

A Present Study of Teacher Education Programmes of B.Ed Colleges in Manipur

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Abstract: *The main investigation is an attempt to explore to trace out the development of Teacher Education in Manipur since Independence, to study the present conditions and status of the Teacher Education programmes with regard to Pre-service, In-service, Secondary Teacher Education, to explore the main problems of teacher education of elementary and secondary schools teachers in the State., to make suggestions for the improvement of teacher education programme. The study is undertaken in B.Ed. Colleges and of their teacher will constitute the sample of the study. For the study of the present conditions, status and problems the investigator will adopt Normative-Survey Method of research by developing appropriate tools and techniques of data collection and visiting to the institutions personally.*

Key Words: *Teacher Education, B.Ed, Teacher Educator and Student Teacher.*

INTRODUCTION

In derivative meaning the term 'Education' is the process of drawing out an individual's inherent qualities and bringing up these qualities to the level best by providing adequate method teaching and training that enable to fulfil one's need and welfare of the society. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education today is an integral part of any educational system. Teaching being both a skill and an art, was found amenable to transmission in the early years of 19th century. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. Now, teacher education is no longer limited to primary or secondary levels of teachers but extends far beyond. Teacher education is a programme that is related to the development of teacher proficiency

and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

MEANING OF TEACHER EDUCATION :

In simple words, teacher education means professional preparation of teachers. Earlier it was known as teacher training. It meant only training of teachers. But now a new conception of teacher training has developed. It is no longer training of teachers only. It is now more than that. The concept of teacher education is undergoing a rapid change or re-orientation throughout the world. It is now based on the need of the pupils and the society at large. It has now been realized that teacher education is something deeper and not more teacher training. Teacher education simply means the acquisition of that type of his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.

Dictionary of Education – C.V.Good (1973), defined teacher education as “ All formal and informal activities and experiences that help to quality a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

According to Walters.S. Monroe's Encyclopedia of Educational Research, “ Teacher Education refers to the totality of educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institution for the announced purposes of preparing persons for teaching and other educational service and or contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher's colleges and normal schools and colleges and universities”.

From the above definitions, it comes to know that Teacher Education is institutionalized

educational procedure which aims at the preparation of the profession of teaching and to make a teacher by providing sound knowledge and practices of teacher development programme.

TYPES OF TEACHER EDUCATION :

Generally, teacher education has been classified into two types, normally:

a) PRE- SERVICE TEACHER EDUCATION :

Pre- service teacher education is types of teacher education programme for the preparation of teachers provided to those eligible candidates before entering the profession of teaching and those who are not in the service.

In other words, Pre-service teacher education is provided to the new entrants to the teaching profession and includes theoretical instruction as well as practice teaching aiming at developing the necessary skills needed for doing the job effectively. It is provided to teachers for different stages of schools education. It is provided to new persons expected for becoming a teacher before they join the schools for teaching profession.

b) IN – SERVICE TEACHER EDUCATION :

In- service teacher education is another type of teacher educational programme which is provided to teachers already working in the schools and aims at improving their professional efficiency through their professional growth. In –service teacher education is also provided in the form of continuing and extension education through refresher course, workshops, seminars, orientation course. Etc. It aims at mainly to improve the professional competency and professional development for being a teacher.

KINDS OF TEACHER EDUCATION INSTITUTES :

There are different types of institutions imparted in the country. These institutions have been imparted both pre-service and in- service teacher education. These institutions are –

- a) Training Schools for Pre-primary teachers
- b) Training Schools for Primary teachers
- c) Training Schools for Undergraduate teachers

- d) Training Schools for Graduate teachers
- e) Regional Colleges of Education
- f) Training College for Integrated courses
- g) Training Institutions for Special teachers
- h) State Institute of Education
- i) State Institute of English
- j) State Institute of Science-Education
- k) Institute for Post –Graduate Teacher Education and Research
- l) Extension Services Department attached to Selected colleges of education.
- m) Teacher Education Department of NCERT
- n) Institutions for Correspondence Courses
- o) National Council for Teacher Education (NCTE)

OBJECTIVES OF THE PRESENT STUDY :

The proposed study will be confined to the following objectives:

1. To focus the development of Teacher Education in Manipur since Independence.
2. To find out the number of colleges imparted Teacher Education in the State.
3. To impart the latest knowledge of the relevant disciplines
4. To upgrade their knowledge and develop a critical awareness.
5. To make suggestions for the improvement.

DEVELOPMENT OF TEACHER EDUCATION IN MANIPUR SINCE INDEPENDENCE:

In Manipur, the need for giving training to the teachers was felt by about 1906. Around this time the Department of Education organized a training course for teachers for 4 months for the improvement of the method of teaching. Twenty Primary school teachers attended the courses, of which nine teachers passed after the completion of the course. This was the beginning of teacher education in Manipur. Giving training to the Secondary School teacher began in the year 1928, when one of the teachers of Johnstone Highschool, Imphal was deputed to undergo B.T. training outside Manipur. This marked the beginning of training programme for Secondary Schools teachers. In 1932 a seminar was organized on the methods of training various subjects and the teachers who attended the seminar were benefited.

After 1947, the State Government took keen interest in teacher training programmes. A humble beginning of training the Primary and Middle School Teachers in Manipur was made in

1952-53, by starting normal Training Institute at Imphal.

In these institutions 60 under graduate and matriculate teachers were given training. This institutions was closed down in 1955-56, with the establishment of Basic Training Institute (B.T.I) at Imphal .

So far the education of the secondary school teachers is concerned, it was done by opening B.T. section in the Dhanamanjuri College in 1959. Before this, the teachers were sent on deputation for training outside Manipur. Along with B.T. section, there was C.T.(Certificate of Teaching) classes in the composite of D.M.College , Imphal. The B.T. courses was intended for graduate teachers. C.T. course was for the undergraduate teachers. C.T. course was closed down after two years and it was absorbed as Basic Training Course in the Basic Training College which was established in 1961 at Imphal.

The B.T. classes at D.M. College were converted into full-fledged Training College (P.G.T.) . The College was affiliated to Gauhati University later on the affiliation was transferred to Manipur University in 1980.

To clear the back log of the untrained teachers in Manipur, the State Institute of Education (SIE) , Manipur, took up the task of training teachers from 1980 onwards. A sub centre for teaching- cum – correspondence B.Ed course was set up by SIE., Manipur under the Regional College of Education, Bhubaneshwor .

B.Ed elementary course has also been started

for the teachers of Primary to High school Level by SIE, Manipur from 1983. The sub centre imparts training to 250 teachers a year. The B.Ed.(Secondary) and B.Ed. (Elementary) courses run by SIC, Manipur are equivalent to the courses run by the Utkal University, Orissa. Secondary Teacher Education or B.Ed. is again affiliated to Manipur University after its establishment in 1980. Now, the state is having 6 (six) B.Ed. Colleges for providing Secondary Teacher Education to both pre-service and in-service teachers. B.Ed. teachers education has also been taken up by the IGNOU study Centre, D.M. College of Teachers Education, Imphal under distance mode to help in clearing the backlog of untrained Secondary Teachers of Manipur. For imparting training to Hindi Teachers of Primary Schools, the Government of Manipur established one Hindi Teacher's Training Institute in 1953 with the intake capacity of 40 and Hindi

Teacher's College in 1975 with the provision of giving training to 30 teachers.

Two more Secondary Teacher Training Institutions were established under private management as Kanan Devi Memorial College of Education, Pangei, Imphal East District and Thokchom Ibotombi Institute of Teacher Training at Bishnupur. The recognition of the latter institute has been withdrawn by NCTE from the academic session 2002-2003 for violation of norms. But it has

But, as the NPE(1986) emphasized to review the scheme of teacher training in every five years to assess the progress so far made and for further development, the SCERT, Govt. of Manipur has also decided to introduce the Diploma Course of 2 (two) years of the Pre-service Training in place of 1 (one) year CETEd Course in tune with the guideline and syllabus of the NCERT. So, the SCERT at its review workshop held from 14.06.1995 developed a curriculum and syllabus of 2 (two) years Diploma Course and implemented in the DIETs of Manipur from the year 1995 onwards.

The emergence of the National Council of Teacher Education (NCTE) in 1993 as a statutory body with its curriculum framework for quality teacher education (1998) and the National Curriculum Framework for School Education (NCFE) 2000 and National Curriculum Framework (NCF) 2005 envisage the teacher education programme as one of the most effective and comprehensive instrument of quality improvement in school education. Hence, the need of reviewing and updating the existing Curriculum and syllabus of Elementary Education has been felt.

Accordingly, the SCERT, Govt. of Manipur has organized workshops of Educationist and Subject Experts for development of Curriculum and Syllabus of 2-years Diploma in Elementary Teacher Education (D.E.T.Ed) / Pre-service course. The new syllabus will be introduced in DETEd course from the academic session 2008.

STATE OF COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT) OF MANIPUR

SCERT deals with teacher education programmes for elementary stage, Educational Research for quality improvement, review and development of school curriculum, text-books etc for elementary stage i.e. from classes I to VII as done in other states of India. It is a Directorate of

the Government of Manipur working as nodal agency catering to the qualitative improvement of education at the primary and elementary levels. This Directorate was originally the State Institute of Education (SIE) set up in 1973. The Institute has been kept indistinguishable from the then combined Education Directorate since 1974. It was from 1st January, the SIE has been detached from the Education Directorate and set working exclusively for quality education under the direct control of Secretary Education, Government of Manipur. The SIE has been strengthened with the opening of a Research unit and one Educational Technology Cell. In this way, a number of multifaceted programmes has been taken up by SIE for quality education as a forerunner of SCERT. There were also three other units namely, the Audio-Visual Education Unit, Guidance Unit and the Extension Unit. The Officers of these units assisted the Additional Director, SIE (appointed in 1973) in taking up a number of programmes connected with qualitative improvement of teacher education.

KNOWLEDGE-BASE OF TEACHER EDUCATION

Teacher education, Eraut argues needs a map of professional knowledge for four reasons -

- To correct the over simplified notion about teacher education that are in circulation.
- To illuminate the debate about theory - practice links and the role of experiential learning.
- To highlight aspects of knowledge that have been somewhat neglected in teacher education program.
- To shed light on the growing debate about competency -based approaches to professional standards and qualifications.

Knowledge must be seen as a means of teacher empowerment rather than of gaining power .Hammond(1997) puts it 'empowerment must occur through knowledge rather than through new controls that would enfranchise teacher at the cost of others ,especially parents ,who have a deep interest in children learning and success.

- i) Educational Technology Branch
- ii) Planning and Management (P & M) Branch

Each branch is to be headed by a senior lecturer with sufficient member of lectures depending .

B.ED COLLEGES FOR TEACHER EDUCATION IN MANIPUR

There are 10 (Ten) colleges of Teachers Education at present in Manipur excluding 1 (one) Government management including HTTI (Hindi Teachers’ Training College, Imphal) and one B.Ed. teacher education at the IGNOU Study Centre. All the ten colleges are located in the valley districts of Manipur. These colleges provide B.Ed course . Out of these ten , two colleges namely, D.M.College of Teacher Education and R.K. Sanatombi Devi College of Education have opened M.Ed. course since 2005-2006, with the intake capacity of 25 seats.

A table is showing for Teachers’ Education of Secondary School Teachers.

Table No.2

Sl.	Name of the Institutions	Year of Estd.	Management	Course Provided	Intake capacity
1.	D.M.College of Teacher Education	1972	Govt.	B.Ed., M.Ed.	150 & 25
2.	Kanan Devi College of Teacher Education	1992	Private	B.Ed.	100
3.	Thokchom Ibotombi Institute of Education & Training	1997	Private	B.Ed.	100
4.	Trinity Teachers Training College	2001	Private	B.Ed.	100
5.	R.K.Sanatombi Devi College of Education	2002	Private	B.Ed., M.Ed.	200 & 25
6	The Institute of Rural Education	2008	Private	B.Ed.	100
7	Slopeland College of Teachers Education,	2012	Private	B.Ed.	100
8	Department of Teacher Education, Manipur University,	2014 (admission started)	Govt.	B.Ed.	100
9	Ibotombi Institute of Education	2014	Private	B.Ed.	100
10	S Kula Womens College,	2015	Private	B.Ed.	50

Source – College Record.

Secondary Teacher Education programmes are taken up by the Teacher Training Colleges providing one year B.Ed. course under norms and guidelines of NCTE. The State is having ten B.Ed. Colleges for providing Secondary Teacher Education to both pre-service and in-service teachers. B.Ed.teachers education has also been taken up at the IGNOU Study Centre and D.M.College of Teacher Education to help in clearing the backlog of untrained Secondary Teachers of Manipur.

It is the over-all responsibility of the Education Department for teacher education through its agency, the SCERT. There are 8 DIETs in the State functioning under the direct control of the SCERT. There are 154 Block Resource Centres (BRCs) and 420 experienced teachers have been positioned as Block Resource Persons (BPPs), 156 Cluster Resource Centres (CRCs) functioning under the direct control of SCERT, SSA and DIETs respectively.

SUGGESTION

- **Reorganization of Courses** – Pragmatic researches should be conducted by universities to arrive at the course structure helpful for realization of the goals of teacher education.
- **Suitable Method of Teaching** – The method of teaching in the teacher education departments should inspire appreciation among other departments of the university and colleges.
- Innovations.
- Development of professional attitude.
- Co-operation of Practicing Schools.
- Proper Admission Procedures of B.Ed.
- Demonstration School.
- Planning Unit.
- Nucleus for Research.
- Provision for Funds.
- School of Education.
- Staff College.
- Supply of Reading Materials.
- Faculties of Education.
- Libraries.

CONCLUSION

Teachers need to take an active, decision-making role in their own evaluation. The main technical reason for this involvement is that teachers are in the best position to know the key indicators of impact for their own case. The education of teachers has to be considered as an integral part of the system of education. It has to focus its attention on the new role of teacher

educator. Hence education is a potent instrumentation for bridging about the desired changes in the society and teacher are to play a crucial role in this noble venture, human rights can be achieved and sustained mostly through education and training.

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