

# Education in North-Eastern India: A Study of Supply and Demand in Secondary Teacher Education

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## ABSTRACT

Educational development in North Eastern India has been comparatively stagnant for decades, but recent initiatives of the central government with the help of special ministry for North eastern India have given new hope for the rapid development. Development not only in the education sector, but across the sectors has been registered during the last decade. Teacher education scenario is different in northeastern India compared with the rest of the country in term of trained and untrained teachers in the schools. Therefore, the supply and demand of teacher educators and school teachers are different in this region. Here, in this study an effort has been made to analyze the statewise supply and demand of school teachers and teacher education in the light of additional demand due to Right to Education, SSA and RMSA.

**Keywords:** North-East India, Supply, Demand, Teacher Education

Education has been increasingly contributing to human development in general and overall development of the individual in particular. Identification of education as the most significant catalyst and the largest socio-economic & political tool for development, the goal to universalize elementary and successively secondary education came into a profound existence in recent years through numerous policy debates and decisions. A sustainable human development begins with empowering the masses for which school education can be the most important supplementary instrument. So, a planned universalization of entire school education already began with District Primary Education Programme (DPEP) in 1994 as a result of policy direction from NPE 1986 and successively POA 1992. After the success of DPEP, Sarva Shiksha Abhiyan (2001) was launched to universalize elementary education, and successively Rashtriya Madhyamic Shiksha Abhiyan (2008-09) has been launched with a future target of universalization of secondary education.

The function of secondary education connotes two major roles; first is the indication of the success of

elementary education and second is the creation of eligible input for the success of higher education. At one hand, success in elementary education with GER of Approx 80% plus and on the other hand increasing demand for vocational and higher education in the country also led the emerging need to universalize secondary education. Taking stock of GER at national level, the GER of some of the states of North-Eastern region is much lower due to several local contextual concerns.

North-Eastern states have historically been deprived due to several problems such as; Armed conflict, Insurgency, geo-cultural historicity and other internal security reasons. In such a situation, the maximum affected populations are the young generation which has greater impact for universalization of secondary education in the region. Further, it has also been deprived in terms of supply of education institutional facilities at all level in general and secondary education level in particular(NCTE 2009). Increasing demand for secondary education has been provoked due to huge growth in transition rate from elementary to secondary education, launching of Rashtriya Madhyamic Shiksha Abhiyan(RMSA)

to universalize secondary education, and most importantly the decrease in regional migration due to political stability in recent past.

This paper largely focuses on the Politico-Economic and educational context of North-Eastern states along with the contemporary concerns of secondary education especially in terms of demand and supply of secondary teachers, teacher educators and teacher education institutions keeping in view the goal of RMSA. A comprehensive analysis of demand and supply of all the states of the North-Eastern region and its implication for universalization of secondary education has been placed in the paper.

### **Educational Background of North Eastern India**

India is the largest multicultural federal democracy in the world and North Eastern region represents the nation in terms of diversity. The North Eastern States are historically distinct from the rest of India in terms of culture; ethnicity, language and geography and adding to it, also in terms of politico-economy and education of the region. In last few decades, educational development in terms of literacy rate in this region (68% to 79% in 2011) grown substantially and reached beyond the national average (64.8% to 75% in 2011) level.

**Table 1**

States	Population (Million)	Sec. Schools	Literacy 2001	Literacy 2011
Assam	31	5898	64.28	76.3
Arunachal Pradesh	1.3	269	54.74	66.95
Meghalaya	2.9	916	63.31	72.1
Manipur	2.7	815	68.87	79.85
Mizoram	1.0	682	88.49	89.9
Nagaland	1.9	506	63.7	80.11
Tripura	3.6	775	73.66	87.75
Total North East	39.0	9861	68%	79%
All India	1.2 Billion	197767	64%	75%

Source: SEMIS (2009-10).

Source: Census of India 2011.

North Eastern States have high literacy rate as compared to rest of other Indian states however, this particular region lacks in infrastructure and facilities for educational institutions. One of the important

issues regarding resource allocation and use of infrastructure has emerged recently in the context of northeastern states. Although special assistance has always been provided to this region, but still it lacks in institutional facilities. North eastern region performed quite high in most of the socio-economic and educational indicators as compared to rest of the country especially in the elementary education sector but there are major concerns relating to the quality and expansion of secondary education in the region. Lack of infrastructure and facilities in remote-hilly areas, a sense of isolation from rest part of the country in the developmental race, ethnic diversity, internal conflict and limited resources from state government are the major developmental issues in this particular region.

Like the states of other regions, states in northeastern region have also achieved reasonably good progress in raising the literacy rates of the people and some of the states of this region even outperformed the national average. The performance of Mizoram is the best not only among north eastern region but also comes second in all over India in terms of both male and female literacy and also the gender gap is much lower than the national average. There has been a visible development in the educational progress in India in general and northeast in particular. Special emphasis has been given to the north east region in previous and current five year plan as well. Special thrusts have also been provided to this region for universalization of elementary education and reach the education to all the sections of the society. Although enrolment in school education has increased in recent years, still a large number of children remain outside the school. Drop out rates have registered visible decline at both elementary and secondary stage and the gap of drop out rate for boys and girls has also narrowed down. Now more children are studying in the in the school system (Govinda 2002) for a longer number of years but still more drop out in girls, especially from the marginalized sections of the society, is a serious problem.

The recent addition of Rashtriya Madhyamik Shiksha Abhiyan (2009) has also been launched to universalize secondary education after a huge success of Sarva Shiksha Abhiyan to universalize elementary education in India. The north eastern region has been given special preference in terms of

funding for the RMSA. The document on Report of Implementation Committee of RMSA (2010) quotes: *“The Central Government will bear 75 per cent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) for all States/ UTs except North Eastern States during the 11<sup>th</sup> Five Year Plan. For the North Eastern States, 90 per cent of such cost will be borne by the Central Government. The State Governments and Union Territories will bear 25 per cent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) during the 11<sup>th</sup> Five Year Plan. The North Eastern States will bear 10 per cent of such cost. For the 12<sup>th</sup> Five Year Plan, the sharing pattern between Central and States will change to 50:50. For the North Eastern States, the sharing pattern will be 90:10 for both 11<sup>th</sup> and 12<sup>th</sup> Five Year Plans.”*

### Significance of the Study

Teacher and teacher educator play very significant and crucial role in the quality school education programme. Quality of school education can be maintained and enhanced by increasing effectiveness of school teachers as well as teacher educators who have to fulfill the requirement related to their performance, commitment and competencies for successful knowledge transaction in the classroom. The need of the hour is to create a positive and vibrant awareness about professionalism among the school teachers, as also repeatedly emphasized by Education Commission (1964-66), National Commission on Teachers (1983) and National Curriculum Framework for Teacher Education (2009) as well. To maintain quality in teacher education, NCTE has widely studied the demand and supply study of each of the state of India for proper manpower planning in this area of education. Since entire eastern region have been suffering from undersupply of teacher education institutions compare to northern, western and southern region in the country, it was felt to study the need of demand and supply of teacher education in north east region especially in the context of universal secondary education in the region.

**Objectives of the Study:** Following objectives are prepared for the study:

1. To find out the demand status and estimates of secondary education and secondary

teacher education in North Eastern States of India

2. To find out the supply status and estimates of secondary education and secondary teacher education in North Eastern States of India
3. To describe the educational development in North-eastern India with special reference to teacher education.

### Methodology of the Study

The study implies the descriptive nature of the examination of the problem. Therefore, descriptions of the secondary data sources are the method for the study and it uses simple statistical techniques like mean and average. The sample collected from the North Eastern states; Arunanchal Pradesh, Nagaland, Manipur, Mizoram, Tripura, Meghalaya and Assam based on the secondary sources available from NCTE's Demand and Supply estimated study of school teachers and teacher education across the country.

### Results; Demand and Supply Estimates in North Eastern Region

A phenomenal change in Indian education has been observed in the last two decades and particularly of school education in north eastern region. The responsibility of quality school education largely lies with the quality of respective teacher education. Teacher education has registered a rampant and unplanned growth (MHRD 2009) in terms of institutional establishment in recent decades especially at the secondary level and as a result quality of education hampered/degraded at great extent. National Council for Teacher Education had taken stock of demand and supply estimate of school teachers and teacher educators for the period of 2007-08 to 2016-17 for all the states of India. As a result, state wise report has been produced showing the demand supply mismatch/gap and also the recommendation to curb over supply in most of the states in India.

Here in this paper, state wise analysis of demand and supply of school teachers, teacher educators and teacher education institutions of all seven states of north eastern region have been discussed in the following sections.

### Assam

Assam is the largest state in north eastern region in terms of all aspects; population, area (second), educational facilities, etc. Taking a stock of demand for secondary school teachers, the required teachers are 6928 in the year 2007-08 (base year) and estimates increase year by year. Here, it is important to see the deficit of secondary school teachers which comes around 70%+ in the year 2007-08 whereas deficit reaches upto 85% in the year 2016-17.

On the other hand, the demand for teacher educators has also been increasing as the demand for secondary teachers increased. Approved intake remains constant, keeping 2007-08 as a base year while estimating demand and supply and quite significant here to notice is the increase in deficit similarly to the increase in demand and supply. Similarly, the required number of M.Ed course also increase as deficit increases for M.Ed course in the state.

### Arunachal Pradesh

Arunachal Pradesh is the largest state in terms of area in the entire north eastern region but at the same time it is the poorest in terms of literacy,

education and in other developmental aspects due to its diverse socio-economic and geographical situation. As table 3 shows, the demand of secondary school teachers has been increasing at routine pace with around two to three percent per year keeping 2007-08 as base year whereas supply in terms of approved intake for B.Ed course is merely 20% which leaves around 80% deficit rate in the state.

On the other hand, estimation of demand of teacher educators for secondary level remains almost stagnant and since there is no institution for Teacher Educators/ M.Ed course, so deficit remains equivalent to the demand of teacher educators in the state. Required estimation of, M.Ed course remains three till the year 2016-17.

### Manipur

Manipur is one the smallest state of north eastern region in terms of area as well as population but it has very strong cultural heritage and always shown greater interest and achievement in sport and other national activities. State has also improved much faster in terms of literacy in the last decade with almost 18% growth compared to last census (2001). As far as estimation of secondary education

**Table 2 (Assam)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	6928	12226	12451	12631	12764	12947	13048	13082	13125	13171
Approved Intake in B.Ed Colleges	1710	1749	1794	1841	1888	1932	1975	2014	2050	2083
<b>Deficit</b>	<b>5218</b>	<b>10477</b>	<b>10657</b>	<b>10790</b>	<b>10876</b>	<b>11015</b>	<b>11073</b>	<b>11068</b>	<b>11075</b>	<b>11088</b>
Demand of Teacher Educators	1184	1992	2032	2144	2208	2264	2312	2360	2416	2480
Approved Intake in M.Ed	85	85	85	85	85	85	85	85	85	85
<b>Deficit</b>	<b>1099</b>	<b>1907</b>	<b>1947</b>	<b>2059</b>	<b>2123</b>	<b>2179</b>	<b>2227</b>	<b>2275</b>	<b>2331</b>	<b>2395</b>
Required M.Ed Course	44	76	78	82	85	87	89	91	93	96

**Table 3 (Arunachal Pradesh)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	293	299	305	312	318	326	333	342	351	361
Approved Intake in B.Ed Colleges	64	65	65	66	66	66	67	67	68	68
<b>Deficit</b>	<b>229</b>	<b>234</b>	<b>240</b>	<b>246</b>	<b>252</b>	<b>260</b>	<b>266</b>	<b>275</b>	<b>283</b>	<b>293</b>
Demand of Teacher Educators	64	64	64	72	72	72	72	72	72	72
Approved Intake in M.Ed	-	-	-	-	-	-	-	-	-	-
<b>Deficit</b>	<b>64</b>	<b>64</b>	<b>64</b>	<b>72</b>						
Required M.Ed Course	3	3	3	3	3	3	3	3	3	3

**Table 4 (Manipur)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	1752	1773	1791	1821	1848	851	922	953	990	1029
Approved Intake in B.Ed Colleges	322	323	323	324	324	324	325	325	325	325
<b>Deficit</b>	<b>1430</b>	<b>1450</b>	<b>1468</b>	<b>1497</b>	<b>1524</b>	<b>527</b>	<b>597</b>	<b>628</b>	<b>665</b>	<b>704</b>
Demand of Teacher Educators	328	328	328	336	336	136	136	144	144	152
Approved Intake in M.Ed	50	50	50	50	50	50	50	50	50	50
<b>Deficit</b>	<b>278</b>	<b>278</b>	<b>278</b>	<b>286</b>	<b>286</b>	<b>86</b>	<b>86</b>	<b>94</b>	<b>94</b>	<b>102</b>
<b>Required M.Ed Course</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>

**Table 5 (Meghalaya)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	468	795	802	809	816	826	834	844	855	866
Approved Intake in B.Ed Colleges	190	194	197	201	204	208	212	216	219	223
<b>Deficit</b>	<b>278</b>	<b>601</b>	<b>605</b>	<b>608</b>	<b>612</b>	<b>618</b>	<b>622</b>	<b>628</b>	<b>636</b>	<b>643</b>
Demand of Teacher Educators	80	168	168	176	176	184	192	192	200	208
Approved Intake in M.Ed	—	—	—	—	—	—	—	—	—	—
<b>Deficit</b>	<b>80</b>	<b>168</b>	<b>168</b>	<b>176</b>	<b>176</b>	<b>184</b>	<b>192</b>	<b>192</b>	<b>200</b>	<b>208</b>
Required M.Ed Course	7	7	7	7	7	7	8	8	8	8

is concerned, demand of school teachers has odd growth throughout the year whereas supply is almost stagnant and as a result deficit registers odd but decline (from 82% in 2007-08 to 70% in 2016-17) in coming years for secondary school teachers.

On the other hand, estimation of demand of teacher educators for teaching secondary school teachers has also been respectively declined in coming years whereas approved intake remains constant keeping the base year 2007-08 into consideration while assessment. On the similar trend, required number of M.Ed course and deficit in terms of gap between supply and demand of teacher educators also declined (from 84% in 2007-08 to 68% in 2016-17) which in total show significant positive growth.

### Meghalaya

Meghalaya is the third largest state in the north eastern region in terms of population and has also shown good (18% Appx) improvement in literacy rate in last decade. It has rich agriculture economy as well as cultural heritage and was earlier the part of Assam state. Educational status of the state reveals average picture although there are several prestigious institutions of higher education exists in the state. As far as secondary education is concerned,

the estimation of demand of teacher appears to be significantly growing year by year whereas supply of secondary teachers is almost stagnant in the state. The gap between demand and supply of secondary school teacher is also growing (from 60% in 2007-08 to 74% in 2016-17) substantially which is seen in the deficit column in the table 5.

On the other hand, estimation of demand of teacher educators to teach in the B.Ed colleges has also seen visible increase incoming years whereas lack of supply of M.Ed course which make demand of teacher educators equal to the deficit. The required number of M.Ed course is much higher and almost stagnant which needs urgent attention.

### Mizoram

Mizoram is the richest state in terms of literacy, human development index, education and also in several other development aspects among all the states of north eastern region. As far as secondary education is concerned, demand for teachers is comparatively less than other states but still too far to be achieved in near future. Keeping the supply of teachers constant at base year 2007-08, estimation of deficit appears to be declining (from 76% in 2007-08 to merely 4% in 2016-17) gradually and moving

**Table 6 (Mizoram)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	—	—	640	637	634	632	630	161	159	157
Approved Intake in B.Ed Colleges	—	—	150	150	150	150	150	150	150	150
<b>Deficit</b>	—	—	<b>490</b>	<b>487</b>	<b>484</b>	<b>482</b>	<b>480</b>	<b>11</b>	<b>9</b>	<b>7</b>
Demand of Teacher Educators			152	152	152	144	144	32	32	32
Approved Intake in M.Ed			—	—	—	—	—	—	—	—
<b>Deficit</b>			<b>152</b>	<b>152</b>	<b>152</b>	<b>144</b>	<b>144</b>	<b>32</b>	<b>32</b>	<b>32</b>
Required M.Ed Course			6	6	6	6	6	1	1	1

**Table 7 (Nagaland)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	1213	1259	1334	1408	1494	1440	1397	1323	1308	1348
Approved Intake in B.Ed Colleges	93	97	102	107	112	118	122	126	130	133
<b>Deficit</b>	<b>1120</b>	<b>1162</b>	<b>1232</b>	<b>1301</b>	<b>1382</b>	<b>1322</b>	<b>1275</b>	<b>1197</b>	<b>1178</b>	<b>1215</b>
Demand of Teacher Educators	200	216	224	232	248	240	248	256	264	280
Approved Intake in M.Ed	—	—	—	—	—	—	—	—	—	—
<b>Deficit</b>	<b>200</b>	<b>216</b>	<b>224</b>	<b>232</b>	<b>248</b>	<b>240</b>	<b>248</b>	<b>256</b>	<b>264</b>	<b>280</b>
<b>Required M.Ed Course</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>11</b>

towards equalization of demand and supply of secondary school teacher in the state.

On the other hand, demand of teacher educators to teach in B.Ed colleges has also been declining with similar pace whereas in absence of Institution M.Ed in the state, deficit becomes equal to the demand of teacher educators. However, the required number of M.Ed course in the state initially appears to be six but gradually declining upto one in estimation at the year of 2016-17. The state shows better progress while estimating demand and supply of school teachers and teacher educators.

### Nagaland

Nagaland is the fastest developing state in the north eastern region in terms of accelerating literacy rate as well as human development index although, it has great recent history of internal armed conflict and cultural isolation from the rest of the states. As far as secondary education is concerned, estimation of demand of school teachers is quite high but stagnant in the state and on the other hand, supply of secondary school teachers appears significantly low results in high (from 92% in 2007-08 to 90% in 2016-17) but almost stagnant deficit in terms of gap between demand and supply.

On the other hand, estimation of demand of teacher educators to teach in the B.Ed colleges is significantly high and in the absence of M.Ed college in the state, deficit in terms of gap between demand and supply of Teacher educators and M.Ed course is equal to the supply. Similarly, the required number of M.Ed course is significantly high but almost stagnant throughout the years in the estimation.

### Tripura

Tripura is the second fastest growing state in the north eastern region in terms of growth in literacy. It has long historicity and cultural lineage with pre independent Bengal. Recent years have shown great educational improvement in the state. As far as secondary education is concerned, estimation of demand for school teachers is high (from 74% in 2007-08 to 70% in 2016-17) but appears to be almost stagnant throughout the years. Keeping the base year 2007-08 while estimating, supply makes deficit also, in terms of gap between demand and supply of school teachers, almost stagnant.

On the other hand, estimation of demand of teacher educators to teach in the required number of B.Ed colleges shows higher but odd picture. Since gap between demand and supply of teacher educators a

**Table 8 (Tripura)**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Demand of Secondary School Teachers	784	778	772	767	762	757	753	749	743	739
Approved Intake in B.Ed Colleges	209	212	215	217	218	220	221	223	225	226
<b>Deficit</b>	<b>575</b>	<b>566</b>	<b>557</b>	<b>550</b>	<b>544</b>	<b>537</b>	<b>532</b>	<b>526</b>	<b>518</b>	<b>513</b>
Demand of Teacher Educators	192	192	192	200	200	128	128	128	128	128
Approved Intake in M.Ed	60	60	60	60	60	60	60	60	60	60
<b>Deficit</b>	<b>132</b>	<b>132</b>	<b>132</b>	<b>140</b>	<b>140</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>
Required M.Ed Course	5	5	5	6	6	3	3	3	3	3

steep decline (from 68% in 2007-08 to 53% in 2016-17) due to decreasing demand and stagnant supply, required number of M.Ed course is also quite low and in decreasing order.

## CONCLUSION

Indian education has traveled a long journey to show a considerably visible progress in terms of literacy rate, enrolment in elementary, secondary and higher education. Decreasing drop out, increasing female literacy rate and increasing enrolment of SC/ST and minority students, accelerating pass out percentage in secondary education among girl students in recent decade are some of the significant identification of positive and inclusive progress in education sector.

The overall picture of demand and supply of school teachers and teacher educators at secondary level reveals that; states like Mizoram, Manipur and Tripura have been progressing significantly well whereas states like Assam, Arunachal Pradesh, Meghalaya and Nagaland are still struggling, and will not be able to overcome the gap between demand and supply in near future unless government or private initiative intervene to minimize the alarming gaps. Policies related to teacher recruitment at secondary level and teacher educators' recruitment for B.Ed. College also needs a uniformity to meet the demand of quality school and teacher education in the north east region especially in the context of Rashtriya Madhyamik Shiksha Abhiyan. New establishment of institutions of B.Ed and M.Ed. appears to be the urgent need of the hour to minimize the supply and demand gap and most importantly the success of recent initiative of RMSA depends on minimizing supply demand gap in these areas.

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