessment often becomes ensuring the 'maintenance' of students and norms. Once this is achieved the same could be utilized to enhance the effectiveness of the system.

The process of assessment and appraisal often gets confined to administrative inspections. There has been a serious effort to change the same. Teachers participation in the process of assessment could be assured through generation of awareness and the positive aspects that could follow out of such assessment. Most of the teachers would appreciate transparent systems of appraisal which result into improvements in establishing communication and rapport between staff at different levels in the hierarchy in the systems. Many of them would appreciate receiving critiques on their own performance. Obviously teachers would be more in favour of an appraisal scheme which would ensure promotions or professional advancement as
compared to the one that could lead to disciplinary measures. However, there would be a numbers of teachers who would perceive appraisal as a threat to them which is utilized as an instrument of accountability.

Votaries of greater autonomy for teachers consider appraisal as a bureaucratic measure intended to keep a firm grip on them. They also consider it as against the professionalism in teacher education. The general feeling amongst teachers is that so long as the focus in the appraisal system is on what teachers do efficiently and competently rather than on only highlighting their deficiencies, it would receive their support and would achieve the expected goals.
OBJECTIVES OF THE STUDY

The study was designed to achieve the following objectives:

1. To study the retrospect of management training for primary school teacher in Assam.

2. To study the status of ongoing teacher training programmes in Assam (specially in Kamrup District).

3. To evaluate the teacher training programmes sponsored by various agencies like NCERT, SCERT, UNICEF, NGO, DPEP (SSA), SIE, SISE etc. in terms of their
   - Objectives
   - Contents
   - Resource person
   - Training curriculum
   - Training Methodology

4. To analysis teacher effectiveness scores in term of sex, teaching experience and age.

5. To find out difference in the teacher effectiveness of the trained and untrained teacher.

6. To give suggestions for the necessary changes in the ongoing teacher education programme in Assam.
HYPOTHESES

Objective no. 1, 2 and 3 are fact finding in nature and probably they do not need any hypotheses. Similarly, objective no 6, hardly need any hypotheses, since, it is a suggestive part. However, it is a fact that on the whole the following observation in the form of hypothese for the training programmes as follows:

$H_1$ – The ongoing teacher trained programmes under SCERT are not adequate to the empowerment process of primary school teachers especially in the remote rural areas.

$H_2$ – Teacher training programme sponsored by different agencies, mentioned in the objectives have an overall positive and significant impact with respect to different aspect of teacher empowerment.

i.e –

- Update teachers in issues concerning content, methodology and evaluation.
- Upgrades serving teachers in tasks with which they are currently occupied.
- Initiates and orients teachers to new roles on technologies.
- Provides opportunities for unqualified or under qualified on the job teachers to update and upgrade their knowledge.

\( H_3 \) – Teacher effectiveness in terms of teacher’s age, sex and teaching experience differs.

\( H_4 \) – There is impact of training on teacher effectiveness.

\( H_5 \) – Teacher effectiveness is related to teacher empowerment.

**LIMITATIONS OF THE STUDY**

In the present practice, there are two type of teacher education programme in Assam, pre-service and in-service. Pre-service course covers a periods of two years and in-service course for one year/eight months/six months/short term etc. and it is intended for the teacher, who are working in primary schools.

In Assam, the two-year pre-service teacher education programme has recently been introduced in DIETs and still it is an infant stage. So in the present study, the impact of in-service training programme is to be evaluated and two-year pre-service programme is not in preview records.
The study includes most of the schools from remote and rural areas and less number of urban schools for comparative analysis. Only the recognized and provincialised primary schools of Kamrup District are selected.