

Elementary Teacher Education Programme in Ukhrul District of Manipur

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Abstract

The Present Paper attempts to study the need and significant of Elementary Teacher Education Programme in the District Institute of Education and Training at Ukhrul District of Manipur, India. Descriptive – survey method was adopted as the methodology of the study. From an in depth study, it came to identified that the question of quality education can only be achieved by a well trained and experience teachers. There was a question of increasing the ratio of teacher-trainee and the need of taking special incentive measurement to the trained teachers so as to enable for implementing a grass root of achieving quality education through the programme of Elementary Teacher Education in the district in particular and the state as a whole.

Key words: Education, Elementary Education, Teacher Education.

1. Introduction

India strives to achieve Universal enrolment and retention of children upto 14 years of age and substantial improvement in the quality of education. The improvement of quality of elementary education will depend largely on the quality of the teacher education. Teacher Education is an integral component of the educational system. It is intimately connected with society and is conditional by the ethos, culture and character of a nation. The constitutional goals, the Directive Principle of the State Policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programme need to be viewed. It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since teachers play a major role in the education of children, their own education becomes a matter of vital

concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. It is also acknowledge that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. "Education has continued to evolve, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time." These words of the National Policy on Education (NPE), 1986 subsequently revised in 1992 give direction to India Education. The policy further emphasized that, "The Government of India (GOI) will also review every 5 years, the progress made and recommend guidelines for further development". During these years, large scale and far reaching developments as well as changes have taken place on the national and international seines in social, economic, cultural scientific and technology spheres as well as in information and communication technologies. These developments have affected education including teacher education. Taking a serious note of these developments, agencies responsible for education from nursery to tertiary and professional education have reviewed/revised their programme and courses of study. The National Council for Teacher Education (NCTE) has to initiate suitable measures to make teacher education at various levels responsible to such developments as well as to quality concerns in future. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can not only meet the demand of the system, but also function as a bridge between schooling and higher education. It has to meet two demands: (a) challenges of the education system including higher education and (b) the ever changing demands of the social system and as a process of the social system. The role of teacher education as a process of nation building in universally recognized. Its objective is man making and producing enlightened citizens. But teacher education in India because of its history and also due to various factors beyond its control has by and large been confined to school education only. India's political and social life is passing through a phase which posses the danger of erosion to long accepted values. The goals of secularism, socialism and professionals ethics are coming under increasing strain. To make teacher aware of this menace, teacher education need to devise new strategies for enabling to address this task. Teachers learn this act through pre-service teacher education programme. A week programme of teacher education cannot serve this purpose. The status of

teachers reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teacher. The quality of education can be improved from the grass roots level i.e. elementary stage. Considering the needs and importance of elementary education as it is the foundation and grass root of all educational system, it is very important to develop such system of education. In order to impart the basic foundation of a good citizenship training it is the foremost task and basic requirement for the teachers to be 'trained'. So, it is very important and highlight to discuss the need and importance of teacher training programme of the elementary stage of education. The elementary teacher education programme is meant for preparing teacher for elementary schools viz- primary, middle and high schools. Any untrained teacher of an elementary school is eligible for admission into the course. Selection of student teacher is done by SCERT. The National Council for Teacher Education (NCTE) of the Government of India has formulated norms and standards to be followed in the implementation of the elementary teacher education programme throughout the county.

DIETs have been set up in all districts of Manipur except Imphal East district under the Government of India to provide elementary teacher education in the State. The DIET, Ukhrul was established during 2002-03. It is recognized by NCTE and it offers six-month certificate course in Elementary Teacher Education (C.E.T.Ed.) for in-service teachers in the district. There is a provision of two-year Diploma Course in Elementary Teacher Education (D.E.T.Ed.) for pre-service elementary school teachers. The performance of the DIET, Ukhrul has been examined with reference to N.C.T.E norms and standards and as per guidelines of Ministry of Human Resource Development (MHRD), New Delhi. The duration, intake, curricula and syllabus of in-service course is found adopted as per norms of the NCTE.

2. Statement of the Problem :

Elementary Teacher Education Programme in Ukhrul District of Manipur, India.

3. Objective of the Study :

- (1) To study the growth and development of Elementary Teacher Education programme conducted in DIET, Ukhrul district.
- (2) To study the nature of Elementary Teacher Education programme facilitating in DIET as per NCTE norms.
- (3) To study the ways and approaches of improving Elementary Teacher Education Programm in DIET Ukhrul District of Manipur.

4. Hypothesis of the study :

The study is a historical which is based on the descriptive methods need not uses the area of the hypotheses of the study. It mainly concentrated on the growth and development, nature and facilities of the elementary teacher education programme in Manipur with special reference to Ukhrul District of Manipur.

5. Methodology of the Study :

The study is a descriptive method which is based on primary and secondary sources of gathering information. All the historical records, data, journal, books, opinionnaire are usually employed in the study. Personal discussion, Interview and suggestion are also taken from the resources and related persons who had a keen experiences in the field.

6. Main Findings :

The question of quality Education can only be achieved by a well trained and experience teachers. As education is a bipolar process of teacher students interaction, for the training of teachers of all stages of education, elementary is the basic or the fundamental of all. As it is the grass root level of all system of education in relevant of the study, lectures have been discharging their normal duties regularly for achieving expected objectives of elementary teacher programme in the Ukhrul district of Manipur. Further, there are orientation programme of in-service elementary school teachers as yet to update the teaching skills. The teaching and non-teaching basis as per norms is appointed on full time and regular basis as per norms. A part time clinic and a multipurpose educational laboratory with psychology have not been set up so far.

7. Educational Implication :

The programme of Elementary Teacher Education is now implementing as a grass root for achieving the quality education in the Ukhrul district. But, the teacher-trainee ratio is not increasing as there is no special incentive measures/prize in addition to the provision of trained scale of pay among the in-service teachers coming from the far flung areas of the district.

8. Suggestions for improvement:

To conclude, DIET, Ukhrul needs revitalization in its mandatory duty of providing training and resource support to elementary education, both formal and non-formal, and also adult education system at the grass root level in the educationally, backward hill district of Manipur. Keeping this in mind, the following suggestions are made –

- 1) Efforts should be made for full utilization of the intake capacity of in-service courses offered in DIET, Ukhrul.
- 2) Government may take steps to notify Recruitment Rules for the posts of principals and lecturers of all DIETs as per NCTE norms as soon as possible.
- 3) The teaching and non-teaching staff may be appointed on full time and regular basis as per norms.
- 4) The library of DIET, Ukhrul may be strengthened by procurement of more books and journals on different disciplines.
- 5) A multipurpose educational laboratory with psychology and science section and a workshop may be set up. The computer system may be upgraded to meet the requirements of these laboratories.
- 6) A part-time clinic may be set up for providing health care service.
- 7) More continuing educational programme may be undertaken to update skills of elementary teachers in the district, state and national level.
- 8) Special incentive prize may be given to the teacher-trainee who attended the classes most regularly.

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