



Professional Development Needs of Teachers in Assam: A Needs Assessment Study

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ABSTRACT

The state Assam is the largest state of north-east India. The state has diversified cultures comprising a multi-cultural society. Unlike other parts of India, educational growth in the context of teacher education could not be started earlier in Assam. Skilled competence results in performance of teacher in terms of on the whole development of children. The competent teacher is believed to perform better in the interest of the children and society as well. High level of proficiency empowers teacher with high self-concept, commitment and motivational level. The teacher's conduct is significant for a humane teacher and it has impact on classroom, school, group of people and educational system. The quality of a particular kind of education is largely depended on the quality of the teacher. In a nutshell, it can be stated that professional competence of a teacher is a most imperative pre-requisite without which even the best curriculum, syllabi and teaching-learning materials cannot ensure desired learning outcome. Therefore, to be a good teacher and also to ensure the desired learning outcome to the target group professional training is a must for every aspiring teacher. Unluckily, the teacher education system is yet to be tuned to adjust with the changing educational need of time. The curriculum and syllabi review effort being undertaken in the context of child centric, joyful and capability based teaching especially at elementary level education has not yet been fully supported by the teacher education programs. As a result, there is large gap between what is expected and what is achieved at field level.

Keywords :- Needs of Assessment, Teacher, commitment, education, motivational, institution

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INTRODUCTION

Teacher education arrangement is an important vehicle to improve the quality of school education. The success of the educational development depends to a rigid extent on the uniqueness and talent of the teacher who is the corner stone of the arch of education. The superlative function of teacher education institutes is to make the pupil teachers aware of their high mission and impart a new vision of the everyday jobs of teachers in the education of children and youth. The success of a true teacher is to be judged not in terms of percentages of passes of his student or

inventive contribution to knowledge but through the quality of life and character of children taught by him. It is the major responsibility of teacher education institutes and teacher educators to provide quality teacher education. And it is the teacher in the institution who produces desired persons. Teacher educators are responsible for producing quality teachers. In other words, teacher educators' way of organizing theoretical framework, practical sessions and skill development programs affect the future teachers. This paper is an attempt to study the status of teacher education system in Assam.



NEED of TEACHER EDUCATION IN ASSAM STATE

It has been aptly remarked, "If you educate a boy, you educate one person but if you educate a girl, you educate the whole relatives and if you educate a teacher, you educate the whole family and if you educate a teacher, you educate the whole society". Teacher education is not teaching the teachers how to teach. It is to kindle his idea, to keep it alive, to minimize the evils of the "hit and miss" development and to save time, power, money and trouble of the teacher and taught. The necessity of the teacher to identify that the course in teacher education would help him minimize his difficulties and to understand that it would save the children from much of the painful process through which he has himself passed. Teacher education is needed for developing a purpose and for formation of a positive thoughts for the profession.

PRESENT TEACHER EDUCATION TRAINING INSTITUTE IN ASSAM

Common or Normal Schools:

In 1826, at the time of extension of British rule in Assam there existed an aboriginal system of education. In order to develop the competencies of teachers, the Government of Assam opened 16 teacher education courses attached to MV (Middle Vernacular) and ME (Middle English) schools. In 1905, for the first time two Normal schools were established at Jorhat and Silchar to impart teacher education for MV and ME school teachers. By 1920, the number of Normal schools was raised to class 7. The nature of programme of these teacher education institutions included pre-service and in-service programmes for the elementary school teachers. In the beginning duration of this course was for one year with total drinking capacity of 350. For some times JBT (Junior Bachelor Training) course of 6 months duration was running in Normal Schools. At in attendance the duration of the in-service Normal Schools course is for the period of 2 years.

Basic Training Centres (BTCs In Assam:-Basic Training Centers were recognized in a phased manner from 1948. Firstly 7 BTCs were established by the Government of Assam. In 1962, 18 more BTCs were taken over by the Government. Although this course was pre-service in nature, teachers were deputed for such teacher education courses after their appointment in different schools. But since 2001, two year pre-service education courses have been introduced for the development of primary school teachers in the near future. The total intake capacity of BTC is in Assam 4500.

District Institutes of Education and Training (DIETs) in Assam: At present there are 18 DIETs in Assam which provide-

- (a) District Primary Teacher Education (in-service) for 2 years duration with intake capacity of 1500, and
- (b) Bachelor of Elementary Level Education (B. EL. Ed.) for duration of 2 years (pre-service and in-service) with intake capacity of 550. The nature of this teacher education programme is pre-service and in-service teacher education for the elementary stage.
- (c) Institutes of Advance Study in Education (IASEs): There is only one IASE in Assam named Banikanta B.T. College with intake capacity of 100.
- (d) College of Education: There are 61 B.Ed. colleges in the state which provide B.Ed. course with intake capacity of 5,170. Graduate teachers are deputed to selected B.Ed. Colleges/ CTEs for in-service education. From the session 2015-16, two year B.Ed. courses have been started in all secondary teacher education institutions of the state.
- (e) State Institute of Science Education (SISE): This institute provides in-service short term course on subjects such as Science, Mathematics and Environmental Science for teachers of Primary, Middle, and Secondary schools.
- (f) State Institute of Education (SIE): This institute provides in-service short term



courses on school subjects and teaching methodology for teachers of primary, middle and secondary schools.

- (g) English Language Teaching Institute (ELTI): This institute provides (in-service) short term courses on English language for teachers of middle, secondary and higher secondary stage.
- (h) Secondary Education Board of Assam (SEBA): This Board provides short term training in school subjects for middle and secondary level (in-service) teachers.
- (i) State Council of Educational Research and Training (SCERT): The SCERT as a part of their extension service activity provides teacher education to various organizations and institutions for the primary and upper primary school teachers on many academic issues related to approach, philosophy and pedagogy.
- (j) Dibrugarh University, Gauhati University, Krishna Kanta Handiqui State Open University (DU, GU, and KKHSOU): Dibrugarh University and Gauhati University conduct regular B.Ed. and M.Ed. course (preservice) for secondary teachers. Krishna Kanta Handiqui State Open University conducts D.El.Ed. two years pre-service diploma course for elementary school teachers.

FALLING STANDARD OF TEACHER EDUCATION INSTITUTIONS IN ASSAM:

Teacher education institutions of Assam at present are facing many troubles due to lack of adequate infrastructural facilities, Teaching Learning Materials, laboratory equipments and qualified staff. They are being run without minimum facility i.e. lack of experimental school, library, hostel conveniences and other equipments. The institutions do not have adequate number of computers with internet facilities. Most of the teacher education institutions do not have adequate physical facilities. Most of the institutions even do not have condition for each teacher for safe keeping of text books, reference books etc. and

students copy books . There is mismatch between theory and practical courses in the brochure of elementary and secondary level teacher education. Besides faulty methods of teaching, poor academic background of student teachers and insufficient financial grants are the major problems being faced by the teacher education institutions of Assam. Professional development programmes for the teachers are largely insufficient in Assam. Most of the secondary teacher education institutions do not follow systematic practice for selection of the candidates. In the name of practical activities, only official procedure are observed in most of the teacher education institutions of Assam. Research in education has been noticeably neglected area in Assam. There has been an enormous growth in the number of private secondary teacher education institutions in recent years. Most of the secondary level teacher education institutions are still being run by the fee collected from student teachers. The private secondary teacher education institutions are absolutely free from Government control. This lead to create different problems such as a high fee structure, capitation fee, exploitation of teachers and imparting education through unqualified teacher educators to save their salaries for fulfilling the commercial benefit.

The mid-term review of teacher education scheme in the state done by Teacher Education Resource Group in the NCTE identified some shortcomings which are listed below :---

1. The physical infrastructure of DIETs and CTEs is reasonably good but lacks maintenance.
2. Majority of faculty members in the CTEs do not possess requisite qualification as per NCTE norms.
3. There is no scope for professional growth of faculty members in DIETs/CTEs/SCERTs.
4. There is no difference in the functioning of the CTEs and ordinary B.Ed. Colleges. The faculty members of the CTEs do not know much about the role and functions of the institutions. Faculty of the SCERT is not organized in terms of academic departments.

6. EDUSAT facilities have not been extended to the SCERT.

7. There is hardly any promotional avenue for teacher education in the entire cadre. This creates

a feeling of frustration among the faculty members at all levels.

8. The ICT component is conspicuously absent in teacher education institutions.

9. There is no provision for induction level education for the DIETs, CTEs and SCERT.

Today teacher is more than a nation builder and continually contributes to re-shaping and re-establishing a new world of global teaching and personality efflorescence necessitating a new beginning with all care and caution, participation and perseverance. Teacher Education is one of the burning issues of education today. The present study highlighted the challenges of teacher education of Assam, and some suggestions to tackle these challenges so that teacher teaching track many more miles in our country in doing justice to the multi-dimensional world of pupil-creativity and teaching awareness to rise up to a minimum expectation of pupileffulgence in accordance with individual creative talent and critical ingenuity. Assam is considered to be the educational hub for entire North East India. Assam had a distinct and free political existence with a flourishing literary tradition. But the progress of education in Assam before Independence was not remarkable. It is, therefore, obvious that in the field of Teacher Education also Assam was lagging behind other States of India.

We always talk about teaching in social context where interface of two or more persons is involved. The term 'teacher' has been variously interpreted by various educationists and thinkers. The simple meaning of the term teacher can be taken as – a friend, philosopher, guide to the child, who is responsible for the overall development of the child's personality. The Secondary Education Commission makes an excellent point that, "we are convinced that the most important factor in the contemplated educational renovation is the teacher - his

personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well in the community." The teacher plays a vital role in society because he ensures that the intellectual tradition is carried down from generation to generation .It is the teacher education institutes that have been entrusted with the critical task of raising educational standards by preparing effective teachers. Teacher Education The backbone of the any educational system is the Teacher Education. The main objective of Teacher Education Programme is to prepare teachers for imparting effective and quality education. Incessant efforts are being made in the program for Teacher Education to improve the status and quality of Teacher Education in Assam .Teacher education refers to policies and processes aimed at providing teachers with the knowledge, attitudes, behaviors, and skills they need to fulfil their duties effectively in the classroom and at school .

Method of Preparing Paper

Analytical Method of research was applied for the present study as it helps to collect more information on teacher education in India in general and Assam in particular which involves a method of exploration on the basis of relevant documents with description and interpretations. Researcher has surveyed different books, magazines, journals, articles, research papers, reports, internet sites etc. for the study.

Teacher Education Institutions under SCERT, Assam

1. **District Institutes of education and Training (DIET)** – District Institutes of Education and Trainings were formed with the purpose of erecting a quality education edifice from the ground up, starting with the elementary stages of formal education. In Assam, DIETs were built in each district. It began with only 06 numbers in 1989, in order to meet the targets set forth in the NEP of 1989. DIETs provide elementary school teachers with in-service and pre-service



- (bachelor of elementary level education B.EL.ED for two years) teacher education. In Assam, there are now 23 DIETs.
- 2. College of Teacher Education (CTEs) –** The College of Teacher Education was established following the national policy on Education (NEP), 1986. At present there are 8 CTEs in Assam providing in-service teacher education (B.Ed) for graduates.
 - 3. Institutes of advance Studies in Education (IASEs) –** The Institute of Advance Studies in Education is a centre of excellence in the preparation of teacher trainees consisting of both pre-service and in-service teachers for developing quality secondary education. There are 2 IASEs in Assam.
 - 4. Basic Training Centre (BTC) –** Basic Training Centre were established in Assam in the year 1948 by the Government of Assam. BTCs are based on Gandhian philosophy of Basic Education. At present there are 19 BTCs in Assam.
 - 5. Normal School –** In 1835, courtesy of William Robinson, Inspector of Schools, a Normal Training class was established in English Seminary, Guwahati. AnandaramDhekiyalPhukan petitioned Jorge Aldrumost Mills of the Calcutta Dewani Court on July 4, 1853, asking the establishment of a Normal School in Assam. Permission to construct Normal Schools in Assam was given in response to his petition. Mr. William Robinson, the Inspector of Schools, recommended that Normal Schools be established at Guwahati, Sibsagar, and Tezpur. (<http://www.nsjorhat.in>). At present there are 7 Normal Schools in Assam. Normal Schools provides pre-service and in-service teacher training programme for elementary school teachers.
 - 6. Pre and Primary Teacher Training Course (PPTTC) –** Pre-primary Teacher Training Course, run under the auspices of SCERT, is a teacher training course for aspiring teachers who want to learn how to teach children aged 2 to 12 years. Pre-primary education is changing all the time, and it allows for a smooth transition of children into formal education. This pre-primary teacher training course is important in equipping instructors with the skills and competences needed to teach young children. PPTTC is in Dibrugarh, Assam.
 - 7. Hindi Teacher Training College (HTTC) –** Hindi Teacher Training College is located in North Guwahati, Assam.
 - 8. Hindi Training Center (HTC) –** Under the auspices of SCERT, Assam and the KarbiAnglong Autonomous Council, the Hindi Teachers Training Center was established. HTC is intended to teach Hindi teachers the Hindi language as well as correct Hindi pronunciation and grammar usage. HTC's objective is to promote Hindi as a second language throughout the state of Assam through a training programme. HTC is situated in Diphu, Assam.
 - 9. Challenges for Teacher Education Institutions in Assam.** Teacher Education is not up to the desired standards, with various lacunas and complications, as on date. The reason dates back to the cusp of pre and post independence where education itself was meant for the privileged and not for the larger population.

Needs of Assesments in Teacher Education in Assam Because of

Many institutes not involved in any program funded by the teacher education departments. Even in areas such as evaluation, instructional methods, and curriculum creation, teacher education departments have been unable to make a dent. There are lack of many facilities and needs of assessments in Teacher Educatin in Assam state given below-

- 1.Lack of facilities for professional development:** There is a lack of sufficient



facilities for teacher educators' professional development. Even the Association of Teacher Educators has made little contribution to the country's professionalization.

2.Lack of Empirical Research: Education research has received a lot of attention in India. Whatever research is being done is of very low quality. The teacher education program has not been thoroughly researched through systematic study. The guiding concepts of the teacher education program are unwarranted ideas based on guesswork.

3.Insufficient financial grants: The money received from student-teachers is used to fund self-financed teacher education institutions and hence it is a challenge to manage all the required aspects of the institute. In the Government run institutions, as well, due to improper mobilization and utilization of grants the condition of the same are not up to desired standards.

Suggestions to the problems of school Teacher Education Programme

1. Reorganization of the course: Universities should perform pragmatic research to determine the best course structure for achieving the aims of teacher education. The ratio of theory to practical work should be studied, and a special program for tracking various forms of practical activities necessary in school should be devised.

2. Innovations: A teacher education department should organize specific innovative programmes in the following areas to boost learning in various areas such as seminars, seminars and discussions along with lectures, panel debates, team teaching and faculty-sponsored projects.

3. Co-operation of the practicing schools: The faculty members of Teachers Education Institutions should have a tight relationship with the schools. Senior Secondary school teachers should be brought into the fold of the teacher education department, and mutual discussion should begin. Study courses, practice teaching, practical work

etc. should all be managed to improve school operations..

4. Planning Unit: The State Education Department should establish a planning unit to manage demand and supply of teachers at all levels of education.

5. The Research Nucleus: The departments of Teacher Education should establish a hub for research in various spheres like teaching, curriculum, and evaluation with the obligation of financing community outreach programmes and bringing community members into close contact with academic minds etc. It should be upgraded with the assistance of eminent university Professors. To improve the quality of teacher education programmes, scholars should be able to freely move from one department to another, particularly in the areas of natural and biological science and language.

6. Provision for funds: The state government should make sufficient finances for teacher education programmes.

7. Staff College: A staff college for in-service education of college and university professors should be established.

8. Documentation Centre: A documentation centre must be established to code all educational research materials. Conclusion Teacher education in India and Assam has changed dramatically as a result of the implementation of excellent teaching practices. During the last five years, the functions of NCTE as an apex national statutory authority has greatly contributed to a positive understanding of sensitive topics in teacher preparation and promotion of teaching quality.

Conclusion:--

Apart from the fact that the country has yet to register and guarantee zero percent illiteracy, many thorny issues relating to teaching environments, infrastructure, community consciousness, institutional constraints, anomalies in teacher appointments, lack of desirable teaching standards, imbalance in teacher-pupil ratio, and so on pose serious challenges in the

arena of teacher education. The responsibility of overcoming this humongous challenge lies not only with the NCTE but all concerned to make concerted, synchronized and focused efforts to prioritize and streamline Teacher Education for the betterment of Education in particular and the Assam. So we have taken many efforts to control and develop teacher education in Assam.

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