

The B.Ed. Institutions in Assam: A Need Based Analysis

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Abstract

Teacher education as its name suggests is meant for prospective and in-service teachers and is considered as a highly professional course in India to pursue quality training for effective teaching at school after completing the graduation (10+2+3) with minimum qualifying marks. Each society needs effective teachers for the young generation to grow with meaningful education. The constitution of India and the central and state policies have given special emphasis on teacher development and on effective teaching. On the basis of importance assigned, a society also requires the appropriate amount of teacher training institutions to develop the personality of the teachers as well as their teachings. In Assam, such institutions are very few in comparison to most of the states of India and also these colleges are not properly distributed in every part of Assam. Some of the important parts/places are still unnoticed. The present study aims to explore such places with the study of population and need. Along with this, she also intends to state the opinions of outside teacher-trainees who are attending the training programme with much struggle. To collect the relevant data the researcher has visited 15 B. Ed Colleges out of 51 in different places of Assam. In this paper, she also discusses some ongoing problems of pupils due to the limited teacher education institutions (B. Ed) in this state that could be a barrier for continuing professional development of a teacher.

Key Words: Teacher education, professional development, intake, population, in-service teacher, pre-service teacher etc.

Introduction

The teaching profession is an area where largest numbers of teachers are recruited

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compared to other professions in India. It is a noble profession for the ideal persons. The teacher serves education which is an effective instrument of man-making. He/she reflects the socio-cultural ethos in the society. Infact the development of society is dependent on the effectiveness of his/her teaching. A teacher-training offers various teaching skills for effective teaching along with career up gradation.

Teaching of a teacher is not an inborn quality nor does a teacher know teaching craftsman of his own. He/she needs to study the techniques and methods of teaching. According to Broko and Putnam (1995), “Professional development programmes play an essential role in teachers’ career, and changes teachers’ methodologies. It revolutionizes the entire education system and makes the classroom active than ever before.”

In Assam, the first teacher education institution was St Edmund College established in 1936 at Shillong when Shillong was in Assam. In 1937, the St Mary’s College had started B.T. classes. Gauhati University established the B.T. section in 1949. During this period, the growth of B.Ed. colleges was very poor. Only a few colleges were established to impart the B.Ed. programme. In 1957, the first full-fledged B.T. College was set up at Jorhat. Dibrugarh University established the B.T. section along with the education department in 1965. However, B.T. course under Assam University was established far later. In Assam, first private B.T. College was Banikanta B.T. College established at Guwahati in 1966. Now it is upgraded as Institute of Advanced Studies (IAS). The growth of teacher education was mushrooming after the late eighties when many B.Ed. colleges under private sector were established. As a result the quality assurance of these colleges degraded the training programme. Meanwhile, the National Council for Teacher Education (NCTE) as a non-statutory body (1973-1993) took several steps for quality improvement in teacher education. It began to grant recognition on the basis of certain laid down norms and standards. Hence, the number of B.Ed. colleges started declining in Assam, i.e. from 65 to 51. (NCTE document, 2012). Of these colleges, only 9 are run by the govt. of Assam under CTE scheme sponsored by MHRD dept. of Education. Assam has only 27 districts (2012), yet, the 51 colleges are found not distributed uniformly. Some districts of Assam have got more teacher training institutions while some others do

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not have many. It is also a regrettable fact that some of the important places do not have a single institution to carry this professional course.

The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. (Khan, 2010). This professional training can be pursued by the teachers mainly on two conditions: its availability and its applicability. A teacher can attempt to continue his/her continuing professional development at any time if it is available closely. And secondly, the teachers will always be motivated to join those programmes which are applicable in the real situation, such as classroom practice, unit plans or useful in getting promotion, etc. During the last few years, lots of changes are seen around us such as social, economic, political, cultural, scientific and technological, etc. These changes directly/indirectly pressurize the entire education system. It necessitates the type of education to be developed at every stage of education, i.e., in the elementary education, secondary education and in the higher education. For the secondary stage, in Assam, like all the states of India, teacher education is made compulsory for the recruitment of teachers. In the other schools like Kendriya Vidyalayas and Nabodaya schools, without meeting the qualification requirements, nobody is appointed. To fulfill these requirements, the B.Ed. Institutions need to be increased with proper intake and equipments.

Rationale of the Study

The teacher education institutions in Assam are less in number and these institutions are not equally distributed to the different parts of Assam. The rationale for these critical statements has emerged because of the insufficient number of colleges with insufficient intake as against the population and educational needs.

Objectives of the Study

The following objectives are formulated to provide structure to my paper. It aims-

1. To explore the areas of Assam where disparity occurs in the establishment of

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- B. Ed colleges. (Document study)
2. To explore the prospective and in-service teachers' view on the extension of B.Ed. colleges in Assam. (Sample survey)
 3. To explore some ongoing problems due to the limited number of teacher education institutions in Assam. (Sample survey)

Methodology

As this work is in the nature of an analytical study, the researcher has adopted the following methodology to study the problem, choosing the sample and collecting and analyzing the relevant data:

- a. **Document analysis:** The researcher has studied the recent NCTE document to collect records of NCTE recognized B.Ed. colleges in Assam with the population of each district. The analysis is concerned with the explanation of present problems only.
- b. **Sample:** The researcher had selected 15 NCTE recognized B.Ed. colleges out of 51 from the different parts of Assam. She has collected relevant data and information from pre-service and in-service trainees of those particular institutions.
- c. **Tools:** For conducting the field study, the following tools and techniques were used:
 - Questionnaire
 - Opinionnaire, and
 - Interview

Analysis of Document

Table 1: District wise distribution of B. Ed colleges in Assam

Sl. No.	District	Total no. of B. Ed Institutions	Total Intake	Total Population(2011)
1.	Baksa	0	0	9,53,773
2.	Barpeta	3	250	16,93,190
3.	Bongaigaon	1	100	7,32,639
4.	Cachar	3	240	17,36,319
5.	Chirang	0	0	4,81,818
6.	Darrang	4	360	9,08,090
7.	Dibrugarh	3	210	13,27,748
8.	Dima Hasao	0	0	2,13,529
9.	Dhemaji	1	60	6,88,077
10.	Dhuburi	1	100	19,48,632
11.	Goalpara	1	70	10,08,959
12.	Golaghat	1	100	10,58,674
13.	Hailakandi	2	150	6,59,260
14.	Jorhat	2	160	10,91,295
15.	Kokrajhar	2	170	8,86,999
16.	Kamrup (M)	7	700	12,60,419
17.	Kamrup (R)	5	500	15,17,202
18.	Karbi-Anglong	1	100	9,65,280
19.	Karimganj	2	120	12,17,002
20.	Lakhimpur	2	120	10,40,644
21.	Morigaon	1	100	9,57,853
22.	Nagaon	4	360	28,26,006
23.	Nalbari	1	60	7,69,919
24.	Odalguri	0	0	8,32,769
25.	Sibsagar	0	0	11,50,253
26.	Sonitpur	2	120	19,25,975

27.	Tinisukia	2	160	13,16,948
		51	4310	3,11,69,272

Table 1: Here, we have seen that the five districts: Baksa, Chirang, Dima Hasao, Odalguri and Sibsagar do not have single B.Ed. Colleges. The population in these districts is high. Nagaon district has the highest population in Assam, i.e. 28.3 lakh, where we get only four B.Ed. colleges. On the contrary Kamrup (M) has less than half of the total population of Nagaon i.e. 12.6 lakh, but the highest number of B.Ed. colleges, i.e., 7 colleges, are established here. It may be a matter of fact that Gauhati is the capital of Assam and it is in Kamrup district, so definitely it could have such large number of colleges. But it is a matter of regret that though Sibsagar is a place of historical importance, culturally rich and has many fields for educational researches, does not have any B. Ed. Institution whereas the population of this district is 11.5 lakh. The districts Baksa, Chirang, Dima Hasao, and Odalguri are places where many deprived social groups or backward people live. Education of these people is very poor. They are also geographically affected by flood and erosion. Apart from this, the most important thing is that this north part of Assam is considered red alert area where many incidents of terrorism, clashes and riots among or between the people of different social groups living here took place. They need special attention from the educationists, policy makers, social thinkers, political thinkers, and of course government of state as well as from the central government. The special education for teachers may help them to improve the society along with constant introspection of their thinking attitude and behaviour. The B. Ed Colleges in these areas of about 24.7 lakh people are highly recommended.

Findings from the Sample Survey

1. Cent percent students opine that there should be more B. Ed Colleges in Assam, at least 2 Institutions in each district, to offer quality training to the trainees, to get easy access to it, to fulfill the government criteria and to meet the prospective teachers' requirement.
2. 100% students agree that Teacher Education is an important way for continuing

- professional development of teachers. They need better institution to improve their personality as well as practical knowledge of effective teaching.
3. In-service teachers have a hectic schedule in their schools. To obtain this qualification they need nearby institutions, available study materials and evening shift classes. Because once entering into the job means to stick to that. No teacher would be permitted to take leave for one year and complete the course. This necessitates the extension of B. Ed College in the adjacent area.
 4. 50% of the trainees opine that they have to face lots of struggle to get admission for the course. Since the B. Ed programme is made compulsory to appoint a teacher, the prospective teachers need to go different places in search of admission. Because in most of the places or in rural areas the B. Ed colleges are not available and the intake of these colleges are limited only to 60-100.
 5. Except Dibrugarh University, no accommodation facility was found in any other visited institutions. This summarizes that almost all the institutions of teacher education cannot provide accommodation for outsiders properly. They have to manage their food and lodge of their own.
 6. Some students opine that fee structure of B. Ed programme increases day by day. Some of the private institutions charge too much to get admission in the college. These kinds of off-screen problems can be solved by widening the programme.
 7. In most of the visited B. Ed colleges, almost 30% of the total students remain irregular due to the inconvenient time, place and that of the give and take policy. The teacher and students both remain managed (!) to run the programme. Thus, Assam needs revolutionized B. Ed colleges, to improve the quality of teachers in a right sense.

Conclusion

Teacher education is now widely spread all over the world and can also be recognized as a part of higher education. India has made considerable progress in providing this professional training to pre-service and in-service teachers. Assam has not progressed in this field in comparison to other states of India. Thousands of untrained teachers were

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appointed in schools before being made the B. Ed training compulsory. Those teachers are needed to be trained to update them with present requirement. The present scenario of teacher education in Assam is completely in disarray, as said by Mahanta (2012) that leads to unethical act by some of the private institutions or even by some of the working teachers who desperately need a B. Ed degree at an exorbitant rate. This kind of activities should be noticed by NCTE and ban those colleges as immediately as possible. We need corrupt free well equipped modern classroom to get quality training. It should be increased proportionately to lessen the hurdles of students and should establish at those areas where it is highly needed.

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