



An experience of teaching to the tribal teacher-students at Mudo Tamo memorial college, Ziro, Arunachal Pradesh

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Abstract

The author taught for one year at Mudo Tamo Memorial College, Ziro, Arunachal Pradesh, India. Ziro was a hilly town in Arunachal. The natural scenery of the place was beautiful. The college was a Teacher Education Institution only for the course of Bachelor of Education (B.Ed.). The medium of instruction was English. The infrastructure of the college was good. Generally the local tribal students used to take admission in that college. The students were very simple and straight in nature. The curriculum was good, advanced and updated. The author taught 'Human Growth and Development', 'Educational Technology', 'Measurement and Evaluation' and 'Teacher Education'. First time he faced problems to teach and then day to day he tried to improve and got good experience. The level of achievement and intelligence of the students were moderate. Easily they would get the simple concepts, but they would face difficulties to understand the complex and abstract concepts. It was difficult to input something new ideas to them, other hand if any idea was got by them, it was too difficult to remove or change that one. The students were less interested in study and more interested in co-curricular activities such as picnic, dancing, singing, playing, travelling, etc. They would like particular notes and study materials, and without them they wouldn't fill comfortable to study and to write in examination. But they would perform well in examination and in different activities. They were respectful to the teachers and authority.

Keywords: tribal teacher-students, achievement, intelligence, curriculum, co-curricular activities

Introduction

The author worked for one year at Mudo Tamo Memorial College, Ziro, Arunachal Pradesh, India. He born and studied in West Bengal, India but at the beginning of his profession he visited Arunachal which was totally different from his birthplace in culture, language and environment.

Ziro was a hilly town in the district of Lower Subansiri in Arunachal Pradesh. The natural scenery of the place was very beautiful. The hills were full of pine trees. In winter the place was too cool and the weather was comfortable in summer. In rainy season the weather was cool and cloudy, but rainfall was neither more nor less. Clouds and raining were seen whole the year. Cool wind were blown in winter and rainy season. Sometimes clouds were seen near the hands or over the streets. The vehicle communication in the place was moderate, but costly. In rainy season the communication system were disturbed for landslides.

The local peoples were kind, simple and laborious. Mainly business and cultivation were the occupations of the people. Most of the moles were supplied from plan. Hilly fruits were available at Ziro such as kibiui, orange, naspati, banana etc. which were natural sweet. The needing commodities and foods were costly. Local peoples were tribal mainly and among them the educated peoples accepted Christian religion and cultures. The first language of the place was Apatani, a tribal language, the second one was Hindi, and the third one was Assamia. Many non-tribal peoples would live at the place for the purpose of service and business.

The college

Mudo Tamo Memorial College was a teacher training college at Ziro only for the course of Bachelor of Education (B.Ed.). The author taught for one year at the college from January, 2016 to December, 2016. The college was running under Rajiv Gandhi University, Itanagar with the affiliation of National Council for Teacher Education (NCTE). The medium of instruction was English. The local tribal students and sometimes very few nontribal students used to take admission in the college.

The infrastructure of the college was nice. There was good building, classrooms, tutorial rooms, assembly hall, seminar hall, library, psychological laboratory, science laboratory, art and craft room, students' common room, principal's room, chamber of chairperson, staff room, toilet facility and a short ground. Student seat capacity was 100. The campus was nicely equipped. The natural view of and from the college was beautiful. The management, administration, faculties and non-teaching staffs were cooperative with each other. The local authorities and institutions were cooperative with the institution.

The teacher-students

The teacher-students were very simple and straight in nature. They would stay at local hostel or mess or rented houses, somebodies used to up and down from home. About sixty percent of the students were girls and forty percent were boys. They used to love to enjoy with nature, to sing and to dance.

They were helpful and cooperative. Their names would begin with title followed by the name. As example, a name of the student was Bulo Umak, that means 'Umak' was the name and 'Bulo' was the title. Another few names were following such as Tilling Gania, Koj Yuba, Tage Takkar, Devia Yadam, Padi Hinda, Hibu Yase, Hage Uma, Tsring Rijju, Bulo Lampung etc. First time the author faced difficulties to pronounce their names then adjusted.

Teaching and participation

There was semester system in the course. Total duration of the course was two year. There was good quality in the curriculum. It was advanced and updated. In the beginning the author taught to the second semester students and it was the first batch of two year B.Ed. course. Then he got winter vacation. After vacation he taught to the third semester students who were the old batch and to the first semester students who were the fresher in the college.

There were four papers in second semester. In this semester he dealt few units from the papers of 'Educational Technology' and 'Measurement and Evaluation'. There were four papers in first semester also. In this semester he dealt the paper entitled 'Human Growth and Development' and taught the units including growth and development, learning, intelligence, personality and exceptional children. The third semester included a general paper named 'Teacher Education' and method papers of the subjects including English, Hindi, History, Geography, Mathematics and Civic. Also there was programme of practice teaching. The author taught few units of the paper 'Teacher Education'. The author guided and checked assignments in every semester on papers and units taken by him. He also guided the teacher-students in seminar presentation in second semester. He guided them in the practicum of achievement test in third semester.

First time the author faced problems to teach due to different cultures and different practices in the college. During teaching he tried to understand their practices and to improve. He got that multimedia process was useful to teach them. He got that depth in subject matter and mastery in language and right skills were necessary to teach them. He also got that providing good study materials with simple language was important for their study. During teaching-learning the students were quest for real and practical examples. Therefore it was necessary to keep ready relevant examples which would be matched with their level of intelligence and culture.

He got that sometimes the tribal students wouldn't understand the ideas and culture of plan. It was important to understand the culture, bringing up, education, level of intelligence, level of achievement and expectation of the students to teach them. Proper planning and preparation were most important for teaching and to guide in other activities.

The author participated in picnic with the students and enjoyed. There were delicious items for lunch and tiffin, also various games for entertainment. He participated in fire safety camp organised in the college. He also attended in fresher's welcome ceremony. He attended in teachers' day celebration. Also he participated and cooperated in different activities of the college. He noted that their cultures and cultural programmes were highly influenced by western cultures.

The performance and values of the teacher-students

The teacher-students were good in English and Hindi. The level of achievement and intelligence of them were moderate. Easily they would get the simple concepts. But they would fill difficulties to understand the complex and abstract concepts. It was difficult to input something new ideas to them, other hand if any idea was got by them, it was too difficult to remove or to change that one. They would like particular notes and study materials, and without them they would not fill comfortable to study and to write in examination. But their performance was good in examinations and in different activities. Most of the students would get good marks in the examinations external and internal. They would teach nicely in teaching programmes which indicate their good attitude, knowledge and skill in teaching. Their presentations in seminars and programmes were nice. The students were less interested in classes and more interested in co-curricular activities such as picnic, dancing, singing, playing, travelling, etc. They were respectful to the teachers and authority.

Conclusion

The author got good experience in that college. He learned from teachers, teacher-students and teaching. He got his problems and tried to solve. He got how to teach successfully, how to interact and how to cooperate. He faced institutional and administrative problems, he got knowledge about them, got how to struggle with them and how to solve them. He learned the local languages something and enjoyed.

He is grateful to the college authority, to the colleagues, to local authorities and to local peoples for their help and cooperation. He got help, cooperation, love and respect from the teacher-students. He is grateful to them, he loves them and proud of them for their simplicity, pure heart and talent in different activities.

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