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## Primary Teachers Training

One of the long-felt but hitherto least heeded needs of 1,57,040 primary schools spread over the country has been quality of education imparted at the primary level and the career of the teacher. A keen awareness on the part of the administration that this infrastructure of national development deserved urgent and active attention has led to steps being taken to upgrade the teaching standard at the primary level and ensure security of jobs for the teachers. And the reported decision to introduce a two-year curriculum programme to be effective in all the 49 Primary Training Institutes from September next is good news not only to those directly involved in the matter, namely, the teachers. It will receive general appreciation for the simple reason that something that has long been due in fairness to them has been done.

The two-year programme which is an obvious extension of, and an improvement on, the earlier one year programme is bound to achieve not only the desired objective of quality education and job certainty for teachers. The professional and psychological effect of it will be enormous in that it will serve as a positive booster to the teachers' morale as well as make available to them real opportunities of career advancement. Needless to say the stagnation both from the teaching and career point of view had all but been institutionalised. The

position indeed was so negative that any change in it for the better had seldom been seriously thought of in the past.

Prospects offered by the reported training programme and the academic value to be attached to a completed two-year course is expected to attract talented people to the profession of a primary school teacher while ending a long-existing stalemate at the primary teaching level. The opportunity for higher education with the job at the school not being affected and the provision of stipends for particular categories of trainees and the obligation to do teaching, on completion of training, for five years constitute effective means of salvaging primary education in a very tangible way.

Under such welcome changes what would be most expected is a perceptible improvement of everything so far as our primary schools, teaching and teachers are concerned. With the basis of grievances removed a greater sense of commitment and dedication is reasonably expected to follow from the newly-trained teachers, and, with the substantial change of the atmosphere as a whole, from all of them throughout the country. Career prospects and kindred advantages now placed before them, we hope would not get the better of the obligation to use talent and skill to serve primary education—and thus the nation.