

Problems and Prospects of Secondary Teacher Education in Manipur

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Abstract: *We are now in the 21st Century and if we look back at the evolution of developments indications, it is easy to note that these are truly phenomenal. Our priority agenda today is to prepare teachers for tomorrow, tomorrow's Manipur in a national perspective. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. Teachers are instrumental in the development of positive attitudes to learning. The importance of the role of the teachers as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The present paper is to focus the important of teacher education in general and need of such education in the state of Manipur in particular, and to highlight the developmental trends to secondary teachers education programmes in Manipur and also to focus some specific general problems and prospects of teacher education imparted in the state in the 21st century.*

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I. Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honorable position in the society.

Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved. It is probably for this reason that the education commission recommends the introduction of “a sound programme of professional education of teachers”. The commission further remarks that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teacher and this trends to perpetuate the traditional methods of teaching in a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle in progress. He can be modified only by effective professional education, which will initiate the teacher to the needed revolution in teaching and lay the foundations for their future professional growth.

Teacher is a person who is engaged in the profession of teaching in any field of disciplines. According to Dictionary meaning – one who teaches knowledge or skill. Teacher education means professional preparation of teacher. Earlier it had narrow connotation. It meant only training of teachers. But now a new concept of teacher - training has developed. 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 than mere teacher training.

The emphasis is now gradually shifting from training to education. Teacher education simply means the acquisition of that type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of teacher.

The education is becoming increasingly important today, as the teacher is to face the challenges of the new educational technology. It is a fact that the teacher builds the Nation by educating the future citizen and takes a major part in the assigned responsibilities of National building and also to be a friend of philosopher and guide to the students, the teacher are to equip themselves which is of utmost importance. To enable the teacher to develop the ability to change the behavior of the people in the desirable way and to make them adjust in the ever changing society it is essential that teachers themselves are fully trained in all the sphere of life. Thus, there can be no question regarding the necessity of teacher education without education and knowledge of modern teaching techniques teachers would remain incomplete. Educational and skilled teachers are required who will master a new approaches and techniques.

Development of Secondary Teacher Education in Manipur

As early as in 1906, the need for giving training to the teachers was felt in Manipur. During that time, the Department of Education organised a training course for teachers, which was of 4 months duration for the improvement of the method of teaching. Twenty primary school teachers attended the course. This was the beginning of teacher education in Manipur.

Imparting training to secondary school teacher began in the year 1928, when one of the teachers of Johstone High School, Imphal was deputed to undergo B.T. Training outside the state. This marked the beginning of the training programme for secondary school teachers. After the 1947, the State Government looks for a 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. The Normal Training School was substituted by Basic Training Institute in 1956. Since then, the Basic Training Institute (BTI) was giving training to elementary school teachers in the state.

By 1958-59 there was one Junior Basic Training Institute and one Hindi Training Institute in the state with 80 enrolments in Basic Training and 10 in Hindi Training Institute.

The training of Secondary School teachers was done by opening a B.T. Section in the D.M. College in 1959. The B.T. course was intended for graduate teacher and Certificate in Training (CT) course was for the undergraduate teachers. 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, which was affiliated to Guwahati University on 15th September 1972. 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. After the implementation of National Policy of Education 1986, District Institute of Education Training (DIET) has been established in every district of the state to provide pre-service and in-service training to primary school teachers. Currently, the state having eleven (11) B.Ed. Colleges including Government Hindi Training College for providing secondary teacher education both the pre-service and in-service teachers.

The list of Teacher Education Colleges are given below:

Sl. No.	Name of the College	Address	Types
1	D.M. College of Teacher Education	Imphal	Government College
2	Government Hindi Teacher 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	North A.O.C. Imphal	Permanently Affiliated private college
5	Th. Ibotombi Institute of Teacher Education and Training	Bishnupur	Private Affiliated College
6	Trinity teacher Training College	Koirengei	Private Affiliated College
7	Institute of Rural Education (IRE)	Wangjing	Private Affiliated College
8	Slope Land 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	University Department
11	S. Kula Women's College, Department of B.Ed.	Nambol	Private Affiliated College

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

NAAC Accredited Teacher Education Colleges in Manipur

In Manipur, the total number of NAAC accredited teacher Education colleges in two (2) out of 11 colleges. It is very low percentage of NAAC accreditation colleges in the state, which may creates the problem of quality teacher education in the state of Manipur.

1. D.M. College of Teacher Education, Imphal, (Status- Grade-B)
- 2.R.K. Sanatombi Devi College of Education, Imphal (Status- Grade-B)

Problems of Secondary Teachers Education in Manipur

1. Lack of proper administration:

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 and wherever these exist, were not functioning properly.

2. Heavy and Overloaded Curriculum:

The teacher educators and student-teachers felt that teacher education curriculum is very heavy and overloaded. The emphasis is on academic and theoretical rather than practical side and does not address the local issues and problems faced by the school students of the state and handle them in classroom situation.

3. Defective Examination and Evaluation System:

Due to poor standard of examining of paper by the experience teacher and also insincere authority, there is still defective of examination and evaluation system. There is no standardized technique of paper setting and evaluation.

4. 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.

5. Lack of Interest of Student-Teachers in Studying and Learning

The student-teachers aim at getting a degree by any means and subsequently get a job. Majority of the students lack interest in studying and learning.

6. 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.

7. Defective Methods of Teaching:

The methods of teaching adopted in teacher education are lecture methods, dictation method, material method whether relevant or irrelevant, Xerox copying method etc. There are poor audio-visual teaching aids facilities in the teacher education institutions. Use of any ICT facility in classroom transaction was rare, though teacher educators try to give context specific examples for better understanding of students.

8. Ineffective Practice Teaching or Internship:

The practice of teaching conducted by the students-teacherin the practicing school is not so satisfactory and just a routine and namesake.

9. Competition of Giving Highest Marks of Internal Assessment:

The competition of giving highest marks of internal assessment among the teacher education colleges. The internal assessment conducted in the colleges of teacher education is also ineffective, improper and partiality affected by bias attitude.

10. Poor attendance of Student-Teachers in Private Colleges:

The student-teachers admitted to private colleges are mostly for certificate and not for reading for professional development of teaching. Due to this, poor attendance is there in the private colleges.

11. 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.

12. 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.

Suggestion for Improvements

1. Administration of teacher education in Manipur needs vision and direction.
2. Sound, constructive, clear cut and definite policies and implementation strategies are needed.
3. Reform of heavy and overloaded curriculum is urgently needed and it should be updated from time to time. As we are living in the 21st century, we need to know all the latest knowledge.

4. 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.
5. Infrastructural facilities like, building, equipment, library, laboratories, and hostels available in the teacher education colleges are needed immediate attention.
6. Making teacher education be available in the entire district will raise the standard of education in Manipur.
7. Innovative programmes of teaching method should be developed. Mock-classroom for simulated teaching and micro-teaching should be provided in very institution.
8. Teacher education colleges should be organized workshop, seminar, orientation programmes, conferences and refresher course from time to time as supplement of teaching and the teacher should be given freedom to attend such thing in order to promote their professional growth.
9. The number of textbook, journals, reference books must be expanded and separate reading room must be kept in the library.
10. 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.

II. Conclusion

Past is experience, present is experiment and future is expectation. Hence use your experience in your experiments to achieve your expectations in future in Teacher Education Programme. Quality school education cannot be thought up without quality teacher education programme. It is the teachers who in the end will change the nation of school by understanding it. Hence personal vision, institutional vision, shared vision, team learning and system thinking are the need of the hour in the Teacher Education Programme.

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