



STUDY OF TEACHER EDUCATION, WASTAGE & ITS DEVELOPMENT AFTER INDEPENDENCE: SPECIAL REFERENCE TO TRIPURA

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ABSTRACT

Tripura, with an aggregate land region of 10,492 sqKms and a population of 36.74 lakhs (according to the census of India, 2011), is the third littlest state in India regarding size. It lost an extensive piece of its ripe agricultural land during allotment. The distance by street from Agartala to Kolkata using the present Bangladesh was less than 350 km previously parcel. After the segment, the course to Kolkata using Siliguri arrive passage wound up plainly 1,700kms long. Its geographical area – a land bolted northeaster state, encompassed on three sides by Bangladesh and poor connectivity to the terrain through a meandering area course using Assam, adds to its feeling of segregation and hardship.

1. TEACHER AND THEIR EDUCATION

Teacher the basic piece of the school, their qualification, their showing scale, their commitment, and their fulfilment assumes an imperative part in the education system. It assumes an essential part of human behaviour and in human culture. It will change the social structure of human world with the assistance of education in Tripura. By and large the major educational reforms for enhancing quality can't prevail without giving careful consideration to teacher management issues that incorporate teacher education, improvement in benefit condition

and status, proficient development, scholastic help, monitoring et cetera [1].

While it is extremely hard to imagine the showing learning process without a teacher, both within and outside the classroom, a school with a sufficient number of teachers who are neither enabled nor professionally qualified, nor focused on the fundamental standards of their calling, and with low assurance and confidence, are probably going to accomplish more harm than great to the student. In each arrangement and each policy the subject identified with teachers like enlistment procedure of teachers, pay and remittances, lodging office, teachers' education, Study leave, Special

arrangements for women teachers, posting and exchanges of teachers, teachers' affiliations is a concern [2].

The National Councils of Educational Research and Training (NCERT) in National level and State Councils of Education Research and Training (SCERT) in State level work for the development of teachers in each viewpoint in collaboration with National Council of Teachers Education. Giving specific significance to the training of grade teachers, the chose institutions would be produced as District Institutes of Education and Training (DIET) and for Secondary and Senior Secondary teacher's courses like B.Ed. What's more, M.Ed. are given by both the school's Government and additionally private [3].

As per the Report distributed by Ministry of Human Resource Development Government of India New Delhi in 2012 (Report to the People on Education 2010-2011), in August 2010, the National Council of Teachers Education set out the base qualification for a man to be qualified for the arrangement as a teacher in classes I to VIII. As per which individual must breeze through a Teacher Eligibility (Test) led by the fitting Government notwithstanding the scholastic and expert qualification. The base the number of understudy, the most extreme the capacity of fixation for study and teacher education in an ideal way with giving individual consideration [4].

2. HIGHER EDUCATION: SITUATION AFTER INDEPENDENCE

After independence, dramatic changes in the political, social and economic structure of the nation occurred tossing more noteworthy responsibilities and difficulties before the universities to give leadership, direction and qualified workforce in different fields of national recreation. The scholastic issues expected new shapes and universities had more extensive origination of obligations and responsibilities before them. They needed to take care of a developing demand for each kind of higher learning-abstract and logical, specialized and proficient.

It started to be understood that universities in an autonomous India must assume a more full part of country constructing and empower the nation to achieve flexibility from need, infection and numbness in the briefest conceivable time, by the utilization of the information of science and innovation in the improvement in different headings. Some of the headliners in the circle of university education during the post-independence period have been the arrangement of the University Education Commission in 1949, the foundation of the University Grants Commission in 1953 and the death of the UGC Act in March 1956 by the Parliament and foundation of various national research facilities and different institutions of Higher Technical and Engineering Education. Out of these occasions, the arrangement of the University Education Commission could be viewed as an age making occasion [5].

The University Education Commission (1948-49)

The setting up of the University Education Commission prominently known as the Radhakrishnan Commission in 1948 was a noteworthy point of interest for articulating the objectives and destinations of higher education in Independent India [5]. This Commission was selected under the Chairmanship of Dr. Sri. S. Radhakrishnan. The Commission was required to think about the issue of university education in the nation and to recommend measures for its changes keeping in see the necessities and yearnings of the general population. The then Minister of Education, Abdul Kalam Azad introduced this Commission on December 6, 1948, and gave it the vital headings. The Commission made, after broad considerations, some exceptionally huge suggestions, a large number of which are related even in the contemporary setting. The proposals were as per the following [6]:

1. The aim of education must be to stir and advance the natural capacity of a man and to prepare him/her for improvement of self and majority rule mentalities. Along these lines, the reason for education is to familiarize a person with his/her cultural legacy and to give proficient and professional training
2. The Commission accentuated the part of post-graduate education, training, and research for the progression of learning.
3. It focused on the university's part in considering agribusiness in an agrarian economy like India and proposed that exceptional consideration ought to be paid to the

advancement of higher education in provincial territories. It likewise underlined that the logical and specialized base of the education framework ought to be strengthened.

4. Realizing the significance of the medium of the guideline, the Commission prescribed that English as a medium of direction in higher education ought to be supplanted as right on time as conceivable by an Indian dialect.
5. A university degree ought not to be required for government regulatory administrations. Extraordinary State examination for enlistment to different State administrations ought to be sorted out.
6. Realizing the lacks of the examination framework and the extent of the wastage, the Commission suggested an intensive investigation of the logical strategies for educational testing and evaluation.

Education Commission (1964-66)

After the achievement of independence our leaders introduced Five Year Plans with a view to effect the development of the country in various fields. In these plans education, too, found an important place. So plans have been made for the development of various stages and kinds of education. However, the execution of these plans made aware of certain inherent weaknesses due to which the expected success was not being achieved. Education appeared to be one of the areas, which indicated many problems

and needed efforts for immediate solutions. Thus, the Government appointed the University Education Commission in 1948 and Secondary Education Commission in 1952 for suggesting reforms in education. The recommendations of these Commissions could not be implemented in their entirety. Consequently the defects in the area of education persisted [7].

- Address the problems of national development, particularly issues concerning self-reliance, economic growth, employment and social and national integration;
- Relate to the life, needs and aspirations of the people;
- Help improve productivity by emphasizing work-experience, vocationalization, improvements in scientific and technological education and research;
- Be perceived as the main instrument of change through human development;
- Contribute to social and national integration;
- Modernize the society through knowledge and its applications and
- Inculcate social, moral and spiritual values in the people.

3. PRESENT STATUS OF TEACHER EDUCATION IN TRIPURA

Education is the most intense instrument for enabling individuals to expect exceptional need in the current designs and projects of national and international activity. Notwithstanding these many arrangements,

still, there is a wide hole between male or female, rustic or urban, availability or unavailability et cetera in India. Higher education division is an imperative component without bounds thriving and accomplishment of the nation and viewed as a key image of social versatility. It is mostly imperative that higher education conveys similarly in all territories, including:

- i) Access to courses;
- ii) Participation rates;
- iii) Quality of experience;
- iv) Outcomes; higher education institutions can play a major role in shaping a democratic, civilized and inclusive society.

While changes in higher education access in Tripura have had some effect on enhancing student' entrance to higher education, there are essential foundational issues that oblige advance towards uniformity in higher education access. Decentralization in conveying higher education has been the concentration of educational administration conveyance in Tripura throughout the previous quite a few years. The formation of the framework for higher education has now turned into the pillar of education programs. In this foundation the present examination endeavours to survey the inconsistencies in higher education, assuming any, as far as a number of institutions, enrolment, teacher student ratio, courses offered, gender equality ratio, and so on with regards to alternate points of view [8].

Huge quantities of untrained teachers instructing in schools represent a key test for

educator education in Tripura. Be that as it may, diverse figures referred to in various information sources posture gigantic trouble in making sense of the correct number of untrained teachers, the nature (D.Ed. or, then again B.Ed.) and length (1.5 years or 2 years) of training required to agree them with the NCTE standards and the number of teachers who have finished the training. As per state authorities, the aggregate number of untrained teacher's post-RTEAct is 16,502. These teachers constitute 44.43% of a sum of 37,136 teachers over all phases of school education in Tripura. These teachers are sub-separated in two groups. The principal unit comprises of 11,884 untrained teachers who have not gotten any teacher training and should do the full 2 year Course. These teachers (11884) constitute around 32 % (or 33%) of all teachers in Tripura.

Other than this IGNOU records another 5198 applicants who were supported by the Tripura State Govt. for the Certificate in Primary Education (CPE) program from July 2003-July 2010. Out of these 5198 applicants, 3756 finished the CPE program (72.25 passed, 27.75 fizzled). In this way, together 12286 applicants were supported by the state government and prepared by IGNOU and 10830 (i.e. 8.14%) passed the examination. Because of these diverse figures, two arrangements of disparities emerge. Right off the bat, the number of

teachers who have gotten even half year training should be crisply found out and besides, it ought not to be expected that each one of the individuals who enlisted finished the CPE program [9].

The highlight of higher education in Tripura is that the growth and extension in higher education, extraordinarily specialized and proficient education has occurred given capital of the state, i.e., Agartala. So far as a general degree college is a concern, notwithstanding, growth and development are decentralized and not coordinated towards the capital as it were. In perspective of this, the examination of disparity has been done on the premise of geographical division between the state capital of Tripura, i.e., Agartala and outside the capital of Tripura. The investigation has been done from alternate points of view to survey the circumstance. For the examination, just 15 (fifteen) general degree colleges are considered which are only keep running the state government. The specimen colleges enough represent the higher education of Tripura as far as some foundations and in term of enrolment in higher education too. The general degree colleges represent over 80% of the understudy fragment in higher education of Tripura. To manage the above issue, the examination embraced proper technique in choosing test colleges and factors, in Group information.

Table 1: About the State

Name of STATE	TRIPURA	No. of IASEs sanctioned/functional	1
No. of Revenue Districts	8*	No. of State Universities <ul style="list-style-type: none"> • Having Department of Education • Not having Department of Education 	None***
No. of Education Districts	8		-
No. of Blocks/Mandals	45 -		-
No. of DIETs sanctioned/functional	4	Number of lower primary schools	2343 (DISE)
No. of DRCs sanctioned/functional	Zero	Number of upper primary schools (including composite schools)	1240
No. of CTEs sanctioned/functional	Zero** (one is being proposed)	Number of secondary schools (including composite schools)	572
		Number of senior secondary schools (including composite schools)	362

4. EDUCATIONAL DEVELOPMENT AND WASTAGE IN TRIPURA

Education is the backbone of a nation. Not just it assumes a key part of the life of each human being yet, also, involves a critical place in the improvement procedure of a nation, its growth, and welfare. Indeed, even it is considered as a standout amongst essential markers of improvement in a nation as per personal satisfaction approach. It has turned out to be exceptionally significant maybe never more so in man's history than today. In India, the significance of education has been highlighted in the Constitution which accommodates free and obligatory education for every one of the youngsters having a place with various areas of the general public including planned rank, booked clan and other in reverse communities.

Be that as it may, Tripura was observed to be in better position in contrast with India in general during the time. The girl students were continually lingering behind the kid students. So also inborn students were falling behind in contrast with students in different communities. In any case, enrolment rate inborn students were observed to be more than that of different students in Tripura. Educational wastage was higher in girl students as looked at kid students. Likewise, educational wastage was more articulated among ancestral students in contrast with different students. In spite of the fact that Tripura was well in front of India in regards to literacy and enrolment rates, her position was dubious as respects educational wastage. Keeping in mind the end goal to strengthen the previously mentioned conclusion got from the investigation of optional information an

endeavor was made to gather primary information from one school, specifically Madhupur School at Madhupur in the south Sadar Sub-Division of Tripura which is found 20 km far from the State capital, Agartala. With a specific end goal to examine the dropout rate in the said school the students numbering 85 in Class I who were conceded in the year 1989-90 were considered as a companion [10].

It additionally uncovered that wastage was more intense in ancestral students (89.5%) than in non-inborn students (76.8%). With a specific end goal to contemplate the purposes behind this wastage, guardians of eleven dropped out students from a similar town were reached an arbitrary premise. It was discovered that 72 percent of those families had a place with bringing down income group having income beneath Rs.1000 every month. Around 64 percent of those families were extended families. It was critical to take note of that 50 percent of the guardians of dropped out students were unskilled [11].

5. CONCLUSION

In conclusion, one might say that however a decent advance has been accomplished in literacy and enrolment rates in Tripura high dropout rates among inborn students has involved incredible worry for the State. The opportunity has already come and gone for the Government of Tripura to think and approach to limit the wastage in school education through some motivating force measures as late morning dinners, supply of free books and school dresses, and so forth.

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