

**TEACHER EDUCATION IN DISTANCE LEARNING IN
THE NORTH – EASTERN
REGION OF INDIA**

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ABSTRACT :

The North-Eastern Region is a small miniature of the Indian Union. The name of these Sister States can be mentioned as – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. North-East India comprises an area of 2,62,179 sq. kms. (7.98 percent of India) and shares a population of 4,57,72,188 with 121,08,54,977 of all India according to 2011 census. The region lies in between 21.59°N – 29.30°N latitudes and 84.36°E – 97.30°E longitudes. The North-Eastern Region of India is rich in attractive varied tribal culture, colourful folk life, varied customs, traditions and beliefs, enchanting festivals and fairs, rare handicrafts and graceful dances etc. along with their varied scenic beauty, fascinating landscape, the lure of hills and valleys, rapid waterfalls, colourful orchids, seasonal wild flowers, natural parks and wildlife sanctuaries.

In all the states of North – East India, percentage of trained teachers fall far short of national average of 80 percent. The large backlog of underqualified and untrained teachers in all the States is really a big problem. For meeting this inadequacy, the concept of ‘Teacher-Education under Distance Mode’ arises in order to fulfil our national goal of Quality Education.

KEYWORDS: Education, Teacher Education, Distance Learning, Student-Teacher, Teacher-Educator.

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INTRODUCTION :

The slogan of 'Quality Education' can only be achieved through a qualified and trained teachers in order to draw out qualitative and quantitative knowledge to meet all the demands. In order to be trained and qualified teacher, the question of 'Teacher-Education' arises. The number of trained and qualified teachers are relatively very low in the entire North-Eastern Region. There is a wide gap of intake capacity of the existing teachers-training institutes under the conventional system to conventional system to cover the huge backlog of untrained and under-qualified teachers. In order to be trained and qualified teachers in all the States of NER, it would take with a minimum of 45-50 years. If it continued to exist in such a situation, it would be too far to achieve the national goal of quality education. Distance education system proved to be useful particularly in teachers' training and providing orientation to in-service teachers specially when there is shortage of teachers of properly trained teachers. In the present study of distance education, main emphasis is being cited to the Indira Gandhi National Open University (IGNOU) which is the only open university in the entire North-Eastern Region being operated very effectively and efficiently.

Indira Gandhi National Open University was established under a Parliamentary Law of Indira Gandhi Open University Act on November 19th, 1985 with Dr. Ram Reddy as the founder Vice-Chancellor of the University. The university was conferred the centre of Excellence Award in Distance Education in the year 1993 and the Award of Excellence For Distance Education Materials in 1999 by the Commonwealth of learning, Canada.

In the North-Eastern Region, the Indira Gandhi National Open University, Regional Centres was first opened under Shillong Regional Centres in the year 1988. In 1996, the Regional Centres were divided into 2 (two) i.e. Shillong Regional Centres and Gauhati Regional Centres. 13 centres are under Shillong Regional Director spreading over Meghalaya, Mizoram, Nagaland, Tripura and Manipur. Again, 12 study centres in Assam, Arunachal Pradesh and Sikkim under the Gauhati Region. At present, there are 8 (eight) IGNOU Regional Centres in the North-Eastern Region.

Table : Percentage of Teachers received in- service Training in the North-Eastern Region of India. (Including Contractual Teachers).

State	Primary only		Primary with Upper Primary		Primary with upper primary & secondary & Higher Secondary		Upper Primary only		Upper Primary with secondary & Higher Secondary		Primary with upper primary & secondary		Upper primary with secondary		All school	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Arunachal Pradesh	18.35	10.04	15.89	11.34	0.00	0.00	7.86	6.38	0.13	0.32	8.36	5.44	2.05	0.61	12.85	8.67
Assam	17/20	17.72	8.22	5.92	0.59	0.00	11.82	13.11	0.56	0.43	0.67	0.65	2.13	1.79	11.95	11.59
Manipur	5.42	4.54	2.61	2.36	0.00	0.00	3.76	0.67	4.30	3.31	1.17	1.02	2.32	2.06	2.92	2.45
Meghalaya	21.06	17.27	5.14	3.30	15.35	5.27	18.36	20.25	1.92	0.88	3.32	3.01	7.13	9.52	18.30	16.08
Mizoram	30.75	25.78	5.97	7.19	*	*	31.69	26.28	*	*	*	*	*	*	26.37	20.50
Nagaland	1.22	0.79	1.08	0.93	0.00	0.06	2.32	3.59	0.00	0.00	0.17	0.11	0.80	0.68	0.87	0.61
Sikkim	5.53	3.22	1.936	1.46	0.98	0.94	0.00	0.00	0.00	0.00	1.55	1.74	0.00	0.00	2.74	1.89
Tripura	27.14	25.73	25.86	22.30	8.61	7.27	0.00	0.00	3.40	3.95	20.24	17.82	11.67	9.52	20.41	16.55

Source: GOI, MHRD, National University of Education Planning and Administration and Department of School Education and Literacy, New Delhi, Govt. of India 2014, p:106

IGNOU NORTH-EAST REGIONAL CENTRES

Sl. No.	Region Code	Name of the Regional Centres and Address of the Regional Centres	Name of the Regional Director	Operational Area.
1.	26	Agartala IGNOU Regional Centre, MBBS College Compound, P.O. Agartala-799004, Tripura, Ph.off: 0381-2516715/2516266 Fax : 0381251674 e-mail : rd-agartal@rediffmail.com	Dr.BiswajitBhowmik, Regional Director	State of Agartala
2.	03	Itanagar IGNOU Regional Centre Hornhill Complex 'C' Sector (Near Central School) Naharlagun, Itanagar-791110, Arunachal Pradesh Ph. off : 0360-247536/247538, Fax: 0360 247537	Sh. Neethirajan Regional Director	State of Arunachal Pradesh.
3.	04	Guwahati Navagiri Road 1 st Bye-lane, Chandmari, Guwahati-781003, Assam, Ph. off. 0361 2662831/2662834 Fax: 0361-2662879	Dr.Illa Das IGNOU Regional	State of Assam
4.	17	Imphal IGNOU Regional Centre, Ash-Jina Complex, North AOC, Imphal-795001, Manipur Ph. off: 0385 24211912421190 Fax: 0385-2421192	Dr. Salam Dilan Singh Regional Director	State of Manipur.
5.	18	Shillong IGNOU Regional Centre, Sunny Lodge Nongthyanumi, Nonshillang, Shilling-793014, Meghalaya, Ph. off: 0364-2521117 Fax: 0364-2521271	Dr.AnanyaS.Guha Regional Director	State of Meghalaya
6.	19	Aizawl IGNOU Regional Centre Lalbusia Building, M.G. Road, Khatla (Near Central YMCA Office) Aizawl-796001, Mizoram, Ph. off: 0389-311692/311698 Fax: 0389-311789	Dr.SR.Zonunthau Regional Director	State of Mizoram
7.	20	Kohima IGNOU Regional Centra, N.H. 39 Opp. Dzuvuru I.O.C. (Mhoukhola) Kohima-797001, Nagaland, Ph. off: 0370-2241903/2241904/2241905	Dr. T. Iralu Regional Director	State of Nagaland

Sl. No.	Region Code	Name of the Regional Centres and Address of the Regional Centres	Name of the Regional Director	Operational Area.
8.	24.	Gangtok IGNOU Regional Centre, Tadong Gangtok-737103, Sikkim, Ph. off: 03592-270696 Fax: 03592-270696	Dr. YonahBhutia Regional Director	State of Sikkim

Source : IGNOU, Student Handbook & Prospectus 2015-16

There are 9 (nine) study centres of B.Edprogramme in the North-Eastern Region with 1 (one) study centre in each State except Guwahati and Shillong Study Centres with 2 (two) each. It covers about 5000 teachers per year in relaxation of NCTE norms of 500 candidates per year.

**LIST OF B.ED. PROGRAMME CENTRE (IGNOU) IN THE
NORTH-EASTERN REGION OF INDIA**

SL. NO.	REGION	CENTRE CODE	NAME AND ADDRESS OF THE IGNOU STUDY CENTRE
1	Agartala	2603 P	Prog. I/C IGNOU prog. Study centre, college of Teacher Education, P.O. Kunjaban, Agartala-799006, Tripura.
2.	Aizawl	1913 P	Prog. I/C IGNOU prog. Study centre, College of Teacher Education, Upper Khatia, Aizawl – 796001, Mizoram, Ph. Off: 32211
3.	Gangtok	2405 P	Prog. I/C IGNOU prog. Study centre, College of Teacher Education, Namchi, South Sikkim-737126, Sikkim, Ph.Off: 63877
4.	Guwahati	0412 P	Prog. I/C IGNOU prog. Study centre, College of Teacher Education, Lachit Nagar, Guwahati-781007, Assam, Ph. Off: 0361-548564
5.	Guwahati	0428 P	Prog. I/C IGNOU prog. Study centre, Post Graduate Training College, Jorhat-785001, Assam, Ph. off: 320343
6.	Imphal	1708 P	Prog. I/C IGNOU prog. Study centre, D.M. College of Teacher Education, Imphal-795001, Manipur, Ph. Off: 220852
7.	Kohima	2009 P	Prog. I/C IGNOU prog. Nagaland College of Teacher Education, Kohima-797111, Ngaland
8.	Shillong	1803 P	Prog. I/C IGNOU prog. Study centre, P.G.T. College Boyce Road, LaitumKharh, Shillong-793003, Ph.off:224007/224501
9.	Shillong	1828 P	Prog. I/C IGNOU prog. Study centre, College of Teacher Education Rongkhon, Tura, West Garo Hills-794002, Meghalay

Source : IGNOU.

The B.Ed. programme of IGNOU aims at developing the understanding and competencies required by practicing teachers for effective teaching and learning process at the secondary at the secondary stage. The maximum period allow for completion for the re-admission. The programme consists of the 4 (four) groups of courses –

Group A : Core Courses, Group B : Content-Based Methodology Courses,

Group C : Special Courses, Group D : Practical Courses.

The B.Ed. programme delivery system includes the multi-media approach i.e. self-instructional print material, audio/video components, assignments, Counselling sessions and practical work in school and workshops. The student will be declared successful if he/she scores atleast ‘C’ grade in theory and practical courses respectively.

OBJECTIVE :

The present paper attempted to examine the attitudes of the student-teachers and teacher-educators regarding-admission, curriculum, examination, methods of teaching and trainees’ issues respectively in the whole process of teaching and learning in B.Ed. programme of IGNOU.

METHODOLOGY :

Descriptive-Survey method has been adopted in the present study. It employed Questionnaire as an instrument investigation under the main headings of – admission, curriculum, methods of teaching, examination, trainees’ issues respectively from the students teachers and teacher-educators of B.Ed. Course, IGNOU.

DISCUSSION :

There is a wide gap between the present existing teachers training in the North-Eastern Region of India. It would take quite a long period of time to clear a huge backlog of untrained and under qualified teachers with the conventional system of Teacher-Education. It is through distance learning that would enable to achieve the reality of all ‘trained’ teachers within a short span of time. B.Ed. programme of IGNOU in the school of Education contributed a lot for imparting teachers-training. It is a remarkable landmark in the field of Teacher-Education that IGNOU shares its contribution.

From an indepth study, it clearly indicated the attitudes of the concerned persons in B.Ed. Course of IGNOU in the following aspects –

i) Admission :-

55% of the student-teachers and 53.5% of the teacher-educators are found to be in the positive attitude.

ii) Curriculum Framework :-

62.15% of student teachers and 61.21of teacher-educators in the positive attitude.

iii) Methods of Teaching :-

51.07% of student-teachers and 58.52% of teacher-educators in the positive attitude.

iv) Examination :-

55.79% of student-teachers and 54.54% of teacher-education in the positive attitude.

v) Trainees' Issues :-

66.58% of the student-teachers are found to be in the positive attitude.

CONCLUSION AND SUGGESTIONS :

From the investigation, it is very clear that B.Ed. programme of IGNOU plays a key role in Teacher-Education under distance mode. It also indicated that the conventional system of teachers-training programme is far behind to clear the huge backlog of untrained and under qualified teachers. It is through IGNOU of B.Edprogramme in the School of Education that remarkably shows its contribution in the Teacher-Education. In short, B.Ed. programme of IGNOU in the North-Eastern Region of India shows its significant performance in all aspects i.e. regarding-admission, curriculum, methods of teaching, examination and trainees' issues respectively from the concerned persons. It helps to achieve the aim of Quality Education that can be made possible by qualified and trained teachers only. B.Ed. programme of IGNOU, though it occupied a prominent place in Teacher-Education still require certain remedial measures and recommendations.

Certain remedial measurements and recommendations are formulated for a rapid growth and development of Teacher-Education in the school of Education, IGNOU. Some of them can be given in the following aspects –

i) provision of pre-service candidates.

ii) curriculum should be changes accordingly to meet the need and demand of school education of different Boards.

iii) Minimise the number of essay type and the introduction of objective type questions.

iv) Special arrangement in the practice-teaching.

- v) Introduction of new avenues of teacher-education.
- vi) Introduction of Semester system of examination.
- vii) Availability of library facilities to all the student-teachers.

It would be able to realize the aim and objectives of IGNOU about Teacher-Education if it follows all the recommended steps and procedures in all aspects. And then, the dream of universalization of Elementary Education and of Course 'Quality Education' can be realized to some extent.

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