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**DEPARTMENT OF
RESEARCH AND EVALUATION,
STATE COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING (SCERT), ASSAM**

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A Few Words From Director, SCERT, Assam

Research activities are now being considered as vital instrument for quality assurance in education. Stereotyped implementation of educational interventions rarely yeilds any fruitful result for betterment of educational scenario of a country. Hence innovative research based initiatives are must for our state also to way forwad in the light of contemporary developments in the field of education.

SCERT, Assam has been putting emphasis on research and research based activities related to school and teacher education right from its inception. This is a humble attempt made by the Department of Research and Evaluation, SCERT, Assam to bring out this second volume of Educational Research Journal by compiling research papers contributed by researchers working in different fields of education. I expect that this informative journal will certainly help in dissemination of research findings among educational practitioners and also help teachers, teacher educators, educational planners and administrators in understanding the present status of school and teacher education and to design appropriate result oriented plan of action for development thereof.

I would like to express my sincere gratitude to the contributors of research papers, the members of editorial board, reviewers, editors and the support group for their painstaking effort in bringing out this volume.

Sewali Devi Sharma, ACS
Director,
SCERT, Assam, Ghy-19

Editorial

It has now become inevitable for any educational organization to ensure fruitful application of research based findings for quality control in its educational interventions. Different indicators of quality education can critically be examined and strategies can also be devised through research based planning for judicious and optimal use of available resources in the field of education. It appears that research seminars and conferences gain popularity among the academicians in our state in the recent days, but attempt to publish research papers in a form of journal is very limited. As such, restricted dissemination of findings of these research studies limits its utility.

This attempt of the Department of Research and Evaluation, SCERT, Assam to publish the second volume of educational research journal with ISSN will not only help in dissemination of findings of such studies among educational stakeholders but also motivate educational practitioners to do researches on various educational problems in the state. Considering the rare availability of this type of opportunity in the state like Assam, priority has been given to include as many research papers as possible in order to popularize the research based action for quality improvement.

Minor corrections have been made by the editorial board without deviating from the main content to maintain uniformity related to language and lucidity of the studies. In spite of research studies being taken up by individuals, systematic approach has sparsely been adopted by most of them. Lack of orientation or awareness of systematic methods of research might be one of the reasons for this though they have shown sufficient conceptual clarity in presenting the knowledge gathered. Therefore, the people interested in educational research need to be equipped with proper research techniques so that the in depth study that they do can be represented for facilitating education policy formulation. Much of the study undertaken are either action research or applied research. Therefore, fundamental or basic studies on various dimensions of education are also required for quality education. Appropriate authorities therefore need to give proper exposure to research motivated or interested persons and grant schemes giving ample opportunity to them to carry out fruitful researches.

What has been observed is that the departments which implement the schemes are generally not research concerned. So even if any quality research is done, these remain in the racks of the university libraries or elsewhere with little access to the people who really need to carry out these results in actual field. Proper qualitative methods for qualitative studies seem to be rarely used as reflected in the methodologies adopted for the studies. Hence a congenial research environment should prevail in the State and the thirst for innovative methods and techniques for better results be increased by research and other academic organizations by continuously orienting the researchers and updating their ideas about research.

I would like to take this opportunity to thank the researchers who contributed papers to this journal, the members of editorial board and supportive group for their painstaking effort in bringing out this volume of educational research journal.

Dr. Jayanta Kr. Sarmah
Chief Editor

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found that teachers who never gained any computer experiences and were serving in rural schools had a more favourable attitude towards the computer.

B.Ed. Curriculum under both Gauhati and Dibrugarh University should be designed in a way that gives importance to Educational Technology. B.Ed. trainees must be encouraged to undertake some projects engaging the computer like browsing, preparing CAI packages, etc., because teacher training institutes are the places where the in-service teachers can be moulded and shaped to become innovative teachers.

Conclusion :

Teachers are change agents in schools. They are key drivers who play crucial roles in technology integration in the schools and classrooms. It is important for them to possess positive computer attitudes since attitude has been found to be linked to usage and intention to use, variables that determine successful technology integration in education.

This study identifies the need for teacher educators to provide a conducive environment for in-service B.Ed. teachers for using computers, with a view to allowing them to gain competence and confidence in using computers for teaching and learning.

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Effectiveness of using Teaching –Learning materials in teaching science in elementary stage - an experimental study

Lakshmi Kanta Das

Abstract

An experimental study was conducted to unveil the effects of Teaching Learning Materials in learning of Science by the children at Elementary stage. The sample comprised a total number of 108 students in the controlled group of which 55 were boys and 53 were girls and out of 113 children, 51 and 62 were boys and girls respectively in the experimental group. The study was both qualitative and quantitative in nature. Observation schedule for classroom, questionnaires for teachers and tests for assessment of learners were used to collect data. Statistical techniques like Average, Mean, standard deviation, Co-efficient of variations, percentile rank etc. were employed for data analysis. Graphical representations were also made where necessary for interpretation and comparison of the data. The result revealed that the learners of the experimental group achieved significantly higher than that of the controlled group. The children of the experimental group learned with understanding i.e. they could answer questions with high order of difficulty.

Keywords: achievement, quality, Science, effectiveness, elementary, experimental.

Introduction :

It is a fact that effective teaching learning particularly in case of Science at the elementary level largely depends upon optimal use of appropriate Teaching Learning Materials (TLM). Teaching Learning Materials help the teacher enhance his performance while these help the learners in grasping the concept. Using TLM, the teacher can plan learning situations and be sure of realizing his objectives. He would be able to secure the attention of the pupils, motivate and enable the pupils form accurate concept and ensure permanent retention of the knowledge gained. Thus instructional efficiency is enhanced by the use of appropriate TLM. A teacher using appropriate TLM can make a difficult concept even to a below average pupil very easily. It is observed through physical supervision and monitoring as well as through some studies that the teachers are reluctant to use of TLM. It was also observed that some of the teachers, even Science teachers are reluctant to use even the common TLM like Blackboard. Even for this sort of reluctant attitude more of the teachers are not competent enough for using the TLM. Why are teachers reluctant to use TLM in classroom transaction?

In this study emphasis was laid on the development and use of certain topics or concept specific TLMs which were developed in workshops involving Science teachers, Teacher Educators from DIETs and SCERT and Teachers were trained rigorously before classroom transaction using these TLM. Thus, it was expected from the study that it enable would assessing how these special TLM have an effect on learning in general and particularly in concept building which we may call as learning with understanding. Learning with understanding is considered to be the most powerful indicator of quality education which is the prime importance of the right of children to free and compulsory education. Engagement of the school teachers in developing the concept specific TLM, themselves training them for optimal use of these and classroom transaction by them not only helped the study but it also facilitated the teachers realizing or experiencing the effect of TLM. This subsequently encouraged the teachers to develop and use TLM. Moreover the message was also transmitted to the teacher community by the fellow teachers themselves.

This study was designed to study the effect of TLM on various aspects of learning in Science in upper primary stage. However, this study propelled light on achievement of learners in terms of scores obtained by them in Tests. Thus the proposed study was experimental and both qualitative and quantitative in nature.

Objectives :

The main Objectives :

The main objectives of the study were to:

- Compare learning achievement between controlled and experimental group of learners.
- Assess the effectiveness of Teaching Learning Materials in transmitting quality education to the learners.
- Suggest measures for professional development of Science teachers and policy making by the educational planner.

1.3 Specific Objectives :

- See the general awareness of the teachers about Teaching Learning Materials.
- Develop certain TLM for Science teaching at upper primary stage and to test its effectiveness in learning, especially in conceptual understanding.
- Motivate and enabling the teachers in developing and using TLM optimally for effective learning.
- Compare the learning achievement between controlled and experimental group and between boys and girls.
- Observe the quality in terms of learning with understanding and developing skills and application ability.
- Compute learners' status of involvement, enjoyment in the teaching learning process.

Functional Definition of some the key words :

- Achievement refers to here is the scores obtained by the learners in tests.
- Quality refers to here is learning with understanding, developing skills and application ability.
- Effectiveness is one of the derivatives of effect. It carries different meanings like having an intended or expected effect or response.

Limitation of the study :

This study was limited to the Five Middle English Schools of Greater Guwahati of the Kamrup (Metropolitan) district of Assam. The study was also limited to the students of class VI of the selected schools and the Teachers who teach Science in these classes.

Methodology**Research design :**

An Experimental method was followed to conduct the study. In order to control the different variables that affect the study a small size of sample was taken for comprehensive and intensive study of the problem.

Sample :

All the students of Class VI from the selected five Middle English schools of greater Guwahati and Science teachers of these schools constituted the sample for the study. Total number of sample students in the controlled group was 108 of which 55 were boys and 53 were girls and out of 113, number of children 51 and 62 were boys and girls respectively in the experimental group.

Collection of data :

Achievement of children was recorded during classroom intervention in both the groups (Formative Assessment). Written test with specially developed test items in three different forms were administered among the students of both of the groups after completion of intervention. The scores obtained by the students constituted the required data for analysis. Views

from the teachers involved in the process were also obtained through a questionnaire

Tools :

- **Special TLMs** that were developed and life TLMs for classroom intervention.
- **Tests** developed for learning assessment.
- **Questionnaire** for teachers.
- **Observation schedule** for classroom observation

Data analysis :

- Data were analyzed employing appropriate statistical techniques. Average; Mean, Standard Deviation, Co-efficient of Variations, Percentile Rank etc. Graphical representations were also made where necessary for interpretation and comparison of the data. The scores obtained by the students were converted into seven point grades as **The Tests developed for the study was expected to assess the learning achievement in terms of conceptual understanding, application of knowledge and development of skills of observation and drawing along with rote memorization.** As such, item wise, school wise and whole group wise analysis of the achievements of the learners were also attempted.

Table : Showing the percentage of scores and grades allotted to the children

% of marks	Grade
91—100	A1
81—90	A2
71—80	B1
61—70	B2
51—60	C1
41—50	C2
40 and below	D

Result :**Inferences drawn from the result obtained from the test :**

Analysis of the data revealed that Mean score for controlled group was 52.24 with a Standard deviation of 23.14 while Mean score for the experimental group was 67.26 and Standard Deviation was 23.15. This clearly indicated higher achievement of the learners of the experimental group. The scores of both the controlled and experimental (standards deviation of 23.14 and 23.15 respectively in controlled and experimental group) group were equally homogeneous. So, inference could be drawn that the two groups were made quite randomly and higher achievement of the experimental group was only due to effect of the TLM. Also being the Coefficient of Variation (CV) was higher in controlled (44.30%) group than that of experimental group (34.41%), variation among the students in controlled was higher. Data showed that the girls in both the controlled and experimental groups showed slightly better result in terms of scores.

The students of experimental group did well in understanding and application based questions while compare to the controlled group. Also, the questions left space for cross checking whether a learner guessed to answer a certain question or not. This was observed that such type of supposition was done more frequently by the students of controlled group than the students of their counter part.

The scores obtained by the students of both the experimental and controlled groups unveiled effectiveness of the TLM. Only 2.8% of the sample students in controlled group secured A1 grade (90% or above) while 15.93% of the sample students in the experimental group secured A1 grade. 11.1% and 29.2% of students of controlled and experimental groups respectively secured 80% and above. 59.3% and 28.3% of the sample students of controlled group and experimental group respectively scored below 60% and 29.6% and 10.6% of the sample students of the controlled and experimental groups respectively scored below 40%.

Thus Achievement of the students of the experimental was slightly higher than that of controlled group.

Table : Percentile Rank of the scores obtained by the sample students (compiled)

Percentile Rank	Controlled group	Experimental Group
90 percentile	97.2	84.1
80 percentile	86.1	54.9
60 percentile	59.3	28.3
40 percentile	29.6	10.6

From the table inferences could be drawn that:

- 97.2% and 84.1% of the sample students of the controlled group and the experimental group respectively scored below 90%.
- 86.1% and 54.9% of the sample students of the controlled group and the experimental group respectively scored below 80%.
- 59.3% and 28.3% of the sample students of the controlled group and the experimental group respectively scored below 60%.
- 29.6% and 10.6% of the sample students of the controlled group and the experimental group respectively scored below 40%.

The sampled teachers admitted through the questionnaire that the learners of the experimental group enjoyed the classroom more than that of the controlled group. All the teachers admitted that they found difficulty to make the children active and fruitful participants of the Teaching learning process and they could not enjoy the class optimally without TLM. On the contrary teachers were able to make the classroom transaction more vivid, fruitful and interactive using TLM with less effort.

The teachers who were engaged for intervention themselves admitted through teacher's questionnaire that students of experimental group enjoyed the classroom transaction more than that of the students of the controlled group and participation of the students of the experimental group was also spontaneous while teachers had to take rigorous effort to involve the students of the controlled group in the process.

Summary and Conclusion :

Improvement in quality of elementary education is one of the most challenging issues for the personnel who are working in this field. This study was expected to answer the questions like why are teachers reluctant to use TLM. How do TLM help both the teachers and pupils in classroom transaction? How do TLM help the pupils in learning with understanding?

On the basis of data analyzed here, the following suggestions could be made for improvement of quality in elementary education which is the most challenging task of the present time and also emphasized in the right of children to free and compulsory education Act-2009.

- Training for Teachers should be organized in school itself or in small groups.
- Organization of theme based training like development and use of TLM, Micro-teaching skill etc. are the urgent needs of the hour.
- Availability of TLM in kind and number should be ensured so that all the children could be provided variety in TLM.
- On the spot Teacher support system should be strengthened.
- Introduction of multi sets of Test, multiple choice questions are necessary for learning assessment.
- Tests should have space for cross checking of guessing or of supposition.
- Importance must be given on learning with understanding.

Conclusion :

Improvement of quality in elementary education poses an issue for the whole of the country till today. There is no one prescribed strategy for improvement in quality in education and no one could be blamed for this. The teachers are often criticized for conceptual learning not happening in schools. The study under reference unveiled that conceptual learning or learning with understanding occurred in classrooms. The Mean score for controlled group was 52.24 and Standard Deviation was 23.14 against the Mean score for the experimental group of 67.26 and Standard Deviation

of 23.15. This indicated that students of both the controlled and experimental groups scored in a relative range in the tests. This was an expected result because the use of TLM in the experimental group enhanced obtaining slightly higher scores on the one hand and on the other hand, students of the controlled group were also able to score in a satisfactory range because of the effective classroom transaction by rigorously trained teacher and other controlled variables like well developed lesson plan, sound method of interaction, use of the general Teaching Learning Materials like Blackboard, Duster, chalk of different colours, maintaining PTR etc.

Obviously, quality in education in terms of learning with understanding can be improved by teacher support with deliberate plan.

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Role of teachers in promoting wash in schools : A case study from Kamrup District, Assam

*Dr. Simanta Kalita
Apurba Thakuria
Dipanjali Choudhury
Rushabh Hemani*

Abstract

This communication explains the roles of teachers in promoting Water, Sanitation and Hygiene in two pilot projects, namely *WASH in Schools* and *Daily Handwashing for an Ailment-free Life*, that were implemented by SSA in partnership with UNICEF and Centre for Environment Education (CEE) in Assam, India.

It step by step narrates the process of capacity building of teachers and elucidates their role in motivating the School Management Committee (SMC) members, Mothers' Group (MG) members and the local communities. It also throws light on how teachers developed micro-plans for WASH in School in a participatory approach by engaging with the local community and SSA functionaries and how an operation and maintenance system has been developed involving the Students' Council (SC) and Mothers' Group members. It highlights the improvements in WASH practices due to teachers' active role and captures instances as to how some schools, acting on their micro-plans, could improve their WASH infrastructure. The paper also mentions the bottlenecks faced and how those were addressed by teachers.

Key Words: *teacher, orientation, handholding, micro-planning, WASH facilities, WASH practices, handwashing, stakeholder involvement, community linkage, Mothers' Group, Students' Council, visualization, demonstration, exposure, monitoring.*

Introduction :

Universal primary education and health of children were emphasized by the Millennium Development Goal no. II and IV. Subsequently, **Sustainable Development Goals III, IV and VI** also focused on good health, quality education, clean water and sanitation for children. Provision of safe drinking water in school and every school having separate toilet for boys and girls and their proper use & maintenance have been envisaged by the **Right to Education Act** (RTE, 2009) of India. Improper WASH facilities and practices may lead to diseases such as diarrhoea, intestinal worms, respiratory infections and tooth decay and can result in school absenteeism, increased drop-out rates and impact on children's physical and cognitive development as well as educational attainment.

At the time of compiling the 2012-13 DISE data, Assam had 40,887 Government Provincialized Elementary schools including Lower Primary and Upper Primary schools. About 90.1% schools had drinking water facilities out of which only 74% sources were functional (a gap of 16.1%). About 71.8% schools had boys' toilet out of which 55.9% toilets were functional (a gap of 15.9%). About 94.2% schools had girls' toilet out of which 87.7% were functional (a gap of 6.5%). Till the year 2011, most of the schools in Assam having no proper facilities for group handwashing.

At a time when, facilities are created in schools or are about to be created, the need of the hour is to develop a system of use and maintenance of the toilets and the drinking water facilities at schools. Water, sanitation and hygiene (WASH) is an integral part of the school systems. Safe drinking water, good sanitation facilities and a hygienic condition is the right of every child. Water, sanitation and hygiene have long term impact on health, and scholastic achievement of the children. Proper WASH facilities and usage can increase the enrolment of schools and help in reducing dropout rate, especially among the adolescent girls. These three key components have

direct bearing on health, and privacy of children and teacher has a major role to play in this regard. Assam is one of the pioneer states where elements of WASH education have been integrated into the mainstream curriculum. Hence, the role of teacher becomes even more critical.

The current study has tried to analyse how teachers played a pivotal role in ensuring water, sanitation and hygiene related practices and in maintaining the facilities and how teachers were trained and hand-held for it. This paper has been compiled based on the field experiences of two pilot projects – WASH in Schools (WinS) and Daily Handwashing for an Ailment-free Life (DHaAL) that have been implemented by SSA in Rani and Rampur education blocks of Kamrup district in partnership with UNICEF and Centre for Environment Education (CEE).

Materials and methods :

- a) **Geographical area:** The paper deals with interventions done with teachers in 100 selected schools in Rani and Rampur Education Blocks of Kamrup district, Assam, located on the South bank of river Brahmaputra. Schools were selected keeping a mix of rural and peri urban localities. Some of these are on the main road and some are remotely located. Some of these have only one teacher, some are two teachers and some are adequately staffed. Some of these schools are having mostly students of tribal communities, some are schedule caste dominated and some are general caste dominated.
- b) **Number of schools:** 100 schools in a pilot manner
- c) **Methodology of the study:** Methodology of this study includes
 - i. **Individual interviews (II)** of head teachers, teachers, students, parents, SMC members and cooks
 - ii. **Focus group discussion (FGD)** with student council members, mothers' group members
 - iii. **Random physical observation (RPO)** in 40% schools
 - iv. **Attendance tracking:** Attendance of a group of students was compared using the attendance register of 2012 and

2014. Class V students of 2014 has been considered for this study. The same group of students were in Class III in 2012. Their attendance during the monsoon was compared and the differences in their attendance in 2012 and 2014 have been considered.

Findings of the study :

Role of teachers :

This study found out the role of teachers in promoting the water sanitation and hygiene behaviour during the two said project. Their roles may broadly be divided into three phases –

- 1) Pre-activation or capacity building phase
- 2) Active phase
- 3) Passive monitoring phase

Each one of these above mentioned three phases may be further sub divided into steps as mentioned below. Role of teachers in each steps are elaborated

1. Pre-activation or capacity building phase

Step I : Sensitization and rapport building: In this initial step, schools were visited by the CEE team and sensitization of the stakeholders was done on WASH hardware and software. Teachers, apart from being sensitized themselves, played a critical role of convincing the SMC members and other major stakeholders of the school including the Mothers' Group members to attend the meetings. In many schools teachers had to make calls and personally visit SMC members to mobilize them. They gave extra time for this so that regular classroom transactions were not affected.

Step II: Exposure of the teachers to better schools: In the second step, selected teachers from project schools were taken for exposure to better schools in Golaghat and Kamrup districts who had already developed participatory management systems for WASH. Teachers of the resource schools (better schools to which exposure were organized) acted as resource persons and they demonstrated their Best WASH practices to

the visiting teachers. The visiting teachers, as learners observed all best practices, interacted, raised relevant questions and noted replicable hardware and software of the schools. In some cases, visiting teachers even gave suggestions to the resource schools to further improve their quality.

2. Active phase

Step I: Orientation of the Mothers' Group and MDM Cooks: After getting oriented themselves, teachers organized day-long orientation workshops at schools with support from CEE team, where MG members and MDM cooks were oriented on WASH. Handwashing demonstrations were also done.

Step II: Micro-planning for WASH in Schools: With an objective to develop a detailed micro-plan in a participatory manner, oriented teachers with support from CEE team organized micro-planning sessions in Schools. They did a stakeholder analysis & a bottleneck analysis, developed a two dimensional map and an action plan for WASH. They took the community and SMC members through a visualization process for a dream school from the WASH perspective. How WASH is related to health of children and ultimately with the educational attainment, that was also discussed in the micro-planning sessions.

Step III: Revitalizing the Students' Council (SC): The Students' Councils in most schools were not active at the time of the initiation of the project. In schools where the SC was active, there also they were not doing much for WASH. Thus, teachers reactivated the student councils and oriented the SC members about their roles in WASH facility maintenance and practice monitoring. Teacher guided the SC to develop a detail system of self monitoring by students for better maintenance of WASH facilities.

Step IV: Orientation of students and demo sessions at schools: Teachers with support from CEE team oriented the students in school level demo sessions that included – handwashing demo, toilet cleanliness demo, class room and campus cleaning sessions, waste segregation demo (biodegradable and non-biodegradable), compost pit, water filter cleaning demo, etc.

Step V: Curricular transaction on WASH: Many concepts about WASH education have now been integrated in the curriculum and have therefore become mainstream competencies. Teachers took the lead role in transacting those competencies in the class room.

Step VI: Hygiene Education camps: Day long hygiene education camps were organized taking clusters of schools. This gave an opportunity to bring students and teachers from nearby schools for a lateral learning and sharing process. Interactive tools like hygiene songs, mini dramas, etc were organized for better engagement of the students. Role of teachers in composing the hygiene messages, songs and drama was a critical input in this regard. Teachers led their respective school teams and assembled in a lead school where the camps were organized.

Step VII: Liaison with line departments for infrastructure augmentation and creation: As a follow up of the micro-plans, teachers followed up with SSA and PHED for augmentation of their WASH facilities. Some schools could get their WASH facilities augmented. Eg. 31 no Dahali LP School got their Boys' toilet as a follow up of the micro-plan.

3. Passive monitoring phase

After the SC were revitalized and school level operation and maintenance mechanism were established, teachers took a back seat role of passively monitoring students and MGs. By that time students took over the leadership and started with a day-to-day O&M system. Teachers could also motivate the MG members to actively participate in the system in most schools.

Other enabling factors that contributed to the project success :

Teachers in discussion with the project team adopted the following strategies which were critical enabling factors for the project -

a. Community linkage and ownership development: A major task in WASH in school is to maintain the facilities and handhold the kids on a regular basis. For this, ownership of the community is important. How to mobilize community resources has been systematically explored in the project and the role of teacher has been very critical in this. Teachers identified the Natural leaders in the community and engaged in dialogue

with the natural leaders. Natural leaders in turn formed an opinion in the community that helped gearing up the communities for a common goal of WASH in Schools.

b. Involving the Mothers' Group: Mothers' Group is a unique feature of the schools in Assam. It is a recognized body of Mothers in elementary schools. In most schools Mothers' Group members regularly visit schools, help in morning assembly and mid day meal. So, teachers developed strategies for positive engagement with the mothers. No mother wants her child to fall ill. Thus, teachers took effort to first elaborately explain the pros and cons of good WASH practices. Once mothers understood the causes of water borne diseases, then teachers made them understand how water borne diseases can be minimized and how they can contribute in it.

Achievement of the project due to Teachers' Leadership :

Due to active involvement of the teachers in the project right from planning till implementation of all activities, the two projects analysed in this study have achieved the following results –

1) School WASH micro-plans: There was no school level plan for WASH before this intervention. Due to the micro-planning process, there is better clarity now about the existing facilities, practices and what needs to be done. Some schools, acting on their micro-plans have achieved the following–

- a. Understood the holistic picture of stakeholders in the context of their school
- b. Better plans for future implementation
- c. Got new toilet unit constructed (eg. 31 no. Dahali LP School)
- d. Augmented their toilet units (eg. Rampur Balika LP School)
- e. Started using toilet units that were lying unused due to want of minor repairs (eg. Garal Balika JB School).

2. Activation of Students' Council: Students' Councils in all the project schools visited are now active. Some schools have designated

their WASH Captains / Leaders in each class (eg. Bholagaon LP School). This is helping in the monitoring. Teachers trained the SC and now students share the responsibility of WASH infrastructure maintenance i.e. cleaning of water filters, keeping the water source clean, keeping the toilets clean etc.. As a result, teachers' burden has been reduced. This has also freed up time for teachers to do other curricular and co-curricular activities.

3. Improvement in morning assemblies: Due to the project intervention, teacher introduced better systems in morning assemblies in schools. Teachers with support from CEE team composed WASH messages that are read out every day in the morning assembly. This acts as reinforce of the WASH learning every day. As against only 7% schools integrating WASH messages in 2011 in morning assembly, now 100% intervention schools are integrating these in 2014.

4. Cleaner campuses: Teachers in intervention schools have ensured that students clean their respective classrooms, corridors and the campus daily. Dustbins have been installed in each classroom/ corridor. Compost pits have been dug for composting of the biodegradable wastes. This has given them a clean school. None of the surveyed school had compost pit at the pre-intervention stage and now all schools have it.

5. Improvement of WASH facilities: Acting on the micro-plans developed through the participatory process, teachers communicated with SSA, PHED and local community and augmented their WASH facilities. While Dahali LP School got their new girls' toilet installed through SSA, Botiyapara LP School repaired their toilet units.

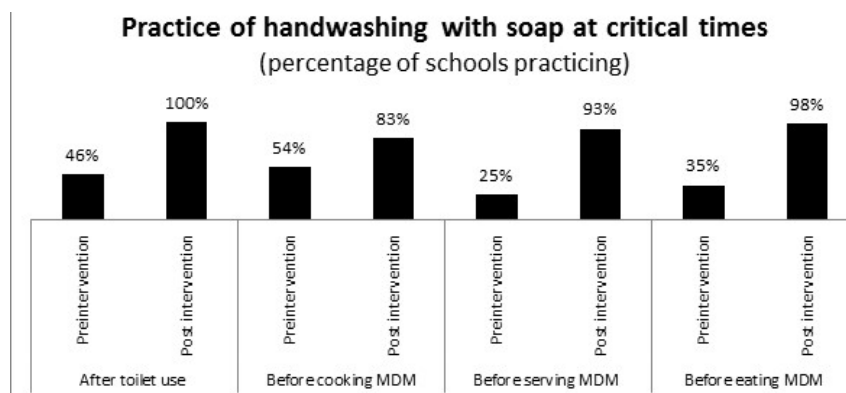
All the intervention schools now have filters for drinking water. In some schools, teachers could motivate the community to donate the filters. Name of the donors are listed on the school wall or on the filter itself.

6. Improvement in Handwashing practices: The practice of handwashing with soap at critical times before intervention and after intervention are comparatively shown in the following graph -

Teachers played a significant role in achieving this, particularly in making soap available for handwashing and setting up an monitoring system. Due to teachers' active leadership, these schools, through the project

intervention has installed school specific group handwashing stations. Teachers played the most critical role in selecting the school specific design, and location. They also oversaw the fabrication of the handwashing stations.

7. Improvement in other WASH behaviour: Other WASH behaviour including the practice of open defecation and open urination has improved remarkably. While open defecation was not a common practice in the area in the pre-intervention period, open urination was prevalent in more than 90% schools. Now, open defecation and urination have stopped altogether. Most schools have designated teachers to monitor this.

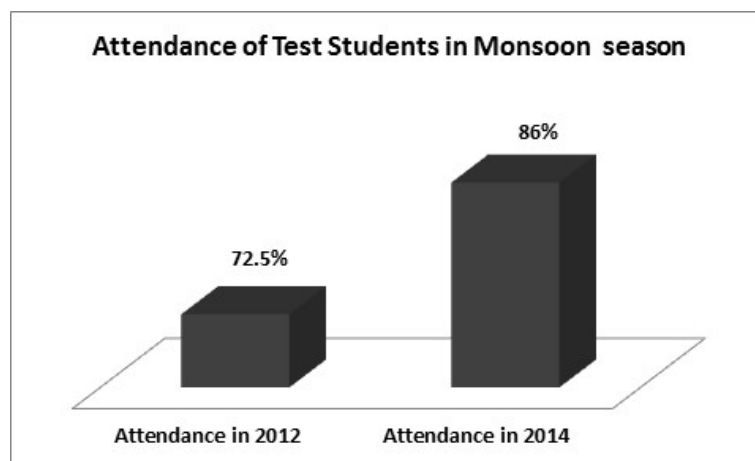


8. Better School-community bonding: In many schools the teachers could motivate the community to come forward for shramdaan during campus cleanliness, fencing etc. In some schools, the Head Teachers took the lead to construct rest room for parents (eg. Azara Keotpara LP School, Sajjanpara LP School). This has helped in better bonding with the parents, especially the mothers. In some schools, teachers have convinced the community to donated water filters (eg. 31 no Dahali LP School, Sajjanpara LP School), donate soap for handwashing, donate bamboo for fencing.

Result of the attendance tracking:

School attendance was tracked in Azara Keotpara LP School. Attendance of a group of students was compared using the attendance register of 2012 and 2014. Class V students of 2014 has been considered for this study. The same group of students were in Class III in 2012. Their

attendance during the monsoon was compared and it has been found that the attendance has improved from 72.5% in 2012 to 86% in 2014. While interviewed, Mothers' Group members, parents of the particular students (whose attendance were tracked) attributed the reason of better attendance to better WASH practices in school. Because according to them, the main reason of their attendance in school in the past was water borne diseases. The health conditions of the group of children have improved significantly and for this they give lion's share of credit to teachers.



Conclusion:

The study revealed that the teachers played very critical roles in the two pilot projects. At the school level, they were the anchors and because of their leadership, WASH in School scenario in the project schools has improved both in hardware and software fronts. They were instrumental in the planning processes, mobilizing resources from line Departments and community and also setting up a system of maintenance and monitoring. Strategies adopted for developing ownership of the community as a whole and the Mother's group in particular was a key input. The improvement seen in attendance of a test group of students from Azara Keotpara during monsoon period, when the water borne diseases are most prevalent in the area is an indicator of improvement of health condition.

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Influence of electronic media on psycho-social, behaviour of adolescents

Dr. Rupmala Barman

Abstract

Mass media is the most common and widespread medium of communication. Generally mass media are of two types print and electronic media. Between these two media, electronic media is more popular among the masses. These means of communication play a vital role in spreading information, conducting propaganda, educating and enlightening people. Adolescence is the most important period of human life. It is defined as a phase of life characterised by rapid physical growth, and mental development, physical, social, psychological changes and maturity. If one was to ask what is today's most powerful vehicle in moulding beliefs, attitude, values and life style of the adolescents, one should say it is the electronic media.

Therefore, an attempt has been made by the instructor to study the influence of electronic media on psycho-social behaviour of adolescents.

Key words : *influence, electronic media, psycho-social, behaviour, adolescents*

Introduction:

Adolescence is the most important period of human life. It is defined as a phase of life characterised by rapid physical growth and mental development; physical, social, psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence. During this period boys and girls develop various types of interests such as social interest, recreational interest, personal and vocational interest, etc. They constitute an important target segment for the policy makers and their views have to be taken into consideration before framing and implementing a policy by the government.

Mass media is common and widespread among the adolescents. If one was to ask what is today's most powerful vehicle in the moulding of beliefs, attitudes, values and life styles, one should say it is the mass media. Mass media may be printed like newspaper, magazines, etc. or it may take form of radio, television, cinema, computers, etc. i.e. electronic media. They feed the people with the latest information and create the need for change in contemporary society. It also provides guidance and creates awareness. They can assist changes in attitudes by reinforcing ideas and providing real or ideal models as behaviour and raise aspirations among adolescents. Again it has been our feeling that mass media may have both positive as well as negative role in society by providing knowledge, new information and eradicating social evils which although influence all the people yet adolescents are mostly influenced by it and a society or country's development depends on the proper psychological and social development of this human resource. Therefore, the investigator felt the need of studying the influence of electronic media on psycho-social behaviour of adolescents.

Objective of the study :

The following objectives and hypothesis were formulated by the investigator for the study—

- To study the influence of electronic media on psycho-social behaviour of adolescents.

H₀: There is no significant influence of electronic media on psycho-social behaviour of adolescents.

Review of related literature :

In this study, the investigator incorporated total 40 reviews of related literature out of which 12 are from international level, 20 from national level and 8 from north eastern region of India.

Methodology of the study :

The study is based on the primary and secondary data .The present study was carried out among 600 adolescents of different schools, colleges and higher secondary schools of undivided Kamrup district. Among these 600 respondents 300 were girls and 300 were boys. The sample was selected from different institutions of Kamrup metro and Kamrup rural by following the simple random sampling method. However, the sample strength confines to boys and girls of class XI and XII standard of Higher Secondary Schools, Junior Colleges and Colleges of the district (undivided) only. The study is based on the primary and secondary sources of data for fulfillment of the objective. The data were collected with the help of interview schedule, questionnaire, informal talks and observation. To count the psycho-social behaviour of adolescents some indicators were taken into account, such as- utilisation of electronic media by adolescents, social awareness developed by electronic media among the adolescents, use of electronic media for educational purpose and life style inspired by electronic media.

In this study influence of television, radio and computer are taken under electronic media. In the present study, adolescent boys and girls of undivided Kamrup district are the universe of the investigation. But as the number is too large, the investigator has selected at random 600 from the universe. Then the sample population is divided into smaller groups or strata such as sex (Boys and Girls) and residence (Rural and Urban).

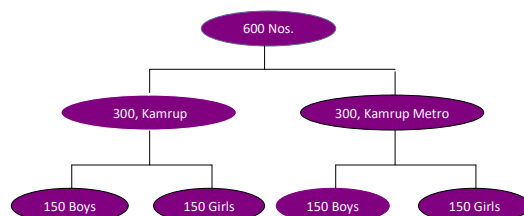


Fig.1.1: Diagrammatical representation of sample

Data analysis and interpretation:

To count the psycho-social behaviour of adolescents, following indicators were taken into account, such as –

- Utilisation of electronic media by adolescents.
- Social awareness developed by electronic media among the adolescents.
- Use of electronic media for educational purpose
- Life style inspired by electronic media

Utilisation of electronic media by adolescents:

Here, to study the utilisation of electronic media by adolescents, some sub indicators were taken into account. The sub indicators were such as for entertainment, to time pass, to gain information, to get rid of tension, to know current events, to secure pleasure and to broaden imagination.

Data on utilisation of electronic media by the adolescents are presented in Table 1.

Table 1
Utilisation of electronic media by the adolescents

Area	Sex	Sub indicators*						
		Entertainment (%)	Time Pass (%)	To Gain Information (%)	To Rid of Tension (%)	To know Current Events	To Secure Pleasure (%)	To Broaden Imagination (%)
KAMRUP	Boys	76.34	66.67	94.00	41.33	93.33	70.00	41.67
	Girls	76.00	59.67	90.33	42.33	86.33	60.00	40.33
	Total	76.17	63.17	92.17	41.83	89.83	65.00	41.00

* Percent of respondents on their own views

From the perusal of data, it is indicated that among the different sub indicators, the highest utilization of electronic media among the adolescents of Kamrup (undivided) was 92.17% for the sub indicator to gain information.

Here, the urban girls and boy's response were 98.00% and 94.00% respectively and rural boys and girls response were 94.00% and 82.67%

respectively. Immediately after this sub indicator, 89.33% adolescents use electronic media to know current events, where the urban boys and girls response were 95.33% and 94.00% respectively and the rural boys and girls' response was 91.33% and 78.67% respectively. The least response of adolescents was recorded for the purpose of utilization of print media as (40.33%) against to broaden imagination in the district of Kamrup (undivided) where the urban boys and girls response were 62.00% and 47.33% respectively and the rural boys and girls response were 21.33% and 30.67% respectively.

Similarly, in case of other sub indicators such as use of electronic media for entertainment, the response of the adolescents of Kamrup was recorded as 76.17%. Here also urban adolescent's response was more (84.67%) than the rural adolescents (67.67%). Accordingly, the response of adolescents regarding secure pleasure was recorded as 65.00%, where difference in response of adolescents may be seen in case of urban (58.67%) and rural (71.34%) areas.

Then the responses to other sub indicators such as to time pass and to get rid of tension were found to be 63.17% and 41.83% respectively where there was a difference between the response of urban adolescents and rural adolescents.

Social awareness developed by electronic media :

To study the influence of electronic media on development of social awareness among adolescents, some sub-indicators are used such as—prejudices, sanitation, environment, health, girls education and marriage.

Table 2

Influence of electronic media on development of social awareness

Subindicator*						
Area	Sex	Prejudices (%)	Sanitation (%)	Environment (%)	Health (%)	Girls Education & Marriage (%)
KAMRUP	Boys	32.67	33.67	73.67	71.33	72.00
	Girls	36.67	57.67	91.33	73.00	79.00
	Total	34.67	45.67	82.50	72.17	75.50

* Percent of respondents on their own views

Data shows a clear picture of the influence of electronic media on development of social awareness among adolescents. Regarding this the highest response 82.50% was found in the development of environment awareness of adolescents of Kamrup (undivided), where in case of girls, response was significantly high i.e, 91.33% and boys response was 73.67%. In other sub indicators also, the influence of electronic media was observed. Awareness development among adolescents regarding girls' education and marriage and health, response was found to be 75.50% and 72.17% respectively. In respect of girls' education and marriage, the response of rural adolescents' was 70.67% and urban boys' response was 80.34%. Again in respect of health, rural adolescents' response was 61.34% and urban adolescents' response was 83.00%.

Awareness regarding sanitation among adolescents was also influenced by electronic media by 45.67%. Here the highest influence i.e. 69.33% was seen in the rural girls and lowest influence i.e. 30.00% was seen in the rural boys. Again in respect of urban boys and girls influence were found to be 37.33% and 41.67% respectively.

The least response of adolescents was found 34.67% in respect of prejudices of adolescents developed by electronic media. Here the rural adolescents' response was 40.00% and the urban adolescents' response was 29.33%.

Use of electronic media for educational purpose:

The investigator used some sub indicators to study the influence of electronic media on educational purpose of adolescents.

Data collected for the purpose is tabulated in the Table 3.

Table 3
Influence of electronic media for educational purpose

Subindicator*					
Area	Sex	Collection of Study Materials (%)	Information for further Studies (%)	General Knowledge (%)	Other Reasons (%)
KAMRUP	Boys	48.00	61.00	59.67	22.34
	Girls	39.67	33.67	56.67	21.67
	Total	43.84	47.34	58.17	21.83

* Percent of respondents on their own views

It is perusal from the data that the adolescents were influenced by the electronic media in the fulfillment of their various educational purposes. The highest response i.e. 58.17% was found in case of acquisition of general knowledge among the adolescents of Kamrup District (undivided). Here both the urban boys and girls response was 60.67% and the rural boys and girls response were 58.67% and 52.67% respectively. The lowest response 21.83% was observed in the sub indicator other reasons where there was no such difference between the response of boys' (22.34%) and response of girls' (21.83%).

Response of adolescents regarding information for further studies, it was found to be 47.34%. Here a significant difference was observed between the rural boys and urban boys. Urban boys' response was significantly higher (81.33%) than the rural boys' response (40.67%). There was also difference between the rural girls and urban girls, whose responses were 26.00% and 41.33% respectively. In the sub indicator collection of study materials, the response of the adolescents was 43.84%, where the response of the boys (48.00%) was ahead of the response of the girls (39.67%).

Life style inspired by electronic media :

To study the influence of electronic media on life style of adolescents, same sub indicators were used; they are consumption pattern of adolescents, dressing style, hair style, and affect on body image.

Table 4
Influence of electronic media on development of life style among adolescents of Kamrup district (undivided)

Area	Sex	Sub indicator*			
		Consumption Pattern (%)	Dressing Style (%)	Hair Style (%)	Affect on Body Image (%)
KAMRUP	Boys	31.33	50.67	50.00	41.33
	Girls	48.33	59.67	38.33	34.67
	Total	39.83	55.17	44.17	38.00

* Percent of respondents on their own views

The data obtained by the researcher regarding the sub indicators those having significant influence on psycho-social behaviour of adolescents are stated in Table 4.

Data regarding the influence on life styles of adolescents' clearly shows that the adolescents' life styles were influenced by electronic media. The highest influence of electronic media was observed in the dressing style (55.17%) of adolescents, whereas a significant difference was observed between the rural and urban adolescents. Urban adolescents' response was 84.34%; this was much higher than the rural adolescents (25.96%). Next to dressing style, hair styles (44.17%) of the adolescents were influenced by the electronic media. In this case also, a difference can be observed between the responses of rural adolescents (33.67%) and urban adolescents (54.67%).

The other sub indicators such as consumption pattern and effect on body image of adolescents were also influenced by electronic media. 39.83% response was found in case of consumption pattern, where the rural adolescents' response was 30.34% and urban adolescents' response was 49.34%. Again in case of the affect of body image, 38.00% response was found and the rural and urban adolescents' responses were found accordingly 32.67% and 43.34%.

From the study of all the indicators in detail, consolidated data tables pertaining to influence of electronic media on psycho social behaviour of adolescents were found which are shown in Table 5.

Table 5

Influence of electronic media on psycho-social behaviour among adolescents' of Kamrup (rural) and Kamrup Metro (urban) districts

Area	Sex	I n d i c a t o r s*			
		Utilisation (%)	Social Awareness (%)	Education Awareness (%)	Life Style (%)
RURAL	Boys	66.10	51.20	35.50	32.67
	Girls	55.24	69.87	32.50	28.67
	Total	60.67	60.54	34.00	30.67
URBAN	Boys	72.00	62.13	60.00	54.00
	Girls	74.38	35.20	43.33	61.84
	Total	73.19	63.67	51.67	57.92

* Percent of respondents on their own views

Table 6

Influence of electronic media on psycho-social behaviour among adolescents of Kamrup district (sex wise)

Area	Sex	I n d i c a t o r s*			
		Utilisation (%)	Social Awareness (%)	Education (%)	Life Style (%)
KAMRUP	Boys	69.05	56.67	47.75	43.33
	Girls	64.81	67.53	37.92	45.25
	Total	66.93	62.10	42.84	44.29

It is evident from the data that the highest influence of electronic media was found in the indicator utilization (66.93%) and it was observed that response of the rural and urban adolescents was different. In case of rural adolescents it was 60.67% and in urban it was 73.19%. Again, in the indicator social awareness, the influence was recorded 62.10% where there was minimum difference between the rural (60.54%) and urban (63.67%) adolescents.

In the indicator life style, influence of electronic media was recorded 44.29% where maximum difference was found in the response of rural (30.67%) and urban adolescents (57.92%). In the indicator education,

response of the adolescents was recorded 42.84% and the difference was recorded 34.00% as the response of the rural adolescents against 51.67% response of urban adolescents.

Further, to study whether the electronic media have significant influence on psycho-social behaviour of adolescents or not and to find the significant difference between the indicators as well as the sex, researcher applied the statistical method of two ways ANOVA to analyse the data. Accordingly, the data analysed presented through the ANOVA Table 7.

Table 7
Analysis of the data through ANOVA

Source of Variance	DF	Sum of squares	Mean squares	F (Cal)	F (Tab)		Result	
					5%	1%	5%	1%
Indicators	3	1805.76	602.25	7.61*	3.86	6.99	S	HS
Boys/ Girls	3	918.54	306.18	3.87*			S	NS
Errors	9	712.39	79.15					
Total	15	3437.69						

From the analysis (Table no 7) it is observed that $F_{cal} > F_{tab}$ at 5% level of significance. The observed values of F ratio were significant at 5% level of significance. F_{cal} value for indicators was 7.61 which is greater than that of F_{tab} value 3.86 (at 5% level of significance) and F_{cal} value for sex was observed as 3.87 which is weakly greater than that of F_{tab} value 3.86.

Therefore, the null hypothesis that there is no significant influence of electronic media on psycho-social behaviour of adolescents is rejected here. This proved that electronic media had significant influence on the psycho-social behaviour of adolescents and there were significant difference between the influence of electronic media on boys and girls and between the Kamrup (Rural) and Kamrup metro.

Findings related to the influence of electronic media on psycho-social behaviour of adolescents :

- Adolescents are users of various electronic media. Among these various electronic media, the highest time spent by the adolescents is with television.

- Internet is also gaining popularity among the adolescents and they use it for various purposes.
- Radio as an electronic media is very popular source of information and entertainment among adolescents. The result of the study reveals that adolescents irrespective of boys and girls are good listeners of radio especially the musical programme (FM Radio) and they use their cell phones for this.
- In the indicator utilisation of electronic media, the highest use of electronic media by the adolescents is observed 92.17% in 'to gain information' where boys' responses are 94.00% and girls' responses are 90.33%. On the other hand, the least influence is observed 40.33% in 'to broaden imagination'.
- Regarding the development of social awareness, the highest influence of electronic media among the adolescents is highest (82.50%) in environmental awareness irrespective of sex and area i.e. rural and urban. Next to it, electronic media also have higher influence on awareness regarding girl's education and marriage among the adolescents. The least influence in this regard is observed in the awareness regarding prejudices.
- Regarding the influence of electronic media on development of education among adolescents, the highest influence was observed 58.17% in the acquisition of general knowledge where urban adolescents and rural adolescents' responses are 60.67% and 55.67% respectively.
- There is a difference between the urban and rural adolescents regarding the use of electronic media for collection of study materials. 63.34% of urban adolescents utilise electronic media for collecting study materials, whereas only 24.34% rural adolescents use electronic media for that purpose.
- The influence of electronic media on development of life style of adolescents also, indifference can be observed between the urban and rural adolescents. Significant influence of electronic media can be observed on urban adolescents in their dressing

style by 84.34%, 54.67% in the hair style, 49.34% in their consumption pattern and 43.34% on the body image.

Adolescents view advertisement with interest and found them informative which promise that the product will do something special for them and transform their life. The advertisements like cell phones, motor bikes etc. attract the boys more and they wish to be proud owner of such commodities as they regard these as their symbol of status. Similarly, girls are also influenced by the advertisement based on cosmetics, soft drinks, chocolates etc. due to the non informative factors like celebrities, catchy slogans, visual effects, good music and action related with the advertisement.

A study on the facilities and condition of vocational education in the schools of greater Guwahati, Assam

Suman Barman
Dr. Phunu Das

Abstract

Quest for quality is no more the only motivating force of education. Rather there should be more employment opportunities or placement security. As per demand of the global market, education is to be made a more job-oriented and skill generating process. Therefore vocational education is believed to provide such employment opportunity to the students after completion of their studies. In order to reduce the mismatch between education and employment, condition and facilities of vocational schools should be continuously upgraded keeping in mind the market signal of the world. In this paper, investigators have made an attempt to focus on the present condition of the vocational schools as well as to explore the problems faced by teachers. The present study was conducted in the Guwahati city of Assam. Descriptive survey method and interview schedule was used to collect relevant information from the teachers of vocational schools in the study area.

Keywords: *vocational education, skill development, school*

Introduction:

“Every handicraft has to be taught not merely mechanically as is done today, but scientifically. This is to say, the child should learn the why and wherefore of every process.” – Gandhi’s Philosophy of Education.

Education in true sense is a comprehensive concept. Its prime concern is to enlarge our vision for the development of human attributes for the benefit of individual and society as a whole. It is commonly regarded that education must be related to the needs and aspirations of the people. The present day need of Indian society is not simply to acquire general education, but to increase the productive capacity by utilizing the acquired knowledge in the workplace. Productive use of knowledge makes a country more dynamic. The world of today is highly competitive. Competition is omnipresent in human life. Everyone is struggling a lot for placing oneself in the world of work. Education can be considered as a potential tool to enhance productivity of human beings or human capital that contribute not only towards increasing labour productivity but also stimulate innovations and creates ability to absorb new technologies. In knowledge economy, technical progress and knowledge creation are considered as the determinants of growth. Therefore, education should come into closer relationship with productivity. This functioning can be achieved by giving more emphasis on agricultural, technological and job-oriented education.

India is rich in terms of manpower but the industry is facing critical shortage in terms of skill and quality of manpower available. Severe challenge is posed by lack of skilled manpower in India and hence an action oriented and integrated approach is required in order to sustain the growth story and to transform the skill development landscape. 80 percent of India’s youth are from low income families who have low quality of educational standards coupled with a high dropout rate beyond primary school stage. Also their knowledge in terms of various options related to skill training is minimal and are often unable to pay the admission fee for such training. It is critical for the country to make secondary education more job-oriented through skill training within the schools.

Considering the future prospective of the country, vocational education has to be given utmost priority. Vocational education has become the need of the hour to produce more skilled persons in different fields. According to the recommendation of Secondary Education Commission(1952-53) the aim of vocational education is to improve the vocational efficiency of the students. Therefore the commission emphasized on increasing the productivity & vocational efficiency of our students and it recommended for diversified courses in multipurpose schools.

The Centrally Sponsored Scheme of “Vocationalisation of Higher Secondary Education” has been revised and henceforth will be known by the name of “Vocationalisation of Secondary and Higher Secondary Education”. The Scheme has already been subsumed under the Rashtriya Madhyamik Shiksha Abhiyan scheme with effect from 1st April, 2013.

Vocational education simply means training on some vocations with an expectation to reduce the giant problem of unemployment among the educated youth. Vocational education is expected to produce an educated, skilled and motivated workforce.

Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. Vocational education is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade.

NVEQF (National Vocational Education Qualification Framework): The NVEQF is a framework to monitor, manage and create the curriculum for vocational education in India. The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development, Government of India, is a descriptive framework that provides a common reference for linking various qualifications. NVEQF is a centrally sponsored scheme for catalyzing the need of vocational education from class ix onwards. Under this scheme a parallel vertical to the general academic classes would be created in classes ix, x, xi and xii. The key elements NVEQF are to provide:

- i) National principles for providing vocational education (VE) to international equivalently.
- ii) Multiple entry and exit between vocational education and general education and job markets.
- iii) Progression within VE.
- iv) Transfer between VE and general education.
- v) Partnership with industry/ employers.

The Rashtriya Mdhyamik Siksha Abhiyan(RMSA), Assam in collaboration with PSS central institute of vocational education (PSSCIVE), Bhopal, organized 5 days in service training programme for vocational teachers of IT-ITes and Retail under the National Skills Qualification Framework(NSQF) from 27 to 31st July, 2015. Assam introduced two vocational subjects for IT-ITes and Retail sector in 59 government school, approved by the Ministry of Human Resource Development, govt of India under NSQF from the academic year 2014-15.

Need of the study:

Education in India is not just a social and economic issue; rather it is a national security issue. It is a disheartening fact that educated and frustrated youth due to unemployment may engage in some anti-social activities to earn their livelihood. Nowadays vocational education can be perceived as one of the strongest instruments to train up the students effectively for the changing demands of the workplace. Vocational education has the wider possibility to make the students specialized personnel in various fields of their interest. Vocational education is not merely confined within the installation of hard skills amongst the students but is also improvise soft skills in them.

So the investigators have realized the need of studying about the status of vocational education in the different schools of Guwahati city, which is regarded as the 'gateway' of northeast region and it represents a mini India in terms of its composition of peoples' habitation.

Objective of the study:

1. To know the condition of the vocational school particularly in the area of Guwahati.

2. To study about the availability of facility and present position of the vocational school.
3. To explore the problems of the vocational school faced by the teachers.

Meaning of the keywords:

Vocational education: Vocational education is educational training for a specific occupation in agriculture, trade or industry through a combination of theory and practical experience.

Skill development: Skill development is a process of developing the abilities to do something well in a desired manner.

School: School is an institution educating children.

Delimitation of the study:

The present study was delimited to the 5 government vocational schools of Guwahati city.

Methodology:

On the basis of the nature of the study, the investigator has applied the descriptive survey method to gather information from the vocational teachers.

Sample: For the present study the investigator selected 25 teachers from 5 government vocational schools.

Tools: The tools that are used in the present study are—

1. Self-structured interview schedule for the vocational teachers.
2. Individual interview.

Collection of data: In the process of investigation, the investigators have used primary and secondary sources of data. Primary data were collected from the vocational teachers.

Statistical technique: In the present study simple percentage was applied as statistical technique.

Analysis & Interpretation of data:

On the basis of the collected data analysis, interpretation of data has been done in the following ways—

Table 1
Names of the schools, types and total number of vocational teachers (male and female)

Sl. No.	Institution selected	Types	Composition		Number of teachers..
01	Vidya Mandir Higher Secondary School.	Co-edu	4(M)	2(F)	6
02	Kamrup Academy H.S. School	Co-edu	2(M)	0	2
03	Arya Vidyapeeth H.S. and M.P. School	Co-edu	5(M)	0	5
04	Cotton Collegiate	Single-sex	4(M)	1(F)	5
05	TC Girls H.S. and M.P. School.	Single-sex	2(M)	5(F)	7

Source- field survey

T=17

T=8

N=25(M+F)

Note: M= Male F= Female

Table 1 represents the names of the selected schools, manifests the type of such schools, i.e. whether they are co-educational or single sex. The table clearly indicates the total no of vocational teachers are 25 where 17 are male 8 are female teachers.

Table 2
Courses offered by the schools

Institute selected.	Courses offered	
	Lower secondary(ix & x)	Higher secondary(xi & xii)
Vidya Mandir Higher Secondary School.	No	RTVS(Radio & TV services) & MREDA(Maintenance and Repair of Domestic Appliances)
Kamrup Academy H.S. School.	IT & Retail	No
Arya Vidyapeeth H.S. and M.P. School.	No	RMRTTR(Maintenance and Repair of TV & Radio Receiver) and MREDA(Maintenance and Repair of Domestic Appliances)
Cotton Collegiate.	IT & Retail	Computer technique and Commercial Art.
TC Girls H.S. and M.P. School.	IT & Retail	Commercial Art.

Source- field survey

Table 2 reveals the courses offered by the selected vocational schools located in the Guwahati city to the students. It is observed from the table that 2 schools out of 5 offered vocational courses for both the level of secondary education. The rest 3 of them offered vocational courses only for the students of higher secondary level. The courses that are offered for the ix and x standard students are IT & Retail which was newly introduced in Assam from the academic year 2014-15. Again the courses that are offered for the students of higher secondary level are RTVS, MREDA, RMRTR, Computer technique and Commercial art.

Table 3
Year-wise, course-wise enrolment of students

Institution selected	Type	Student Category	Course	Enrolment of student(year wise)											
				2011		2012		2013		2014		2015		2016	
				M	F	M	F	M	F	M	F	M	F	M	F
Vidya Mandir Higher secondary school.	Co-edu	Secondary	No												
			No												
		Higher secondary	RTVS	7	0	8	0	0	2	0	1	0	1	5	2
			MREDA	6	0	5	0	9	0	5	0	5	0	7	0
Kamrup Academy H.S. School.	Co-edu	Secondary	IT									29	0	29	0
			Retail									21	8	21	8
		Higher secondary	N0												
			N0												
Arya Vidyapeeth H.S. and M.P. School	Co-edu	Secondary	No												
			No												
		Higher secondary	MREDA	10	3	12	2	18	1	8	2	9	3	13	6
			RMRTTR	9	2	12	4	10	2	11	2	8	1	10	4
Cotton Collegiate.	Single-sex	Secondary	IT									11	0	12	0
			Retail									12	0	10	0
		Higher secondary	Computer technique	15	0	11	0	14	0	11	0	7	0	11	0
			Commercial Art	0	0	0	0	0	0	0	0	0	0	0	0
TC Girls H.S. and M.P. School.	Single-sex	Secondary	IT									0	12	0	16
			Retail									0	15	0	14
		Higher secondary	Computer technique	0	6	0	4	0	6	0	8	0	8	0	6
			Commercial Art	0	2	0	2	0	3	0	4	0	3	0	3

Table 3 represents the enrolment of students in both lower secondary (class IX & X) and higher secondary (class XI & XII) level of education. Actually the above table reflects the enrolment trends of students in different vocational courses from the last 5 years. By analyzing the above table data were found as follows—

Enrolment of male students was 47, 48, 51, 35, 29 and 46 respectively from the year 2011-2016.

Reversely female students was 13, 12, 14, 17, 25 and 21 from the year 2011-2016 at higher.

Secondary level i.e. class XI and XII.

We know that two courses of vocational education i.e. IT-ITes and Retail were newly introduced for the students of class IX & X from the year 2015. It is observed from the table that the enrolment of male students was 73 and 72 where as the enrolment of female student was 35 and 38 respectively from the year 2015-16.

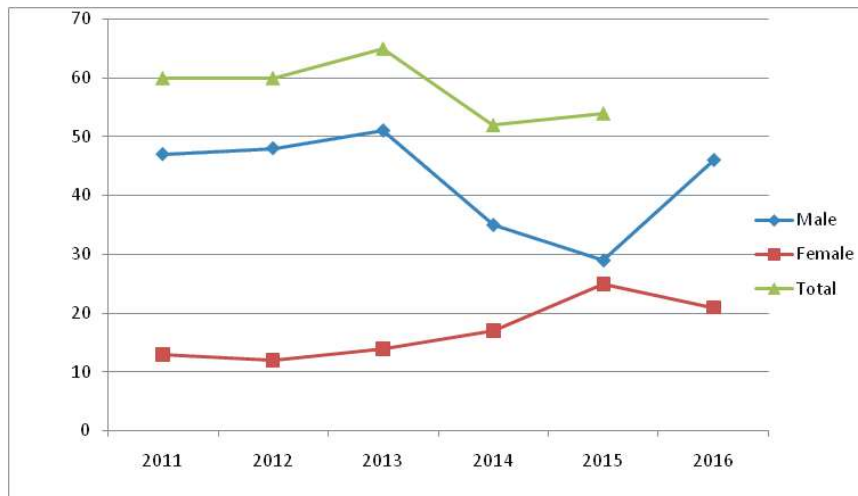


Figure 1: Represents the enrolment of students.

Table 4
Responses of teachers regarding facilities

Item serial no	Item contents	Total responses in 'yes' and 'no' categories with their percentages	
		% of Yes	% No
01	Computer facility	100	0
02	Computer facility is not as per the requirement.	80	20
03	Laboratory for IT	100	0
04	Laboratory for Retail	100	0
05	Library facility	20	80
06	Instruments for MREDA	12	88
07	Instruments for RMRTR and RTVS	12	88
08	Provision of vocational guidance & counseling cell.	0	100
09	Placement cell	0	100
10	Provision for keeping record about the employment of students.	0	100

The above table reveals the facilities of vocational schools of the Guwahati city. 100% of the teachers responded that they have computer facility but 80% of them said the no of computer is not as per the requirement of the students.

100% of teachers responded that they have laboratory facility for IT and Retail.

In item no 5 only 20% teachers said that they have library facility. 88% of the teachers responded that they have no instruments needed for the MREDA,RTVS and RMRTR.

100% of the teachers responded that they do not have provision for vocational guidance& counseling, placement cell and provision for keeping employment record of the students.

Responses of the teachers regarding the problems:

- 88% of the teachers responded that they have to face many problems due to lack of facilities. No new supply of equipments

from the government for improving teaching. The teachers of RTVS & RMRTR said that there teaching is basically confined in theory. For practical class laboratory condition is too poor to motivate the students. Little practical training is currently available in schools. Similarly for IT and computer technique facilities of computer is not as per the requirement.

- 100% teachers said about the course related problems. They said that the courses are not as per the demand of the rapid changing knowledge economy. Reformation of curriculum is yet to be done.
- 50% of the teachers mentioned the problem relating to students. Sometimes they failed to create motivation among students as there is no provision for placement cell in their schools. Accordingly it will influence the low enrolment of students in vocational courses.

Major findings of the study:

After analyzing the collected data finding of the study can be specified as follows—

- The enrolments of student in vocational education of selected schools are very low.
- Majority of the teachers(88%) said about the insufficiency of computer facility as per the requirement of the students.
- 88% of the teachers responded that they have no instruments needed for the MREDA, RTVS and RMRTR.
- 100% of the teachers responded that they do not have provision of vocational guidance and counseling, placement cell and provision of keeping employment record of the students.
- Majority of the teachers said that there is no new supply of equipments from the government.
- For RTVS & RMRTR, laboratory condition is found very poor.

- Teachers opined that there is no appropriate placement of the students as the courses are not modernized.
- It was found that the condition of building, modern equipments and raw materials is a hurdle in learning during training.

The poor recruitment process of Government is responsible for appointing qualified teachers.

Suggestions:

- There should be provision of diversified vocational courses considering the huge demands of the global market and aptitude test should be conducted in enrolment procedure.
- There should be the provision of vocational guidance and counseling cell in the vocational schools.
- Motivational programmes should be organized by the schools.
- There should be the provision of placement cell in the schools and strong industrial linkage for the benefit of the students.
- Government should be made an honest attempt to familiarize and strengthen the condition of vocational education as like as the general education.
- There is an urgent need to modify vocational school facilities to accommodate special needs of students.
- Government should timely supply of inputs for having desired outputs.
- Arranging special skilling or training programme for developing both hard and soft skills amongst the students,
- The state should encourage establishment of more vocational universities to create opportunities for higher vocational education and providing vertical mobility to students.

Conclusion:

The whole world today has been transformed into a small village. Therefore, education has become a skill-intensive process and it is not

merely confined within the four walls of the classroom. Originality, creativeness and innovations must be emphasized in the education and in the workplace environments. Vocational education plays a vital role in human resource development of the country by creating skilled manpower, enhancing productivity and improving the quality of life. Quantity and quality of highly specialized human resources determine their competence in the global market. The discussion of the present study can be concluded by saying that “The Indian youth needs to be empowered, and it can be done through good education and vocational training.” —M.M. Pallam Raju.

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Problems and prospect of Teacher Education in Assam: An analytical Review

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Abstract

Assam is not in a position to fulfil the norms and standards laid down by NCTE even after five years of the advent of RTE Act, 2009 basically due to lack of sufficient qualified manpower and required infrastructure. Realising the need for critical review of the present scenario of teacher education in Assam, this study has been undertaken by randomly selecting 16 Teacher Education Institutes (TEIs) in the state. The study reveals that the intake capacity of NCTE recognized TEIs is far below the requirement of prospective teachers as per annual attrition rate. The major factors responsible for poor performance of TEIs in Assam are problems related to existence of huge untrained in-service teachers; insufficient number and lack of qualified faculty members in TEIs; absence of basic physical and laboratory facilities ; poor facilities in library; lack of proper scheme for faculty development; absence of job chart, Educational Resource Planning (ERP), common activity calendar, training management system and resource inventory; lack of modernization such as use of ICT and standard operating procedure etc. Strengthening of entire Teacher Education in the state is inevitable for assuring overall quality of school and teacher education in Assam.

Introduction :

Continuing Professional Development of teachers is the essential precondition for controlling and assuring quality in school education. It has tremendous impact on the process of human enlightenment and shaping today's children as contributory citizens of future. Teachers need to be innovative, reflective and equipped with modern pedagogy. Therefore, effective professional training is a pre-requisite for becoming a professionally competent teacher in the contemporary system of education. Teacher Education Institutions have to play a vital role for creating sustainable environment for Continuing Professional Development of teachers.

Significance of the study :

Findings of various studies reveal that lack of professional competence of school teachers is the root of poor learning achievement among school children. Pre Service Teacher Education Course has not yet been considered as an essential qualification in Assam for entry into the profession of school teacher. Moreover, most of the school teachers do not get the opportunity to undergo suitable and useful long term in-service training. As a result of this, teachers are found incapable of conducting teaching-learning as per age, interest and ability of the learners. In some cases children are even subjected to mental stress and physical harassment when teachers fail to understand and act as per children's states of mind. This often leads to undesired dropout from school system thus crashing the dreams of education for all and resulting in many socio-economic problems. This study will help us know about the present status of Teacher Education Institutions in Assam, problems and prospects thereof and to identify the strategies for its improvement.

Objectives of the study :

- To know the status of existing Teacher Education Institutions in respect of their recognition status and intake capacity
- To examine the factors responsible for poor performance of TEIs in Assam.
- To suggest measures for strengthening TEIs of Assam.

Sampling technique :

In total 16 TEIs i.e. about 26 percent of functioning TEIs have been selected using Simple Random Sampling Technique. As such 6 DIETs, 5 IASE/CTE and 5 Normal Schools/ Basic Training Centres have been included in the sample.

Findings and Discussion :**Status of existing Government Teacher Education Institutions in respect of their recognition status and intake capacity**

At present there are 23 District Institute of Education and Training (DIETs), 7 Normal Schools, 19 Basic Training Centres (BTCs) , 57 College of Teacher Education (CTEs), 2 Institute of Advanced studies in Education (IASEs), 3 University Departments which are functioning in the state for providing teacher education at elementary and secondary levels. In addition, two TEIs for Hindi teachers, one for pre-primary teachers and one for English Language teachers are also available in the state. The recognition status for different courses and intake capacity of various TEIs are reflected in the Table 1.

Table 1
Number of TEIs and Recognition status

TEIs	Recognition Status (NCTE)		Course	Intake Capacity	
	Recognised	Unrecognised		Elementary	Secondary/ Higher Secondary
Elementary level					
District Institute of Education & Training (DIET)	19	4	D.El.Ed. for elementary, B.Ed. for secondary	1220	
Normal School	5	2	D.El.Ed.	250	
Basic Training Centre (BTC)	12	7	D.El.Ed.	600	
Private B.Ed. College	1			50	
Sub Total	37	13		2120	

Secondary / Senior Secondary Level					
IASE/ CTE (Govt.)	10	NIL	B.Ed.		900
CTE (Private)	49	NIL	B.Ed.		4350
District Institute of Education & Training (DIET)	4	23	B.Ed.		200
University Department (Education), Assam University/ Tezpur University	2	2	4Year Integrated B.A.B.ED/ B.Sc.B.ED.		100
University Department (Education)	3	1	M.Ed.		150
CTE (Private)	1	48	M.Ed.		50
Sub-Total :	69	74			5750
Other TEIs					
PPTTC		1			
HTTC		1			
HTTI		1			
English Language Teaching Institute (ELTI)		1			
Lakshmibai National University of Physical Education, Sonapur, Kamrup	1		B.P.Ed. (4year integrated Physical Education)		100
Sub-Total :	1	4			100
Grand Total					5850

Table 1 reveals that out of 49 TEIs established for elementary teacher education, only 37 TEIs (75.51 percent) got recognition from NCTE for conducting D. El. Ed. course with intake capacity of 2070 only. However, one private B.Ed. college has been recognised by NCERT for conducting D.El.Ed. course with intake capacity of 50. On the other hand, all the TEIs established for secondary teacher education have obtained recognition from NCTE for conducting B. Ed. / 4 Year Integrated B.Sc. B.Ed/ B.A.B.Ed or M.Ed. course with intake capacity of 5750 only. It includes 4 DIETs which were previously conducting teacher education course for elementary school teacher only. On the other hand, one TEI got recognition

from NCTE for conducting 4year integrated Physical Education course i.e. B.P.Ed. The intake capacity granted by NCTE for elementary as well as secondary level is not sufficient to meet the annual demand of prospective teachers as per attrition rate.

Factors responsible for poor performance of TEIs in Assam

Problem of untrained in-service teachers in Assam :

Most of the schools in Assam have been established first by the community to meet the demands of a particular area. As a result of such unrestricted establishment of schools through the “venture” mode and the policy of their subsequent provincialisation by the government, a large number of persons without professional training entered into the school system. Thus, it is quite obvious that a very large number of unscreened persons have been getting unrestricted entry into the teaching profession regularly till enforcement of RTE Act, 2009. Even after the advent of RTE Act, 2009, a huge quantity of TET qualified teachers entered into the job of elementary teachers under relaxation granted by the Central Government under section 23 of the said Act. However, Govt. of Assam has arranged D.El.Ed. course of 2-year duration through ODL mode with the help of KKHSOU. But still there are a good number of untrained in-service teachers in the elementary school system.

Insufficient Number and Lack of Qualified Faculty Members :

In most of the Teacher Education Institutes such as DIETs and CTEs, there is dearth of teacher educators as per NCTE norms and standard. The teacher educators found are insufficient in number since almost 52.27 percent of sanctioned academic posts in DIET and about 74.81 percent of sanctioned academic posts in CTEs remain to be filled up. The shortage of manpower directly affected the quality of training programmes. On the other hand, for recruitment of faculty members in TEIs, there are prescribed norms of NCTE so far academic and professional qualification are concerned. But in Assam, a large chunk of teacher educators do not have requisite professional degrees such as M.Ed. not to speak of Ph.D. In Assam, teacher educators are recruited with relaxed norms due to non availability of sufficient qualified manpower.

The study reveals that a good portion of Teacher Educators do not possess professional qualification mandated under NCTE Act. In case of Normal School and BTC 70.00 percent of Teacher Educators could not acquire Master's Degree. A small number of Teacher Educators are found to have obtained higher academic qualification such as Ph.D. or M.Phil. degree. It is observed that due to lack of well-designed departmental deputation scheme for higher education like college teachers the Teacher Educators of TEIs are generally neither motivated nor facilitated for pursuing higher academic or professional qualification though most of them possess more than 15 years of working experience.

Absence of Basic Physical Facilities :

Some of the TEIs do not have required physical facilities such as building, classroom and hostel. These are basic amenities needed by any kind of TEIs conducting training to teachers. But dilapidated condition of buildings in general and hostels in particular for girls, absence of boundary wall and insecurity caused thereby for women teachers in most of the TEIs are matters of grave concern. On the other hand, lack of maintenance of building and laboratory equipments due to lack of continuous flow of fund for recurring expenditure is also a major problem for existing TEIs.

Dearth of Academic Facilities :

As per NCTE norms, each TEIs should possess well equipped multipurpose educational laboratory with Psychology and Science sections and a workshop, hardware and software facilities for Language learning, Language laboratory, Education Technology laboratory and a good library. As per recent guidelines of NCTE all TEIs should create their own website. But no Govt. TEIs could create such facilities at desired level till date. Of course, due to e-monitoring of NCTE, the recognized TEIs are compelled to open their own websites. Absence of the above mentioned facilities in TEIs creates problems in getting the expected quality of output.

Availability of Laboratory facilities :

Table 2
Availability of Laboratory facilities

TEI	% of TEI				
	Psychology Lab	E.T. Lab	Language Lab	Mathematics Lab	Science Lab
DIET	50.00	66.67	88.33	66.67	83.33
IASE and CTE	80.00	40.00	20.00	20.00	60.00
Normal School and BTC	0.00	20.00	20.00	20.00	80.00

Table 2 reveals that no Normal school and BTC has psychology laboratory. On the other hand, half of the sampled DIETs do not have well equipped psychology laboratory. Most of the IASE and CTE do not have E.T. , Language, Mathematics laboratories whose availability in the TEIs is mandated by NCTE. Though science laboratories are available in most of the TEIs, but insufficient equipments, furniture, chemicals and manpower limits their utility for the student-teachers.

No. of Classroom in TEI :

Table 3
No. of Classroom in TEIs

TEI	% of TEI					
	One	Two	Three	Four	Five	Six and more
DIET	16.67	0.00	16.67	50.00	16.67	0.00
IASE and CTE	0.00	20.00	40.00	20.00	0.00	20.00
Normal School and BTC	0.00	60.00	20.00	20.00	0.00	0.00

Most of the sampled DIETs, IASE and CTE possess more than three classrooms. On the other hand, 60.00 percent of Normal school and BTC have only two classrooms. Availability of furniture and ICT facility in classroom is also very limited. No classroom of sampled TEIs was found to be equipped with interactive white board.

Infrastructural Facilities in Library :

No TEI has automated its Library might be due to non-availability of earmarked fund for the purpose and technical manpower. Though some of them have reading room, but facilities in such room is not up to the mark. The Percentage of Books related to courses being conducted by TEIs is also poor. Moreover, new publications with national and international reputation are hardly available in those libraries. Internet connectivity in the library was not found. Educational Research Journals have not been subscribed by any sampled TEI on regular basis. On an average, the TEIs were found to be failure in creating a congenial atmosphere for a knowledge society.

Table 4
Infrastructural Facilities in Library

TEI	% of TEI having	
	Reading room	Library Automation
DIET	50.00	0.00
IASE and CTE	60.00	0.00
Normal School and BTC	20.00	0.00

Absence of Proper Scheme for Faculty Development :

The teacher educators rarely undergo any long term professional training in the post recruitment stage. Initially they generally undertake an induction level training which too does not claim 100 percent coverage of teacher educators of TEIs of the state. The teacher educators need to develop a sense of professionalism to make the teacher education programme a success. They should get exposure and training in the new technology and innovations experimented in the educational sphere of emerging society. But these are found lacking in the context of the state.

Institutional Mechanism for Faculty Development :

It was mentioned by 83.33, 40.00 and 20.00 percent of DIET, IASE/CTE, and Normal School/BTC respectively that they have institutional mechanism for faculty development. But in practice, no such

mechanism was found to be operationalised in a systematic way for ensuring the professional development of faculty members in the true sense of term.

Table 5
Institutional Mechanism for Faculty Development

TEI	% of TEI	
	Available	How
DIET	83.33	Deputation to attend state/national/international level training, workshop, seminar, conference, regular meeting among faculty members for exchange of experience, exposure visit to outside the state Centre of excellent, allowing for higher education, publishing magazine/ wall magazine, providing fund for conducting research activities, organizing research seminar etc.
IASE and CTE	40.00	Deputation to attend state/national/international level training, workshop, seminar, conference, exposure visit to outside the state Centre of excellent, organizing research seminar, allowing for higher education, regular meeting among faculty members for exchange of experience, publishing magazine/ wall magazine, providing fund for conducting research activities etc.
Normal School and BTC	20.00	Deputation to attend state/national level training, workshop, conducting action research , self development etc.

Frequency of Faculty Meeting in TEIs :

The sampled TEIs have been organizing faculty meeting at a regular interval. Those meeting were found to be organized with some specific purposes covering both academic as well as administrative issues. There was no in-house arrangement for theme bases paper presentation by the faculty members. The staff meetings were neither specifically well-structured beforehand nor recorded properly.

Table 6
Frequency of Faculty Meeting in TEIs

TEI	Frequency in a month		Bimonthly	Quarterly	Major issues discussed
	Once	Twice			
DIET	50.00	33.33	16.67	0.00	Teacher Training, program activities, action research, D.El.Ed. curriculum transaction, school visit, AWP&B, sharing individual experience
IASE and CTE	20.00	20.00	20.00	20.00	B.Ed. curriculum transaction, CCA, planning, examination, admission, microteaching, program activities as per AWP&B, action research, support visit, sharing individual experience, sessional work
Normal School and BTC	0.00	40.00	20.00	20.00	D.El.Ed. curriculum transaction, action research, academic problems, unit test, school visit, sharing individual experience, internship, administrative issues

Absence of Job Chart, Common Activity Calendar, Training Management System and Resource Inventory :

The Job Chart, which is essential of an organization for defining the role, responsibility and accountability of an employee, was found to be absent in many TEIs. Moreover, the available job charts are not capable of detailing the role and responsibilities of faculty members and principals in a systematic manner. Not a single Normal School/ BTC possess their Training Management System. Among all sampled TEIs, only 50.00 percent of DIETs have developed Resource Inventory. It was reported that not a single TEI has prepared Result Framework Document (RFD) and Educational Resource Planning in a structured format.

Table 7
Availability of Job Chart, Common Activity Calendar, Training Management System and Resource Inventory

TEI	% of TEIs having				
	Job Chart	Common Activity Calendar	Training Management System		Resource Inventory
			With software	Without software	
DIET	50.00	83.33	33.33	50.00	50.00
IASE and CTE	80.00	80.00	20.00	0.00	0.00
Normal School and BTC	40.00	40.00	0.00	0.00	0.00

Absence of Proper Coverage by the Existing TEIs :

The state, of late, has 33 districts. As per MHRD norms every district is to have one DIET/DRC and one CTE be established for every three districts. But at present the number of functioning DIETs in Assam is 23 only and no of CTEs is 8 only (after up gradation of 2 CTEs to IASE). Besides, Govt. of India has sanctioned fund for academic buildings of another 4 DIETs. Hence, for better coverage of untrained teachers and training of prospective teachers, the state needs another six functional DIETs. On the other hand, the existing CTEs cannot be expected to cover the huge back log of untrained teacher of secondary stage to the tune of more than 70 percent. As per Government of India norms, the State is entitled for another 3 new CTEs. Govt. TEIs are therefore felt necessary as per norms laid down by Government of India.

Low Intake Capacity of TEIs :

The intake capacity approved by NCTE for most of the DIETs and Normal Schools is 50. The Govt. B.Ed. College/ CTEs have been granted intake capacity varying from 50 to 100. On the other hand, private CTEs have intake capacity varying from 100 to 50. Altogether the state has intake capacity of 2120, 5550, 200 and 100 for D.El.Ed. , B.Ed., M.Ed. and 4 Year Integrated B.Sc.B.Ed. course respectively. The insufficient intake capacity of TEIs has caused huge backlog of untrained in-service teachers and also could not generate prospective teachers especially at upper primary and secondary levels.

SCERT, Assam needs strengthening :

Unlike NCERT which is functioning as an autonomous body, SCERT, Assam remains as a government directorate requiring to follow policy and other official procedures of the State Government. But to cope with changing conceptual paradigm of teacher education, SCERT, Assam should be manned by persons with academic excellence and with academic autonomy. On the other hand SCERT, Assam does not have any legal control over private B.Ed. Colleges. As a result of this private B.Ed. colleges are running without any government vigilance.

Lack of Modernization :

TEIs are still following traditional method of training. Due to lack of modern equipment and technology such as ICT, they generally use lecture method of teaching. Teacher educator rarely uses audio visual aids including L.C.D. projector during classroom transaction. Digital classroom facility is not available in TEIs in Assam. Use of ICT tools in the field of teacher education has been rather slow and marginal in comparison to other aspects of human endeavour for a variety of reasons that include lack of personal access of teacher educators and teachers to ICT facilities, lack of or poor internet connectivity, inappropriate location of ICT facilities in TEIs (often centralized e.g. audio-visual room or computer labs, without its presence in classroom, laboratories or libraries with user terminals), or shortage of relevant digital contents of high quality. Absence of educational web portals, blogs and wikis, facebook where teacher educators and teachers can actively participate both as a beneficiary and benefactor, is proving to be one of the biggest hindrances in development of ICT culture in teacher education in Assam. A standard operating procedure is to be operationalised for administrative convenience.

Table 8
Use of ICT during Teaching Learning Process

TEI	% of TEI		
	Used by all faculty	Used by some faculty	Not used at all
DIET	0.00	83.33	16.67
IASE and CTE	20.00	40.00	40.00
Normal School and BTC	20.00	40.00	40.00

It is also found that among sampled TEIs only 83.33 percent of DIETs have video-conferencing system under the EDUSAT network.

Measures for strengthening TEIs of Assam :

It reveals that there are good numbers of private B. Ed. Colleges in Assam functioning without Govt. vigilance. There is no specific State Rules for controlling and monitoring activities of TEIs under private sector. It reveals that due to lack of government vigilance, many private colleges work for making profit rather than working with missionary zeal. Hence a state Rules needs to be framed to strengthen TEIs under private sector.

The total intake capacity of all categories of TEIs is far below the actual annual demand projected by NCTE on the basis of attrition rate. It is also a fact that after 1st April, 2015, Assam would not be able to supply required number of professionally qualified prospective teachers as per RTE Act, 2009. Moreover, the problem of existing in-service untrained teacher could not be addressed with this meagre intake capacity. It is therefore required to enhance total intake capacity of TEIs by increasing infrastructural facilities, faculty position and establishing new TEIs.

There has to be a paradigm shift in teacher education from conventional training to personal access to ICT and Internet; integrated education through web-based learning and e-learning so that teacher educators and teachers experience ICT enabled teacher education. There is need to review and reformulate the teacher education curriculum in local specific contexts in the light of NCFTE, 2009 so as to develop teachers as facilitators of socio-educational processes. There is need to develop skills

in them to understand her student and the community of parents so that students attend school regularly and learn and other important factors of teaching-learning processes such as refraining from inflicting corporal punishment, timely completion of curriculum, continuous and comprehensive assessment, involvement of parents and School Management Committee (SMC). Preference should be given to opening of four year integrated professional course for the post of school teachers.

Government of Assam should be given preference for filling up of all categories of posts in all TEIs for strengthening of manpower facility. Govt. should also create additional posts to make the TEIs capable of enhancement of intake capacity as per NCTE norms and standard.

Timely release of fund for infrastructural and instructional facilities is utmost necessity to fulfil the norms laid down by NCTE for continuing and introduction of different teacher education courses in the State.

Training Management System (TMS) and Professional Development Record of teachers is required at every district to be able to consolidate and track various professional development activities across the cluster, block and district and even state and national levels. A Management Information System on Teacher Education (MISTE) with monitoring indicators needs to be created at SCERT, Assam to facilitate online networking among all the TEIs.

A study on educational problems, status and awareness of children living in the slums of Guwahati Municipal Area of Assam

Ruksana Saikia

Piyanu Boruah

Abstract

Education plays a pivotal role in laying a proper foundation in the over-all socio-economic development of any region. Right of Children to Free and Compulsory Education Act 2009 provides children the right to free and compulsory admission, attendance and completion of elementary education. Slums are a universal phenomenon and exist in almost all cities across the world. The biggest slum areas in Guwahati municipal area are located at Athgaon, Fatasil Ambari colony, Dhirenpara harijon colony, Solapara Harijon basti, Hedayatpur harijon basti, Islampur etc. This study tries to know the educational status and awareness of the children living in slum of Guwahati Municipal areas, the impact of living condition, home and surrounding environment, parental education, school condition on elementary education of slum children of Guwahati of the age group of 6-14 years .

Keywords: education, awareness, slum, municipal area.

Introduction :

A slum is a heavily populated urban informal settlement characterized by substandard housing. The National Sample Survey Organization (NSSO), India, defines a slum as a “Compact settlement with a collection of poorly built tenements, mostly of temporary nature, crowded together usually with inadequate sanitary and drinking water facilities in unhygienic conditions”. Also, there are two kinds of slums: notified and non-notified. Areas notified as slums by the respective municipalities, corporations, local bodies or development authorities are treated as notified slums. A slum is considered as a non-notified slum if at least 20 households lived in that area.

In Guwahati, slum population has been mainly sited in Harijan colonies and by the side of the Railway tracks. According to census 2011, total no. of Slum Households in Guwahati city numbers 5,883 in which a population of 25,739 resides. This is around 2.69% of total population of Guwahati city. The biggest slum areas in Guwahati are located at Athgaon, Fatasil Ambari colony, Dhirenpara harijon colony, Solapara Harijon basti, Islampur harijon basti, etc.

Description of the study areas :

This research study was carried out in the slum areas of the city of Guwahati, the only metropolitan city in the entire North Eastern Region of India. Only two slum areas of Guwahati municipal area are selected for this study. These are –

Islampur: It is situated at the north eastern part of Guwahati City located at Ulubari. Most of the people belong to Sikh and Punjabi Community. Almost 2000 people reside there. A primary school named Sri Guru Nanak L.P School is situated at Islampur.

Solapara: It is a slum congested area located at Paltan Bazar. Almost 1500 people reside there and it is a highly populated area. Majority of the people belong to Bihari community (Basfor). No primary school is located at Solapara area.

Need and significance of the study :

Many of the studies of urban slum areas in India are done in bigger cities. But the characteristics of the urban slum areas in those cities may

not be same for those in the medium sized cities such as, Guwahati. It is noteworthy that the Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. According to RTE 2009, it is also the duty of the parents to admit their children in a neighbourhood school. Even though Government has introduced various policies and programmes for improving education of slum children, yet in reality it is far from the expectations. The education of the children living in these slum areas continues to remain a challenge. There must be some root of the problem that the Government programmes are not able to reach their targeted goal. This study will definitely help to find out the various causes of the failure of government programmes and will find out remedial interventions to solve the problem of educational backwardness in slum areas and will also help to contribute towards achieving sustainable development goals (Quality education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) by 2030.

Objectives of the study :

1. to study the educational status of the children living in slums of Guwahati Municipal area of Assam
2. to find out the problems of the children living in slums of Guwahati Municipal area of Assam in achieving elementary education
3. to study awareness of children and their parents living in slums of Guwahati Municipal area of Assam towards educational issues
4. to suggest measures to improve the educational status of children living in slums of Guwahati Municipal area of Assam

Delimitation of the project :

The study is delimited only to the following—

- The study is delimited only to the slums of Guwahati municipal area of Assam
- The study is delimited only to two slum areas- Islampur and Solapara
- The study is delimited only to the children of the age group of 6-14 years

Design of the study :

Method used : In this study, Descriptive Survey method is applied. The investigators surveyed the two areas to know the educational problems, status and awareness of the children living in slums of Guwahati municipal area of Assam.

Population of the study : The population of this study comprises all the children under the age group of 6-14 living in slums of Guwahati municipal area of Assam.

Sample : In this study, total 66 samples were selected. For this purpose, 60 children and 6 parents were randomly selected as sample from 2 urban slum areas of Guwahati municipal area. So, the total number of sample is 66.

Tools used in collecting data: In this study, Questionnaire and Interview Schedule were used as tools for collecting data.

- a) **Questionnaire:** A self-structured questionnaire was applied for collection of data from the slum children. Both 'closed' and 'Open-ended' forms of questions were included in this questionnaire.
- b) **Interview Schedule:-** In the Interview Schedule, questions were prepared for parents. After the objectives are properly explained, a face to face interview was conducted with the parents and ask them to answer the questions which were prepared for them. The replies of the parents were recorded by the investigators.

Statistical technique :

The investigators used simple percentage for the analysis of collected data.

Analysis and interpretation :

Analysis and interpretation of the questionnaire prepared for children: After analyzing the data gathered through different items of the questionnaire prepared for the children, the investigators found that only 40% children are regular students. Some students do not go to school regularly, but take admission in school only for getting free textbooks, uniform and mid-day meal provided by SSA. All the regular students find that the medium of instruction hampers in their studies as they have to study in Assamese medium school and their mother tongue is different. 60% children are not attracted towards the school. 100% of the children agreed that they must have to do domestic work. Almost 98% children don't get time and space to study at home and 100% children are not helped by their parents in their study as the parents are not educated. No children get scholarships for their study as they are unaware of government policies.

Analysis of the Interview schedule of the parents : After analyzing the data gathered from different items of the interview schedule prepared for the parents, the investigator found that only 33.33% of parents of the slum children knew that primary education is free and compulsory in our country as many schools collected money from students at the time of admission. Only 16.66% of parents were aware of the fact that all children between the age group 6-14 years must attend school. 83.33% parents have heard about 'Sarva Siksha Abhiyan'. Parents have not heard about RTE Act. Parents mentioned that the condition of the nearby school and their way of imparting education is not good. 90% of the parents agreed that they can not help their children in their studies as they were not educated. 10% parents said that they want to help their children in their studies but they can not read and write Assamese language. They can only

speaking Assamese language as and when needed. It was also found that only 16.66% have idea about the impact of large family on child's educational environment.

Findings of the study :

- 1) It was found from the study that the children of urban slums of Guwahati city are not getting free and compulsory education properly.
- 2) A few children were regular students and they got mid-day meal at school. But also those who were not regular students, got free textbook, uniform etc.
- 3) It was found that children didn't like to go to school because the condition of the school is deplorable. The school environment as well as infrastructure is not able to attract the children.
- 4) Most of the children worked for livelihood and they didn't get time and space at home for their study. Their parents did not help them in their study.
- 5) It was also found that the medium of instruction also hampers in the study of children. Children face problem in understanding what is being taught in school. However they could not express the problems because the language spoken at home is different from the medium of instruction followed in school.
- 6) From the interview with the parents, it was found that they didn't have any idea that primary education is free and compulsory for their children in the age group of 6-14. They heard of 'Sarva Shiksha Abhiyan', but they did not understand its aims and objectives. Parents have not heard about RTE Act.
- 7) A large number of children residing in slums were first generation learners and even in those cases where parents were just literate, they hardly got any help from their parents regarding studies at home. Parents could not help their children in their studies as they could not read and write Assamese language.

- 8) It was also found that the parents did not have knowledge about issues related to population explosion and its adverse effect on the education of their children.

Suggestions :

- Awareness campaign should be organized in slum areas about educational facilities provided by government.
- Adult literacy programmes should be organized for the parents of slum children.
- Awareness programmes should be organized on population education, small family norms, adverse effects of population explosion etc.
- Instead of neglecting and underestimating the innate potentialities of the under-privileged children, teacher must develop a positive attitude while teaching as well as while dealing with them in day to day affairs with dignity as this will in turn help these children to develop confidence and motivate them further to overcome various problems of life in a more challenging manner.
- Improvement of physical facilities in terms of separate class-rooms for each class, separate toilet for girls, provision for good library should be made. Schools should be made more attractive and joyful learning environment should be provided.

Conclusion :

In conclusion, it can be summed up that concerted efforts will be needed for improving the educational status of children living in slums of Guwahati municipal area. Among various problems faced by the slum children of 6-14 years in achieving elementary education, the most significant problems are—large family size, poor living conditions, poor health, language problem, economic condition, poor parental educational background and poor school environment.

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Teachers as reflective practitioners

Dr. Mizo Prova Borah

Abstract

The topic 'Teachers as reflective practitioners' has been able to gather a lot of attention of late attracting the focus of the authorities concerned on the subject. Documents related to the elementary level of school education found worldwide has time and again stressed on the need to help the teaching community grow as reflective practitioners and more so in the last ten years. Teaching is no longer a one way process where the teacher takes for granted how much a child knows when he comes to school and the teacher has only to give. With such a background, despite stray efforts of writing articles and research papers, no effective steps are seen to have concretized so as to help this community reflect to grow. Attitudinal changes haven't changed enough to help them to actually get down practising reflection to see fruits. The present study aims (i) to help teachers and teacher educators understand the concept of reflective practice to cater to their needs and (ii) to use reflective practice effectively by way of action oriented research. The major findings would (i) identify problems of teachers and teacher educators in engaging themselves in reflective practices (ii) examine assumptions of teachers and teacher educators towards reflective practice and (iii) suggest strategies for favourable practices of reflecting for effective use for educational purposes.

Key Words: teachers; reflective; practice; practitioners; penzu

Introduction :

Teachers today have a very crucial role to play when it comes to empowering their children to learn to learn as they themselves have to enhance their skills to satisfy the needs of the students. This needs a lot of seriousness from the teacher as far as her practices for a fruitful transaction in the classroom are concerned. The benefits of reflective practice are many but the aspect which helps a teacher to initiate action oriented steps for betterment is the one that has to be at the top of the wish list. And when this habit of continuously trying to solve problems for the success desired becomes a habit, the bond between the teacher and the student becomes stronger. Hence the importance of this study lies in the fact that it aims at getting teacher educators to think enough on their own practices to help teachers engage in reflective practice in turn and thereby pass on the benefits of these actions to the development of life skills of students during their days in school and outside when each one is expected to be trying to become a good human being to make the environment inspiring enough to be lived in. And this becomes all the more interesting when one gets the opportunity to keep his or her thoughts securely on the web and also share these ideas for the benefit of others when needed.

Objectives :

The present study aims to help teachers and teacher educators i) understand the concept of reflective practice to cater to their needs and ii) use reflective practice effectively by way of action oriented research and iii) disseminate positive results to other practitioners in suitable forums.

Methodology :

This is part of an ongoing study started in the later part of 2014 – the initial project plan framed with a sample of three teacher educators as case studies planned to be increased after preliminary survey of a few teachers and teacher educators. The paper combines theoretical and practical aspects - the learning is being tried out and the method being applied includes - Reflection seminar in the light of a model adopted by

Oregon State University along with use of Observation, Reflection, Introspection analysis and Action for Continuing Professional Development (CPD). The cases were introduced to simple web based tools for use in the study by the researcher who would play the role of a mentor throughout the study which aims to arrive at significant results within 4 years.

Findings so far :

- A. Pre-project period: The preliminary round of observation for checking status revealed that the cases were only at the “AWARE” level. Initial interest and motivation was there but things were not gaining momentum due to doubts related to the concept, its application and lack of confidence in using computer for Continuing Professional Development (CPD) purpose. However, gradually
 - Examining assumptions of Teacher Educators towards reflective practice has been possible and explaining the concept made easy
 - Problems of engaging oneself in reflective practices are being identified and
 - The issue of whether Teachers can be researchers has emerged, the issues are being discussed and action based strategies planned.
 - Regular Positive feedback being communicated -mentoring has helped reflective practices and in writing reflective Journals using a web tool and also in disseminating these effectively in training sessions and classroom practices. Confidence building is taking place and interest in web tools is increasing.
 - Planning for success becoming a habit was yet to gain momentum. Signs of random use were evident and this was weakly reflected in the feedback from them during surprise telephonic calls and personal visits.
- B. Ongoing Project period (after 18 months): Though no initiative to learn other new things related to the area on the part of the practitioners has been observed, yet constant support to the practitioners in the form of phone calls, engagement in workshops, exposure to Resource Persons and training programmes that can motivate them to think reflectively have been provided from the

end of the researcher. The researcher cum mentor has herself tried to be a model to them by engaging herself in application of newer methods of teaching learning and use of tools in occasional training programmes, conferences and workshops to motivate them during the period of this study.

The online journaling web 2.0 application Penzu was used by the practitioners and the researcher cum mentor. A few sample entries by them shared with the researcher as given here speak the reality. A few entries by the researcher also reflect the serious aspect of reflective diary writing.

A sample of a practitioner's reflective entries in the diary:

30.8.2014

"Today I realized this fact.....how???..... entrusted to take a class on the subject Creative Drama, Fine Arts and Education (Part - A) of D.El.Ed course. As I am not from the art and creative world I found it challenging to transact the concept in classroom. For that I prepared myself and in the process I also learned and gained knowledge.....and accomplished the task nicely...at first I discussed why art education is introduced in school curriculum and how it benefited students. Then I organised two activities — i) Know your partner & ii) Simon says and tried to develop the expected qualities of the subject... I end up the workshop with follow up discussion about activities, qualities it generates and area of adaptation in transacting the other subjects in classroom."

A sample of the Mentor's reflective entries in the diary:

1.9.2014

Planning for DIET "____"

"Thinking what name would be given to this project. Called up Mrs. 'X' for the planning for the workshop. She said she and someone from the planning branch is coming to meet me tomorrow and discuss how I would like to take my project forward."

Discussion with Resource Person:

“He said he would love to come and train along with me. But the time has to be fit into his busy schedule and trips to South Korea and Taiwan and many more places.”

2.9.2014

“Waiting for DIET “_____” people who were supposed to arrive at 10.30. Plan would be to call NRP as early as possible. The mini team would track growth through a tool to be developed during the workshop.”

5.3.2015

“I decided to finalize the names for this project which will really have to be geared up if i want to see some change in these good people. Should it be extended to 10 or should i keep it at 7? i don't know...”

Positive results have come in by way of SMS and feedback through emails and social media. Sample feedback by a practitioner is given here:

Via email by a teacher educator on 13.8.2016:

“Reflecting on different approaches to teaching and reshaping the understanding of past and current experiences is leading to improvement in my teaching practices.” Under guidance....., “I am able to move myself and my institution beyond existing theories in practices. I have got a safe and secure place to pour my heart out and that is PENZU. It guides me to plan and implement academic and non- academic duties. My journaling helps me to revise my thought and determine what I want to be, do and have in my professional life. I regularly visit the pages uploaded It motivates me to create a page about my institution on social media and I regularly post all the activities of my institution. I am now very much confident in my work and this leads me to complete and receive a passing grade in TESS India – MOOC : Enhancing Teacher Education Through OER: Tess-India. I am now going to attend PGDEPA course under NUEPA at Delhi. The reflective practice helps me to study my own teaching methods and determine what works best for the students.”

Via email and WhatsApp by another teacher educator on 16.8.2016:

“My experience with Reflective Diary is just amazing. Reflective diary immensely helped me to reflect my day to day activities. It helped me to learn from my mistakes and give opportunity to rectify my thoughts and acts. I observed that by reflecting on my experiences and writing Reflective Diary brings a pertinent change in thinking or assessing a situation.

I also found that Reflection Diary is a great motivating agent. It persistently motivates me to venture or experience new opportunities which contribute in my professional growth.”... My mentor’s “initiative to foster me to reflect on experiences helped me develop various abilities to meet contemporary requirements of my profession.....the posts on Facebook - truly a great source of learning, especially the groups..... i.e. Teacher Development of Assam and Teacher Empowerment in Assam through Tess-India..... various informative and learning content for professional development.”

Discussion :

The study in its initial stage or the Pre-project plan period saw enthusiasm in the ten invited practitioners who were not equally conversant with using the computer and also web tools for educational purposes. It is interesting to note that benefits of reflective practice were not so seriously thought of to plan future activities though planning as per need of students was not uncommon. The use of web tools was not familiar and the teachers and teacher educators had not earlier given any thought of using these for educational purposes. The researcher though tried her best to retain the enthusiasm of the participants by helping them visualize the benefits of the input that would be given by her on reflective practice as a mentor could not bring more than three of them to try their hands on the using of a web tool selected for the purpose of helping them practice writing a reflective diary. The activities planned with goal of reflection for CPD gearing up in the second year almost came to a standstill when the rest of the researchers failed to be consistent enough to carry on with the Reflective Journal that they were guided to write to be able to grow professionally. The active,

interested and the motivated few were soon introduced to a few advanced strategies to take part in a Massive Open Online Course (MOOC) by the mentor in the capacity of a coordinator for the course. But things were not easy enough to increase the number of practitioners that the researcher tried to be mentor to. The reasons needed a lot of thinking. The findings so far include little available time for self study and reflection due to official work load, personal problems, smooth or undisrupted internet access, and visible results of the benefits of reflective practice. The very assumptions of the practitioners were shaken when they realized after demonstration by the researcher that using web tools in a classroom increased interactive participation and a kind of attachment was built between student teacher towards achieving a goal that brought satisfaction to both. The small team of research partners while exploring the benefits of a reflective diary realized well that writing such a diary needs quite a bit of practice to make it a habit at the initial stage. However, matured reflective practitioners need not write daily and can come back to their pages in the journal when they feel the need to reflect most. The researcher at the same time, did not lose heart on seeing slow progress of the mentees as she was in touch with a few friends of positive attitude and saw her own growth on her way to becoming a matured reflective practitioner in the process of helping others grow professionally. An important factor which kept the lamp of motivation burning in both the mentor and the mentee was recognition to them with a few good words in large enlightened forums. However, detailed analysis towards the end of the ongoing study would be required for some more findings to be declared with factual authenticity. Tools are being designed for the purpose.

Recommendations :

- Awareness and intensive capacity building programmes on use of web based tools in Teacher Education Institutes at the earliest would help in seeing effects faster. It is human nature that we don't believe unless we see something for ourselves or do it ourselves. Therefore, every teacher and teacher educator should be given exposure to use of web tools with hands on experience over a

period of time with their students to reap the harvest of benefits of using such tools in their classrooms.

- Training to help understand importance of reflection every day is to be provided by concerned academic authority. Heads of Institutes to provide time for recording thoughts and plans of future action. In other words, space to focus on self should be given a lot of importance for each one in the academic fraternity. Success stories are to be disseminated.
- Training on using web tools for research to be conducted with motivated teacher researchers for CPD and interventions related to early reading in grades I and II.
- Training on using Reflective Journals and other web tools backed by monitoring at initial stages to see the sea change to be conducted regularly. This will set the ball rolling for novices to seek alternative strategies and innovative ways of using limited resources to use web tools effectively. Well designed Video Conferencing facilities for faculty of SCERT, Assam in collaboration with Resource persons of repute visualising orientation of teacher educators are to be strengthened.

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A study on fee structure in government B.Ed. Colleges (Now colleges of teacher education) and Private B.Ed. colleges in Assam

Dr. Deva Kumar Dutta

Hemanta Narayan Das

Abstract

The Private B.Ed. colleges of Assam are offering a remarkable contribution for generating qualified prospective secondary school teachers of the State. The intake capacity of Government B.Ed. Colleges (now Colleges of Teacher Education and Institute of Advanced Studies in Education) is vary in comparison to demand and supply estimates of teachers in secondary stage. The existing provisionally recognized 49 Private B.Ed. colleges are imparting B.Ed. courses and generating 4350 B.Ed. degree holders in the State of Assam. These colleges are run from the fees being collected from the students. Fees being collected from the students are the only source of income of these colleges. The structures of fees varies from college to colleges. The heads of fees are also different. There is no uniform structure among the Private B.Ed. colleges of Assam. The Government B.Ed. colleges also do not have uniform fee structure. An attempt has been made in this study to know about the differences of fee structure of Private B.Ed. and Government B.Ed. colleges of Assam. The study reveals the different structures of the Private B.Ed. and Government B.Ed. colleges of Assam.

Introduction :

The B.Ed. Colleges in Assam are playing a vital role for generating trained prospective teachers to make them capable of imparting effective teaching learning process in Secondary schools in Assam. At present there are 10 Government and 49 private B.Ed. colleges in Assam which are conducting B.Ed. courses in Assam. Out of the 10 Government B.Ed. Colleges as per Government of India norms 8 are identified as Colleges of Teacher Education (C.T.E.) and 2 are identified as Institute of Advanced Studies in Education (I.A.S.E.). At present both are imparting B.Ed. course to the prospective in-service secondary teachers. The NCTE approved intake capacities of the Government B.Ed. Colleges are very limited and this is quite insufficient to produce the required B.Ed. degree holders as per demand and supply estimates of secondary school teachers. The present intake capacity of Government B.Ed. colleges of Assam is 1050. In this perspective the private B.Ed. colleges are contributing to the State by producing 4350 B.Ed. degree holders. At present the number of NCTE provisionally approved private B.Ed. Colleges are 49. These private colleges are run from the fees and subscription from the students without taking any fund from the Government. The management committees/bodies are the sole authorities for smooth running of the colleges. They are taking fees from the students as per the decision of the Governing Bodies on the basis of their demands and needs. These colleges are affiliated to Gauhati University, Assam University, Dibrugarh University and Bodoland University. Initially these private B.Ed. colleges ran only B.Ed. course, but as per NCTE norms and standards 2014 it has become mandatory to run at-least two courses in composite manner. All the private B.Ed. have registered under Society Registration Act 1860.

Aims and objectives of the study :

The study was conducted

- to know the fee structure of the Private B.Ed. colleges of Assam.
- to know whether these colleges are collecting uniform fees from students across the State or whether the fee structure of each college is different.

- to know the dissimilarities between the Private and the Government B.Ed. colleges in Assam
- to observe the areas in which fees are being collected from the students
- to look at the NCTE norms and standards for collecting the fees from the students

Collection of Data :

Each of the private B.Ed. colleges of Assam were requested to submit their fees structure. Out of the 49 private B.Ed. colleges, data from 41 B.Ed. colleges has been received under the Gauhati University, Dibrugarh University and Assam University. The NCTE recognized intake capacity of these Private Colleges ranges from 50 to 100. The variation of fee structure for the year 2016-18 of these colleges are found as below.

Name of the University	Lowest rate of fees	Highest rate of fees	Average fees structure
Gauhati University	60,000.00	1,20,000.00	90,000.00
Dibrugarh University	80,000.00	1,20,000.00	1,00,000.00
Assam University	60,000.00	86,000.00	73,000.00
Total (Average)	66,667.00	1,08,667.00	87,667.00

For further study, the areas in which the private colleges charge fees from students, 5 colleges, 4 under Gauhati University and 1 under Dibrugarh University were taken as sample. From the study it was found that heads and the amount of fees are different in these 5 colleges.

Some of the heads and variation of fees thereof are observed as below.

Head	Lowest rate of fees	Highest rate of fees	Average fees structure
Admission fee	1000.00	5000.00	3000.00
Tuition fee	12000.00	24000.00	18000.00
Development fee	3000.00	14000.00	8500.00
Magazine/ Journal fee	400.00	1000.00	700.00
Games & Cultural fee	1000.00	1600.00	1300.00
Library fee	1000.00	2000.00	1500.00
Workshop/ Training fee/ Seminar	500.00	2000.00	1250.00
Misc. fee	1000.00	1500.00	1250.00
Enrollment Fees	200.00	600.00	400.00
Games & sports	200.00	1000.00	600.00
College Exam Fees/ Internal	200.00	1500.00	850.00
Practice Teaching fees	1500.00	2000.00	1750.00
Laboratory (Psych & ICT) Fees	700.00	2000.00	1350.00
Electricity Fees	300.00	2000.00	1150.00
Festival fees	200.00	2000.00	1100.00
Course & Development Fess	36,000.00	40,000.00	38000.00
Building Fee/ Maintenance	1500.00	15,000.00	8250.00
I Card	50.00	100.00	75.00

Besides this, these 5 sample colleges also collected fees in the areas like- trainees first aid fund, Eligibility fee, Internal assessment, Physical Edn./Performing arts, Library Caution Money, Library Cards, Drinking Water, Common room, Affiliation Fee, Inspection (NCTE, NAAC), Property Tax of GMC & Land Revenue, etc.

The Governing Bodies of the private B.Ed. colleges enhance their fees from time to time. As per their statements, four factors are responsible for enhancement of fees are per NCTE norms and standards viz- i) enhancement of number of teaching and non-teaching staff and their scale of pay ii) more endowment fund for another course as single course is not allowed iii) need of improvement of build up area due to another course in composite manner iv) improvement of infrastructure.

On the other hand, the fee structures of Government B.Ed. colleges were also not similar and varied from one CTE to another. The highest fees of Rs. 8620.00 and lowest fees of Rs. 6250.00 are being collected by the CTEs in one session. The study reveals the variation of head-wise fee structure of CTEs were found as below—

Head	Lowest fee (in Rs.)	Highest fee (in Rs.)	Average (in Rs.)
Admission Fees	15.00	200.00	107.50
Tuition Fees	90.00	200.00	145.00
Affiliation fees	200.00	1000.00	600.00
Examination fees	150.00	1200.00	675.00
Enrolment fees	25.00	350.00	187.50
Magazine fees	400.00	800.00	600.00
Identity Card fees	50.00	100.00	75.00
Games & Sports fees	50.00	1000.00	525.00
Journal & Newspaper fees	100.00	1000.00	550.00
Workshop & Field trip fees	150.00	1500.00	825.00
Teaching practical fees	350.00	800.00	575.00
College Development	500.00	1500.00	1000.00
Electricity	200.00	1000.00	600.00
Library caution money	100.00	300.00	200.00
Establishment/ Misc.	400.00	500.00	450.00
Certificate	0.00	70.00	35.00
Library development	500.00	900.00	700.00
Union fees	300.00	1000.00	650.00
Computer	500.00	500.00	500.00
Record book	100.00	200.00	150.00
Cultural fees	600.00	1400.00	1000.00
Art & Music	0.00	400.00	200.00
Educational Technology Teaching Aid	0.00	300.00	150.00
Science Practical & Laboratory fees	100.00	1000.00	550.00
Other work experience	0.00	100.00	50.00
ICT	250.00	700.00	475.00
Academic Calendar	0.00	100.00	50.00
Office maintenance	0.00	600.00	300.00
Micro teaching	100.00	400.00	250.00
Workshop/ Seminar	200.00	300.00	250.00
Guest Lecturer	0.00	3500.00	1750.00
Admission form fees	0.00	150.00	75.00

It may be mentioned that all the CTEs are not collecting fees in all the above mentioned heads. Steps were taken by the Government to make it uniform and SCERT, Assam submitted proposal to the Government for making it uniform and determined the head and amount as such below–

Sl. No.	Head of Fee Structure	Proposed common fee structure of CTEs/IASEs of Assam
1.	Admission Fees	150.00 one time
2.	Tuition Fees	25x12.00 =300.00
3.	Affiliation fees	As per University norms.
4.	Examination fees (including all)	800.00
5.	Enrolment fees	As per University norms.
6.	Magazine fees	500.00
7.	Identity Card fees	100.00
8.	Games & Sports fees	500.00
9.	Journal & Newspaper fees	500.00
10.	Workshop & Field trip fees	1000.00
11.	Practice Teaching Fees	500.00
12.	Maintenance classes	500.00
13.	Electricity	250.00
14.	Library caution money	200.00
15.	Internal assessment	500.00
16.	Work Experience and Social Service	200.00
17.	Misc.	300.00
18.	Certificate	100.00
19.	Library development	500.00
20.	Computer / ICT	500.00
21.	Cultural programme	200.00
22.	Educational Technology/Teaching Aid	250.00
23.	Science Practical & Laboratory fees	500.00
24.	Academic Calendar	200.00
25.	Micro teaching	100.00
26.	Workshop/ Seminar	300.00
	Total	8950.00 excluding affiliation fees and enrolment fees

Methodology of the study:

The study was conducted through purposive sample covering Private and Government B.Ed. Colleges/ CTEs in the State of Assam. For the convenience of study, 5 Private B.Ed. Colleges under Gauhati University and Assam University were selected to know the detail fee structure head-wise and variation of amount being collected by the management committees. The observation and interview method were also adopted for the purpose of the study.

Requirement of Qualified teachers in Assam :

As per demand and supply estimates of teachers in Assam incorporated in the Perspective Plan 2012-17 on teacher education of Assam, the requirement of qualified teachers in Assam for different stages having D.El.Ed. and B.Ed. courses for the year 2016-17 are as follows–

Stage	Enrolment at lower primary stage	Additional Enrolment at lower primary stage	Additional Sections required @30 students per section	Additional teachers required for additional sections as per norms	Existing strength of teachers	Attrition of teachers (actual) @3 per student	Additional demand for teachers including attrition Clo. 5 + Col.7	Additional demand for teachers for reducing the backlog	Total additional demand col.8+col.9
LP	3491519	91881	3063	3063	69351	2081	5144	2846	7990
UP	2477779	80791	2308	2020	33146	993	3301	3069	6370
Secondary	1781662	76663	3067	6900	44655	1340	8240	4931	13171
Senior Secondary	869068	91864	3675	9447	16614	499	9947	1765	11712

Analysis and Interpretation of Data :

The fee structure of a few private B.Ed. colleges is determined by the managing committee from time to time. From the fee structures shown above, it has been observed that the fees are being collected from the students pursuing B.Ed. degree vary in different colleges. Similarly, the heads of fees are also different in different colleges. From the above mentioned sample college, Biswanath B.Ed. college charged Rs.43,000.00 which is the lowest and the highest fees being that charged by Deomornoi B.Ed. college and College of Education, Guwahati i.e. Rs.50,000.00 per year. It has also been observed that these colleges have charged different amounts for the same head. In case of CTE and IASEs also, it has been observed that the fee structure is not uniform. The admission fee of two year B.Ed. course covering four semesters comes to around Rs.77,500/- and at the time of admission the students have to pay Rs.47,500/- and the rest of the payment has to be paid partly in two parts after intervals of three months @ Rs.15,000/- per student (Dr. Shyama Prasad Mukharjee College of Education under Assam University, Silchar). The annual enrollment fee Rs.200/- only against each admitted student and each affiliated/permitted private college/institution under the Gauhati University shall have to be deposited as Annual Admission/Enrollment fee @ 10% of the total admission/readmission fee for the Academic session 2015-16. The fees for affiliation and enrollment in case of teacher training college and enrollment of student of teacher training college under Gauhati University for B.Ed. course (Revised Rates) are like– Application fee for permission to start a college– Rs. 16,500/-, Application fee for 1st Affiliation–

Rs.11,550/-, Renewal of Affiliation– Rs.11,550/-, Renewal of Affiliation to new Subject (S)– Rs.11,550/-, Application fee for permanent Affiliation– Rs.11,550/-, Annual fee for permanent Affiliation – Rs.4,950/-. The fees for private institution affiliated under Gauhati University w.e.f the session 2015-16 was enhanced for B.Ed./M.Ed. course, the permission fee for opening new college revised Rs.2,20,000/- and renewal fee per subject Rs.55,000/-. The annual affiliation fee for B.Ed. course in case of Dibrugarh University for Private B.Ed. colleges within normal jurisdiction is Rs.40,000/-, and outside the normal jurisdiction is Rs.60,000/- for certificate course. The annual permission for permanent affiliation in case of Dibrugarh University for Private B.Ed. colleges within normal jurisdiction is Rs.1,50,000/-, and outside the normal jurisdiction is Rs.2,25,000/- for certificate course and the annual affiliation fees is Rs.60,000/- for Private normal jurisdiction and Rs.90,000/- outside the normal jurisdiction.

Government Intervention for uniform fee structure:

Considering the variation of fee structure of Private B.Ed. Colleges and CTEs, the Government felt the necessity of a uniform fee structure across the State separately for CTEs and Private B.Ed. Colleges. The Government entrusted responsibility to SCERT, Assam to do this task. Accordingly, SCERT, Assam has already suggested a uniform fee structure for CTEs and submitted the same to the Government for approval. Regarding a uniform fee structure of Private B.Ed. Colleges, SCERT, Assam convened a meeting on 16-09-2016 inviting the Principals of Private B.Ed. Colleges of Assam. In that meeting a sub-committee comprising of 10 members from Private B.Ed. Colleges including SCERT representative was constituted to devise a common fee structure. Accordingly, the sub-committee sat on 30-09-2016 and after threadbare discussion and careful observation of fee structure for 2 year B.Ed. course under the jurisdiction of Gauhati University, it was resolved that the admission fee of private B.Ed. Colleges under Gauhati University will be Rs.80,000/- (Eighty thousand) and Rs.90,000/- (Ninety thousand) considering the rules and regulation of payment related to Teaching and Non-teaching staff of the Private and Non-Govt. NCTE recognized B.Ed. Colleges in the State.

Recommendations and suggestions :

The fees of private B.Ed. colleges of Assam will obviously be different from the Government B.Ed. college as fees collected from the students are the only source of income to run the institutions, but the fee structure needs to be uniform for the greater interest of the students of the State. The National Council for Teacher Education (NCTE) in its Notification F.No. 5-1/2001-NCTE (Acad). Dated 18th June, 2002 has said “While determining the fee chargeable, it shall be the duty of the Committee to ensure that the fee does not become a source of profit or commercialization for the institutions concerned”. A regulatory committee regarding determination of fees is required to be constituted by the Govt. of Assam. A common structure of fees for rural and urban areas needs to be evolved. A core committee with Principals, President of Governing Body and the Government representatives may also be constituted for determination of fees. As State Council of Educational Research and Training (SCERT), Assam is looking after the teacher education of the State, SCERT, Assam may be entrusted the responsibility to take initiative in this regard. This regulatory body should hold meetings every year and review the structure of fees and recommend enhancement as per need.

A study on effectiveness of curriculum, evaluation procedure and learning achievement of ongoing 2-year D.El.Ed. course (in-service) through Open and Distance Learning in different Study Centres in Assam

Dr. Lakhi Narayan Sonowal

Introduction :

The RTE act, 2009 has laid down minimum qualification for appointment of teachers for elementary school and as per Act and the corresponding NCTE guidelines there upon, the elementary teacher who have joined in their service after 3rd September, 2001 and who have not undergone 2-year pre-service teacher education programme prior to their engagement in primary school, need to compulsorily undergo a 2-year D.El.Ed. Course (in service) training. In Assam the Right to Education Act 2009 came into force on April 1 2010. Moreover, recently newly the TET qualified candidates were recruited as teachers in Assam in Lower Primary and Upper Primary section and they do not have formal teacher training. They are therefore treated as untrained teachers. It is a matter of concern that at present a sizeable number of teachers in elementary stage of education in Assam is still regarded as untrained as per NCTE norms. It may be mentioned that the state of Assam has to clear all backlogs of untrained elementary teachers by 2015 as per mandate of RTE act 2009. Providing training to such a large number of teachers in face to face mode and within such a short period of time being not possible, the Govt. of Assam decided that the untrained teachers be trained through Open and Distance Learning (ODL) mode and Krishna Kanta Handique State Open University was entrusted the responsibility of framing the curriculum etc. and accordingly designed and developed curriculum in 2011 by the University on the basis of NCTE guide lines and in the light of NCFTE-2009 draft syllabus.

It is a fact that bringing untrained teachers from schools for imparting in- service training for 2years at a stretch in TEIs in face-to-face mode may affect the smooth functioning of the concerned school. Under these circumstances, a newly appointed TET qualified teacher for 2-year in-service training programme through ODL mode offered by KKHSOU was introduced in the training of elementary school teachers from the year 2012 at different TEIs and colleges as study centres in order to meet the critical shortage of primary school teachers. At present, this course is being conducted in 49 study centres.

In view of the fact stated above, the researcher has proposed to take up the problem and it is expected that the findings of the proposed study will be helpful for the educational planners, teachers, educationists administrators implementing decentralized planning at grassroots level and the study will also provide a new perspective for reviewing curricula and teaching methodology. Hence, the present study is justified and taken up for the research work and attempt to find out the problem on effectiveness of syllabus, evaluation procedure and learning achievement of learners. The effect of transaction of ODL curriculum is a factor of concern in preparing in in-service teacher. The present study is carried out to know effectiveness of curriculum, evaluation procedure and achievement of learners.

Objective of the study :

- To study effectiveness of 2- year D.El.Ed. Curriculum (in-service) training through Open and Distance Learning (ODL) mode and evaluation procedure.
- To study learning achievement of learner during the training period.

Sample area of the study :

- The area of the sample study encompassed only one or two study centres of each of the five districts. The main respondents were teacher trainees, faculty of study centres and centre coordinators.

Need and significance of the study :

The teacher and the quality of teaching are now widely recognized as the most prominent factor in quality of education in school. The competent teacher and professional skillful teacher make a key contribution towards improving the quality of education and also change the educational system and learning outcome of the learners. In view of above, the study is intended to take up the issue related problems and it is expected that the findings of the proposed study will be helpful for educational planners, teachers and educationists for implementing decentralized planning at school level. It will help the teachers and teacher educators to know the actual problems and prospects of the existing ongoing ODL curriculum. The findings of the study will also provide a new perspective for reviewing curriculum textbooks, resource materials and teaching methodology. Moreover, the findings of the study will reveal many other avenues for further study. It is humble attempt to find out the problem of effectiveness of 2-year in-service teacher training of ODL curriculum, evaluation procedure and learning achievement of learners and to suggest some measures how to transaction with effectiveness of curriculum and to use proper technique of evaluation procedure in teacher education.

Delimitation of the study :

The study was subjected to several limitations. The study was confined to only five districts covering only one or two study centres in respective districts because of time and resource constraint. Hence, the results of the present investigation may not be applicable to cover all the study centres of the State.

Study design and methodology :

In this part of the study, attempt has been made to explain the plan procedure of the study work with special reference to the method, sampling technique, data collection and treatment.

1. Method used in the study
2. Development of tools and their use
3. Collection of data

To fulfill the objectives of the study the survey method was used. This method was appropriate for the study work because no readymade data which are required for examining different objectives under study, such as effectiveness of curriculum, evaluation procedure and achievement of learners were available. This resulted in no alternative for the investigator but to visit sample study centres for collection of data.

Development of tools and their use :

The present study required large data. The data were obtained from both primary and secondary sources. The primary data were collected from the respondents with the help of a set of schedule, personnel interview and observation method. The interview method was applied to collect information from teacher educators and centre coordinators. Moreover, along with schedules and interview, observation method was used to have more and accurate information. Field notes and focus group discussions were also widely used to record additional information during the field visit. The secondary information regarding Government interventions were collected from various publications and learning materials of KKHSOU. The investigator personally visited some study centres for collecting documents and other information required for the study where the 2-year ODL course is running and discussed with teaching staff and centre coordinator. The following tools were developed and used to collect data for the study.

1. Schedule for information on curriculum (AB-1)
2. Schedule for evaluation procedure (AB-2)
3. Learners achievement level schedule(AB-3)
4. Observation schedule (AB-4)

Schedule for information on curriculum (AB-1) :

The teacher trainees of the sampled study centres were asked to fill this schedule about the information and course content of the ongoing ODL curriculum and also fill this schedule by the centre coordinators.

Schedule for evaluation procedure (AB-2) :

This schedule contains information of evaluation procedure, system. So the investigator asked the teacher trainees and centre coordinators of study centres to fill up the schedule.

Learner's achievement level schedule (AB-3) :

The teacher trainees of the sample study centres were asked to fill up this schedule about his/her achievement on the 2-year D.El.Ed. course.

Observation schedule (AB-4) :

An observation schedule was used by the investigator to record observation during field visit in respect of physical infrastructural facilities and classroom transaction by the resources person.

Collection of data :

The collection of data from the study centres was done with the help of the above mentioned schedules. The collection of data from the respondents was very difficult. Hence the investigator had to visit each sample study centre at least 2/3 times, contacted all teacher trainees and also resource persons to collect necessary information. Focus Group discussions and interviews with resource person and teacher trainees of the sample study centres were organized in the study centre.

Data interpretation and analysis of data :**Major findings of the study :**

- No paper on Work and Education, School and Health Education and Art, Creative Drama or Music in the curriculum.
- More specification is required in subject matter of each and every paper with local specification.
- No sufficient Teaching-Learning materials and supplementary reference materials in every study centre.
- Lack of available facilities of ICT and not proper skill development on ICT of teacher trainee in every study centre.

- Lack of infrastructure in every TEI in terms of classroom, seminar hall, Conference hall and sanitation as per NCTE norms.
- Regular Contact Classes and regular academic activities of the course were not properly done.
- No continuous Oral Evaluation and Regular Assignment during the Classroom Contact classes.
- No conduct of Unit Test during the Contact Classes and Assessment of internal works.
- No scope for providing feedback to Teacher trainees Evaluation.
- Monitoring system of school Attachment programme is not going on in a proper systematic way.
- No upgradation of one's own knowledge and information by going through course materials and clarifying the difficulties during contact classes.
- The respondent viz. trainees of the centre expressed a deep sense on the existing infrastructure and facilities in schools of Assam. They have stated that it is impossible to apply of learning experiences or content of the course in the classroom situation.

Suggestions and recommendations :

- Develop networking and coordination with Nodal Agency, Examination Body and Teacher Trainees.
- Ensure Timely deputation of Teacher Trainees and regular attendance of Teacher Trainees in Contact Classes and active involvement in all academic activities of the course.
- Timely completion and submission of assignments and project works.
- To link contact programme with actual school programme.
- To ensure ICT facilities in the learning centres for effective transaction of the curriculum and also to train the students to use ICT.

- Provision of Teaching-Learning Materials and Supplementary Resource Materials in audio-visual form relevant to the curricular topics/areas.
- Monitoring of the entire programme of ODL i.e. contact programme, assignment delegation, Evaluation processes by appropriate authority.

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