

SECONDARY TEACHER – EDUCATION IN DISTANCE LEARNING IN MANIPUR

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Abstract :

In Manipur, the total number of 2.92% of Male and 2.45% Female teachers served from primary upto higher secondary schools received in-service training according to 2013-14 report. There is a wide gap between the intake capacity of the existing training institutes and the actual trained teachers requirement. The large backlog of underqualified and untrained teachers in the State is really a big problem and concerted efforts have to be made by all concerned to liquidate this backlog. Subsequently, the question of 'Teacher-Education in Distance Learning' arises to fulfill our national goal of Quality Education.

Keywords: Education, Teacher, Trained Teacher, Untrained Teacher, Distance Learning.

Introduction :

Manipur is located in the extreme North-Eastern border of the Indian Union. It is surrounded on the East by Upper Myanmar, on the West by Cachar district of Assam, on the North by Nagaland and on the South by the Chin hills of Myanmar and Mizoram. Manipur has a total borderline of about 854 km of which 352 km are International boundary line with Myanmar to the South-East. This state is situated in between 23.80°N-25.68°N latitudes and 93.03°E and 94.78°E longitudes. The Tropic of Cancer passes to the south of Manipur at a distance of about 38 km from its southern boundary. Being a hilly region, Manipur is at an elevation varying from 790 meters to 2020 meters above the mean sea level.

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In Manipur, the seed of the new form of Education or English Education was first sown by the Captain Gordon when he founded a primary education centre in Manipur of the 19th Century. The literacy rate in Manipur has gone up from 11 percent in 1951 to 76.94% in 2011. In the State, the rate of male literacy was as high as 83.58 percent while rate of the female literacy stood at 70.26% in 2011. The literacy rate is very high in the Imphal West district with 86.08 percent and the Senapati district as the lowest with 63.60 percent. A clear picture of the literacy rate of Manipur according to the 2011 census is shown in the following table :

TABLE :1
LITERACY RATE OF MANIPUR, 2011 CENSUS

Sl. No.	State/Districts	Literacy Rate		
		Person	Male	Female
1.	Bishnupur	75.85	85.11	66.68
2.	Chandel	71.11	77.78	63.96
3.	Churachandpur	82.78	86.97	78.50
4.	Imphal East	81.95	88.77	75.32
5.	Imphal West	86.08	92.24	80.17
6.	Tamenglong	70.05	76.09	63.69
7.	Thoubal	74.47	85.00	64.09
8.	Senapati	63.60	69.21	57.67
9.	Ukhrul	81.35	85.52	76.95
	Manipur	76.94	83.58	70.26

Table.1. Source : GOM, Economic Survey of Manipur 2011, Imphal : Directorate of Economics and Statistics GOM, Page 147

In Manipur, the need for giving training to the teachers was felt by about 1906. Teacher-Education was started around this time, the Department of Education organized a Training Course for primary school teachers of 4 months for the improvement of the method of Teaching. Normal Training Institute at Imphal was started in 1952-53 for the primary and middle school teachers. The Normal Training School was substituted by the Basic Training for Teachers in the State. The Basic Training College was established in 1961 in the premises of the Dhanamanjuri College (D.M.) Imphal. The name of the college was changed to Post Graduate Training college on 15th September, 1972 and with effect from 17th January 1997. The college was again renamed as D.M. College of Teacher-Education. The college has been affiliated to the Gauhati University

till the coming up of the Manipur University in 1980. The college enjoys the status of being the lone Government Teachers Training College in the entire State. For imparting training to Hindi Teachers, the Government of Manipur established Hindi Teachers Training Institute in 1953 and Hindi Teachers Training College in 1975. Apart from the Government Teachers Training Institute, there are privately run institutions which also actively involved in giving training to the teachers with the ultimate aim of quality education in the State.

Sl. No.	Name of the College	Address	Types
1	D.M. College of Teacher Education	Imphal	Government college
2	Government Hindi Teachers Training College	Imphal	Government college
3	Kanan Devi Memorial College of Education	Pangei	Permanently affiliated Private College
4	R.K. Sanatombi Devi College of Education	Imphal	Permanently affiliated Private College
5	Th. Ibotombi Institute of Teacher Education and Training.	Bishnupur	Private affiliated college
6	Trinity Teachers Training College	Koirengei	Private affiliated college
7	Institute of Rural Education (RIE)	Wangjing	Private affiliated college
8	Slopeland College of Teacher Education	Khongjom	Private affiliated college
9	Ibotombi Institute of Education	Canchipur, Imphal	Private affiliated college
10	Department of Teacher Education, Manipur University	Canchipur, Imphal	Manipur University Department
11	S. Kula Women's College, Department of B.Ed.	Nambol	Private affiliated college

Source: Directorate of University and Higher Education, Government of Manipur, 2016.

In Manipur, the total number of teachers who served in the high/higher secondary schools are 14,869 of which 4,520 are in the hill and 10,352 in the valley respectively. A clear figure of the total number of teachers in Manipur, 2009-10 is shown in the following Table :

TABLE :2
NUMBER OF TEACHERS IN MANIPUR, 2009-10

Sl. No.	District/ State	Pre. Primary/Primary/Junior Basic/Upper Junior Basic Schools	Middle/Junior High/Senior Basic Schools	High/Higher Secondary School.
1.	Senapati	1,294	1,096	1278
2.	Tamenglong	890	273	545
3.	Churachandpur	797	987	1,517
4.	Chandel	567	370	340
5.	Ukhrul	624	453	840
	Hill	4,172	3,179	4,520
6.	Imphal East	1,009	1,042	1957
7.	Imphal West	1,296	1,307	5510
8.	Bishnupur	647	869	1,298
9.	Thoubal	827	887	1,587
	Valley	3779	4,105	10352
	Manipur	7951	7,284	14,869

Source : Directorate of Education (School), Government of Manipur, Directorate of Economics and Statistics , Page 114.

With the total number of teachers of 14,869 and the present existing Teachers Training Institutes in Manipur provides in-service training of about 5.37 percent only according to 2009-10 Report. In other words, the percentage of teachers who received in-service training is relatively low with 9.96% in primary, 4.97% in Primary and Upper primary, 4.43% in Upper Primary, 8.61 in Upper Primary with Secondary and Higher Secondary, 2.19 in Primary with Upper Primary and Secondary, 4.38 in Upper Primary with Secondary respectively.

At this rate of producing Trained Teachers in Manipur, it would take 45-50 years to clear a huge backlog of untrained and underqualified teachers through the conventional system of Teacher-Education therefore, 'Teacher-Education in Distance Learning' arises in order to clear a

huge backlog of untrained and under-qualified teachers in the State within a short span of time. It is the right time to undertake such incentives without which it would be quite hard to realize the dream of 'Quality Education' in the State.

Objective :

To examine the contribution of Distance Learning - B.Ed. programme of IGNOU in order to overcome the problem of a huge backlog of untrained and under-qualified teachers in the State within a short span of time.

Methodology :

According to the need and requirement of the present study, Descriptive – Survey method of research has been adopted.

Discussion :

Although the percentage of untrained teachers has been coming down, the backlog of untrained teachers is considerably high. This situation is likely to deteriorate the coming years in the expansion of Education. Unless steps are taken to augment the supply and recruitment of trained teachers, the quality of school education leaves much to be desired.

Keeping in view of the special circumstances and the large backlog of untrained teachers, Indira Gandhi National Open University (IGNOU) run B.Ed. programme as per NCTE guidelines. In other words, to overcome the questions of huge pressure of admission, various related problems of the in-service untrained and under-qualified teachers, the opening of distance education for B.Ed. under the IGNOU study programme arises.

In Manipur, distance education came after 2 (two) years of the establishment of IGNOU in India (1985). The first distance education study centre was opened in the Manipur University, Canchipur. Diploma in Management was the first course offered in the study centre. The Regional Centre of IGNOU was established in December 2000, which is now at the premises of the R.K. Sanatombi Devi College of Education, Asha-Jina Complex, North AOC, Imphal. So, far as, there are 25 (twenty five) IGNOU study centres, under the Regional Centre, Imphal which offered different courses in different disciplines.

D.M. College of Teacher Education, Imphal which is located in the D.M. College Campus is the only study centre which comes under the jurisdiction of Imphal Regional Centre, IGNOU. The programme is specially designed for the secondary school teachers.

The study centre at D.M. College of Teacher Education was established on October, 20th, 2001. The programme provides the possible opportunities to all in-service teachers who urged to study B.Ed. course.

IGNOUR STUDY CENTRE IN MANIPUR

Sl. NO.	Host Institution of IGNOU Study Centre with Code no.	Location of the Study Centre
1.	Manipur University Code-1701	IGNOU Study Centre, Manipur University, Canchipur – 795003, Imphal
2.	Churachandpur Government College Code – 1702	IGNOU Study Centre, Churachandpur, Govt. College – 795128, Churachandpur.
3.	Presidency College, Motbung, Code – 1703	IGNOU Study Centre, Presidency College, Motbung – 795107, Senapati.
4.	Sentinel College, Ukhrul District, Code – 1704	IGNOU Study Centre Sentinel College, Ukhrul District – 795142, Ukhrul.
5.	All Manipur Mentally Handicape Persons Welfare Association, Code -1720P	All Manipur Mentally Handicape Persons Welfare Association, Imphal.
6.	D.M.College of Teacher Education(DMCTE) Code -1708P	IGNOU, D.M.College of Teacher Education(DMCTE), Imphal
7.	DIET Centre, Code - 1710P	DIET Centre, Churachandpur.
8.	Don Bosco College, Maram, Code-1706	IGNOU Study Centre, Don Bosco College, Maram, Senapati District, Senapati.
9.	Jiribam Higher Secondary, Code-1709	IGNOU Study Centre, Jiribam HigherSecondary-Jiribam,
10.	Kangleipak Medical & Nursing Institute, Code -1719P	Kangleipak Medical & Nursing Institute, Khurai, Imphal
11.	Krishi Vigyan Kendra, Code – 1918P	Krishi Vigyan Kendra, Thoubal.
12.	Krishi Vigyan Kendra, Code – 1716P	Krishi Vigyan Kendra, Henbung, Senapati
13.	Moirang College, Code - 1715	Moirang College, Moirang, Bishnupur.
14.	Mt. Everest College, Code - 1712	Mt. Everest College, Senapati.
15.	Nupi Khunai, Code –C170001	Nupi Khunai, Oinam, Imphal
16.	Regional Institute of Medical	Regional Institute of Medical Sciences, Imphal

	Sciences, Code -1722P	
17.	Regional Tasar Research Station, Code – 1714P	Regional Tasar Research Station, Mantripukhri, Imphal.
18.	SDDC, Code –C170003	SDDC, Senapati.
19.	SPATIC Society of Manipur, Code -1721P	All Manipur Mentally Handicape Persons Welfare Association, Imphal
20.	SWEAR, Code – C170002	SWEAR, Athokpam, Thoubal.
21.	Tamenglong Higher Secondary School, Code - 1711	Tamenglong Higher Secondary School, Tamenglong.
22.	United College, Code - 1713	United College, Lambung, Chandel.
23.	Krishi Vigyan Kendra, Code – 1717P	Krishi Vigyan Kendra, Utlou, Bishenpur.
24	D. M. College of Science, Code - 1707	IGNOU Study Centre, D. M. College of Science, Imphal.
25.	Thoubal Govt. College, Code - 1705	IGNOU Study Centre, Thoubal Govt. College, Thoubal

Source : IGNOU, Regional Centre, Imphal

Conclusion and Suggestions :

From the investigation, it has been found that B.Ed. programme of IGNOU in the State shows its significant performance in all aspects which are actively involving with the ultimate aim of all trained and qualified secondary school teachers.

Certain remedial measures and recommendations are formulated for the rapid growth and development of Teacher-Education in the school of Education, IGNOU. Some of them are –

- 1) Provision for pre-service candidates.
- 2) Curriculum should be changes accordingly in order to meet the need and demand of school education of different Boards.
- 3) To reduce the number of Essay type and the introduction of objective type questions.
- 4) Special arrangement regarding the practice-teaching programme.
- 5) Library facilities should be enhanced.
- 6) To introduce more avenues of Teacher-Education in the State.

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