

Teacher Education in Arunachal Pradesh: Status and Strategies

Vivek Singh

Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India

Corresponding author: viv99singh@gmail.com

ABSTRACT

Arunachal Pradesh is one of the states of India where most of population is tribal. The formal system of Education started very late in the State in comparison to other states of India and North East. The first middle school started in 1961 and the first college in 1964. Teacher play a key role in development of Education so teacher education need to strengthen in the state and new teacher education institutions should be open to cater the need of the region. Now Education is necessary for all round development of individual and society. So, in Teacher Education programme inclusive Education, citizenship, language development, sustainable development, Physical education, value Education etc should be included. Functioning and practices of Teacher Education institutions should also be revived to ensure quality in schools. The present paper is an effort to highlight the development of teacher education in Arunachal Pradesh; analyzes its present status and suggest some strategies for making it relevant in the present context.

Keywords: Teacher education, strategies, Arunachal Pradesh

In the age of 21st century, Education is a process of progress and development and need of society. Now Education is not only modification of behavior but it also promotes creation and construction of ideas as well as social well being and for that well educated and professional teachers are needed. Teacher education is education of teacher so that they can become responsible, enlightened, productive and ideal teachers. Teachers play a very important role in society as stated in national policy of Education 1986 "no one can raise above the level of teacher". Whatever change we want to do in schools that should be started from teacher education. The assumption of teacher education is that teacher can be prepared through proper training and Education. Teacher education is closely linked to school education and is a major factor in bringing about quality in school education. Considering the importance of teacher education Government of India is taking various kinds of initiatives to promote quality in teacher education and pre service teacher education is now compulsory to get appointment as teacher in schools.

Arunachal Pradesh is situated in north-eastern and eastern most part of India. The state has lowest population density (17/KM sq) in the country and literacy of state is 67 percent. The formal system of education started very late in the state in comparison to other states of India as well as north east. The formal system of education started with western concept only after independence. In the year 1961 Pasighat middle school was upgraded to secondary and senior secondary and in 1964 1st college was established in Pasighat. In absence of Education (literacy <1 percent) in the state there was no question of teacher education institution till 1947. First teacher training institute was opened in Sadia and later it shifted to Changlang and popularly known as Buniyadi Shiksha Bhavan (BSB). The objective of this institution was to train primary and upper primary teacher according to the need of tribal people and society and it continued till 1988. State institute of education (SIE) was established in the premise of Buniyadi Shiksha Bhavan and started functioning since 1986 to fulfill the need of different level schools. In 1988, the department of Education,

Arunachal University (now Rajiv Gandhi University, Doimukh) started B Ed programme to cater the need of secondary and senior secondary teacher education. After 2006 some private B Ed colleges also opened up and currently 13 private colleges (Affiliated to RGU) are running with strength of 1300 per year. In the year 2014 M Ed programme was started in department of Education, Rajiv Gandhi University with strength of 20 students. At primary and elementary level the condition of teachers in terms of training is not satisfactory as 11 District Institute of Education and Training are sanctioned but only 7 are functional with strength of 345 D EL Ed student and rest of 4 are working as District Resource Centre.

Status and Strategies for Teacher Education in Arunachal Pradesh

Teacher education and other functionaries of education and training, started very late in Arunachal Pradesh. The conditions of this state are different from other states so special provisions and practices should be made to cater the need of teacher education. Following initiatives need to be taken in this regard:

1. **To train untrained teachers-** in the state large proportion of school teachers are untrained.

Table 1: Proportion of trained and untrained teachers in Arunachal Pradesh

Year	Primary		Upper Primary	
	Trained (%)	Untrained (%)	Trained (%)	Untrained (%)
2005-2006	28.77	71.23	46.06	53.94
2011-2012	19.90	80.10	30.22	69.78

Source: SSA report 2012

The Table 1 shows that proportion of untrained teacher is very high across the state. In Dibang valley district 98.15% primary and 100% Upper primary teachers were untrained in 2012. The condition of training of teachers is also very unsatisfactory as it is evident that formal education and training of teachers in the state started very late. Department of Education, Rajiv Gandhi University was only training institute for secondary teacher training till the emergence of private Teacher Education Institutions in the state. Therefore, a large proportion of teachers serving in schools are

untrained. As per the guidelines of NCTE now these teachers are getting training in B Ed and D El Ed Courses. They are getting pre-service teacher education while being in-service. So, approaches and training for them should be different from regular courses of pre-service teacher education.

Although status of teacher taught ratio in state is satisfactory (primary-1:26 and upper primary 1:16) but most of teachers require more quality and professionalism on their part. In upper primary schools number of science and mathematics teacher is very less. In teacher education institutions some of the subjects are not accepted as pedagogy paper like Economics, Civics. So, it is necessary to provide pre-service training according to subject specialization to cater the need of schools.

2. **Teacher Education for Differently Abled:** In the state only one teacher education Institution (TEI) has recently started training and education programme for teaching differently abled students but seeing the population of children with disability in the state many more programmes are required. Present policy and programme of education at national level demands no child to be left behind and education to be made available on an equal basis to everyone. It means all kinds of differently abled students should also be given education in same school with suitable infrastructure and well educated teacher. So, in Arunachal Pradesh number of programmes and Teacher Education institution providing teacher education in the field of special education should be increased. However, special education is included as a theory paper in curriculum of education at undergraduate and postgraduate levels, but experimentation facilities are lacking in the institutions including Rajiv Gandhi University. Various schemes of government policies and programmes such as SSA, RTE-2009 and RMSA have provision for special teacher in every school. Considering Right to Education Act 2009 some states have implemented the appointment of special teacher in every school. In the state more than 90 percent differently able children are enrolled for education but teachers are not equipped enough to provide individualized education for them. In-service teacher education programmes are provisioned and going on for making inclusive classroom but lack of infrastructure and other facilities impedes the

success. So, teacher education institution should be opened in various specializations such as Visually Impaired, Hearing Impaired, Mentally Retarded and different knowledge and skills depending on their clients' needs should be provided by individual based training.

This is global trend in universities to have department of special education and this trend is increasing in Indian University too. So, very soon undergraduate courses in special education with needed infrastructure should be initiated in the department of Education, RGU and after some year post graduate courses should also be started to prepare teacher Educator and master trainer in the special education. This would automatically lead to research in special education in this region. In other teacher education institution too focus on special education should be given across the stages.

3. Teacher Education according Paradigm Shift:

Teachers need to view learners as active participant in their learning, need to encourage construction of knowledge and learning as a process of meaning making and knowledge generation through reflective practices. Teacher education programmes need to be broaden in terms of curriculum to connect community knowledge with practices of schools. Information and Communication Technology (ICT) herein can be very much helpful in both quality and quantity terms. So, new changes should be adopted in teacher education programmes not only as a theory paper but it should be practiced across the curricular areas.

4. Linguistic and cultural diversity: Diversity is the basic characteristic of the state of Arunachal Pradesh as 26 major tribes and 110 sub-tribes are there which speak different dialects. In teacher training programmes language understanding should be given priority across the curriculum. In teacher education programme how do children learn language, role of teacher in facilitating language learning, activities related to language learning and language learning based on local needs should be focused on. In primary education mother tongue should be the medium of instruction but as in the state language diversity is very high and teacher preparation is not feasible for each language. When child enters in a school he/she feels uncomfortable with school environment and the language of school which is English. Therefore Early Childhood

Care and Education (ECCE) programmes such as Aaganbadi, BalBadi personnels should be trained to connect local language with English. Multicultural approach of teaching learning should be applied in the state so that cultural mosaic can be sustained with modern values.

5. Promotion of citizenship through Teacher Education:

Promotion of citizenship is one of the basic functions of education but due to late start of formal education, remoteness, tribal society and other factors citizenship, values and awareness is under the process of development among its masses. Citizenship does not mean only looking after of number for election to form government but it means both man and woman of distinct groups living together in the state. Democracy does not only means voting but engagement and belief in institutions and democratic values too. Education should prepare honest and just citizen who can make comparisons and judgments based on knowledge not prejudice. In teacher education programme citizenship should be accepted as core curriculum to aware about democracy, constitutional right and duty, government functioning, human right, equality, justice, liberty, fraternity, secularism, special care for scheduled castes, scheduled tribes, minorities, woman etc. and various policies of affirmative action. So that teacher can promote Positive attitude toward affirmative action for disadvantaged groups. More researches need to be conducted in the areas of Citizenship education. Civics subject should be started as a pedagogy paper in every teacher education Institution in the state.

6. Promotion of Human Values: Value, peace and tolerance is needed to make society happy and education can do that. Arunachal Pradesh is a state of ethnic and cultural diversity hence multiculturalists and not integrationist approach should be approach of the teaching learning. So, in teacher education curriculum one aim should be how to teach pupil for life in multicultural society. Now, Peace education, gender sensitization, social equity are essential part of teacher education programmes to promote social harmony and to end discrimination.

7. Introducing Physical Health and Yoga: In Arunachal Pradesh population distribution is scattered, density is very less and proper health

care facilities are not available in remote rural areas. Purpose of school education is not only to provide subject knowledge but also aims to provide life skill training and develop healthy practices among children. So, teacher needs to provide health, physical and yoga education to promote physical and mental health of child and should make awareness regarding first aid, hygienic habits and practices, nutritious food, sex education communicable diseases etc. Hence in teacher education programme health and physical education should be given importance. Now, yoga education is also very important in the school, so one physical cum yoga teacher should be appointed in teacher education institution as per the latest NCTE guidelines. The state has good potential in game and sports but due to lack of suitable infrastructure and training this potential has not been developed so far. To harness this potential Bachelor and Master Courses should be started in physical education with sufficient infrastructure. Recently bachelor of physical education course has been started in the Rajiv Gandhi University with strength of 20 students.

8. Teacher Education for Sustainable Future: Arunachal Pradesh is very rich in biological diversity, but human interference to environment and ecology is disturbing the balance. Jhoom cultivation, cutting of green trees, cutting of mountains, encroachment of river course and excess use of resources are affecting the natural processes of Earth and in future various kind of problems may arise. Hence Sustainable and suitable development is very necessary in present time and education has to play a significant role in promoting awareness and sensitivity. Sustainable tribal practices need to be promoted and unsustainable ones need to be changed. Teacher need to be sensitized regarding sustainable development, so that they can promote the value of sustainability across the curriculum. Hence in all kinds of teacher education programmes environmental education should be accepted as compulsory paper. For in-service teachers orientation programmes need to be organized in environmental education in the light of state and region.

9. Quality In-service Teacher Education: Education is life long process and so is the teacher education. Teacher education for in-service teacher is necessary

not only to keep them up to date in terms of content enrichment and professional competency but also with regard to changes in the society, science and technology. In the state condition of pre-service teacher education was not satisfactory and a large proportion of teachers are still untrained, so quality and frequent in-service teacher education is very much required. In the state District Institute of Education and Training (DIET), State Resource Centre, Block Resource Centre, Cluster Resource Centre, District Resource Centre of secondary education are functional. Open and distance mode of Education such as IGNOU and NIOS are also providing teacher education in elementary, secondary and higher education.

10. Preparation of quality teacher Educators: Teacher educators are very important for teacher education, so quality teacher educator should be prepared. It is evident that in the state department of Education Rajiv Gandhi University is only institution preparing teacher educators. Recently some private universities are going to start Master of Education (M.Ed.), so commercialization should be prevented and quality of programme need to be taken care by NCTE. National Curriculum Framework for Teacher Education (NCFTE), 2009 highlight for preparation of teacher education at different school stage such as elementary and secondary. So in Master of Education (M.Ed.) programme specialization based on level of school education (Pre-primary, Elementary and Secondary) should be implemented.

CONCLUSION

Education is essential for progress and development of any society. Good quality of teacher education will ensure the effective implementation of education policies and programme in the state. Now education does not only mean teaching in the classroom but various other activities such as planning and administration of teacher education. Education as a whole needs a systematic revision and all that revisions are needed in teacher education too. Innovative techniques which suit the demands of the state and region should be applied. Teachers need to do action research to find out suitable methods of teaching learning and teacher education should be according to the problems and concerns of the school education. Suitable and objective Inspection

and supervision need to be organized by the NCTE and other agencies to fulfill norms and standard of teacher education institutions. Quality of teacher education is very necessary and to improve quality one Institute of Advanced Studies in Education (IASE) should be opened in the state. Demand and supply is very much necessary in teacher education so for starting new courses at different level demand and supply of the state need to be taken care.

REFERENCES

- Bam, H. 2008. Teacher Education Programme in Arunachal Pradesh: a critical study. Department of Education, Rajiv Gandhi University, Arunachal Pradesh.
- Keeffe, O.K. 1988. School for Tomorrow. New York; The Falmer Press.
- NCF 2005. National Curriculum Framework. New Delhi; NCERT.
- NCFTE 2009. National curriculum Framework for Teacher Education- Towards Preparing Professional And Human teacher. New Delhi; NCTE.
- NCTE website. http://www.ercncte.org/Recognitionlist_arunachal.html
- Panda, K.C. 1999. Disadvantaged Children. New Delhi; Mittal Publication.
- Singh, S. and Singh, S. 2012. Quality Concern in Teacher Education. New Delhi; New Delhi Publication.
- SSA Report 2012. A study on impact of quality elementary Education in Arunachal Pradesh 2001-2011. Itanagar; SSA Rajya mission
- Right of Children to Free and Compulsory Education Act, 2009. The Gazette of India, August 27, 2009, New Delhi.
- Kapoor, K.C. *et al.* 2008. Teacher Education in Arunachal Pradesh. *ejournal of all India association for educational research*, Vol. (3&4) retrieved from <http://http://www.aiaer.net/ejournal/vol20208/7.htm>
- Directorate of School Education (2016). Government of Arunachal Pradesh. retrieved from <http://www.dseap.info>
- <http://www.ercncte.org/Recognised%20institutions.pdf>