

“PROBLEMS AND DEVELOPMENT OF TEACHER EDUCATION IN ARUNACHAL PRADESH”

Dr. Akash Keyang

Assistant Professor, Department of Education, Govt. Model College, Daporijo, Arunachal Pradesh, (India)

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ABSTRACT: *The present study is concerning about the problems and development of teacher education and its current situation in Arunachal Pradesh. In order to know the fact, the researcher used secondary sources for collecting requisite data. The researcher found that state did not have inheritance system of education of their own except Buddhist of Tawang, West Kameng and Trip district of Arunachal Pradesh. Till 1947 the state has only one teacher training institution to provide training to pre-primary and upper primary school teachers. The teacher training institution for secondary school was launched in the year 1988 by Rajiv Gandhi University with an intake capacity of 20 students to provide pre-service and in-service teacher training to both the elementary and secondary school teachers. In present state has 19 B.Ed colleges and 7 Universities run by private sector. Other than B.Ed colleges state has 11 DIET centre established under the management of government to provide training to elementary school level teachers.*

In current situation state has only 21.59% teachers of primary schools are trained and 31.43% teachers of upper primary schools are trained. Moreover, 35% teachers are do not having even requisite qualification to be appointed as teacher in both the elementary and secondary level schools. This paper investigates the present position of teachers training institution and percentage of trained and untrained teachers existing in Arunachal Pradesh.

Key Words: *Course offering, Development of teacher education, problems of teacher education, types of institution.*

Introduction

Before independence state did not have any type of teacher training institution to train the teacher. During this period only Buddhist Monasteries imparted education in Kameng and Tirap districts, viz; Bomdila, Dirang, Rupa and Tawang but tribes of other districts do not have any educational system of their own. So inheritance system of education is not there and they are the first generation learner of the foreign education system since 1918. That's why, untrained teacher is more existing in the state. The first school in the territory was established by English people in the year 1918 in Pasighat. The medium of instruction was English and Assamese language during that time. Later Assamese language was replaced by Sanskrit language. In present, the medium of instruction is English and Hindi.

The first teacher training institute was established in the state in the year 1947 at Sadiya (now in Assam). The institution was established under the supervision of Mrs. Indira Miri, the first educational officer of the territory. This teacher training institution was established to train the teacher of Primary and upper primary school teacher of the state/territory. And this training institute was opened to taking into the account of the needs and problems of tribal pupil of at elementary school levels of the NEFA/Territory.

In 1952, this training institute was shifted to Margherita and the total number of teacher trained during the period between 1952-1956 was 60. The first batch of 10 trained teachers was produced in August 1948 and they were sent to different part of the territory to open new schools on 15th August, 1948. In the year 1957, this teacher training institute was shifted to Changlang, then, Called as Bunyadi Shikhsa Bhawan (BSB). This teacher training institution was continuing till 1988-89. But in 1990-91, this teacher training institution was converted into District Institute of Education and Training (DIET) of Changlang.

The problems of teacher education is continue till date but after the launched of SSA in 2002 in the country as well in the state the untrained teachers were reduced in some extend. Till 2006-07 only 35% elementary and secondary school teachers were trained and 29% teachers are do not have or possess qualified degree. Under SSA state government established and opened various training resource centre in the different district of the state like Block Resource Centre (BRC), Cluster Resource Centre (CRC), Master Resource Person (MRP), Block Resource Person (BRP), District Primary Education Programme (DPEP) etc.

just to trained the untrained teachers and reduced the disparities of current education system of the country. By looking into the present situation of existing of large number untrained teachers in the state it's a big problem for the state to give quality education to the children of this backward and hilly state.

This 65% untrained teacher's needs to undergo in-service teacher training as earliest if it continue, the state will lagging behind the other neighbouring state in terms of development of education in the country. By looking into the series of development of teacher education in the state, the state stand late starter. The Author examining and analyses the development of teacher education of the state with comparing the other part of the country the state is late starter. The detail analyses are provided accordingly the creation of teacher education institution to train the untrained teachers of elementary and secondary school teachers of the state.

In Buniyadi Shiksha Bhavan the special training was imparted on agriculture, cane and Bamboo work, social services and development of culture including songs and dances. Besides that the institution offering following course structure which is classified into two parts as:

Part: I Theory paper (50%).

The course content of theory part includes following topics;

- Teacher and Education in the Emerging Indian Society.
- Child Psychology
- Organization and management

Part: II Methodological Parts (specialization paper) (50%)

The specialization/methodological parts also divided into two parts as:

❖ **Pedagogy of school subject-I**

- (i) Pedagogy of science
- (ii) Pedagogy of English
- (iii) Pedagogy of Hindi

❖ **Pedagogy of school subject: II**

- (i) pedagogy of Mathematics
- (ii) pedagogy of Environmental Studies-I & II
- (iii) pedagogy of Work Education
- (iv) pedagogy of Health and physical education

Besides, the compulsory theory paper and field work, the Pupil-teacher has to select any two specialization paper one from pedagogy of school subject-I and any one from pedagogy of school subject-II. The duration of training programme was 1 (one) year program which include practice teaching. The training programme was organized to train pre-service and in-service untrained teachers of primary and upper primary schools of the territory. Later this training institution was converted into DIET in 1990-91.

This is the only teacher training institute in the state during the time of NEFA to till 1988-89. Now the state has 9 (nine) B.Ed colleges run by private sector and Rajiv Gandhi University also offering B.Ed programme to trained the elementary and secondary school teachers of the state. Moreover, Indira Gandhi National Open University (IGNOU) also offering B.Ed programme located at Naharlagun.

After independent the development of teacher education in the state start continuously run by government and private sector. Lets briefly discuss the series of development of teacher training institution/resource centre in the state after independent in chronologically as one by one:

State Institute of Education

In the year 1982, the State Institute of Education was established at Changlang. The D.D. Trivedi was the first Principal of the institution. In March, 1986, 6 (six) specialist teachers were appointed as one for each school subject, in the rank of group-B gazette. During 1988, 3 (three) Trained Graduate Teacher (TGT) were posted under the scheme of District Centre for English Funded by the CIEFL, Hyderabad. But the scheme was abolished in 1994. Presently, SIE Changlang does not have its own building, just it attached to DIET Changlang Campus. The SIE have only few separate rooms of DIET Changlang, this create a problems for proper functioning and running the institution. In present, institution also do not have teaching faculty only few supporting staff and Principal is present in the institution (SIE).

Key function of SIE

District Institute of Education and Training (DIET)

Presently, the state is running 10 (ten) DIET institutions for imparting training to the elementary school teachers. These 10 (ten) DIET institution is located at Seppa, Naharlagun, Dirang, Pasighat, Yachuli, Daporijo, Konsa, Kamki, Changlang and Roing. These DIET institutions are established specially for given pre-service and in-service training to elementary school teachers to obtained Diploma in Elementary

Education degree course (D.E.Ed). The newly recruited teacher under the scheme of SSA are being provided induction training at DIET.

State Resource Centre (SRC)

The state also has State Resource Centre which is established for looking and supervision the Adult Education Scheme such as; population education, health care, drug abuse, care mother and child care. It also provides training on music, tailoring, knitting, weaving and income generation training also conducted. This institution was set up in the year 1989.

Secondary School Teacher Education Programme (B.Ed)

Before 1988 there was no single teacher education programme for secondary school teachers in Arunachal Pradesh. In year 1988 the Department of Education was created in Rajiv Gandhi University (formerly known as Arunachal University) at Rono-Hills, Doimukh. Department was created with one Professor, two Readers, and four lecturers to offered B.Ed programme. Initially, the intake capacity of the department was 20 candidates, out of which 16 seats are reserved for deputed teachers deputed by state government for B.Ed course and 4 (four) seats are reserved for open or fresh graduate candidates. In present the intake capacity of department is 100. Out of 100, 15 seats are reserved for deputed teacher by government of Arunachal Pradesh and remaining 85 seats are reserved for fresh graduate candidate. The selection is made on merit basis. Till 2014-15 the duration of B.Ed course programme was 1 (one) year and now it extended to two years programme.

The Course Structure of 2 (two) Years B.Ed Programme

1st Semester

- Theory and Practice in Education
- Human Growth and Development
- Curriculum Studies and Language Perspective
- Human Rights, Values and Peace Education
- Field Experience & Practical

IInd Semester

- Technology of Teaching and Learning
- Educational Administration
- Educational Measurement and Evaluation
- Teacher Education
- Field Experience & Practical

IIIrd Semester

- Problems of Education
- Pedagogy of School Subject-I
 - (a) science
 - (b) English
 - (c) Hindi
- Pedagogy of School Subject-II
 - (a) Mathematics
 - (b) Geography
 - (c) History and
 - (d) Civics
- Student Practice Teaching
- Field Experience and Practical

IVth Semester-B.Ed Course

- Gender Studies & Education
- Education for Exceptional Children
- Guidance and Counseling
- Environmental Education
- Practicum & Field Experience
- Internship

The pupil-teacher has to delivered a minimum of 20 lessons in each of the two teaching specialization. The practice teaching is evaluated by the Board of Examiners appointed by the University. The examiner should observed the teaching class taken by the each pupil-teachers (candidate) and after completion of practice teaching or observing teaching practice the examiner has to hold a Viva-voce. The Board of Examiners award one of the following grades to practice teaching against the teaching practice done by each

of the candidates: Grade 'O' out-standing: Above 75%, Grade 'A'; (Very Good 65% to 74.99%); Grade 'B': Good (55% to 64.99%), Grade 'C' : Average: (45% to 54.99%), and Grade 'D': Failed (Below 45%). Till date the performance of B.Ed students remained satisfactory as the passed percentage is above 80% every end semester examination.

College of Teacher Education in Arunachal Pradesh

States do not have Government College for teacher education in the state except Department of Education Rajiv Gandhi University, Rono-Hills, Doimukh. The teacher education college in the state is run by private sector. Presently, state has 9 (nine) private college and 7 (seven) private University offering B.Ed course. These nine private college for teacher education are as: Hills College of Teacher Education, (Lekhi), M.T.M. B.Ed College, (Ziro), Daying Ering College of Teacher Education, (Pasighat), Siang Royal Teacher Training Education, (Pasighat), Teacher Training College, (Aalo), Denin College of Teacher Education (Tezu), Kasturba Gandhi Institute of Higher Education, Kebali (Roing), Donyi-Polo B.Ed college (Itanagar), Vivekananda Kendra College of Teacher Education (Nirjuli). The above mentioned private college offering B.A (B.Ed) Integrated course for 5 (five) years programme. These 9 (nine) private B.Ed colleges are affiliated to Rajiv Gandhi University and follows the course structure/ syllabus of the University. These private colleges do not have right to do anything in terms of framework of syllabus, fixation of start of semester class and examination date, teaching practice date, etc. Everything is under the control of University.

Other than these affiliated college, state has 7 (seven) private University offering B.Ed programme for both General and Special Course. Himalayang University (Jollang), Arunodaya Univeristy (Lekhi), IGNOU (Naharlagun), Ventakatiswahara University (Lekhi), Apex Professional University (Pasighat), Arunachal University of Studies (Namsai), NEFTU (Aolo). The Himalayan University offering only B.Ed Special course programme. But other private universities offering B.Ed general course. In these university everything is under the control of own institution administration like framework of syllabus, fixation of time table for start the class and examination date. For academic work state government never interfere it. They have freedom to do according to the convenience of the administration of the self institutions. So, they have their own syllabus.

Master of Education (M.Ed) Programme

The Rajiv Gandhi University (formerly, Arunachal University) Start the M.Ed Course for two year programme in the year 1990-91 to 1992-93. University continue to offered M.Ed Programme for about three years but it was discontinue from 1994 onwards. Besides, Rajiv Gandhi University no other institution offered/offering M.Ed programme in the state. Again, in 2014-15, Rajiv Gandhi University resumed the M.Ed programme because of demand made by different section of the society. But again University discontinues the same programme in 217-18 due administration problem under not fulfilling the guideline of NCTE for affiliation related matters.

Presently state has only one private institution which offering M.Ed programme, that's, Hills College of Teacher Education, Lekhi (Naharlagun). The Hills College of Teacher Education start to offered M.Ed course for two year programme in 2017-18.

The Course Structure of M.Ed Programme

1st Semester

- Philosophical Foundation of Education
- Psychological Perspective in Education
- Methodology of Educational Research
- Teacher Education
- Field Experience & Practicum (Psychological Practicals)

IInd Semester

- Sociological Foundation of Education
- Curriculum Studies
- Problems of Higher Education
- Statistical Methods in Educational Research
- Field Experiences & Practicum
 - (a) Lesson plan and Practice Teaching
 - (b) Teaching Learning Materials (TLM)

IIIrd Semester

- Perspective of Teacher Education
- Educational Measurement and Evaluation
- Educational Technology

- Synopsis Preparation and Test Construction
 - (a) Preparation of Synopsis and Presentation
 - (b) Preparation of Test Construction
- One optional Papers: Any one of the following areas
 - (a) Elementary Education
 - (b) Secondary Education
 - (c) Early Childhood Care Education

IVth Semester

- Educational Administration and Management
- Environmental Education
- ICT and Library Resources
- Dissertation
- One Optional Papers: Any one of the following areas
 - (a) Inclusive Education
 - (b) Guidance and Counseling
 - (c) Human Rights, Values and Peace Education.

In first Semester, pedagogical theory and Field Experience & Practical activities are core papers. In Second Semester, the pedagogical theory and field experience and practicum are also core papers. The pupil-teacher has to prepared lesson plan and practice teaching and also prepared a teaching aids relating to course content of the programme. Here the pupil-teacher has to prepared five teaching aids/ICT relating to the lesson plans prepared and he/she has to delivered the lesson plans by using prepared and relevant teaching aids. These lesson plan preparation process, teaching aids and skill of delivering the lesson plans are evaluated by the two Internal Examiners of the department and marks will be awarded accordingly as per scheme of marks.

In IIIrd Semester, students also learnt pedagogical theory, one practical paper based on skill of preparation of synopsis and presentation and skill of constructing and preparation of test items. These come under core paper of the semester. The pupil-teacher has prepared a research synopsis by selecting appropriate or relevant problems by consulting with his/her supervisor allotted by the department. The research synopsis will be presented in the seminar organized by the department by appointed two Internal Experts along with one expert from cognate department to evaluate the research synopsis and awarding the mark accordingly as per scheme of marks provided. The pupil-teacher also select any topic of the course content of any class and prepare achievement test by following Bloom's Taxonomy of Cognitive Objectives and submit it to the Department and it will be evaluated by concern teacher in-charge and one faculty members nominated by the Head of the department.

Besides these core papers, there is one optional paper the pupil-teacher has to choice one optional paper from the out of three optional papers as: (a) Elementary Education, (b) Secondary Education and (c) Early Childhood Care Education.

In the final semester, that's, IVth Semester, here pupil-teacher has to take three theoretical paper, one dissertation and one optional paper. The dissertation shall be a core paper for all the students which carrying 100 marks and each student have to select one problem for dissertation from the course content.

Problems of Teacher Education in Arunachal Pradesh

The problems of teacher education in the state are very common as the state do not have proper training institution for elementary and secondary school teachers. Absence of pre-service teacher training teachers is appointed without training and teachers having without requisite qualification. Because of that untrained teachers are very high in the state. The state do not have government B.Ed college for giving proper training to elementary and secondary school teachers except Rajiv Gandhi University. Presently, state has 11 DIET centre located at different district. As one DIET centre is commonly established for 4 to 5 district of the state but this DIET institution do not provide hostel facilities for both the boys and girls and sometimes they (students) could not complete the course and left the institution in the mid of the session due accommodation problems. With regard to admission the students do not get proper information about the time of admission in the institution, so students miss the session due to lack of communication.

Table: 01 Showing the Number of Trained and Untrained Teachers of Pre-primary and Upper Primary School Teachers since 2007-08 to 2011-2012

Year	Primary School		Upper-Primary School	
	Trained	Untrained	Trained	Untrained

2007-08	1509 (23.6%)	4887 (76.40%)	1139 (37.61%)	1890 (62.39%)
2008-09	1462 (19.83%)	5913 (80.17%)	1156 (30.12%)	2682 (69.88%)
2009-10	1611 (19.09%)	6830 (80.91%)	1385 (31.25%)	3048 (68.75%)
2010-11	2108 (25.09%)	6032 (74.10%)	1360 (29.8%)	3193 (70.2%)
2011-12	1612 (19.9%)	6495 (80.11%)	1423 (30.22%)	3286 (69.78%)
Total	8,302	30,157	6,463	14,099

The Table: 01 showing the trained and untrained teachers of elementary school level teachers. It was found that majority of teachers are untrained as in Primary level school 21.59% are trained and 78.41% are untrained teachers. And at Upper-primary school level result found that 31.43% are trained and 68.59% teachers are untrained. As in comparing to each year the per centage of trained and untrained teacher is fluctuate in both the level.

Another problem is inadequate infrastructure facilities of the institution. The institution do not have proper infrastructure facilities like LCD Projector, Video Camera, Computers, Educational Technology Laboratory, Psychology Laboratory, Internet facilities and institution do not provide sufficient library facilities etc. which is the basic needs of the institution for successful transaction of the teaching-learning process.

Moreover, there is no demonstration school in any of the college of teacher education. It is a big problem for pupil-teachers as institution depends on other schools run by government or private sector for conducting practice teaching of the pupil-teachers. And sometimes institution could not conduct practice teaching in proper time as in that time school may be in vacation or conducting own school examination. If get permission for conducting practice teaching but site of school is located in a far away from the township about 5 km to 7 km where pupil-teacher poor pupil-teacher can't effort and manage to reach in the school for demonstrate his/her practice teaching class. All these are because of communication and transportation problems of the state. It is fact that in Arunachal Pradesh most of the DIET centres are located away from a township about a distance of 7km to 10 km and transport facilities are not available. So, it is difficult to reach the institution in time during class hour.

Conclusion: It is fact that teacher training institution in the state is very poor as compare to other counterpart state of the country. Since independence no government teacher training college is established in the state except Department of Education of Rajiv Gandhi University. Looking into the present pace of growth of number of educational institution in the state is increasing very rapidly but growth of teacher training institution is not visible. Most of the teacher training institution of the state is run by private sector. Teacher training institution is the centre of human resources to provide quality education in the country the government, public leader and NGOs members should consider the present situation of teacher education problem and take logical steps to improve and create large number of teacher training institution in the state to train the large number of existing untrained teachers. The state government has also needs to change the recruitment rule of teacher as it is found that large number of teachers are not having pre-requisite qualification to be appointed as teachers of both the pre-primary and secondary school teachers. This the main reasons for development of quality education in the state. Investigator found that state do not have Institute of Advanced Studies in Education (IASE) which is major setback for the state to provide quality teacher training to pupil-teacher. The commercialization of private teacher training is another to hindrance to provide quality teacher training as most of the poor teacher cannot effort to go for in-service teacher training in private run institution. That's the reason for existing of high number of untrained teachers in the state till date.

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