

Problems and Prospects of Teacher Education at Secondary Stage in Imphal East District ,Manipur

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Abstract

The present paper attempts to study about the problems and prospects of Teacher Education at Secondary stage in Imphal East District of Manipur. Descriptive-survey method was employed in the study. The investigator used 60 student – teachers and 15 teacher – educators through stratified random sampling technique. Self-designed Questionnaire was used for measuring the attitude and opinion of the student – teachers and the teacher – educators towards the teacher training colleges. Chi-square was employed as the statistical technique in the present study. From the study, it draws the conclusion that there exists differences in the opinion and components of the student – teachers and teacher – educators towards the Teacher – Education in Imphal East District of Manipur

Keywords

Education, Problems and Prospects –
Teacher – Education.

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1. Introduction

Education is the process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the continuous development of learners' potentialities, the strengthening of their skills and the fostering of positive interest, attitudes and values. As such, all progressive societies have recognized and committed themselves to the Universalization of Elementary Education with the explicit aim of providing "Quality Education of All".

For improving the quality of education, the teacher play an important role in the educational enterprises. It has been rightly observed that no people can rise above the teacher. This statement focusses in the crucial role of the teaching community in making teacher organization successful. The above fact has been stated and restated by the commission and committee on teacher education appointed from time to time. The

National Policy on Education 1986 (NPE, 1986) emphasized the need for qualitative improvement in education, several programmes have been undertaken to implement the policy. The scheme provided for –

- (a) setting up of District Institute of Education and Training (DIETS) for providing academic and resource support to elementary level teachers and non-formal and adult education instruction.
- (b) Upgradation of the existing Teacher Training Colleges as colleges of Teacher Education (CTEs) and development of Institute of Advanced Studies in Education (IASEs). In 1992, the National Policy on Education (1986 updated) has emphasized Teacher Education as a continuous process, its pre-service and in-service component being inseparable. The National Council for Teacher Education (NCTE) has in this context, brought out a curriculum framework for quality teacher education (1998) which attempts to develop a teacher profile.

In India, Teacher Education began in the last part of the 17th century where in Manipur, it was introduced in the later part of 19th century. Beginning of training to the primary and Middle School teachers in the State was made in 1952-53, by starting Normal Training Institute at Imphal. Before this, the teachers were sent on deputation for training outside Manipur. In 1959, Government of Manipur opened B.T. Classes in D.M. College and to prepare more trained teachers for Secondary Schools. Later on, it was converted into a full-fledged Training College (P.G.T. College) under Guwahati University in 1972. Later on, the affiliation was done by Manipur University in 1980. After this, 6 more Secondary Teacher Training Institutes were established under private management as – Kanan Devi Memorial College of Education (KDMCE), R.K. Sanatombi Devi College of Education (RKSDCE), Trinity Teacher Training College (TTTC), Rural Institute of Education and Teacher Education (RIE), Thokchom Ibotombi Institute of Teacher Education and Training (TIITET).

2. Statement of The Problem

Problems and Prospects of Teacher Education at Secondary Stage in Imphal East District of Manipur.

3. Objectives of The Study

1. To study the historical background of Teacher Education in Manipur.
2. To find out the difference of opinion between the male and female student-teachers of Teacher Education.
3. To find out the difference of opinion between the male and female teacher-educators of Teacher Education.
4. To find out any difference of opinion between the pre-service and in-service of the student-teachers.
5. To examine the institutional components namely – Infrastructure, facility, admission, curriculum, Management, Classroom-interaction, Library, Teaching aids, Practice-teaching, Co-Curricular activities, Evaluation and examination etc.
6. To find out the remedial measures and suggestions for future development.

4. Hypotheses of The Study

1. There is significant difference of opinion between male and female student-teachers of Teacher – Education in Imphal East District of Manipur.
2. There is significant difference of opinion between male and female teacher – educators of Teacher-Education.
3. There is significant difference regarding the opinion between male and female pre-service student-teachers of Teacher-training colleges.
4. There is significant difference regarding the opinion between male and female in-service student-teachers of Teacher-training college.
5. There is significant in the components such as infrastructure, management, admission, curriculum, classroom situation, aid, library, practice-teaching, lesson-plan, co-curricular activities, examination etc.

5. Methodology of The Study

Normative – survey method is employed in the present study.

6. Sample

The investigator selects 60 teacher – trainees – 30 in-service and 30 pre-service (15 male and 15 female each) and 5 teacher – educators (2 male and 3 female) respectively through stratified sampling technique.

7. Tool used

Self – designed questionnaire for student-teachers consisting of 100 items and 50 items for teacher-educators which seek to answer either “Yes/No” is used in the present study.

8. Statistical Technique used

In the present study, chi-square (X^2) is employed as the statistical technique.

9. Analysis and Interpretation

Table – 1

Student – Teachers (Male-Female) Of Teacher Education.

Sl. No.	College	Gender	1	2	3	4	5	6	7	8	9	10	Over all Mean
1	KDMCE	M	63	59	74	75	88	69	82	87	82	53	73
		F	61	56	78	76	87	73	78	84	73	65	73
2	RKSDCE	M	68	74	83	77	89	83	88	96	86	74	81
		F	70	69	82	81	91	86	92	94	86	78	83
3.	TTTC	M	46	51	71	61	85	61	81	83	72	62	67
		F	42	48	70	56	90	60	84	82	70	57	66

$$X^2 = 18.47$$

Here,

M = Male, F = Female

KDMCE -- Kanan Devi Memorial College of Education,

RKSDCE -- R.K. Sanatombi Devi College of Education,

TTTC -- Trinity Teacher Training College,

1 – Infrastructure, 2 – Management and Administration,

3 – Admission, 4 – Curriculum, 5 – Classroom situation,

6 – Library, 7 – Lesson Plan, 8 – Practice-teaching,

9 – Co-curricular activities, 10 – Examination.

Table – 1: Shows that there is some different responses i.e. 18.47 in infrastructure, management and administration, admission, curriculum, syllabus, classroom-situation, library, lesson plan, practice teaching, co-curricular activities and examination, in the overall, the RKSDCE student-teachers (male and female) give highest satisfaction in comparison with other colleges followed by KDMCE student-teachers and then by TTTC trainees respectively.

Therefore, the hypothesis is rejected. It reveals that there is no significant difference among the male and female student-teachers of the Teacher Education.

Table – 2

Teacher – Educators (Male-Female) of Teacher-Education

Sl. No.	College	Gender	Items					Over all Mean
			1	2	3	4	5	
1	KDMCE	M	70	95	85	65	60	75
		F	60	90	83	63	60	71
2	RKSDCE	M	75	100	90	85	65	83
		F	74	100	91	74	66	81
3.	TTTC	M	40	86	80	60	55	64
		F	37	80	77	57	53	61

$$X^2 = 13.47$$

Here,

KDMCE -- Kanan Devi Memorial College of Education,

RKSDCE -- R.K. Sanatombi Devi College of Education,

TTTC -- Trinity Teacher Training College,

M = Male, F = Female

1 – Facilities, 2 – Teaching Methods,

3 – Co-curricular and extra-curricular activities ,

4 – Evaluation and Examination, 5 – Job satisfaction.

Table – 2 Shows that there is some different responses have been taken i.e. 13.47 in facilities, teaching method, co-curricular and extra-curricular activities, evaluation and examination and job satisfaction. In over all categories, male and female teacher of RKSDCE give highest satisfaction in their college in comparison with other college teacher-educators.

Therefore, the hypotheses is rejected. In short, there is no significant difference in the opinion of male and female teacher-educators.

Table – 3

Pre-Service Student-Teachers (Male and Female) of Teacher Education

Sl. No.	College	Gender	1	2	3	4	5	6	7	8	9	10	Over all Mean
1	KDMCE	M	66	62	76	76	92	68	80	88	84	45	74
		F	62	58	80	80	90	72	76	86	74	55	73
2	RKSDCE	M	70	72	84	76	94	84	94	96	86	74	83
		F	73	68	82	79	95	88	96	96	88	80	85
3.	TTTC	M	46	57	75	68	86	61	86	89	78	51	70
		F	40	51	73	59	92	58	80	85	72	59	67

$$X^2 = 26.32$$

Here,

KDMCE -- Kanan Devi Memorial College of Education,

RKSDCE -- R.K. Sanatombi Devi College of Education,

TTTC -- Trinity Teacher Training College,

M = Male, F = Female,

1 – Infrastructure, 2 – Management and Administration,

3 – Admission, 4 – Curriculum, 5 – Classroom situation,

6 – Library, 7 – Lesson Plan, 8 – Practice-teaching.

9 – Co-curricular activities, 10 – Examination

Table – 3 Shows that there is 26.32 in infrastructure, management and administration, admission, curriculum, classroom situation, library, lesson plan, practice teaching, co-curricular activities and examination. In over all categories, the RKSDCE pre-service student-teachers (male and female) give highest satisfaction in their college in comparison with other colleges.

Therefore, the hypothesis is rejected. It reveals that, there is no significant difference among the male and female pre-service student-teachers of the Teacher-Education.

Table – 4**In-Service Student-Teachers (Male and Female) of Teacher Education**

Sl. No.	College	Gender	1	2	3	4	5	6	7	8	9	10	Over all Mean
1	KDMCE	M	61	56	72	73	84	70	84	86	80	60	73
		F	60	54	76	70	84	74	80	82	72	77	73
2	RKSDCE	M	66	76	82	78	84	82	82	96	86	74	81
		F	67	70	80	83	87	84	88	92	84	76	81
3.	TTTC	M	47	49	66	59	88	63	87	70	65	68	65
		F	44	45	67	53	88	62	88	79	68	55	65

$$X^2 = 23.79$$

Here,

KDMCE -- Kanan Devi Memorial College of Education,

RKSDCE -- R.K. Sanatombi Devi College of Education,

TTTC -- Trinity Teacher Training College,

M = Male, F = Female,

1 – Infrastructure, 2 – Management and Administration,

3 – Admission, 4 – Curriculum, 5 – Classroom situation,

6 – Library, 7 – Lesson Plan, 8 – Practice-teaching,

9 – Co-curricular activities, 10 – Examination.

Table – 4 : Shows that there is 23.79 in infrastructure, management and administration, admission, curriculum, classroom situation, library, lesson plan, practice teaching, co-curricular activities and examination. In over all categories, the RKSDCE in-service trainees (male and female) give highest satisfaction in their college in comparison with other colleges.

Therefore, the hypotheses is rejected. It reveals that, there is no significant difference among the male and female in-service student-teachers of Teacher-Education.

Table – 5
Components of the Institutions

Sl. No.	College	1	2	3	4	5	6	7	8	9	10	Over all Mean
1	KDMCE	62	58	76	75	88	71	80	86	78	58	73
2	RKSDCE	69	72	82	79	90	85	89	95	86	76	82
3.	TTTC	44	50	71	59	88	61	84	81	71	57	67

$$X^2 = 7.59$$

Here,

KDMCE -- Kanan Devi Memorial College of Education,

RKSDCE -- R.K. Sanatombi Devi College of Education,

TTTC -- Trinity Teacher Training College,

M = Male, F = Female,

1 – Infrastructure, 2 – Management and Administration,

3 – Admission, 4 – Curriculum, 5 – Classroom situation,

6 – Library, 7 – Lesson Plan, 8 – Practice-teaching,

9 – Co-curricular activities, 10 – Examination.

Table – 5 Shows that there is 7.59 in infrastructure, management and administration, admission, curriculum, classroom situation, library, lesson plan, practice teaching, co-curricular activities and examination. In over all the RKSDCE trainees give highest satisfaction in comparison with other colleges.

Therefore, the hypothesis is rejected. It reveals that, there is no significant difference among the component of the Teacher-Education in Imphal East District of Manipur.

10. Suggestions

1. To provide computer education successfully in all Teacher Education.
2. To manage a good hygienic canteen in the college.
3. To make available Photostat facilities in the college campus as well as in the library.
4. To provide computer education in the college library with internet facilities.
5. To organize seminar, symposium and exhibition as supplement in teaching -learning process.
6. To provide separate common room for male and female trainees.
7. To provide hostel facilities for male and female trainees.
8. To provide separate playground in the college campus.
9. To provide sufficient laboratory facilities in the college.
10. Using Audio-Visual aids in the class should be compulsory.
11. To provide separate examination hall in the college.
12. To increase pay allowances of the teacher-educators from time to time.
13. To provide separate teaching staff room for male and female teacher-educators.
14. Evaluation and examination should be considered seriously.

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