

---

## A Synoptic View of Teacher-Education Programme in Tripura

**Debabrata Bhattacharjee**

*Guest Lecturer in Education, I.A.S.E., Kunjaban, Tripura*

### **ABSTRACT:**

*Any civilized society can never be formed without literate people and to make people literate, the role and importance of the teachers are pre-requisite. Without the knowledge of latest advancement of technology along with its application to teaching-learning situations, the act of imparting "Teaching" can hardly reach to its desired objectives. So, training of the teachers is a must and vital aspect and in this regard it is noteworthy to mention that Tripura is not lagging behind to impart training of the teachers. Thus, the concept of Pedagogy and Pedagogue have also been transformed from its inception in Tripura. The present paper aims to give a bird's eye-view of Teacher-Training programmes, its barriers and also some remedial measures. The method is Descriptive Survey and data is used purely on Secondary sources. Findings of the study reveal the present status and future prospect and perspective of Teacher-Education in the soil of Tripura. This study has its implication to the field of Teacher-Education and Higher Education and also to the related allied field of interest.*

**Keywords:**--pedagogy, pedagogue, training, simulation, micro - teaching, practice-teaching

### **1. INTRODUCTION:**

Teacher Education refers to the policies and procedures designed to equip prospective faculty members with the skills and knowledge they require to perform their tasks effectively in the classroom and wider community. Society is considered as wider community and it can not progress without the knowledge of Education. Whenever, it comes the matter of imparting education, the important picture comes to mind is the "Teacher." Thus, it lies the importance of progress in accordance with the teachers. If there would be no teachers so any civilized progressed society can hardly be imagined. The teachers are the creator of society as the "Teachers" prepare, nurture and preserve the future society. So, as the teachers are important, thus, their advancement is also equally important. If, the teachers are not advanced with the latest innovations of teaching and learning, so the act of imparting education by the teachers would be hampered. So, for both In-Service and Pre-Service Student-Teachers, Teacher-training is a must important aspect. It is only teacher-training through which many of the lagging would be fulfilled. So, there lies an urgent need and importance of teacher-training. In Tripura also, the importance of teacher-training was felt long ago and today's diversifying prospect of teacher-training was rooted from its effort of inception only.

### **2. CURRICULUM**

Generally, Teacher Education curricula can be broken down into four major areas:

- Foundational knowledge in Education-related aspects of Philosophy, Educational History, Educational sociology, Educational Psychology etc.
- Skills in assessing student learning, using technology and other things to improve teaching and learning, to support students as well for the students with special needs.
- Methods knowledge and skills—often also including ways of teaching and assessing specific school subjects
- Practice at simulated classroom environment and real classroom teaching or at some other form of educational practice—usually supervised and supported and Micro-Teaching Session along Practice Teaching Session in School are the best examples of it.

### 3. AIMS AND OBJECTIVES OF TEACHER EDUCATION

The aims and objectives of teacher education are: ---

- To evolve instructional strategies to improve effectiveness and efficiency of instructional process in B.Ed program.
- To providing instruction in particular courses of study in B.Ed .
- To build a national system of teacher education based on India's cultural ethics, its unity and diversity synchronizing with change and continuity.
- To facilitate the realization of the constitutional goals and emergence of the social order.
- To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
- To upgrade the standard of teacher education.
- To enhance the professional and social status of teachers and develop amongst them a sense of commitment.

### 4. OBJECTIVES OF THE PAPER

- (i) To know about the development of Teacher-Education in Tripura.
- (ii) To examine about the barriers of Teacher-Education in Tripura.
- (ii) To find-out some remedial measures.

### 5. RESEARCH METHODOLOGY

This research paper is basically descriptive and analytical in nature. In this paper, attempt has been taken to focus about the development and changes of Teacher –Education in Tripura,( specially B.Ed). The data used in it is purely from secondary sources according to the need of the study.

### 6. DELIMITATION OF THE STUDY

The concept of teacher-education is a vast one and there are various types of teacher-training programmes such as D.Ed, B.T,C. T.E, B.Ed, M.Ed etc . But the present study will only focus on teacher-training of B.Ed only.

## 7. TEACHER EDUCATION IN THE CONTEXT OF TRIPURA

The First Teacher Training college of Tripura was started in the year of 1954. The first Teacher Training College was named as Basic Training Institute of Tripura and it was renamed as Basic Training College.

1954:---Basic Training College and now DIET, Agartala, West Tripura.

1956:---Hindi Teachers' Training Centre (now defunct)

1957:--- Craft Teachers' Training Institute (CTTI) (now defunct)

1958:--- Basic Training College and now named as DIET, Kakraban

1961:---Basic Training College and now Regional College of Physical Education conferring B.P.Ed Degree college, Panisagar.

1964:---B.T (STT) College, later was renamed as Government College of Education and later College of Teacher Education. Furthermore, it was upgraded into IASE (Institute of Advanced Studies in Education) in the year of 2002.

1968:---Hindi Teachers' Training Centre and it was renamed as Hindi Teachers' Training College (now defunct)

2004:---DIET, Kailasahar

2004:---DIET, Kamalpur

2005:---Bharatiya Vidyabhavan College of Teacher Education ( A Private College)

2007:---ICFAI College of Teacher Education ( A Private University)

## 8. THE PRESENT STATUS

There are five possible options for the students to pursue B.Ed training in the state. It may be noted that such teacher training faculty is available in the three institutes of the state of Tripura now. Interestingly, the degrees are conferred by three universalities, Tripura University, IGNOU and the ICFAI University of Tripura. On the other hand, IASE Agartala operates three parallel courses for B.Ed . The different programmes and the organizing institutions are enlisted in the Table 1.1 below:---

*Table 1.1 B.Ed course n Tripura*

Sl.No	Programme	Mode	Institute	University
1.	B.Ed	Regular	Institute of Advanced Studies in Education (IASE), Agartala	Tripura University
2.	B.Ed	Regular	Bhavan's Tripura College of Teacher Education, Agartala	Tripura University
3.	B.Ed	Regular	ICFAI College of Education, Agartala	ICFAI University
4.	B.Ed	Open Distance Learning	Institute of Advanced Studies in Education (IASE), Agartala	Tripura University
5.	B.Ed	Open Distance Learning	Institute of Advanced Studies in Education (IASE), Agartala	IGNOU

## 9. CHALLENGES

- \*\*\*There is ample challenge of getting adequate finance.
- \*\*\*There is some sort of problems of getting affiliation in due time.
- \*\*\*Again, there is the problem of proper infrastructure.
- \*\*\*There is also the problem of resources.
- \*\*\* There is the problem of getting adequate faculty members.
- \*\*\*There is also problem of getting Principal.
- \*\*\*There is also the problem of practice-teaching conduction.
- \*\*\*Again, there is the immense load of theory in the course.
- \*\*\* Sufficient study material is not available to the frequent change of B.Ed syllabus.

## 10. SUGGESTION

There are some suggestions here for improving the condition of teacher-education programme in Tripura:

- \*\*\*Uniformity among Teacher-Education institutions must be sure and maintained in terms of curriculum, duration and timings of the programme.
- \*\*\*Curriculum development on a continuing basis to keep pace with current trends.
- \*\*\*Government should look after the financial requirements of the institutions.
- \*\*\*Teachers- Educators to be trained in use of ICTS.
- \*\*\*Institutions of low standards should be reformed or closed.
- \*\*\*Regular and rigorous inspection by NCTE should be done on a regular basis.
- \*\*\*More emphasis should be given on Practice-Teaching till mastery is reached with appropriate feedback.
- \*\*\*Evaluation in Teacher-Education should be objective, reliable and valid.
- \*\*\*Research in teacher education should be encouraged.

## 11. FINDINGS

It has been observed that new generation students like to take entry in the teaching profession after B.Ed degree so there is a huge competition of taking admission in the B.Ed course, so is the resultant of many B.Ed institutions have emerged out to meet out the crisis. But, still the crisis is not controlled, so many of the teacher-training institutes both from the Govt . and Private level will established. Where there was only one Teacher-training institute was in Tripura, but with the course of time, there are some other teacher-training institutes have been set up. Now, there is also provision for both in-service and pre-service candidates to enroll themselves in teacher-training. Moreover, by distance mode also B.Ed course is going on , so all these indicate the urgency of getting trained for teachers for making a better citizens for up-coming generation. Besides, it is known that from this year B.Ed in regular mode is going to be two-years duration so what means entire course module and structure will be changed. Thus, it indicates that development and changes have become an integral aspect of teacher-education in Tripura so also

the concept of pedagogy and pedagogues have also been transformed and in the process of being further transformed.

## 12. CONCLUSION

Teaching is the combination of both “art and science” and only training can do such. Taking teacher-training as only a degree will not merely serve the purpose. Each and every candidate of the course, has to love this Teaching profession from their inner psyche and then only they will be able to comprehend the problems of students and first and then education. Otherwise, the teachers will be in one pole and the students will be in another pole, and no training will be fruitful as only in quantity education will emerge out but not in quality but quality is the first and foremost need of the time as it made students as human resource. So, whatever, may be the curriculum, duration of the course, whether it is in distance or regular mode, prime focus of teacher-education should only be to train the un-trained into a resource –teacher so that through him/her, the students will also be resource for the world.

## REFERENCES

- i. Aggarwal, JC (1996), Essentials of Educational Technology, Vikas Publishing House, New Delhi.
- ii. Rajan. J (2005) – Review of Social Sciences, Vol-VI, No.2
- iii. Anand C.L. (2000) – Teacher Education in emerging India, NCERT, New Delhi.
- iv. Mohanti, J.(1998) Modern Trend in Indian Education: Current Issues and Strategies in the context of NEP, New Delhi Deep and Deep.
- v. Mukharjee, K.K. (1972) Some Great Educators of the World, Calcutta, Das Gupta & Co. Pvt. Ltd.
- vi. Naik J.P. (1975) Equality, Quality and Quantity: The inclusive Triangles of Indian Education: Bombay Allied Publishers.

### Internet Source

[http://www.teindia.nic.in/Files/jrm/JRM\\_Reports/JRM\\_TE\\_Tripura\\_Report.pdf](http://www.teindia.nic.in/Files/jrm/JRM_Reports/JRM_TE_Tripura_Report.pdf)

<http://www.iasetripura.in/IASE/AboutUs.aspx>