

Problems of Secondary teacher education in Manipur

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Abstract:

Education plays a vital role in the development and progress of any society. Its advancement depends upon the quality of people that inherently depends upon the prevailing education system. Teacher is an integral part of education. Teacher's education beyond academic books incorporating comprehensive pedagogy though ideal would be a desirable set up. Teacher education programme should be lay in accordance with needs and demands of society. It has to be critiqued, studied, reformed, rethought and reoriented towards the aim of holistic education. Institutes providing teacher education needs regulation so that teachers are groom properly for their role. In light of this, the secondary teacher education system in Manipur faces unique situations that poses challenges or problems. The paper also discusses remedies pertaining to these challenges in the state.

Key words: Teacher education, Quality, Challenges, Remedies

Introduction

As stated by National Council of Teacher Education NCTE (1998) in Quality Concerns in Secondary Teacher Education, "*The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.*" The Delors Report (1996) mentions the crucial role of teachers: "*Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility.*"

Teacher education occupies the base of all educational systems. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school. The success of our educational systems will be determine by the quality and nature of teacher training programmes being pursue in the teacher education institute.

Teacher Education

Goods Dictionary of Education says teacher education means, “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”

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.

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”.

It was during 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, —Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Need and Significance of Teacher Education

As the common maxim goes, “*If you educate a boy, you educate one individual. If you educate a girl you educate the whole family and if you educate a teacher, you educate the whole community,*” shows the gravity of teacher education. We are very much familiar, that the quality and extent of learner achievement are determine primarily by the teacher competence, sensitivity and teacher motivation.

Teachers’ education is expected to ensure an adequate supply of professionally competent teachers to run the nation’s school. As said in National Curriculum Framework for Teacher Education (2009), “*It marks the initiation of the novice entrant to the calling and as such has*

tremendous potential to imbue the would-be teacher with the aspiration, knowledge base, repertoire of pedagogic capacities and human attitude.” Teacher education also acts as the positive agents of the societyto act as agents of modernization, social change and development and transmittance of the national and cultural heritage” J.C. Aggarwal (2009).

The assertion that teachers are born, not made, can be true only in a few rare cases. Generally, teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have knowledge of how children grow, develop and learn how they can be taught best and how their innate capacities can be brought out and developed. The Education Commission (1964-1966) said, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measure against the resulting improvements in the education of millions.”

Quality of Teacher Education

The standard of education of a nation determines a citizen’s progress and the country’s development. Quality education given from the entire levels- primary, secondary as well as higher education, including teacher education will sustain growth and development. Thus the need arise for statutory body to look into the teacher education for quality control, for this purpose, National Council for Teacher Education, NCTE, was set up the year 1973. In December, 1993, the Parliament passed the National Council for Teacher Education Act, 1993 and accorded it the constitutional status, and in 1995, this council was reconstituted as per this act.

With increased need of quality teachers, attention is required to check the quality education given by the, Teachers Education Institute (TEIs) by quality indicators. The NCTE joined hands with the National Assessment and Accreditation Council (NAAC) through an MoU and initiated the process of assessment and accreditation of all Teachers Education Institute, TEIs recognized by it. The National Assessment and Accreditation Council (NAAC) is an autonomous body, established by the University Grant Commission (UGC) of India in 1994, to assess and accredit institutions of higher education in the country. In order to make the

entire process of assessment and accreditation of TEIs transparent, the NCTE and the NAAC collaborated and developed a customized Self-Appraisal Manual for TEIs.

Secondary Teacher Education in Manipur

Manipur felt the need of giving training to teacher in the early part of 1906. The training given by the Department of Education was of four months duration training course for teachers focusing on the improvement of the methods of teaching. Twenty Primary school teachers attended the course, of which nine teachers passed after the completion of the course. This was the beginning of teacher education in Manipur. After two decades, in the year 1928, training for Secondary school teacher begin, when one teachers of Johnstone High School, Imphal was deputed to undergo Basic Training outside Manipur.

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. This institution 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. Along with B.T. section, there was C.T. (Certificate of Teaching) classes in the composite of D.M.College , Imphal. The B.T. course 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. section at D.M. College was converted into full-fledged training college and named as P.G.T. (Post Graduate Training) College, on 15th September 1972. The College was affiliated to Gauhati University later on the affiliation was transferred to Manipur University in 1980. Subsequently on 17th January 1997, the PGT College was converted as D.M. College of Teacher Education as a member College of Dhanamanjuri Group of Colleges, which is affiliated to Manipur University. Currently, the state having fourteen (14) B.Ed. Colleges including Government Hindi Training College for providing secondary teacher education both the pre-service and in-service teachers.

The lists of B.Ed teacher education colleges are given below:

Sl. No	Name of Institute	Intake	Address	Management
1	D.M. College of Teacher Education	150	Imphal	Government
2	Kanan Devi Memorial of Education	100	Pangei	Private
3	R.K. Devi Memorial College of Education	200	Imphal	Private
4	Trinity Teacher Training College	100	Koirengei	Private
5	T.I.I.T.E.	100	Bishnupur	Private
6	Govt. Hindi Teachers' Training College	50	Imphal	Private
7	The Institute of Rural Education	100	Wangjing	Private
8	Slopland College of Teacher Education	100	Khongjom	Private
9	Department of Teacher Education M.U.	100	Canchipur	Government
10	Ibotombi Institute of Education	100	Canchipur	Private
11	S Kula Women College	50	Nambol	Private
12	The Ideal Teachers Training Academy	50	Khabeisoi	Private
13	Mt. Everest College of Teacher Education	100	Senapati	Private
14	Bethany Christian Institute	100	Churachandpur	Private

Source: NCTE website (as on 9 January 2019)

The total intake capacity of fourteen colleges is 1400 for the B.Ed. Out of these, 12 colleges are located in valley district and two in hill district. From these fourteen colleges, two colleges namely, D. M. College of Teacher Education and R.K. Sanatombi Devi College of Education have opened M.Ed. course, with the intake capacity of 50 seats.

Quality of education given by these colleges are poor when compare with the NAAC accreditation report. Out of fourteen colleges' only two colleges namely, D.M. College of Teacher Education and R.K. Sanatombi Devi College of Education participated in NAAC accreditation. It has very low percentage of NAAC accreditation colleges in the state, which may create the problem of quality teacher education.

The proposed mandatory NAAC accreditation of all teachers training institution in the country by the NCTE 2010 policy document is a giant step in the right direction. All spurious teacher-training institutions should either be close or set up suitable necessary infrastructure.

Challenges of Secondary Teacher Education in Manipur

Curriculum: The courses offered in the Teacher education programme were of general nature and did not appear to be relevant for the professional development of teachers. The theory

courses in particular have no articulation with practical world and teaching skills requirements. There was over emphasis on theory and under emphasis on practicals.

Timely completion of semester: Due to improper planning and poor management skills, completion of course in time is always not possible. The duration for each semester are not completed in time, usually it takes longer duration from the normal duration. On the larger cause, the frequent band imposed by one section after another also largely disrupts the timely completion of syllabus.

Administration Failure: Administration of Teacher Education in Manipur lack direction and vision. Quite a few teacher education colleges were not found to be having duly constituted administrative academic, financial bodies, etc. and wherever these exist, were not functioning properly.

Lack of Infrastructure Facilities: Teacher education institutions, particularly most of the private colleges were severely lacking in most of the infrastructural facilities, relating to building, equipment, library services, laboratories, hostels and sanitary services. All these facilities were inadequate in quantity and whichever facilities existed were very poorly maintained.

Defective Examination and Evaluation System: Due to poor standard of examination of paper by the inexperience teacher and insincere authority, there is still defective of examination and evaluation system. There is no standardized technique of paper setting and evaluation.

Lack of Accountability, Commitment, Competency and Performance: There is lack of accountability of teacher education in the state due to lack of commitment, competency and performance.

Inappropriate methods of teaching: In Manipur teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern classroom technologies and effective Information & communication Technology techniques is poor.

Backlog of Untrained Teachers: There is lack of clearing backlog of untrained teachers both in elementary and secondary school teachers. At this present rate of producing trained teachers in Manipur, it will take a decade to clear the backlog of teachers in Manipur due to the large number of untrained teachers. A possible suggestion is that Manipur University can open a department for correspondence education for Secondary School teachers. In addition,

the present intake capacity of the training institutes can be increase to solve the problem of backlog of untrained teachers. According to 2001 Census, there are 11283 untrained teachers at the Elementary Schools.

Accreditation by NAAC: Most of the teacher education colleges did not participate in accreditation by NAAC; only two out of fourteen colleges participate in accreditation.

Lack of subject knowledge: The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

Professional development: It is very unfortunate that professional attitude is missing from our teachers. In the present scenario most of teachers teaching is confined only to lectures and dictating notes. Their acquaintance with modern classroom devices is negligible.

Establishment of Sub-Standard Private B.Ed. Colleges: In the commercial basis more sub-standard private colleges of teacher education have been established.

Ineffective Practice Teaching or Internship: The practice of teaching conducted by the students-teacher in the practicing school is not so satisfactory and just a routine and namesake.

Lack of Service Condition of Teacher Educators of the Private Colleges: The society considered the teacher-educators working in the private colleges have low status due to low payment of salary and poor condition of the services.

Problems of Selecting Candidates for Education: There is a great problem of selecting teacher candidates both for in-service and pre-service due to insincerity of the authorities.

Lack of Library Facility: The quantity and quality of the textbooks, journals, and reference books available in the colleges' library are not satisfied by the student teachers and teacher educators.

Lack of Teachers Educators and staff: The teacher education institutes in both government and private college lack required teachers educators.

Overcoming the Challenges

Improving quality of teacher educators Engaging Quality teachers and improving their quality with continuing education efforts is needed in present scenario. According to European Commission “Teacher educators are crucial players for maintaining - and improving – the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools.” Teacher educators must be experienced and well qualified with language proficiency. A teacher needs to be a lifelong learner, similarly, teacher educator need to be lifelong learner. Teacher educator’s lifelong learning can be facilitated by continuously updating their knowledge and utilising the newly acquired knowledge in improving skills of imparting training, Professional development courses, refresher courses, short term courses and faculty development programme, workshops, seminar and conferences are useful for this purpose. MOOCs courses and some other online learning courses are other options. [1]

Maintaining Academic Uniformity- Academic and institutional uniformity across the country among teacher education institutions should be ensured and maintained with respect of duration of the programme, curriculum and structure. Ideal pupil teacher ratio of 1:8 should be followed in teacher education institutes.

Developing competency of teachers- enough to incorporate the usage of science and technology and ICT in educational activities as well as for effective learning and to apply it in teacher educations institution. [2]

Proper monitoring of private institutions- National Knowledge Commission has suggested that- „Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc. and Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.“ It is required to stop these types of institutes to become degree producing factories, on the other hand regulate the smooth operating of government and other institutions.

Encouragement to quality research teacher education European Commission rightly stated that "Developing reflective and critical competences are key objectives for teachers who need to adapt to an evolving curriculum and to changing techniques and social environments. These are key to new education practices where creativity and innovation are combined with the objective analysis of rigour and assessment of outcomes, i.e. the intended qualities of training through research." Teachers and teacher educators need to be equipped with enquiry oriented practice. Research develops the capacity, motivation, confidence and opportunity in teachers.

Proper place for co-curricular and extracurricular activities- Co-curricular and extracurricular activities are essential part of a good teacher education curriculum and these should be included in a well-planned manner. Various types of activities such as daily assembly programs, community living, social work, library organization and other curricular activities, which promote the democratic spirit of mutual appreciation, should be part of it.

Strengthening and Library facilities- Libraries are needed to be enriched with complete and comprehensive reference section equipped with e- journals, online subscriptions with a wide range of digital library facilities. [4]

Workshop, seminar, orientation programme conference and refresher course should be organised to initiate discussion and devise possible strategies to operationally the redesigned teacher education and development from time to time.

Making teacher education be available in the entire district will raise the standard of education in Manipur.

The State Government should provide some kind of special assistance to the teacher education colleges, which are not assessed by NAAC. On the basis of strength and weak areas of the college, college can improve the quality of education.

The examination system needs modifications. Good question-setter and paper examiners need to appoint to bring the quality of examination or to make it more reliable. Transparency in evaluation system is required.

Conclusion

Education being the backbone of the country development and progress, providing quality education should be a top priority. With increased evidence that quality of teachers is the most important educational resources of our country, Teacher Education Programme needs to be up graded. Teacher Education Programme has to be reviewed, reformed, rethought and reoriented according to the needs and demands of society. Moreover, the concern authorities need to be more vigilance in checking the functioning of teacher education institutes in the state. New education policies and programme should be implemented by retrospections of previous failure, so that, less error is committed in the new programme.

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