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Present Scenario of Secondary Teacher Education in North Eastern States of India

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ABSTRACT:

India is a land with full of cultural and social diversities, though a uniformity is observed in the basic structure of education as well as teacher education. The North Eastern part of India comprises of a large number of States: Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. Geographically, politically, economically, educationally and socially this particular part of India is different from rest of the country, where the process of development in all sectors of public life has been slow and disturbed. From the last few years, this region has gained special attention of Government of India and various measures have been taken for educational development of this region. As a part of educational development, the teacher education sector has also been taken into account, as teacher education is the back bone for qualitative improvement in school education. All the States of this region have its own cultural heritage, a historical background of teacher education. The present paper tries to deal with the scenario and status of Secondary Teacher Education in the North Eastern States of India in a nut shell. The paper is based mainly on the reports of 'Joint Review Mission on Teacher Education' undertaken by Government of India.

KEYWORDS: Secondary Teacher Education, North Eastern States

INTRODUCTION:

India is a land with full of cultural and social diversities, though a uniformity is observed in the basic structure of education as well as teacher education. All the States have its own cultural heritage, a historical background of teacher education. The development of secondary teacher education during the first few decades of post-independence period had been slow but steady. Due to the wave of privatization in the late nineties, a remarkable growth in the number of secondary teacher education institutions had been observed within the first few years of 21st century. However, this quantitative expansion of secondary teacher education institutions was not uniform in all parts of the country. The process of development of secondary teacher education in the North Eastern part of India, which comprises of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, has been started at a later period. Therefore, the scenario of secondary teacher education in the North-Eastern States is to some extent different from other states of India, which is stated very briefly in the present article by the researcher.

Arunachal Pradesh: Arunachal Pradesh, the largest among the north-eastern states and the 'Orchid State of India' has 12 B.Ed. colleges which are mostly run by private organizations. The only exception is the Department of Education of Rajiv Gandhi University, Itanagar. There is neither any CTE nor any IASE. The JRM Report, 2015 had recommended for establishing CTE and IASE in the



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state. In this context, as per the report, “Education Department of RGU may be considered for up gradation.” (JRM on CSSTE, Arunachal Pradesh, 2015, page 60)

Assam: Assam, the gateway of north-eastern India, historically came under the British rule, much later in compare to rest of India. The progress of education was slow before independence. After the reorganization of the north-eastern states in 1971, the present state of Assam came into existence. Before that, most of the north eastern states were parts of Assam. During the pre-independence period, the secondary school teachers were deputed to Dacca Training College, at present in Bangladesh for training. After independence establishment of Universities like Guwahati University, Dibrugarh University, Bachelor of Teaching (B.T.) colleges and Departments of Education in various universities paved the way for secondary teacher education programme within the state. “The state of Assam has not developed the State policy and perspective plan on Teacher Education with changing times to address teacher education issues in the context of expansion, capacity building and restructuring etc., till date.” (JRM, 2016-17, Assam, page 6) The state has 67 B.Ed. colleges (29 private B.Ed. colleges as per NCTE Report 2009), 2 IASEs and 9 CTEs. Among these nine CTEs, eight are functional. During the 10th Five Year Plan, College of Teacher Education at Guwahati and Post Graduate Teachers’ Training College, at Jorhat were raised to the status of IASE. Eight B.Ed. colleges were upgraded to CTEs in different phases, which are shown in the following Table-1.

Table-1

S. No.	Name of the College Upgraded as CTE	Name of CTE after Upgradation	Year of Upgradation
1.	Govt. College of Teacher Education (Provincialised), Kokrajhar	CTE, Kokrajhar	1989
2.	Department of Education, Dibrugarh University	CTE, Dibrugarh	1989
3.	Post Graduate Training College, Jorhat	CTE, Jorhat (later on upgraded as IASE in 2005-06)	1989
4.	Govt. B.T. College, Goalpara	CTE, Goalpara	1993-94
5.	College of Teacher Education (Non-Govt.), Mangaldoi	CTE, Mongaldai	1993-94
6.	Govt. College of Teacher Education, Tezpur	CTE, Tezpur	1993-94
7.	Teacher Training College, Silchar	CTE, Silchar	1993-94
8.	Govt. Sikshan Mahavidyalaya, Nagaon	CTE, Nagaon	2001-02
9.	College of Teacher Education, Golaghat	CTE, Golaghat	2001-2002 (taken over in the year 2009)

Source: Joint Review Mission 2016-17, Assam, pp.17-18.

It has been mentioned that the establishment of Colleges of Teacher Education has been a milestone in the history of teacher education in Assam. Teacher education programme for secondary teachers is provided in these CTEs.



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The SCERT came into existence in 1985 'as a State level counterpart of NCERT'. The SCERT Assam consists of 11 educational departments, which is an epoch making event in the educational scenario of the State. Within the state, it is the premier academic organization in both school education and teacher education.

Manipur: Manipur, a princely state of India, became a part of Indian Union in 1949 and was recognized as a state in 1972. The rate of literacy as per the census report of 2011 in the state is 79.85%. The Dhanamanjuri College of Teacher Education (DMCTE) was established in 1952. This government college was renamed in 1972 as post-graduate teacher training and in 1997 it received the status of CTE. This is the only one CTE in the state. The state has no IASE. The number of B.Ed. colleges is 12, of which nine colleges are private-unaided.

Meghalaya: In pre-independence period, B.T. training course was offered in St. Edmund's and St. Mary's colleges. At present the state has two CTEs and six B.Ed. colleges. NERIE, Shillong was set up in 1995 to cater to the educational needs of the North-Eastern region of the country, (North East Regional Institute of Education) which is an important landmark in the history of teacher education of the state.

Mizoram: Mizoram, the 'land of the hill people' got its Statehood in 1987. As per JRM Report of 2013, the state has a combined IASE/CTE in Aizwal. The total number of secondary teacher education institution is five.

Nagaland: There are only a few institutions offering B.Ed. programme in the state. The number of B.Ed. colleges is eight, out of which only 2 are government institutions. "The SCERT is the apex organization in the state for bringing about improvement in the quality of education in the state particularly in the area of Teacher Education headed by Director." (JRM Report, 2016, page 92) Besides, here are two CTEs in Nagaland.

Sikkim: There are three teacher education institutions at secondary level in Sikkim- B.Ed. College, Soreng, West Sikkim; Loyola B.Ed. College, Namchi, South Sikkim and Harkamaya College of Education, 5th Mile Tadong. Among these three B.Ed. colleges, the first one is Government and other two are private B.Ed. colleges.

Tripura: The development of secondary teacher education in Tripura took place after independence. The first B.T. training college for secondary teachers was established in 1964 at Agartala which was renamed as Government College of Education. The college was initially affiliated to University of Calcutta and after the establishment of Tripura University in 1987 it got the affiliation of this university. Later on, the college was recognized as CTE. It was again upgraded to IASE. At present the state has 1 IASE and 8 secondary teacher education colleges. There is one private university- Vidya Bhawan, which offers B.Ed. course of study.

The following table shows the present picture of Secondary Teacher Education institutions in



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North Eastern region at a glance in our country, which is prepared on the basis of available data from NCTE website and Reports of Joint Review Mission on Teacher Education, by MHRD.

Table 2: (Updated up to 239th ERC Meeting on 28th April- 2nd May, 2017)

(Eastern Region) States	IASE	CTE	B.Ed. College
Arunachal Pradesh	0	0	12
Assam	2	8	67
Sikkim	-	-	3
Manipur	0	1	12
Meghalaya	0	2	6
Mizoram	1	1	5
Nagaland	0	2	8
Tripura	1	0	8
Total	3	14	121

CONCLUSION:

It is observed from the above discussion that the journey of secondary teacher education programme in the North Eastern States has been slow for a long period of time. The picture of development of secondary teacher education has also not been same in all the states of the region. The highest number of B.Ed. colleges and Colleges of Teacher Education (CTEs) can be found in Assam, the gate way of north-east. The above table represents an uneven distribution of secondary teacher education institutions including CTEs, IASEs and Colleges of Education. In the various five year plans under the Centrally Sponsored Scheme of Teacher Education (CSSTE) special priority is still now given to these states of India, both for qualitative improvement and quantitative development of secondary teacher education.

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