

# Development of Teacher Education and Higher Education Institutions in North-East India: An Analysis

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**Abstract:** North East India is the easternmost region of India representing both a geographic and political-administrative division of the country. It is a prominent region of India which identifies itself in the world because of the uniqueness in the culture, heritage and language. The present paper makes an enquiry on the educational development of North-East India. While analysing educational development of the region, data has been obtained from the statistical description: Annual Report of UGC 2010-11, Reports of AISHE, NCTE Reports. Thus the present paper has precisely depended on secondary data which were collected from periodic census reports, records, published articles, national journal and web portals. It may also be noted that the present study will make an attempt to highlight the development of teacher education and higher education institutions in the region within a decade.

**Key Words:** North-East India, Teacher Education, Higher Education, University, College.

## 1. INTRODUCTION:

North East India is the easternmost region of India representing both a geographic and political-administrative division of the country. It consists of eight states i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. North East India is special for its uniqueness in cultural and historical heritage. The states of North Eastern Region (NER) are officially recognized under the North Eastern Council (NEC) constituted in 1971 with a motive for the development of the northeastern states. The Guwahati city in Assam is called the Gateway to the North East and is the Largest Metropolis in North East India. The North East Region shares an international border with several neighbouring countries i.e. with Tibet Autonomous Region, China in the north, with Myanmar in the east, with Bangladesh in the south-west, with Nepal in the west and with Bhutan in the north-west. The region comprises an area of 262,230 square kilometres (101,250 sq mi), almost 8 per cent of that of India. The North East region came under British control because of the Burmese invasion in both the Assam (Ahom) and the Manipur kingdoms in the early 19th century. In the colonial period, North East India was made a part of Bengal Province from 1839 to 1873, after which Colonial Assam became a separate province and included Sylhet as its part. After Independence of India in 1947, the North-Eastern region consisted of Assam and the princely states of Manipur and Tripura. Subsequently, Nagaland in 1963, Meghalaya in 1972, Arunachal Pradesh in 1975 and Mizoram in 1987 were formed out of the large territory of Assam. Sikkim was integrated as the eighth North Eastern Council state in 2002 (Wikipedia, 2020).

According to the census of 2011, the literacy rate of six states of NER is higher than the national average i.e. 74.04% and the rate is less in case of Assam and Arunachal Pradesh. The literacy rate of the region is shown in the following table.

States	Population	Literacy %
Assam	31,205,576	72.19
Arunachal Pradesh	1,383,727	65.38
Manipur	2,570,390	79.21
Meghalaya	2,966,889	74.43
Mizoram	1,097,206	91.33
Nagaland	1,978,502	79.55
Sikkim	610,577	81.42
Tripura	3,673,917	87.22

Source : 2011 Census of India

The region is wealthy in abundant natural resources, tourist spot and agriculture and less developed in industrial aspect. However, it is a prominent region of India which identifies itself in the world because of the uniqueness in the culture, heritage and language.

Education is the main driver of Human Resource Development. It primarily shapes the future of our nation and therefore the government has taken the initiatives for the substantial progress of the education system. Higher education is the level of education that is provided by the colleges, universities, institute of science and technology and other collegiate-level institutions and at the end of a course of study, a named degree, diploma, or certificate of higher studies can obtain by the students. Thus higher education institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. The basic entrance requirement for higher educational institutions is the completion of secondary education, and the usual entrance age is about 18 years (Encyclopaedia Britannica, 2020).

Teacher education is also a part of higher education which prepares pre-service and in-service teachers to their professional life and develops some knowledge, skills and attitude to make the teaching-learning process effective. Here, teacher education institutions refer to the University education department, Teacher training colleges, DIETs, BTC, IASE's and other private institutions dealing with the field of teacher education.

As far as North East India is concerned, while raising the question of availability of educational institutions, the region faces several challenges such as inadequacy of educational institutions of all level in comparison to the rate of demanding population, deficiencies relating to teacher education institutions and their quality, shortage of fund etc. However, a study conducted by Federation of Indian Chambers of Commerce and Industry (FICCI) in 2015 revealed that there are many quality higher education institutions in the region, but these are not sufficient for the needy population. In order to mitigate these shortcomings, the government of India and concerned state immensely concentrate on the establishment of educational institutions in various parts. The developmental programmes in India i.e. the Five-Year National Development Plans (2012-17) envisions on the 'Faster, Sustainable, and More Inclusive Growth' in education and thus the government gives priority on the enhancement of the numbers of teacher education institutions so that teachers can improve their quality and performance; besides the priority is given on the establishment of new higher educational institutions (College and University) for ensuring the equalities in access to education, bridging gender and social category gaps, raising literacy level and economic progress in large ((NEC), 2019).

## **2. LITERATURE REVIEW:**

Some of the important previous studies reviewed for this study have been mentioned below: These are – Bhattacharjee (2011), Singh (2018), Singh (2018), Mehta (2001), Boruah (2018), Konwar & Chakraborty (2003), Bala (2016).

## **3. OBJECTIVES**

- To enquiry the available number of higher education institutions and their growth in North East India.
- To enquiry the available number of teacher education institutions and their growth in North East India.

## **4. METHOD:**

For analyzing the objectives, the present paper has fully depended on secondary data which were collected from periodic census reports, records, published articles, national journal and web portals.

## **5. FINDING AND DISCUSSION**

The higher education institutions are those institutions which provide undergraduate and postgraduate courses to the students. The investigator found that the strength of higher education institutions is increasing in the northeast region and out of all states of the region Assam has higher educational institutions in maximum. The available numbers of institutions are highlighted in the following heading.

### **5.1 Degree Colleges in North-East Region (NER) of India**

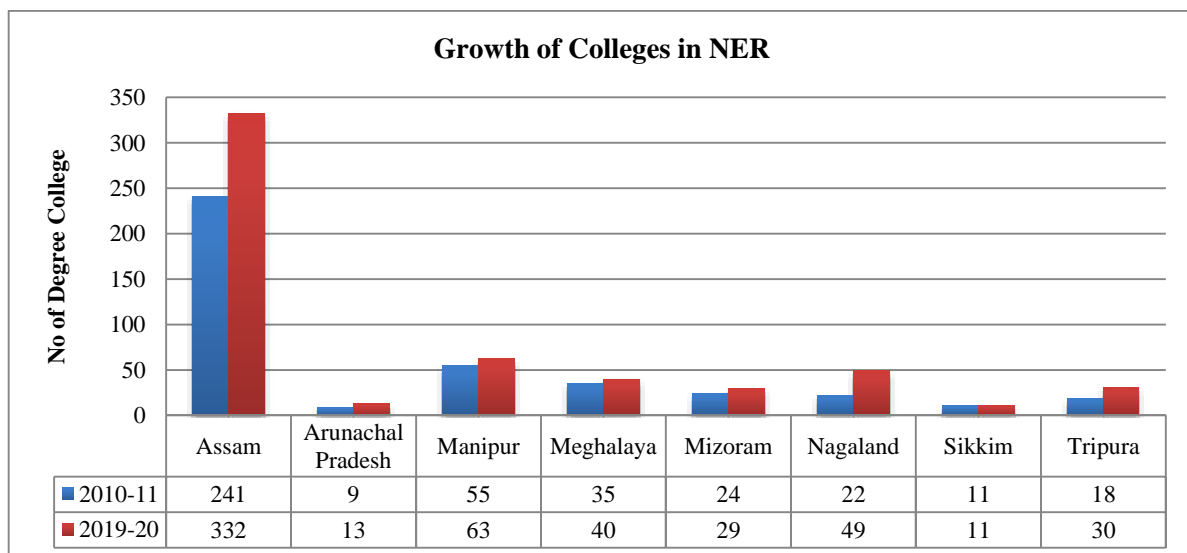
Here the degree college includes all the institutions conducting undergraduate programme i.e. B.A., B.Sc., B.Com, MBBS etc. To know about the number of Degree College the investigator studied some relevant documents and visited some authentic web-sits. The growth of Degree College in a decade in northeast India can understand by the following table. Colleges of India as well as of Northeast region are divided into two sections i.e. 2 (f) & 12 (B) as suggested in the UGC act 1956. 2 (f) refers to a section that notifies some regulations for the recognition of colleges under the UGC Act, 1956. When the colleges will send the proposal for inclusion under Section 2(f) then the UGC will consider the fitness of the colleges under the purview of its regulations and if these are found fit the UGC will include them under the section 2(f). Apart from the inclusion of colleges under Section 2(f), UGC includes some colleges under section 12 (B) as per the regulations of the act of 1956. This makes the colleges eligible for central assistance from the Government of India (UGC).

As per the UGC annual report of 2010-11 the number of colleges, there were 362 colleges remained under both the section of 2 (f) and 12 (B) and 52 colleges were under only 2 (f) section in northeast India. As per the UGC consolidated list of 2019-20, the number of degree colleges rose to 504 under the section of 2 (f) and 12 (B) and 57 colleges under section 2 (f) in the North East Region.

**Table: 1**

States		General Degree College			Total
		2(f) & 12 B	2(f) only	Autonomous College	
Assam	2010-11	215	26	0	241
	2019-20	308	22	2	332
Arunachal Pradesh	2010-11	7	2	0	9
	2019-20	11	2	0	13
Manipur	2010-11	49	6	0	55
	2019-20	61	1	1	63
Meghalaya	2010-11	28	7	0	35
	2019-20	30	10	0	40
Mizoram	2010-11	20	4	0	24
	2019-20	27	2	0	29
Nagaland	2010-11	19	2	1	22
	2019-20	35	11	3	49
Sikkim	2010-11	6	5	0	11
	2019-20	2	9	0	11
Tripura	2010-11	18	0	0	18
	2019-20	30	0	0	30

Source: Annual Report- 2010-11; Consolidated List of Colleges under section 2(f)/12(B) as on 29-02-2020



**Fig: -1**

- A) The number of degree colleges is rising in Assam very rapidly even there are some private colleges in the state that are not included in both the category of the UGC list.
- B) In comparison to the population of the state, the number of degree colleges is very less in the state of Arunachal Pradesh, Sikkim, Mizoram and Tripura. Only these institutions couldn't meet the educational need of the people belonging to the states mention earlier. Therefore, the strength of degree colleges should enhance in the said states.
- C) As per the status list of autonomous colleges of UGC as on 19.12.2019, the number of autonomous colleges in northeast India is 6 out of approved 747 autonomous colleges of the nation.

### 5.2 Universities in North-East India

Northeast India is full of prestigious universities and catering the need of higher education to the youth of the region. There are various types of degree-granting universities such as Central University, State University, State Private University and Deemed University.

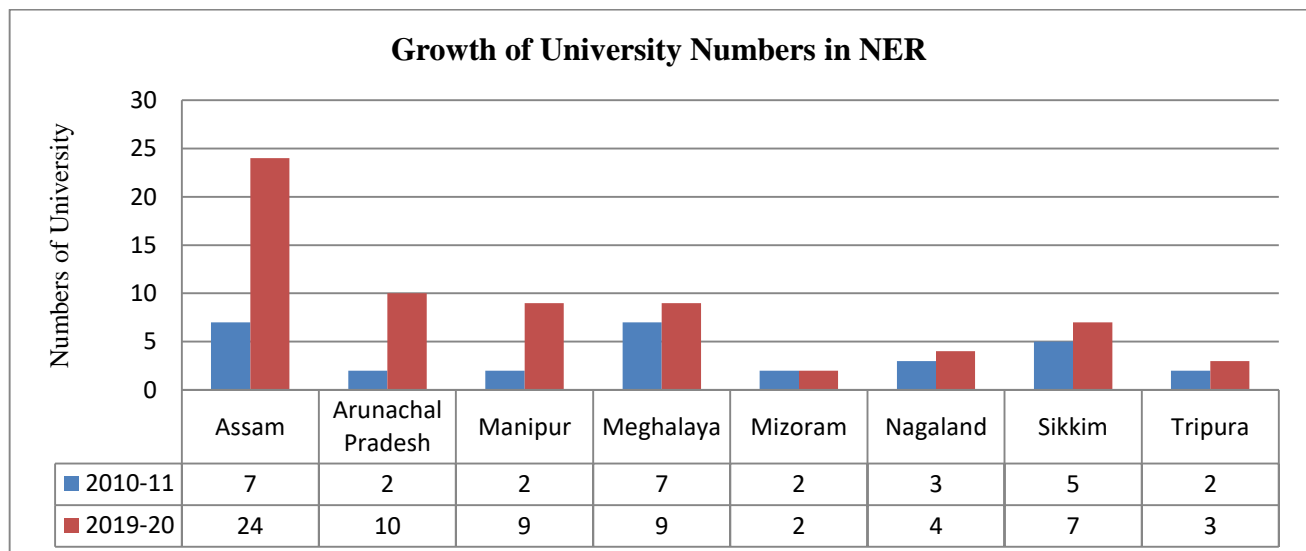
Central Universities are established by the Act of Parliament and are funded by the Central Government. State Universities are established by the Act of the State Legislature concerned and are funded by the State Government. State Private Universities are established by the Act of the State Legislature concerned and are self-financing Institutions. Deemed Universities are some degree-granting universities that declared by the notification of the Government of India, on the advice of UGC, under Section 3 of the UGC Act, 1956 (UGC).

After analysing the annual report of 2010-11 of UGC and other documents the investigator highlighted the categories of universities as the central university, state university, state private university and deemed university as shown in the following table. The enquiry found that there were 7 universities in Assam and Meghalaya which is followed by Sikkim and Nagaland with 5 and 3 universities respectively. Moreover, there were only 2 universities in each other states i.e. in Arunachal Pradesh, Manipur, Mizoram and Tripura. On the other hand, at present, there are the highest numbers of universities (24) in Assam, 10 in Arunachal Pradesh, 9 in Manipur and Meghalaya, 7 in Sikkim. Nagaland, Tripura and Mizoram have less number of universities in the northeast region.

**Table: 2**

States		University & HEIs				Total
		Central University	State University	State Private University	Deemed University	
Assam	2010-11	2	4	1		7
	2019-20	2	15	6	1	24
Arunachal Pradesh	2010-11	1			1	2
	2019-20	1	0	8	1	10
Manipur	2010-11	2				2
	2019-20	3	4	2	0	9
Meghalaya	2010-11	1		6		7
	2019-20	1	0	8	0	9
Mizoram	2010-11	1		1		2
	2019-20	1	0	1	0	2
Nagaland	2010-11	1		2		3
	2019-20	1	0	3	0	4
Sikkim	2010-11	1		4		5
	2019-20	1	1	5	0	7
Tripura	2010-11	1		1		2
	2019-20	1	1	1	0	3

Source: Annual Report 2010-11; <https://www.ugc.ac.in/>



**Fig: -2**

- A. More universities should establish in Mizoram, Nagaland and Tripura.
- B. State private universities are suffering from various lacunas in the academic and non-academic programme and thereby it couldn't retain the perception of quality in the practical educational situation. Hence, the number of central and state universities should be enhanced in all states of northeast India except Assam and Manipur instead of private universities.

## 6. Teacher education institutions (TEI's) or Colleges in North-East India:

The National Policy on Education 1986 has opined that "No people can rise above the level of each teacher". Further, it states that "the status of the teachers reflects the socio-cultural ethos of a society (NPE-1986)". It is thus, evident that teachers have got a tremendous role to play in the development of the society. The Secondary Education Commission (1952) rightly pointed out, "We are convinced that the most important factor in the contemplated educational reconstruction is the teachers- his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well in the community" (Singh, Saxena, Mishra & Mohanti, 2008).

The quality of education depends upon the Teacher education because it helps the teachers to develop their professional knowledge, skills and attitude. Teacher education refers to the programme and procedures designed to equip the teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in classrooms, school and outside the four walls of the school. It includes both formal and informal activities that an individual is required to acquire before joining the teaching profession.

Teacher education institution refers to those teacher training institutions which have been conducting various professional development programmes to all stages of teachers such as D.El.Ed, B.Ed. and M.Ed. etc. There are many teacher education institutions in the states of North East Region and its numbers have been raising after making the professional degree or diploma mandatory for all teachers irrespective of any stage. The increasing number of teacher education institutions in a decade in the part of the Northeast Region can understand by the following table.

**Table: 3**

States		TEIs		Total
		Govt.	Private	
Assam	2010-11	35	43	78
	2019-20	83	73	156
Arunachal Pradesh	2010-11	7	2	9
	2019-20	9	20	29
Manipur	2010-11	11	6	17
	2019-20	15	14	29
Meghalaya	2010-11	10	4	14
	2019-20	13	5	18
Mizoram	2010-11	5	0	5
	2019-20	17	0	17
Nagaland	2010-11	4	3	7
	2019-20	7	8	15
Sikkim	2010-11	2	4	6
	2019-20	5	4	9
Tripura	2010-11	10	2	12
	2019-20	15	10	25

Source: ERC Recognized Institutions (Institutions providing D.El.Ed, B.Ed, M.Ed. programme to the teachers)

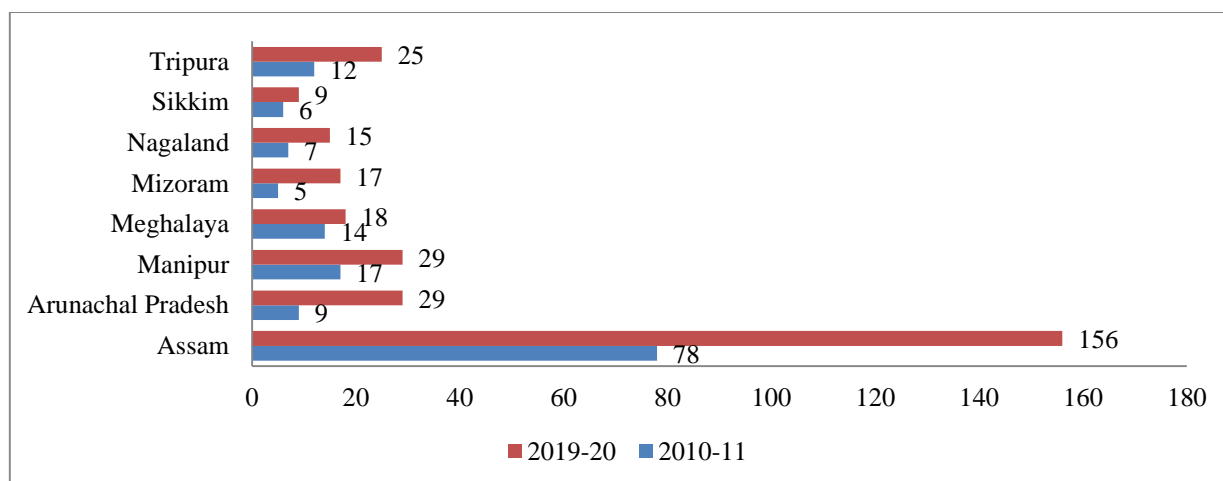


Fig: 3

- The number of teacher education institutions is comparatively very less in the states of Northeast India, except Assam state.
- The numbers of TEIs have increased by 50% in Assam within a decade.
- Other states of the northeast region, except Assam, need to improve the strength of TEIs so that sustainable professional development becomes possible.

## 7. CONCLUSION:

From the above-aggregated data, we can conclude that teacher education and higher education institutional plays a vital role in the qualitative educational advancement of the region. The number of institutions that are imparting general education has been increasing properly but less emphasis is given on technical and scientific institutions. Thus because of the lack of such institution the general degree holder educated unemployment has been rising day by day. Therefore, the government should take initiative for the establishment of more technical institutions so that youth can cope up with the present era of science and technology and can obtain an opportunity to depend on oneself.

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