

Teacher Education Institutions in Mizoram: Past, Present and Future

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Abstract

This article traces the development of teacher education institutions in the state of Mizoram with the establishment of the first TEI in the state in 1953 to the present day. It briefly highlights the growth and expansion of TEIs in Mizoram. The article also focuses on the need for change in TEIs with regard to their function and administration in the light of the newly introduced New Education Policy, 2020 in the country.

Keywords: Mizoram, Teacher education, Teacher training, NEP 2020.

Introduction:

Education can be approached from different perspectives. One of the perspectives is to see education as a process of enlightening someone, to do away with her/his ignorance, to bring out the inner qualities of students, to help them adjust and to prepare them for future challenges. In order to bring these changes in students, one of the most important functions is to teach them and the person who can make teaching happen is the teacher. Such is the importance of a teacher. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, - “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage”.

Teaching is an important profession and a noble one and teacher education is the process of training prospective teachers to become professionals in teaching. The training process that an individual has to go through in order to enter the teaching profession is a demanding task and care must be taken to produce good teachers who in turn will later on help students to learn.

Need and Importance of Teacher Education:

A teacher is a person who delivers programme meant for educating children inside the classroom, one who helps students to become better persons by guiding and facilitating

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different learning activities according to the prescribed curricula and syllabi, and help students to make adjustments and cope up with future challenges by giving them proper guidance and training. The National Policy on Education (NPE) 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Thus, the role of a teacher is very important. To become a teacher, one must undergo a thorough and intense teacher training programme which in other words is known as teacher education programme.

Teacher education means to train in-service and prospective teachers so as to equip them with the various skills associated with teaching different subjects, to develop better teaching aptitude, to make them perform better inside and outside of the classroom and train them to enable them to guide students for their future endeavours. The National Council for Teacher Education (NCTE) has defined teacher education as ‘a programme of education, research and training of persons to teach from pre-primary to higher education level’.

The National Curriculum Framework for Teacher Education (NCFTE) 2009 also stresses the importance of teacher education saying: “The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation’s schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes”

History of Teacher Education Institutions in Mizoram:

Teacher Education Institutions (TEIs) are one of the earliest professional education institutions in the state of Mizoram. District Institute of Education and Training (mentioned afterwards as DIET), Aizawl is the premier teacher training institute in Mizoram. Established on September 1, 1953 as Junior Basic Training Centre (JBTC), it was used as a training centre for Primary School Teachers in Mizoram. It was then integrated with Normal Training School (NTS) and was named as Under Graduate Teacher Training Institute (UGTTI) on September 19, 1974. The name was later changed to Teacher Training Institute (TTI) on July 1, 1980 to allow greater and larger intake for training more teachers.

TTI was then upgraded to DIET in 1988 with the launching of the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher education and with this up-gradation, the discontinued course of PSTE was restored. The NCTE has recognized DIET to impart D.El.Ed course in the year 2000, and was affiliated to MBSE. The NCTE, Higher and Technical Education, Govt of Mizoram and Mizoram University approved the proposal of starting a Bachelor of Education (B.Ed) programme at DIET and the first batch of 50 B.Ed students joined DIET, Aizawl on July 2018.

TTI at Lunglei (A district in the southern part of Mizoram) was established in 1974 and was later upgraded and designated as DIET, Lunglei in 1993. Smaller sized DIETs are formed

in the remaining districts of Champhai, Kolasib, Lawnglai, Mamit, Siaha (previously Saiha), and Serchhip in 2005. At the initial inception, these 6 DIETs function without the PSTE branch. However, PSTE Branch was introduced with the upgradation and recognition of NCTE in 2013.

At present, the two DIETs at Aizawl and Lunglei are running two Teacher Education programme – Diploma in Elementary Education (D.El.Ed) and Bachelor of Education (B.Ed). The other six DIETs are running the D.El.Ed programme. Other than the eight DIETs, different teacher education courses are also offered by Mizoram Hindi Training College (MHTC), Institute of Advanced Study in Education (IASE), State Council of Educational Research and Training (SCERT) and Mizoram University (MZU).

Table - 1
Teacher Education Institutes in Mizoram

Institute	D.El.Ed/Diploma (Intake) –	B.Ed. (Intake)	M.Ed. (Intake)	B.Ed.SplEdu (Intake)
MZU	Nil	100	50	Nil
IASE	Nil	120	50	Nil
MHTC	50	50	Nil	Nil
SCERT	Nil	Nil	Nil	60
DIET, Aizawl	120	50	Nil	Nil
DIET, Lunglei	100	50	Nil	Nil
DIET, Siaha	50	Nil	Nil	Nil
DIET, Champhai	50	Nil	Nil	Nil
DIET, Kolasib	50	Nil	Nil	Nil
DIET, Serchhip	50	Nil	Nil	Nil
DIET, Lawnglai	50	Nil	Nil	Nil
DIET, Mamit	50	Nil	Nil	Nil

(Table showing courses and intake of TEIs in Mizoram)

There was a time when Teacher Education courses like D.El.Ed and B.Ed were pursued by teachers who are in service. As of now, all courses are pre-service courses as the backlog of untrained teachers had been cleared in the state. Teacher education courses are in great demand in Mizoram and each institution receives applications for admission much greater than the seat intake capacity they have.

Teacher Education is one of the important focus areas of the National Education Policy (NEP) 2020 and the NEP recommended various modifications with regard to the functioning of TEIs in the country. Chapter 15 of the NEP 2020 talks about Teacher Education. Let us

look at some of the recommendations of the NEP 2020 on Teacher Education, limitations of the present position and how these new amendments can perchance change the course and structure of TEIs in the state of Mizoram –

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme. (Pg. 43)

Limitations -

1. TEIs in Mizoram are stand-alone institutions and it is inconceivable to believe that all the TEIs can convert into a multidisciplinary institutions by 2030.
2. Multidisciplinary colleges are not running B.Ed programme.
3. Teacher Education program at the University is also not multidisciplinary.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. (Pg 43)

Limitations -

1. In Mizoram, the minimal qualification for elementary school teacher is a Diploma/D.El.Ed and for Secondary and Higher Secondary, a B.Ed.
2. None of the TEIs are at present running a 4 year ITEP

Suggestions –

1. Multidisciplinary Colleges in Mizoram do have Department of Education but are not running a teacher education programme. So, the DIETs can collaborate or even merged with college/colleges in each of their districts. If this is possible, the DIETs can come under the colleges and will no longer be stand-alone institutions. Colleges can start a new Department of Teacher Education with the DIETs. Principals of DIETs can act as HoDs of the Department of Teacher Educationof the colleges.
2. If the DIETs can collaborate with nearbycolleges, it will mean that Department of Education in colleges can also start running the 4 year Integrated B.Ed course with the newly established Department of Teacher Education. Human resources of colleges and DIETs can thus be utilised by both institutes to start a Multidisciplinary Integrated Teacher Education Programme (ITEP).

3. All Diploma courses may be changed to Bachelor courses and for elementary school teachers, a B.Ed (Elementary) or Bachelor of Elementary Education (B.El.Ed)program may be started. As per the recommendations of the NEP, 2020, a four year integrated B.Ed could be aimed at.
4. Other stand-alone institutions like IASE and MHTC may work outthe possibility of collaborating with colleges within the city so that they can offer a multidisciplinary B.Ed programme.

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