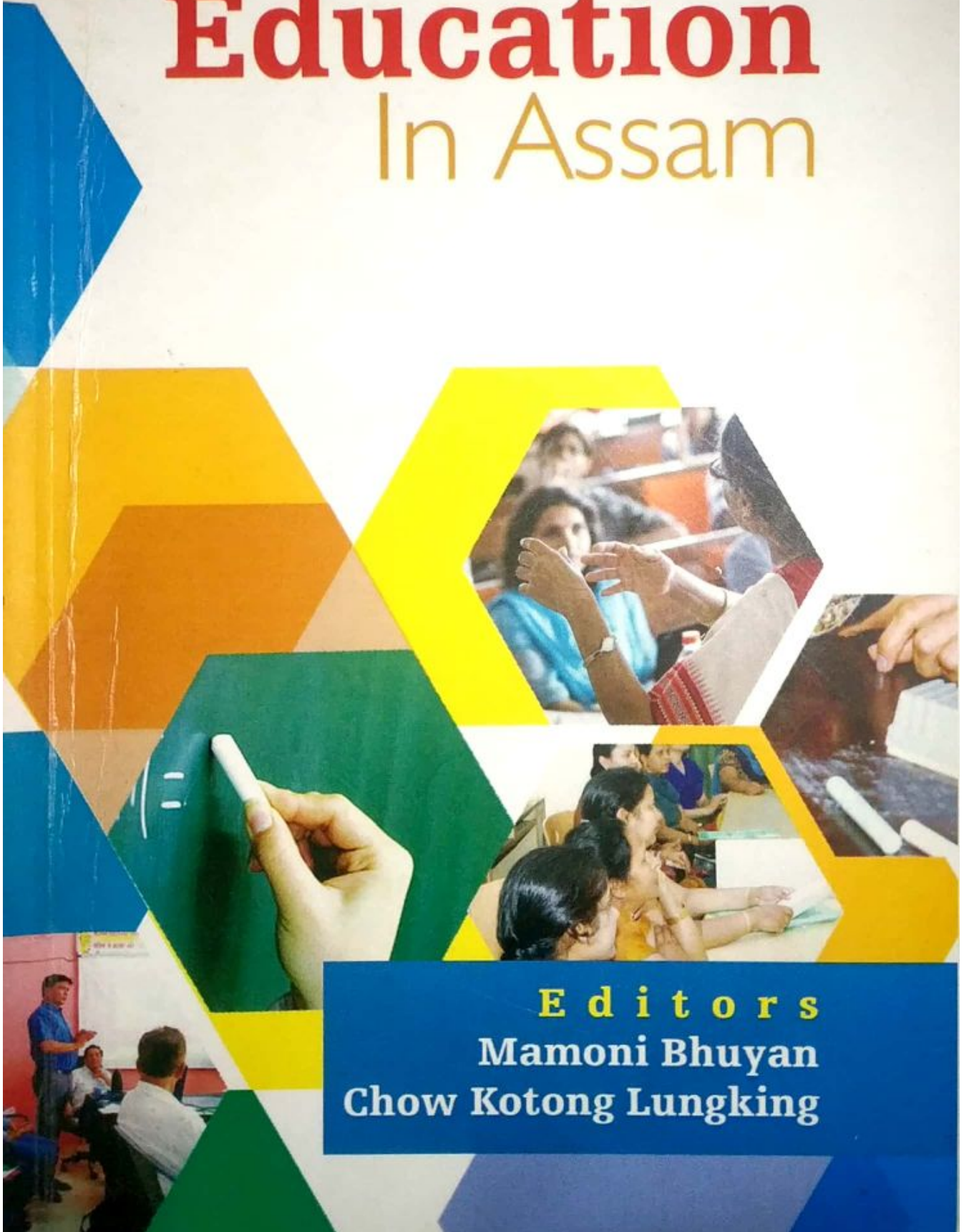


Teacher Education In Assam



E d i t o r s
Mamoni Bhuyan
Chow Kotong Lungking

Teacher Education in Assam

Edited by
Mamoni Bhuyan
Chow Kotong Lungking



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Foreword

The 21st century is being treated as the century of knowledge and an era of information technology. In view of this, a new society with a new mind set needs to be prepared for meeting the changes and challenges of world like liberalization, privatization and globalization. The teacher education programme becomes the focal point in the whole gamut of revolutionary changes because the effectiveness of educational policies and programme depends upon the teachers and their preparations. Although there has been a massive expansion of education in India after independence, the quality of education has been deteriorating. The curriculum is outdated, the courses are irrelevant, mismatch between theory and practice, lack of ideal student teacher ratio, inadequate infrastructure facilities, insufficient staff development, lack of motivation and the quality of teaching is below average. This is due to the fact that teachers lack teaching competencies and fail in making the teaching-learning process more effective, easy and interesting. Such a phenomenon would gradually lead to low student enrolment in schools. In this context, there is a need to prepare high profile teachers with all teaching competencies.

In Assam, teacher education is facing a real challenge in terms of quality. It is the general observation that most of the teacher training institutions are not coping up with the fast developing changes that are taking place at the national and international level. So, the quality of teacher education has been questioned and criticized from time to time by the concerned authorities. In order to meet the growing demands of teachers at various levels, the teacher education system has gone through quantitative expansion, but the qualitative dimension of teacher education program has received marginal attention resulting in mass production of substandard teachers.

I appreciate the efforts undertaken by the faculties of the Department of Education, Khagarijan College, Ms Mamoni Bhuyan and Chow Kotong Lungking in bringing out this Book which reflects the current scenario of Teacher Education in the state of Assam. This book will enrich the readers with a comprehensive understanding

about the conceptual framework of Teacher Education programme in Assam. It will provide a deep insight into the cause of Teacher Education and shall be an inspiration for further research in this area.

Dr. Manoshikha Baruah
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Contents

Forward

Preface

1. Professional Education of Teachers in Assam: A Historical Perspective
Surajit Ray 13
2. Secondary Teacher Education in Assam: An Overview
Dr Manoshikha Baruah 27
3. Diary Studies as a Reflective Tool: An Appraisal of Teacher Education in Assam
Narayan Ch. Gahatraj 35
4. In-Service Teacher Education in Assam
Kabita Medhi 43
5. Teacher Education in Assam: Problems and Remedies 50
Karabi Devee & Junumoni Dutta Das
6. Challenges of Teacher Educators of Rural BEd Colleges in Assam
Bhanu Prabha Goyary & Hiramani Rabha 57
7. Role of Teachers in Building Human Resources
Reza Shadullah Ahmed 63
8. Present Scenario of Teacher Education in Assam
Ajanta Bora Khargharia 70
- List of Contributors 75

Secondary Teacher Education in Assam: An Overview

Dr Manoshikha Baruah

Introduction

Teaching profession has been recognized as the noblest profession since the dawn of history. The well-established tradition of teaching and learning in India has retained its strength even under adverse circumstances. Since independence, our country has seen enormous changes in the quantitative and qualitative expansion of educational institutions at various levels. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education.

Development of Teacher Education in India

At the dawn of civilization during the Vedic Age (2500-500BC), there was no formal teacher training programme. Brahmin *Gurus* were the sole agency of teaching through generations after generations. It was their family profession. The advanced learners would sometimes help the Guru in teaching and in this way they had a beginning in teaching jobs. In the Buddhist period (500 BC-1200 AD), a semi-formal system of teacher education can be traced out. In the Buddha 'Viharas', the monks wishing to be teachers, would undergo austere training. On having rigorous training in religion, morality and right conduct, they would be certified as teachers. During

the Muslim reign in the medieval India (1200-1700), no system of teacher education was flourished. Persons well-versed in the Quran and Hadith were appointed as teachers in Muktabs and Madrasahs. They had training neither in pedagogy nor any education on child psychology. It was during the British rule (1757-1947) when India developed a formal system of teacher education.

Teacher education is reflected in various commissions and committees appointed by Government from time to time. University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66), etc. have invariably emphasized the need for quality teacher education suited to the requirements of the educational system. The Secondary Education Commission observed that a major factor responsible for the educational reconstruction at the Secondary stage is teachers' professional training.

In 1964, Kothari Commission was appointed to review education in all aspects and to make recommendations for its future development. After examining the recommendations, the Government of India issued an important statement on the National Policy of Education in 1968. This became the basis for educational development in the 4th and 5th Five Years Plans.

A major event in the development of Secondary Teacher Education has been the establishment of four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore to serve four the Zones into which India was divided for educational convenience. These colleges were specifically meant to supply teachers in multipurpose schools and focus on Science, Technology, Fine Arts and Commerce. It also introduced four-year teacher education programmes leading to BSc, BEd degree in different facilities. Formation of NCERT, NIE and NCTE has put teacher education on a new era.

In May 1986, Government of India has announced its National Educational Policy. The proposal for new policy to be adopted was

presented in August, 1985 by a document "Challenges of Education: A Policy Perspectives". The educational policy has seriously considered the role of teacher education in beginning every scheme of education into practice.

The National Policy on Education, 1986 and Programme of Action, 1992 call for substantial improvement in the quality of teacher education by launching a centrally sponsored scheme for teacher education. Accordingly, colleges of teacher education were established in order to upgrade the Secondary Teacher Education Institutions into Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASEs). Strengthening of SCERT and University Departments of Education are some of the programmes of action that has been implemented for improving the quality of teacher education. The Acharya Ramamurti Committee (1990) reiterated the recommendations of NPE, 1986 to bring about radical transformation in teacher education. Perceiving the magnitude of the new challenges and tasks before teacher education, the UNESCO report of the International Commission on Education for the 21st Century, 1996 strongly believed that a rethinking of teacher education is necessary in order to bring out future teachers with those human and intellectual qualities that will facilitate a fresh approach to teaching.

Development of Teacher Education in Assam

Since Assam came under the British rule much later than the rest of India, the progress of education in Assam before independence was not remarkable. It is, therefore, obvious that in the field of teacher education also, Assam has been lagging behind the other States of India from the very beginning of the British rule.

The development of Secondary Teacher Education in Assam is of recent origin. The first Post-graduate Training College was established at Jorhat in 1958 by the Government of Assam. In 1983, the Government proposed a policy regarding the taking over of the training colleges under private management. These colleges are Banikanta College of Teacher Education, Guwahati, Nowgong

Sikshan Mahavidyalaya, Nagaon, Kokrajhar Post-graduate Training College, Kokrajhar, and Silchar Teachers Training College, Silchar. At present, there are 52 BEd colleges in Assam. There are 35 BEd colleges under Gauhati University out of which 07 are Government and 28 are privately managed institutions. The intake capacity of the colleges varies college to college. Government deputed teachers are generally sent to Government BEd colleges. The Private BEd colleges admit non-deputed teachers as well as fresh graduates. These colleges have to depend on the fees collected from the trainees for the maintenance, staffs salary, purchasing equipment, etc.

It is very difficult to pronounce the verdict on how far existing training colleges in the State have been successful in achieving the objectives of teacher education. Under the present conditions of training colleges, we cannot predict exactly whether the objectives can be achieved or not. But our attempts to achieve those should not be left untied.

Role of National Council for Teacher Education

After becoming a statutory body in 1995, the National Council for Teacher Education (NCTE) brought out a discussion document on Curriculum Framework for Quality Teacher Education (CFQTE) in 1998, 2000 and 2005 in order to give a new look to teacher education. With a view to achieving co-ordinate development of teacher education, the NCTE took up a number of initiatives during the last decades. It joined the National Assessment and Accreditation Council (NAAC) to foster quality assurance. The National Curriculum Framework 2005 and 2009 also stressed the need of reforming teacher education programme keeping in view the latest trends in education. In 2012, Supreme Court constituted Justice Verma Commission to make a close scrutiny of the existing provisions and the quality of teacher education. The Commission made many recommendations including enhanced duration of BEd course from one year to two years. Accordingly, NCTE has made two-year BEd course compulsory and prepared new curriculum for two-year BEd

programme. NCTE made new regulation with revised norms and procedure for teacher education programme. With this, Secondary Teacher Education has entered a new era of development.

Challenges Ahead

Increased duration, no doubt, will enhance the quality of teacher education but, for many States like Assam, it will create a lot of challenges. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three board inter-related areas. The curriculum framed by NCTE for two-year BEd course, includes some area such as art and drama, music, physical education besides compulsory education papers and pedagogy of training. The curriculum gives more stress on practical aspects like inclusion of internship programme along with regular practice teaching period. Availability of schools for accommodating a large number of trainees for doing internship for a period of four months will really be a big problem in a State like Assam. Again, appointing additional staff (for 100 students), additional infrastructure will create problems for the institutions. Availability of staff with NCTE norms is also a big question for all. There is an urgent need to find out solution to the problem of qualified teacher shortage in the State. Moreover, new regulation stands for composite structure of teacher education programme which becomes a challenge for the existing private teacher education institutions. Imposition of new conditions and time frame for implementation of those regulations may result in the close down of some institutions. Enhanced duration of BEd course on one hand and opening of new courses for making composite structure on the other comes as a blow to the teacher education instructions. Moreover, the poor students, who are trying to become a school teacher, may not afford the cost of two-year BEd course.

The initiative of Ministry of Human Resource Development to restructure teacher training system by doubling the duration of teacher training course i.e., Bachelor of Education from one year to two

years is undoubtedly a timely one. The critique of one-year BEd programme claims that one year is insufficient to provide adequate and stable knowledge in content areas, pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainees. NCTE has been making the changes from the academic session 2015 to ensure that quality teachers are produced from these instructions. The success of this reform depends on the co-ordination between the State universities and the NCTE.

Quality Crisis

In India, teacher education is facing a real challenge in terms of quality. It is the general observation that most of the teacher training institutions are not coping with the fast developing changes that are taking place at the global level. Studies undertaken in recent years have shown that the quality of pre-service and in-service teacher education programmes in our country is deteriorating and that professional commitment and overall competency of teachers have much to be achieved. Therefore, everything necessary has to be done to ensure that our teacher education institutions produce teachers of high quality and calibre and conscious initiatives are necessary to improve the quality of teacher education at various levels. On the qualitative side, we must consider that teacher education is not simply a matter of acquiring degrees. It is more a matter of orienting the minds of young teachers towards service to the country. In this context, it is very much necessary to ascertain the quality of teacher education institutions and to take necessary action to make this programme an effective one.

The role of teacher education in the 21st century is all the more crucial as this is the stage of educational growth and expansion. Therefore, quality of teaching and teacher education is a key factor in securing the quality of education and improving the educational attainment of young people. Teacher education has a vital role in human capital formation. The role and shape of teacher education is easy to visualize but difficult to accomplish. There is a gap between theory and practice;

so we have to develop such type of teacher training programme which can fulfil the requirements of the society and country in the wake of globalization and knowledge expansion. It has already been mentioned that due to various changes in the society and new developments in all aspects of education, the teacher education programme should be viewed from a new standpoint. In order to improve the quality of teacher turnout, the existing condition of the teacher education colleges should be brought to light. It is observed that in our State teacher education institutions are coming up, but so far as the standard of education is concerned, it is far below our expectation. The teacher turnout from such substandard institutions will do more harm to school education than improving the quality of teaching.

Conclusion

Education is a powerful catalyst for positive changes. It is an effective social ladder because progress can be made if teachers are capable and well-trained. The teachers are the pillars of knowledge and education. Any educational effort loses its vitality if it does not give adequate attention and importance to the teacher. In any educational programme, the teacher is the most important element which can implement the educational process in a proper way.

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Teacher Education

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Preface

"A Teacher affects eternity; he can never tell where his influence stops." As rightly quoted by Henry Adams, our society is what it is taught. And hence a teacher becomes the pivotal point of how our society is being shaped. To ensure that the teachers are sculpted in the best way, Teacher Education becomes truly vital in creating the team of Teacher who will mould the next generation. Teacher Education is the professional preparation in the pedagogy of those who want to enter the profession of teaching. A teacher must go beyond the limits of the society and its demands so as to create a new culture, new structure and new civilization. Teacher education programs are important for development of teachers proficiency and competency and enables them to meet the requirements of the professions and face the challenges there in. Teacher teaching is a significant investment which directly reflects the quality of a nation leads to the hegemony of progress.

I appreciate the efforts undertaken by Smriti Jyoti Goswami, a young teacher educator in bringing out this 'Teacher Education' book which reflects the curriculum prepared by Gauhati University for two years M.Ed Course. This book will enrich the readers with a comprehensive undertaking about teacher education programme, its objectives, functioning and challenges.

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