

# **DEVELOPMENT OF PROFESSIONAL EDUCATION OF TEACHERS AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS IN MANIPUR**

**Thesis submitted to the Nagaland University for the Award  
of the Degree of Doctor of Philosophy in Education**

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**DEPARTMENT OF EDUCATION  
NAGALAND UNIVERSITY  
KOHIMA CAMPUS, MERIEMA  
2016**



# NAGALAND UNIVERSITY

(A Central University Estd. by the Act of Parliament No. 35 of 1989)

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## CERTIFICATE

Certified that the thesis entitled “**Development of Professional Education of Teachers at the Elementary and Secondary School Level in Manipur**”, has been submitted by **Ms. Ranjana Mutum** to Nagaland University for the **Degree of Doctor of Philosophy**. This thesis has not been submitted so far, in part or in full for any degree or diploma to this University or any other universities.

She has successfully completed the research study within the stipulated time. The thesis is ready and fit for submission. Hence we recommend that the thesis may be placed before the examiners for evaluation.

  
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## DECLARATION

I, **Ms. Ranjana Mutum**, do hereby declare that this thesis entitled '*Development of Professional Education of Teachers at the Elementary and Secondary School Levels in Manipur*' is my own work and that all the sources I have used or quoted have been indicated or acknowledged by means of completed references.

The contents of this Thesis did not form basis for any previous award of degree to me or to the best of my knowledge to anyone else.

This Thesis is being submitted to Nagaland University for the award of the degree of Doctor of Philosophy.

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# CHAPTER I

## INTRODUCTION

### 1.1 PROFILE OF MANIPUR

Manipur, one of the States situated in the North Eastern Region of India, is an isolated hill-girt state stretching between 92°58' E to 94°45' E longitudes and 23°50' N to 25°42' N latitudes. It is a charming place encircled by nine hill ranges on all sides with a small and beautiful oval shaped valley at the centre. The state has 352 Km long international border with Burma (Myanmar) to the south-east and 502 Km long border with the adjacent states of Nagaland on the north, Cachar District of Assam on the west and Chin Hills (Myanmar) and Mizoram on the south and the south-west and Surma Tract and upper Chindwin of Myanmar (Burma) on the east. The altitude of the State above the mean sea-level varies from 790 metres to 2020 metres. It has a sub-tropical temperate climate. The annual rainfall of Manipur in 2012 was 1325.4 millimetre as against the normal rainfall 1920.7 millimetre. The State has a salubrious climate.

The word “Manipur” is being derived from the two Sanskrit words ‘MANI’ and ‘PUR’ which literally means “A Jewelled Land” or “The Land of Jewels”. Here ‘MANI’ means ‘Jewel’ and ‘PUR’ means ‘Land’ or ‘Place’ respectively. Manipur though tiny in size has a distinct history of its own. The recorded history of Manipur obtained from the State Royal Chronicle called the Cheitharol Kumbaba, which covers the period from 33 A.D. to 1890 A.D. During this period, 74 (seventy four) kings ruled the State, of which Nongda Lairen Pakhangba (33 A.D. to 154 A.D.) was the first and last was Kulachandra. Manipur was then a tiny independent Kingdom.

Manipur lost her independence to the British India in the year 1891. From 1892 onwards, it became a princely native state under the political control of Government

of British India. Accordingly, the administration of the State came under the influence of a political agent by vesting all executive powers in him. The British Paramountcy continued till 1947 in which India got independence.

According to the merger agreement signed on 21<sup>st</sup> September, 1949 between Maharaja Budhachandra, the King of Manipur and the Government of India, the state was merged into India as a part "C" State on the 15<sup>th</sup> October, 1949 and administered by the President of India through a Chief Commissioner. Manipur ceased to be a part "C" State on 1<sup>st</sup> November, 1956 and became a Union Territory under the Union Territorial Council Act, 1956. The Territorial Council consisting of 30 elected members and 2(two) nominated members was constituted on 16-08-1957. However, the Territorial Council was replaced by a Territorial Legislative Assembly of 30 members and 2 (two) nominated members from 23-07-1963. Manipur became a full fledged State within the Indian Union with a Governor as the Head of the State on 21st January 1972 and the members of the Legislative Assembly increased to 60. The first popular Ministry, after attaining statehood, was installed on March 20, 1972.

Manipur has a geographical area of 22,327 sq. Kms. which constitutes 0.7 percent of the total land surface of India. Ninety percent (90%) of the total geographical area of the state i.e. 20,089 sq. Kms. is covered by hills, the remaining area is a small valley covering only 2,238 sq. Kms and accounting for only one-tenth of the total area of the state. 67% of the geographical area being hill tract covered forests, Manipur is blessed with an amazing variety of flora and fauna. However, the most unique are the brow antlered deer- the dancing deer popularly known as 'Sangai', 'Siroi Lily' and 'Dzuko Lily'. The map of Manipur showing administrative features and structures has been shown in table no. 1.1

**Table No. 1.1**  
**Geographical Area of Manipur**

Manipur 22,327 sq. Km Hill Districts : 20,089 sq. Km. Valley Districts : 2,238 sq. Km			
Sl.No.	Districts	Area (Sq. Km)	Headquaters
1	Senapati	3,271	Senapati
2	Tamenglong	4,391	Tamenglong
3	Churachandpur	4,570	Churachandpur
4	Ukhrul	4,544	Ukhrul
5	Chandel	3,313	Chandel
Hill Total = 20,087			
6	Bishnupur	496	Bishnupur
7	Thoubal	514	Thoubal
8	Imphal East	709	Porompat
9	Imphal West	519	Lamphepat
Valley Total = 2,238			

*Source : Census of India 2011*

### **1.1.1 Administration**

Manipur having 22,327 sq. Kms. splits up naturally into two tracks – the hills and the valley area. The hill areas comprises 5 (five) districts namely – Senapati, Tamenglong, Churachandpur, Ukhrul and Chandel. The valley areas which comprises 4 (four districts) namely – Imphal East, Imphal West, Thoubal and Bishnupur. These districts are also known as valley districts of Manipur.

### 1.1.2 Demographic Features

Population of a country is its most important asset and demographic indicator. The population of Manipur as per 2011 census was 27.22 lakhs (2,721,756 persons) comprising 13.70 lakhs (13,69,764 males) and 13.52 lakhs (13,51,992 females). Population of Manipur constitute nearly 0.22 percent of the total population of India which is shown in the following table 1.2

**Table No. 1.2**  
**Population of Manipur**

Sl.No.	Districts	Population	Males	Females
1	Senapati	3,54,972	1,83,081	1,71,891
2	Tamenglong	1,40,143	71,762	68,381
3	Churachandpur	2,71,274	1,37,748	1,33,526
4	Ukhrul	1,83,115	94,013	89,102
5	Chandel	1,44,028	74,543	69,485
Hill Total		10,93,532	5,61,147	5,32,385
6	Bishnupur	2,40,363	1,20,185	1,20,178
7	Thoubal	4,20,517	2,09,674	2,10,843
8	Imphal East	4,52,661	2,25,130	2,27,531
9	Imphal West	5,14,683	2,53,628	2,61,055
Valley Total		16,28,224	8,08,617	8,19,607

*Source : Census of India, 2011*

### **1.1.3 Transport and Communication**

The state has neither railway nor navigable waterways and transport system is synonymous with road communication. The only major functional railhead linking Manipur with the rest of India is at Dimapur town of Nagaland state which is 215 kms, away from Imphal. A railhead has been extended from Silchar to Jiribam. It covers only 1.5 kms of railway line over the state Manipur. Manipur has air links with Kolkata, New Delhi, Silchar, Guwahati and Aizwal.

The state has a very poor road communication facility. Roads/Highways are regarded as arteries and veins of a state which are essential for its overall growth. The main artery of communication is the 325 kms long National Highway No. 39 connecting Imphal with Dimapur in the neighbouring state of Nagaland. From Imphal, it runs in the south-east for another 110 kms to the International border town of Moreh on the Indo-Myanmar border. Another road of considerable economic importance 225 kms long National Highways No. 53 viz. New Cachar road connecting Imphal with Silchar in Assam via Jiribam on the western fringe of the Manipur Valley.

### **1.1.4 Power**

Through power plays a vital role in the development of the state, Manipur is facing the problem of power shortage. The state contrands to be deficit in electric energy. Purchase of power from outside the state has been rising at higher rate. During the year 2009-10, the total installed capacity of power in the state was 45420 Kwh. The total availability of power from all sources was 5119.18 lakh Kwh in 2009-10 as against the estimated requirement of 7660 lakhs Kwh.

### **1.1.5 Tourism**

The state has immense scope for promotion of tourism. It has a salubrious climate exotic greenery and rich flora besides the rich culture. Keibul Lamjao National Park, the only habitat of *Brow Antlered Deer*, on the bank of Loktak lake, INA

(Indian National Army) Memorial at Moirang, Siroi National Park at Ukhrul, Loktak Lake, the biggest fresh water lake in the North-East India, Khongjom war Memorial at Khongjom and some other newly developed parks like Rose Garden, Komberei garden, Matai garden Leikol, Eco-park, Sadu chiru waterfall etc. are the major tourist spots of the state.

### **1.1.6 People**

The State of Manipur is inhabited by various ethnic communities having their own distinct cultural affinity. Those ethnic groups can be broadly classified into Meiteis, Meitei Pangals (Muslims), Naga tribes and Kuki-chin Mizo tribes. The Meiteis are the dominant ethnic group of Manipur who mostly live in the valley. The Meities mostly live in the valley. The Meities mostly follow Hindu religion and Sanamahi. The Naga tribes of Manipur are mainly the Tangkhul, the Maring, the Anal, the Monsang, the Lamkang, the Moyon, the Zemi, the Thangal, the Angami and the Senui etc. The Kuki-chin Mizo tribes of Manipur are mainly the Kom, the Puvum, the Gangte, the Paite, the Simte, the Thadou, the Vaiphei, the Sukte Tiddim chin, the Hmar, the Zou, the Ralte etc.

### **1.1.7 Language**

Manipuri language popularly known as Meiteilon is the lingua franca of all Manipuris. The different tribals have their own different dialects. However, one tribe does not know the dialect of another. Therefore, Manipuri is the medium of communication. It had been the official language as early as 33 A.D.

### **1.1.8 Rivers**

The State falls in the catchment areas of two great river systems of south-east-asia- the Ganga-Brahmaputra river system and Chindwin-Irrawaddi river system. The western half of the State falls in the catchment area of the Ganga-Brahmaputra system while the remaining eastern half, including the valley, lies in the catchment area of the Chindwin-Irrawaddi river system. The two major

divisions can be grouped into the Imphal and the Barak river systems. Almost all the rivers and streams of the valley and hills ultimately fall into these rivers. The Manipur river drains all the eastern half of Manipur including the valley to the Chindwin River" then falls into the Irrawaddi river of Burma. The western half of the State is drained by Barak river into the Brahmaputra-Ganga river system.

All the major rivers of the valley of Manipur namely the Imphal, the Iril, the Kongba, the Nambul and the Thoubal flow from north to south direction. Some of the important rivers of the hills of Manipur are Barak, the Irang (Tuilang), the Maku (Makru) the Jiri and the Maklang etc. of which the Barak is the biggest and most important.

#### **1.1.9 Lakes**

Manipur has large number of lakes. They are the Loktak, Ikop, Waithou, Kharung, Pumlun and Lousi, Sanapat etc. The Loktak lake is one of the chief and perhaps most striking features of Manipur. It has been considered the lifeline of Manipur for its importance in the socio-economic and cultural life, besides influencing the climate of the State. The lake, with an area of 104 sq.km., is the largest fresh water lake in north-east India as is considered as wetlands of International Importance (Ramsar Site) since 1990. The lake is blessed with abundant of bio-resources. A large population living in and around the lake depends upon the lake resources for its substance.

#### **1.1.10 Culture, Traditions and Sports**

Manipur has a rich tradition of art and culture and is an emerging sports power. The 'Sagol Kangjei' (Polo), an indigenous game of Manipur is now played worldwide. There are numbers of indigenous games in the State, namely Yubi Lakpi (Manipur Rugby) Khong Kangjei (Manipur Hockey), Kang,Hiyang Tannaba (Boat Race), Thang-ta, etc.

In the field of art and culture, the State is best represented by its classical and folk dances forms. Rasa Leela depicts the Leelas (sports) of Lord Krishna as a child with the Gopies (Milkmaids) of Brindavan.

Loktak lake, the largest fresh water in the North east region is also in Manipur. Keibul Lamjao National Park, the only floating National Park is the last Natural Habitat of the 'Sangai'.

Mention may also be made of some important festivals. These are:

- Lai Haraoba: a spring festival in honour of the local deities
- Yaosang (Manipur Holi): Festival of Manipuri Hindus
- Ningol Chakkouba: Feast arranged by parents and brothers to honour their married daughters and sisters.
- Heikru Hidongba: Colourful Boat Races
- Kang: Rath Yatra of Manipur
- Gan Ngai: Festival of Kabui Nagas
- Kut: Festival of Kuki-Chin-Mizo
- Chumpha: Festival of Tangkhul Nagas
- Ramzan Id: Festival of Manipuri Muslims
- Christmas: Festival of Christians

Manipur is popularly known as the powerhouse of sports.

### **1.1.11 Literacy**

Literacy rate in Manipur has increased from 11.4% in 1951 to 32.9% in 1971 and also 68.87% in 2001. The overall literacy rate of the state according to 2011 census is 79.85% of which 86.49% are male and 73.17% are females. The female literacy rate has been increased rapidly. Among the districts of Manipur, Imphal West with literacy rate 86.70 percent recorded the highest literacy rate and Tamenglong district with the lowest literacy rate at 70.40 percent. The improvement of the literacy rate in the state can be seen in the following table

**Table No. 1.3**  
**Literacy Rate 1951-2011**

Year	Person	Males	Females
1951	12.57	22.93	2.73
1961	36.04	53.48	18.87
1971	38.47	53.70	22.87
1981	49.66	64.15	34.67
1991	59.86	71.63	47.60
2001	70.53	80.33	60.53
2011	79.85	86.79	73.17

*Source : Census Report of Manipur, 2011*

**Table No. 1.4**  
**Literacy Rate by Sex for State and district (2001-2011)**

Sl.No.	State/District	Literacy Rate					
		Persons		Males		Females	
		2001	2011	2001	2011	2001	2011
	Manipur	70.50	79.85	80.30	80.85	60.50	73.17
1	Senapati	59.80	75.00	67.90	80.85	51.20	68.80
2	Churachandpur	70.60	84.29	77.90	88.34	63.10	80.13
3	Bishnupur	67.60	76.35	79.60	85.52	55.70	67.29
4	Thoubal	66.40	76.66	80.40	85.90	52.50	67.57
5	Imphal West	80.20	86.70	89.20	92.93	71.30	80.71
6	Imphal East	75.50	82.81	85.50	89.86	65.40	75.92
7	Ukhrul	73.10	81.87	80.10	86.05	65.40	77.47
8	Chandel	56.20	70.85	64.30	77.93	48.00	63.26
9	Tamenglong	59.30	70.40	68.70	76.74	49.00	63.76

*Source : Census Report of Manipur, 2011*

### **1.1.12 Educational Institute**

The western education was unknown to the Manipuris. It was only during the British rule in 19<sup>th</sup> A.D. that the western education was founded by Major General W.E. Nuthall in 1872. Captain Gordon also established a vernacular school but soon both died out. After him, another British officer, Sire James Johnstone founded a Middle English school in 1885 which was named after himself. In 1947 there were 278 primary schools and 13 middle schools. The number of teachers working in primary schools were 507 with 25,400 students. In Middle Schools there were 76 teachers. The number of middle schools was also increased to 385 in 1970-71.

Before 2011 there were 2581 Government Schools in the breakup of 56 higher secondary, 187 high schools, 310 junior high schools and 2028 primary schools. Similarly there are 604 schools in the breakup of 102 high schools, 94 junior high schools. As regards private schools the state has 827 private schools consisting of 56 higher secondary schools, 259 high schools, 431 junior schools and 441 primary schools. Private schools are almost English medium schools. There are overall 17,462 teachers working in the school education in the breakup 9638 teachers in primary schools and 7824 teachers in junior high schools according to Statistical Abstract 2011-12. At present there are 8 Navodaya Vidyalaya Schools in each district, 5 Central Schools, and 1 Sainik School.

According to the Report of CDC 2012-13 there are 84 colleges affiliated to Manipur University, 22 professional and allied courses (9 teachers educational, 3 law colleges, 4 medical and 1 each in fine arts, music management, social work, dance and physical education.)

More than 14 colleges are of general and the professional have been accredited by NAAC till 2015. There are two Central Universities, one each of technical and

non-technical and one Central University of Tribal Institute Centre. Recently one Central University of Sports and one Cultural University have been established.

At present 2015-16) Manipur University has six schools of studies including the school of medical science. The other five schools of studies are school of Humanities (Manipur Dance, English, Hindi, Linguistics, Manipuri and Philosophy). School of Human and Environment Sciences (Anthropology, Earth Science, Geography, Physical Education and Sports Science), School of Life Sciences (Bio-chemistry, Biotechnology & Life Science), School of mathematical and Physical Sciences (Adult, continuing Education and Extension, Commerce, Economics, Education, History, Mass Communication, Library and Information Science, Management Studies and Political Science). These five schools of studies constituted 27 departments. All together there are 173 faculty members in the five schools of studies and the intake capacity of the University is 1249.

## **1.2 CONCEPTUAL FRAMEWORK**

For the development of the individual, the society and the Nation, there are various professionals in different fields and areas. A professional is one who is able to acquire a fund of knowledge, range of skills and their applications in the service of humanity. A profession is based on specialised study and training which provides skilled service and the guidance for a definite purpose to a limited section of the population for a limited period of time and can be practiced independently or within an institution.

In simple words, a profession can be defined as an occupation which requires some specialised study of knowledge and advance training and learning. In the dictionary of education edited by Carter.V.Good (1973), A Profession is defined as “An occupation usually involving relatively long and specialized preparation on the level of higher education and govern by its own code of ethics”. So a profession is one of the practitioners of which a body of specialised knowledge and have undergone practical training.

A profession indicates certain specific characteristics. They are

- i) A profession renders an essential social service.
- ii) A profession renders an essential in-service training of its members.
- iii) A profession demands continuous in-service training of its members.
- iv) A profession has a clearly defined membership of a particular group, with a view to safeguard the interests of the profession.
- v) A profession involves a code of ethics.
- vi) A profession set up its own professional organisations.
- vii) A professional assures its members a professional career.

There are various kinds of profession found in human society such as medical profession, engineering profession, legal profession, social work profession, political, art and culture, profession and so on. Every profession has its own tricks, technicalities and intricacies. Modern society has full of professional men and women like doctors, teachers, engineers, singers, sportsmen, farmers or agriculturist, weavers, cobblers, barber, sweeper, washer man, carpenter, tailor, of all the above profession, teaching is the most noblest profession which is recognized by the society. The roots of all professions comes from teaching itself.

### **1.2.1 Teaching Profession**

A human society cannot be progressed without the profession of teaching and without the role of teachers. Teaching profession is that profession which equips the individual to become a maker of human resource of the society and the nation. Teaching profession is the job for teaching in which the teachers are engaged to do. It requires education and training for job role in teaching. In this profession a teacher tries to impart knowledge, develop skills and attitudes towards his students. Teaching is considered as a noble profession. Teaching as a profession implies that a candidate who has joined teaching, he should take it as a vocation that he has the aptitude of teaching. It consists of teaching aptitude, teaching skill,

social responsibility programme. These factors should be included and an awareness can be provided about the teaching profession. A knowledge of how children learn is the first essential for success of teaching and that is why teaching at present is considered as a profession. Teaching is regarded as an art. This art has to be learnt by undergoing a specific training. Every teacher is an artiste. He should have the mastery over the art. In order to do the job of teaching well, the teacher should be well convergent with the art, method, technique and skill of teaching. It is not forgettable that teaching is a noble profession which counts amongst its members the greatest and noblest figure of human history. It is the teaching profession which is helping the individuals for their growth and development fully concerning their cognitive, affective and psychomotor behaviour as to fulfil their needs and requirements of the individual in particular and society or the nation in general at large. Therefore, teaching has been accepted as the noblest profession.

The following are the characteristics of a teaching profession

- i) It essentially involves an intellectual operation.
- ii) It draws material from science.
- iii) It transforms raw material for a particular and definite end.
- iv) It possesses an educationally communicable technique.
- v) It tends towards self organisation.
- vi) It essentially performs a social service.
- vii) It involves a lengthy period of study and training.
- viii) It has a high degree of autonomy.
- ix) It is based upon a systematic body of knowledge.
- x) It has a common code of ethics.
- xi) It generates in-service growth.

### 1.2.2. Demands of Teaching Profession

In the emerging Indian society, there is a demand for a sound programme of the professional education of teachers. There is a demand for the teaching profession for the reasons stated below

- (a) A thorough knowledge of the theoretical and practical aspects of the subject contents which he has to reach;
- (b) Knowledge of the psychology of child, principles of pedagogy and class management;
- (c) Ability to communicate knowledge at the class level of intelligence;
- (d) Ability to develop and use instructional materials and audio-visual aids;
- (e) Ability to contrive and use a number of teaching devices;
- (f) Ability to plan and organise the contents of a lesson;
- (g) Capacity to find out individual needs to students and to adjust teaching;
- (h) Ability to assess and evaluate the attainments to the student by various methods;
- (i) Ability to organized, supervise and participate in extra-curricular activities of the school;
- (j) Ability to help effectively in the guidance programme of the school.

The following are the additional points which specify the demands for teaching as a profession.

- (i) Demand for qualitative improvement.
- (ii) To avoid traditional classroom practice.
- (iii) Demand for skilled help and guidance.
- (iv) Selection of subject matter.
- (v) There is demand for planned education.
- (vi) Demand for professional growth.
- (vii) For widening perspective, and
- (viii) Refreshing knowledge.

### **1.3 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 reorientation throughout the world. It is now based on the need of the pupils and the society at large. It has now been realised that teacher education is something deeper and not mere teacher training. 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 attitudes, habits and personality of the teacher.

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

According to Monroe’s Encyclopaedia of Educational Research “Teacher education refers to the totality of education 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 person for teaching and other educational services for 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, we come 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.

## **1.4 TYPES OF TEACHER EDUCATION**

Generally teacher education has been classified into two types, normally Pre-service and In-service Teacher Education.

### **1.4.1 Pre-Service Teacher Education**

Pre-service teacher education is a type 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 school education. It is provided to the new persons expected for becoming a teacher before they join the schools for teaching profession.

### **1.4.2 In-Service Teacher Education**

In-service teacher education is another type of teacher education 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 of being a teacher.

## **1.5 DIFFERENT INSTITUTES OF TEACHER EDUCATION**

The conviction that teacher improvement is the sinequanon of all educational improvement has led the central and State Government and some private bodies to take an increasing interest in all types of teacher education institution. The Central

Government has set up National Council of Educational Research and Education. The Department of Teacher Education in the council is looking after the Teacher Education Programme.

There are different types of institutions imparting teacher education.

- a) Training school for Pre-Primary Teachers.
- b) Training schools for Primary Teachers.
- c) Training schools for Undergraduate Teachers.
- d) Training schools for Graduate Teachers.
- e) Regional College of Education.
- f) Regional College of Integrated Courses.
- g) Training Institutions for Special Teachers.
- h) State Institution of Education.
- i) State Institute of English.
- j) State Institutes of Science Education.
- k) Institutes for Post-Graduate Teacher Education and Research.
- l) Extension services department attached to selected colleges of Education
- m) Teacher Education in Distance Mode (IGNOU)
- n) Teacher Education of Professional Course.

## **1.6 RETROSPECTIVE OF TEACHER EDUCATION IN INDIA**

In India, teaching has been recognised as a revered profession since the dawn of history. Besides imparting information and skills, the teachers lead and guide his students to “Supreme Knowledge”. The qualities for teachers were very high. But the teacher was not one who passed on only “inert ideas”. His ability to explain, expound, expand, re-interpret ancient knowledge in the light of his own experience was constantly tested in open parishads. There was no formal of training nor any degree awarded, but the teacher was under almost life-long examination. When they are not satisfied they left in search of other teachers more worthy of their regard. In ancient times, the teacher was chosen by the students, on the basis of the reputation he

enjoyed. This reputation itself was based on the knowledge he had gained and was able to communicate. And recruitment of teachers was done through “Monitorial” System. But, with the passage of time and the rigidity of caste structure, teaching became a hereditary vocation being confined to the Brahma Caste. And, the selection and training of teachers during Medieval Period would not be very different from that of the ancient Hindus. The idea of teacher education during the Muslim period was insignificant. The Chief aim of Muslim was to propagate their religion and to convert Hindus to Muslims.

It was during the British period that we see advent of Teacher education into the history of Education in India.

1. Setting up of the First Normal School at Serampur by the Danish Missionaries.
2. Establishment of teacher-training centres at Bombay, Madras and Calcutta by educational societies.
3. Starting of teacher training institutions at Poona, Surat, Calcutta by Government.
4. Opening of government Normal schools at Agra (1752), Meerut (1856) and Banaras (1857).
5. Wood’s Dispatch recommended for opening teacher training school but with no effect.
6. By 1882, there was 106 elementary teacher training schools and 2 secondary teacher training institutions.
7. Indian Educational Commission of 1882 recommended for starting of more training schools and examination in theory and practice for secondary school teachers.
8. By the end of the 19<sup>th</sup> century there was 6 training colleges and 56 training schools for secondary school teacher.
9. Practicing schools came to be attached to training colleges after government resolutions of 1914.

10. Calcutta University Commission of 1917 recommended for the creation of departments of education in the Universities and for the systemization of research work on training.
11. Hartog Committee of 1929 recommended for organization refresher and in-service training courses for the trained teachers.
12. After the attainment of independence, basic training received great fillip, B.T., B.Ed. Courses, M.Ed. and Ph.D. Courses were started in many Universities. Training facilities in Independent India praise worthy works have been performed in the field of expanding the facilities of teachers training in the post-independent period. Suggestions given by the University Education Commission 1948-49, Secondary Education Commission, 1952-53 and Kothari Commission 1964-66 are being implemented by the Government. The following recommendations in regard to teacher education.
  - a. The Curricular of training institutions should be reformed. Instead of bookish knowledge, importance should be given to the practice of teacher in schools.
  - b. While evaluating the work of the students, special attention should be given to their success in teaching works.

Only suitable schools should be selected for practice of teaching.

Most of the teachers of the training schools should have sufficient experience of teaching in schools.

### **Secondary Education Commission (1952-53)**

It made the following recommendations,

1. Training schools should be of two types :-
  - (a) first type of schools should be for those students who have completed secondary education;
  - (b) the second type of schools should be for the guardians. For the time being, the training period should be one year but later on it should be extended to two years.

2. Teacher student should be trained in more than the teaching method.
3. Provision should be made for refresher courses, short-intensive courses on special subjects and practical training in workshop in the training schools.
4. No fees should be charged from the teacher students of the training schools.

### **The Education Commission (1964-66)**

The Commission stressed that the professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national levels.

The Commission made significant recommendations for removing the isolation of teacher training improving professional education and quality of training institutions, duration of training course, in-service education of teachers professional preparation of teachers in higher education etc.

### **1.7 NATIONAL POLICY ON EDUCATION (NPE) 1968**

Incorporating the recommendations of Kothari Commission, the Indian Parliament adopted the National Policy on Education in 1967. The National Policy on Education (NPE), 1968 included the following suggestions as for as education of teacher is concerned,

1. The emoluments and other service condition should be adequate and satisfactory having regard to their qualification and responsibilities.
2. The academic freedom of teachers and researchers should be protected.
3. Teacher education particularly in-service education, should receive due emphasis.

## **1.8 NATIONAL POLICY ON EDUCATION (NPE) 1986**

The Government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in the year 1986. It made the following recommendations on Teacher Education.

1. The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.
2. Orientation of teachers should be a continuous process of teacher education.
3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

Thus, through successive committees and commissions teacher education has undergone a number of changes.

## **1.9 NATIONAL POLICY ON EDUCATION (NPE) 1986 AND POA 1992 ON TEACHER EDUCATION**

According to the National Policy on Education 1986, the status of the teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. So the government and the community should endeavour to create conditions which will help motivate and inspire teachers on Constructive and Creative lines. The methods of recruiting teachers are to be recognised to ensure merit and objectivity, and the pay and service conditions should commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts would be made to reach the desirable objective of uniformed enrolments, service conditions and grievance removal mechanisms for teachers throughout the

country. Norms of accountability would be laid down with incentives for good performance and guidelines would be formulated to ensure objectivity in the posting.

The NPE also envisages that the system of teacher education would be overhauled and the new programme of teacher education would emphasize on continuing education and District Institutes and Training (DIET) would be established to organized pre-service and in-service courses specially for elementary school teachers and for the personnel working in non-formal and adult education.

The policy also state that with the establishment of DIETs the sub-standard institutions will be phased out and selected Secondary Teacher Training College would be upgraded to complement the work of State Council of Educational Research and Training (SCERT). The National Council for Teacher Education (NCTE) would be provided the necessary resources and capability to NATIONAL CURRICULUM FRAMEWORK (NCF 2005) and the Teacher Education Programme (Teacher Education Programme under NCF-2005).

The NCF 2005 highlights the key role of the teacher as a facilitator and being supportive to learning. It does not thrust new roles all of a sudden, but a preamble to these new facets of a teacher can be traced back to 1960s. That which is misinterpreted as a change today is more of a gradual shift which has been brought to focus today through various systematic and pedagogic reforms.

NCF (2005) looks at the teacher as an active agent to aid the child in knowledge construction by acting on his social and physical environment, it puts forth a constructional approach to knowledge and, in turn, looks at the role for teachers education in developing and furthering this perspective in contrast to the behaviouristic orientation. When such are the aims of education, the teacher, then, is a reflective practitioner both within and outside the four walls of the classroom. The NCF (2005) has summarised this new vision of teacher education as follows :

Major Shift	
From	To
• Teacher Centric	- Learner Centric
• Stable	- Flexible Process
• Teacher, Direction and Discussions	- Learner Autonomy
• Teachers Guidance and Monitoring	- Facilitating of Learning
• Learning in Group	- Co-operative Learning
• Learner Receptivity	- Learner participation in learning
• Knowledge 'given' Fixed	- Knowledge Evolves
• Linear Experience	- Multiple Exposure
• Common Learning Tasks	- Individualised Learning Routes
• Disciplinary Focus	- Multi-disciplinary Educational Focus.

*Source : NCF (2005), p110*

## 1.10 AGENCIES OR BODIES OF TEACHER EDUCATION

There are various agencies and bodies for promoting teacher education in Indian regarding their training and education, research work, publication, improvement of quality etc. Some of the principal agencies engaged in the development of teacher education in India are described below.

### 1.10.1 National Council of Educational Research and Training (NCERT)

The NCERT was established in 1961 as an autonomous organisation. It acts as an advisor to the Ministry of Human Resource Development (MHRD) and is fully financed by the Central Government. The Union Minister of MHRD is its President and the Education of all the States and Union Territories are its members. The other members are the Chairman of UGC, Secretary of MHRD, and four Vice-Chancellors from four regions of the country.

The Council has under it the following institutions :

1. National Institute of Education.
2. Central Institute of Educational Technology.
3. Four Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar and Mysore.
4. Central Institute of Vocational Education, Bhopal.

It has under it departments viz, policy planning, Pre-school, Elementary Education, Special Education, Educational Research, Science and Mathematics Education, Social Science and Humanities, Educational Measurement and Evaluation, Publication Division and Teacher Education, Field Advisors etc.

**The functions of NCERT are as follows :**

- a) to undertake studies, investigations and survey relating to school education.
- b) to organize pre-service and in-service training of teachers at an advanced level,
- c) to organize extension service.
- d) to disseminate improved educational techniques and practices in schools.
- e) to act as clearing house for ideas and information on all matters relating to school education.
- f) to finance research on school education, and
- g) to formulate policies and programmes in school education.

#### **1.10.2 Regional Institutes of Education (RIE)**

The NCERT maintains five Regional Institutes of Education at Ajmer, Bhopal, Bhubaneswar, Mysore and NERIE (Shillong) concerned with pre-service and in-service training.

**Objectives of the RIE are :**

- 1) To develop and provide a programme of teacher-education for the multi-purpose schools.
- 2) To prepare teachers for technical subjects, science, crafts, agriculture, commerce, home science and fine arts.
- 3) To provide in-service courses for the existing teachers of the practical subjects in the multi-purpose schools.
- 4) To provide in-service programmes and field services for the teachers, supervisors and administrator concerned with the multi-purpose schools in the region, in which it is located.
- 5) To organize and develop a model demonstration multi-purpose school.
- 6) To function as regional centre for programme or in-service education and field service secondary schools in general.
- 7) To undertake pilot studies and research project in the methods of teaching, in relation to the multipurpose schools as well as the general secondary school.
- 8) To prepare and discriminate and instructional materials for secondary schools in general and multipurpose schools in particular.

**1.10.3 National Council for Teacher Education (NCTE)**

National Council of Teacher Education (NCTE) was established on the 21<sup>st</sup> May, 1973 that a Resolution (No. F-7-6/71-School 2) was passed by the Ministry of Education, Government of India, wherein it was decided to set up a National Council for Teacher Education. The Resolution reviewed in brief the present states of teacher education in the country, referred to the recommendations made in the past by the Indian Education Commission (1964-66) and stressed the urgent need to have National body which could look after the planning, co-ordination and effective execution of schemes of Teacher Education.

The membership of the NCTE composed one representative each from Departments of Education of each State, UGC, All India Council for Technical Education, C.A.B.E., Planning Commission and NCERT. Besides, it has 12 nominated members, who are experts in the fields of pre-school teacher education, primary teacher education. Secondary teacher education and technical vocational teacher education. The term of each is nominated member in three years.

NCTE Act was passed in the Parliament in 1993 and became a statutory body since 1995, with a view to achieving planned and co-ordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and the matters connected therewith. For achieving its goals the quality of teacher is the most important component because quality education depends on quality teacher.

One of the important functions of the NCTE is to lay down norms or any specified category of courses or training in teacher education including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum.

So far, NCTE has developed norms and standards for twelve teacher education programmes, namely –

- i) Pre-school Teacher Education.
- ii) Nursery Teacher Education.
- iii) Elementary Teacher Education.
- iv) Bachelor of Elementary Education.
- v) Secondary Teacher Education.
- vi) Master of Teacher Education.
- vii) Certificate of Physical Education.

- viii) Bachelor of Physical Education.
- ix) Master of Physical Education.
- x) B.Ed. (Open and Distance Education Learning System).
- xi) M.Ed. (Open and Distance Education Learning System).
- xii) M.Ed. (Part-Time).

According to the Act 1993, NCTE perform the following functions:

- 1) Undertaking survey and studies relating to various aspects of teacher-education and published the results.
- 2) Making recommendations to the centre and State Government, Universities, U.G.C. and other institutions in the preparation of plans and programmes in the field of teacher education.
- 3) Coordinating and monitoring teacher-education and its development in the country.
- 4) Preparing a guidelines with regard to minimum qualifications for the candidates to be employed as teacher-education at different levels.
- 5) Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
- 6) Preparing a guideline for general teacher-education programme.
- 7) Promoting innovations and research studies and organize them periodically or annually.
- 8) Preparing a guideline and specific requirements for starting new courses and programmes under teacher-education.
- 9) Supervising the teacher-education programmes and providing financial assistance.
- 10) Enforcing accountability of teacher development programmes in the country.
- 11) Preventing commercialization in teacher-education and maintaining quality and standard of teacher-education to produced teachers.

- 12) Entrusting responsibility to other organizations, universities and other institutes.
- 13) Preparing a programme for in-service teacher-education for Orienting teacher for latest development.
- 14) Establishing international relations in the area of teacher-education.

#### **1.10.4 Indira Gandhi National Open University (IGNOU)**

Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament on 19<sup>th</sup> November, 1985 for the introduction and promotion of Open University and distance education system in the educational pattern of the country and for the co-ordination and determination of standards in such system.

The idea of National Open University remained shelved for a long time. It was again taken up in January 1985 when the then Prime Minister, Shri Rajiv Gandhi in his broadcast to the Nation, made a policy statement that included establishing a National-Open University was brought into being on 20<sup>th</sup> September, 1985 by an Act of Parliament. It came into existence since 19<sup>th</sup> November, 1985 on the birthday of (late) Prime Minister Indira Gandhi.

##### **1.10.4.1 Functions of IGNOU**

IGNOU has two main functions : It offers various academic programmes that lead to certificates, Diplomas and Degrees. It develops and produces courses for delivery through open learning and distance education mode. IGNOU is also actively involved in research, training and extension education activities.

In its capacity as an Apex Body, it co-ordinates and monitors distance education system throughout the country. IGNOU has also constituted the Distance Education Council and has provided expertise and assistance to other open and Distance Learning Institutions in the country.

The IGNOU provides an innovative system of University level education, flexible and open in regard to methods and pace of learning, combination of courses eligibility for enrolment, age of entry, methods of evaluation etc. The University has adopted an integrated multimedia instructional strategy consisting of printed materials and audio video aids, supported by counselling sessions at a network of study centres throughout the country. It conducts both continuous evaluation as well as term-end examination.

#### **1.10.4.2 IGNOU's Role in Teacher Education**

Keeping in view the fact that the Nation established IGNOU in order to promote and maintain standards in Distance Education, she must promote distance education as an effective mode that can cater to cognitive, psychomotor and affective domains of education successfully. Accordingly, IGNOU may take the following steps with regard to the issue under consideration. IGNOU may not consider imposing a blanket on B.Ed. programmes through correspondence. Indeed, it will be a setback for Indian Education if a newly accepted powerful and potent mode of education barred from being used in a specific area of knowledge because of lapses on the part of some users.

- 1) It will be desirable for IGNOU to endeavour to take a leaders role and demonstrate how these programmes may be run to the satisfaction of the academics in general and the NCTE in particulars, as IGNOU cannot afford to accept the denigration of a system which she has to foster by virtue of the very mandate that brought her into being. IGNOU shall attempt to achieve this objective by strict positive measure such as implementing forthwith the reformation recommendations made by the NCTE Committee in 1990. Interestingly most of the recommendations and guidelines as they appear in the report of the committee constitute a part and parcel of the line of thought and the implementational scheme of the IGNOU courses on teacher

education. IGNOU stands by them as in full agreement with them, minor difference notwithstanding.

- 2) IGNOU proposes to launch a variety of teacher education courses at various level of instruction in years to come as a containing education programme.
- 3) No prospective trainee will ever be admitted to a programme (such as B.Ed., M.Ed. etc.) instead students will have to work through courses and only when they accumulate the required credits will they be awarded any certificates/diplomas/degrees.
- 4) To begin with during the entire experimental stage which may last for a few years on run, most of the IGNOU courses in this area will be open to in-service teachers only, except a few at lower levels which may suit parents as well.

#### **1.10.4.3 Bachelor of Education (B.Ed.) Programme of IGNOU**

Bachelor of Education (B.Ed.) programme of IGNOU aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the secondary stage. The programme also provide opportunities of sharing experiences gained by practicing teachers. It enables in-service teachers to the requirement of learners. In addition, it provides knowledge and develops in them are understanding of areas such as educational evaluation, school management etc. The minimum duration of the programme is 2 (two) years. However, the maximum period allowed for completion of the programme will be 4 (four) years only since there is no provision for re-admission in this programme.

The programme is essentially a judicious mix by theory and practical courses to develop knowledge, skills and attitude in practicing teachers. Illustrations and cases of relevant situations and activities comprise the core of each course. They are suitably supported by theoretical aspects to the extent needed. Keeping this in view, the programme consists of the following 4 (four) groups of courses-

Group A : Core Courses.

Group B : Content-based Methodology Courses

Group C : Special Courses.

Group D : Practical Courses.

The programme comprises 48 credits. The B.Ed. programme delivery system includes the multimedia approach i.e. self-instructional print material, audio / video components, assignments, counselling sessions and practical work in school and workshops. The student will be declared successful if he / she scores at least 'C' grade in theory courses and practical courses separately. There are over and above 176 regional centres of B.Ed. programme in the country.

### **1.11 QUALITY ASSURANCES IN TEACHER EDUCATION UNDER NCTE (Competencies, Commitment and Performance areas for Quality Teacher Education)**

A major concern in school education is the quality and relevance of education being imparted to young learners. Every learner is supposed to acquire masterly level of learning in identified competency areas. NCTE has analysed the existing curriculum of teacher education from the point of view of competency areas. NCTE has analysed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school education, equal emphasis needs to be given to competencies, commitment and willingness to perform. A curriculum framework based upon competencies, commitments and performance has been developed. Competency areas namely contextual, conceptual, content, transactional, competencies related to other educational activities, developing teaching learning material, evaluation, management, working with parents with community, with other agencies have been identified as critical to teacher preparation at the elementary stage.

Acquisition of competencies alone will not be sufficient until and unless the teacher is fully committed. Teacher commitment areas identified include commitment to the

learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional actions and commitment to basic values.

Along with competency and commitment areas, performance areas have also been identified. These include classroom performance, school level performance, performance in out-of-school educational activities, parents' related performance and community-related performance. Teacher education institutions could identify details in each of the three categories. For each competency, commitment and performance areas, the existing curriculum needs to be analysed. Whenever certain unit of curriculum is taken up for transaction its relationship to commitment and performance has to be examined. Such an approach would provide an opportunity to the training institutions to prepare teachers who are not only competent but are also committed and both these aspects are reflected in their performance leading to higher learning attainments by all children.

### **1.12 NORMS AND STANDARDS OF TEACHER EDUCATION UNDER NCTE**

The NCTE has published a guidelines for the functioning of Teacher Education Course for the Elementary and Secondary School teachers (Regulation 2014). Accordingly the norms and standards for D.El. Ed and B.Ed. programmes should be as follows:

- A) Norms and standards for Diploma in Elementary Teacher Education Programme Leading to Diploma in Elementary Education (D.El.Ed.)
- B) Norms and standards for Bachelor of Education Programme Leading to Bachelor of Education (B.Ed.) degree two year course (Regulation 2014).

**A) Norms and standards for Diploma in Elementary Teacher Education Programme Leading to Diploma in Elementary Education (D.El.Ed.)**

**1. Preamble**

- i) The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community. The programme aims at preparing teachers for elementary stage of education that is classes I to VII/VIII.
- ii) The elementary teacher education programme carries different nomenclatures like BTC, Diploma in Education, TTC and so on. Both the duration of training and entry qualifications of the course are same, hence, nomenclature of the course shall be same (D.El.Ed.) across all states.

**2. Duration and working days**

**Duration**

The elementary teacher education programme shall be of duration of two academic years.

**Working Days**

- (a) There shall be atleast two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching/skill development in nearby primary schools.
- (b) The institution shall work for a minimum of thirty six hours in a week (five of six days) during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for individual advice, guidance, dialogues and constitution as and when needed.

### **3) Intake, Eligibility and Admission Procedure.**

#### **Intake**

There shall be a basic unit of fifty students, for each year.

#### **Eligibility**

- (a) Candidates with at least 50% marks in the senior secondary (+2) or its equivalent examination are eligible for admission.
- (b) The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable. There shall be relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates.

#### **Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/UT Administration.

#### **Fees**

The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of NCTE (Guidelines for Regulations of tuition fees and other fees changeable by unaided teacher education institutions) Regulations 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

### **4. Academic Staff**

- i) Number (For a basic unit of fifty student or less with combined strength of one hundred or less for the two year course)
  - Principal - One
  - Lecturers - Six
- ii) For additional intake of fifty students, the additional staff shall comprise five full time lecturers, one library assistant and one office assistant. However on each occasion additional intake of one basic unit shall be

considered and the total number of students combined for all teacher education courses shall not exceed three hundred.

- iii) Appointment of teachers shall be such as to ensure the availability of expertise for all methodology courses and foundation courses.

### **Qualification**

#### **Principal**

- (a) Academic and professional qualification will be prescribed for the post of lecturer, and
- (b) Five years experience of teaching in primary or elementary education institution.

#### **Lecturer**

##### **A. Foundation Courses - One**

###### **a) Essential**

M.Ed./M.Ed. (Elementary) with fifty five percent marks

OR

M.A. in Education with fifty five percent marks and

OR

Diploma/Degree in Primary/Elementary Education with 55% marks

###### **b) Desirable**

Proficiency in the use of ICT for educational purpose

##### **B. Methodology Course - Three**

###### **a) Essential**

Master's degree in any school teaching subject with fifty five percent marks

and

Diploma/Degree in Education/Primary Education with fifty five percent marks

**b) Desirable**

(i) Diploma/Degree in Elementary Education shall be preferred

(ii) Proficiency in the use of ICT for educational purpose

**C. Lecturer in Fine Arts/Performing Arts - One****a) Essential**

Post graduation in Fine Arts/Music/Dance with fifty five percent marks

**b) Desirable**

Degree/Diploma in Education

**D. Health and Physical Instructor - One****a) Essential**

Master degree in Physical Education (M.P.Ed.) with fifty five percent marks.

**b) Desirable**

Degree in ECE/Education

At least one lecturer should possess formed qualification in Computer Science/Applications besides the prescribed academic and professional qualifications

**E. Librarian - One (Full time)**

Bachelor degree in Library and Information Science with fifty five percentage marks.

**(i) Administrative Staff****(a) Number**

(i) UDC/Office Superintendent - One (Regular)

(ii) Computer Operator-cum - One (Regular)

Storekeeper

**(b) Qualification**

As prescribed by State Government/UT Administration concerned

## **6. Infrastructure Facilities**

The institution must have the following infrastructure

- i. Two classrooms
- ii. Multipurpose Hall with seating capacity of two hundred with a dias with total area of 2000 sq. ft.
- iii. Library-cum-Reading Room
- iv. Resource Centres for ET/ICT
- v. Psychology Resource Centre
- vi. Arts and Crafts Resource Centre
- vii. Health and Physical Education Resource Centre
- viii. Science and Mathematics Resource Centre
- ix. Principal Office
- x. Staff Room
- xi. Administrative Room
- xii. Store Rooms (two)
- xiii. Girls Common Room
- xiv. Canteen
- xv. Visitors Room
- xvi. Separate toilet facility for boys and girls
- xvii. Parking space
- xviii. Open Space for lawns, gardening activities, etc
- xix. Store Room
- xx. Multi Purpose playfield

## **7. Instructional facilities**

(a) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

- (b) The institution shall establish Learning Resource Centre as given. Wherein teachers and students have access to a variety of materials and resource to support and enhance the teaching-learning process. These should include
- i) Books, journals and magazines
  - ii) Children's Book
  - iii) Audio-visual equipment – TV, OHP, DVD Player
  - iv) Audio-Visual aids, Video-audio tapes, slides, films
  - v) Teaching Aids, charts, pictures
  - vi) Developmental assessment check list and measurement tools
  - vii) Photocopy machine
- (c) **Equipment and Materials for different activities**
- (d) **Equipment, tools, raw materials for teaching aids, play materials and arts and crafts activities**
- (e) **Audio Visual Equipment**
- (f) **Musical Instruments**
- (g) **Books, Journal and Magazine**
- (h) **Games and Sports**

## **8. Terms and Conditions**

- (a) The appointment shall be made on the basis of recommendations of the selection committee constituted as per the policy of the Central/Concerned State as per the policy of the Central/Concerned State/Government/Board whichever is applicable
- (b) All appointments are to be made on full-time and regular basis
- (c) Appointment of staff shall be made as per norms of the concerned government
- (d) The academic and other staff of the institutions shall be paid such salary as may be prescribed by the concerned Government for equivalent posts in the State education system by account payee cheque or as per advice into the bank account of the employee, specially opened for the purpose.

- (e) The management of the institution shall discharge the statutory duties relating to person, gratuity, provident fund etc. for its employee.
- (f) The age of superannuation of staff shall be determined by the policy of concerned Government.
- (g) The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government.

**B Norms and Standards for Bachelor of Education Programme Leading to Bachelor of Education (B.Ed.) Degree Two Year Course (Regulation 2014)**

**1. Preamble:**

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

**2. Duration and Working Days**

**Duration**

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme. There shall be four semesters. External examinations will be held at the end of every academic year.

**Working Days**

- (a) There shall be at least two hundred working days each academic year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all teachers and student teachers is necessary to ensure their availability for advice, guidance,

dialogue and consultation as and when needed except when the student teachers are engaged in practice teaching.

- (c) The minimum attendance of student-teachers shall have-to be 80% for all course work and practicum, and 90% for school internship.

### **3. Intake, Eligibility, Admission Procedure and Fees**

#### **Intake**

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

#### **Eligibility**

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Social Sciences/ Sciences/ Humanity and Bachelor's degree in Engineering or Technology with specialization in Science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

#### **Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/ U.T. Administration and the University.

#### **Fees**

The institution shall charge only such fee as prescribed by the affiliating body/ state government concerned in accordance with provisions of National Council of Teacher education (NCTE) (Guidelines of regulations of tuition fees and other

fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

#### 4. Staff

For an intake of two basic units of 50 student each, that is total students of faculty members.

The distribution of faculty across different curricular areas shall be as under

1. Principal/HOD	One
2. Perspective in Education	Four
3. Pedagogy Subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

#### Qualification of Teaching Staff

The faculty shall possess the following qualifications

##### A. Principal/HOD

- i. Postgraduate degree in Arts/Science/Social Science/ Humanities/ Commerce and
- ii. M.Ed. with minimum 55% marks and
- iii. Ph.D. in Education or in any pedagogic subjects offered in the institution and
- iv. Eight years of teaching experience in a Secondary Teacher Education Institution.

Desirable : Diploma/Degree in Educational Administration or Educational Leadership.

**B. Perspective in Education or Foundation Course**

- i. Post-graduate degree in Social Science with minimum 55% marks; and
- ii. M.Ed. degree from a recognised University with minimum 55% marks

OR

- i. Post-graduate (MA) degree in Education with minimum 55% marks and
- ii. B.Ed/B.El.Ed. degree with minimum 55%

**C. Curriculum and Pedagogic Courses**

- i. Post-graduate degree in Science/Mathematics/Social Science/Language with minimum 55% marks and
- ii. M.Ed. degree with minimum 55% marks

Desirable: Ph.D. degree in Education with subject specialisation.

**D. Specialised Courses**

- a) Physical Education
  - i) Master of Physical Education (M.P.Ed.) with minimum 55% marks  
(Training/qualification in Yoga Education shall be desirable)
- b) Visual Arts
  - i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks
- c) Performing Arts
  - i) Post graduate degree in Music/Dance/Theatre Arts with minimum 55% marks.

**Administrative and Professional Staff**

- |   |     |
|---|-----|
| a) Librarian (B.Lib. with 55% marks)      | One |
| b) Lab. Assistant (BCA with 55% marks)    | One |
| c) Office-Cum-Account Assistant           | One |
| d) Office-Assistant-Cum Computer Operator | One |
| e) Store keeper                           | One |
| f) Technical Assistant                    | One |
| g) Lab Attendants/Helper/Support Staff    | Two |

## **5. Terms and Conditions of Service**

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

## **6. Infrastructure Facilities**

The institution must have the following infrastructure (each item to include facilities of PWD).

- a) One classroom for every 50 students.
- b) Multipurpose Hall with seating capacity of 200 and a dais (2000 sq.ft.).
- c) Library-Cum-Reading Room.
- d) ICT Resource Centre.
- e) Curricular Laboratory.
- f) Art and Craft Resource Centre
- g) Health and Physical Education Resource Centre.
- h) Principal's Office
- i) Staff Room
- j) Administrative Office
- k) Visitor's Room
- l) Separate Common Room for male and female students
- m) Seminar Room
- n) Canteen
- o) Separate Toilet facility for male and female students, for staff and for PWD.
- p) Parking space,
- q) Store Rooms (Two),
- r) Multipurpose Play field,
- s) Open space for Additional Accommodation.
- t) There shall be games facilities with a playground, where there is scarcity of space as in the metropolitan town/hilly regions, separate facilities for Yoga, small court and indoor games may be provided.

- u) Safeguard against fire hazard be provided in all parts of the building.
- v) The institution campus, buildings, furniture etc should be barrier free.
- w) Hostel for male and female students separately, and some residential quarters are desirable.

## **7 Curriculum, Programme Implementation and Assessment**

### **Curriculum**

The B.Ed, curriculum is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentation and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observation of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed., curriculum.

#### **(i) Theory Courses**

##### **(a) Perspectives in Education**

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-

teachers to engage with studies on Indian society education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

#### **(b) Curriculum and Pedagogic Studies**

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages and a subject area from the same discipline, at one/two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with immunity life. A variety of investigative projects shall be included to reconstruct incepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

**(ii) Engagement with the Field/Practicum**

The B.Ed., programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- a) Tasks and Assignments that run through all the courses.
- b) School Internship
- c) Courses on Enhancing Professional Capacities

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and the theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoging with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of artisans as part of ‘Contemporary India and Education’ or ‘Pedagogy of Social Science/History’. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, art and aesthetics in education, understanding the self and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital

resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

### **(iii) School Internship**

School Internship would be a part of the broad curricular area of 'Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum Of B.Ed., shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI- VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two- year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also

include peer observations, teacher observations and faculty observations of practice lessons.

## **8. Programme Implementation**

The institution shall meet the following specific demands of implementing this professional programme of study

- a) Prepare a calendar for all activities, including school internship .School contact programmes shall be synchronized with the academic calendar of the school.
- b) Make an arrangement with at least ten schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observation of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- d) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.

- f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organizing colloquium.
- g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring .supervising, tracking and assessing the student teachers.

## **9. Assessment**

For Perspective in Education and Curriculum and Pedagogic Studies, 25% marks may be assigned for continuous internal assessment and 75% for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. Candidates must be internally assessed on the entire course of engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The basis of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

The University shall conduct every year the year-end examination for B.Ed. Course. The time of examination shall be decided and notified by the Examination Committee of the University / concerned authority of the University.

Minimum percentage of pass mark in each theory paper shall be 40 and in each practical paper 50 of the total marks of that paper. In aggregate, a candidate has to secure 50 % in order to be declared passed, subject to the condition that he/she must have passed in individual theory and practical papers.

Each candidate has to secure minimum pass mark in each course Theory and practical) in sessional work and term - end examination separately. If a candidate fails to secure the minimum pass mark in sessional work he / she cannot be eligible to fill up form to sit in the term end final examination.

At the final qualifying examination, award of Division shall be considered out of 1500 marks. Division shall be awarded as per the following scheme

*First Class* : 900 marks and above (60% and above)

*Second Class* : 750 to 899 marks (50% and above but below 60%)

Candidates who do not pass in the first attempt will not be considered for ranking.

#### **Provision for Improvement & Re-Appearing**

- a) A candidate who fails to secure the minimum marks in any paper or papers or whole examination will be declared to have failed. Failed candidates may reappear for the examination in the paper concerned in immediate subsequent two chances. The marks secured by the candidates in sessional work in those courses shall also be retained for the two consecutive chances only.
- b) No third chance can be availed of.
- c) Candidates who desire to improve their classes/divisions may reappear in maximum of 4 papers and the higher marks will be considered for the award of class.
- d) Candidates/students after completion of regular course of studies who do not register himself/herself at the examination may appear at the next subsequent examination after prosecuting the course of studies for at least six months including practical teaching at the same institution. Such candidate(s) should pay the necessary examination fees afresh.

## **10. Moderation Committee**

In order to bring about objectivity and transparency and to avoid misuse of internal assessment, there shall be a Moderation Committee to verify the record maintained by students and check the marks awarded by the teacher s/staff internally and externally. The Committee to be nominated by the Vice Chancellor will consist of the Chairman , one head examiner, two principals of teacher education colleges and two experienced members all nominated by the Vice-Chancellor of the University. The Committee shall be vested with the powers to modify the marks awarded by the internal and external examiners.

## **11. Managing Committee**

The institution shall have a Managing Committee constituted as per norms of Manipur University/ Government of Manipur. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust/ Company, Educationists and Teacher Educators, representatives of Manipur University and of the faculty.

All other conditions for conduct of examination and declaration of result shall be determined by the university as per regulations and statutes.

The degree will be awarded by Manipur University on successful completion.

## **1.13 HISTORICAL BACKGROUND OF PROFESSIONAL EDUCATION OF TEACHERS IN MANIPUR**

Teacher education has assumed increasing importance today, as the teacher is to face the challenges of the new pattern of education and the new educational technology. It is universally accepted that the teachers help the nation by educating the future citizens and plays a major role in the educational and national reconstruction. To carry out the assigned responsibilities of nation-building and also to be truly a friend,

philosopher and guide to the students, the teacher is to equip themselves with new knowledge and skills. For this, the education of the teachers is of utmost importance. To enable the teachers to develop the ability to change the behavior of the people in a constructive way and to make them adjust in the ever-changing society, it is essential that teachers themselves are fully trained in all the spheres of life.

It is therefore, obligatory that every state pays full attention to the cause of teacher education. Merely giving training to teachers as how to teach certain subjects will not help the teachers to solve the problems creatively in different situations. The New Education Policy stresses this point when it states : “As the first step, the system of teacher education will be overhauled”.

In Manipur, the need for giving training to the teachers was felt by about 1906. Around this time the Department of Education organised a training course for teachers for 4 months for improvement of the method 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. Giving training to the secondary school teacher began in the year 1928, when one of the teachers of Johnstone High School, Imphal was deputed to undergo B.T. training outside Manipur. This marked the beginning of training programme for Secondary School teachers. In 1932, a seminar was organized on the methods of teaching 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. The Normal Training School was substituted by Basic Training Institute (BTI) in 1956. Since then it has been giving training to elementary school teachers in the State. The normal training school was closed down in 1955-56, with the establishment of Basic Training Institute (BTI) at Imphal.

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

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

As the number of untrained teacher increased day by day, there arose a great urgency to establish more institutions for training the teachers.

To clear the backlog 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, Bhubaneswar.

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 SIE, Manipur, are equivalent to the courses run by the Utkal University, Orissa.

For imparting training to Hindi teacher of Primary schools, the Government of Manipur established one Hindi Teachers' Training Institute in 1955 with the intake capacity of 40 and another Hindi Teacher College for Secondary School Teachers was established in 1975 with the provision of giving training to 30 teachers a year. Apart from the Government Teachers Training Institutions, there are also privately run

institutions which are actively involved in giving training to the teachers with the ultimate aim of quality education in the State. Due to the great demand for trained teachers for Basic Schools, the Government established more Basic Training Institutions in the State. They were B.T.I. Imphal, B.T.I. Canchipur, B.T.I. Ukhul and B.T.I. Kakching.

The teacher education of the State is planned and organised in conformity with the National Policy on education implemented from time to time in the country. The NPE -1986 called for an “Overhaul of the teachers education system” in the country. In pursuance of NPE-1986, and the Programme of Action 1992 on teacher education the existing institutions of teachers were restructured and reorganised under centrally sponsored schemes. The existing elementary teacher training institutions like Basic Training Institutes (BTI’s) were reorganised into District Institutes of Education and Training (DIET’s) and the Secondary Teacher Training College (STC) and Post-Graduate Training college (P.G.T.) was upgraded into College of Teacher Education (CTE), and it has been renamed as Dhanamanjuri College of Teacher Education (DMCTE) re-linking its root to the erstwhile D.M. College where the Department of B.T. was first opened in 1959. The State Institutes of Education (S.I.E) was reorganised and upgraded into State Council of Educational Research and Training (SCERT) since 1989 under a separate Directorate of its own. Under this umbrella six DIETs have been operating at Imphal, Kakching, Moirang, Churachandpur, Senapati and Chandel since 1992. Later on two more DIETs have also been established in two district namely DIET of Ukhul, and DIET of Tamenglong. One more DIET has been processed at Koirengi in Imphal East district. For the secondary school teachers, three more colleges of teacher education have been established under private management namely Kanan Devi Memorial College of Education, Pangei, Thokchom Ibotombi Institute of Teacher Education and Training at Bishnupur and Institute of Regional Education Wangjing in Thoubal District. The recognition of Ibotombi Institute has been withdrawn by NCTE from Academic session 2002-03 for violation of norms. But it has been restored since 2004-05

academic session. At present there are 9 colleges of teacher education including one Government College and one Department of Teacher Education, M.U. Chanchipur.

At present one Hindi Teacher Training College also imparted education to Hindi graduate Teachers since 1975 with intake capacity of 100. There is IGNOU study centre of secondary school teacher education in Distance Education Mode with 100 enrolments at the D.M. College of Teacher Education.

As per records of SCERT, Manipur 2006-07, only 359 pupil-teachers were there in 8 DIET Centres, against 1040 intake capacity of which 87 in- service and 271 pre-service. By 2007-08 it rose to 268 in service and 305 pre-service enrolment. In DIETs courses of pre-service and in-service education are classified as Diploma in Elementary Teacher Education (D.E.T.Ed.) and Certificate of Elementary Teacher Education (C.E.T.Ed.) of 2 years course and 6 (Six) months course respectively. From the session 2012-13 eight DIETs provide 2 years Diploma in Elementary Education (D.El.Ed.) for the pre-service teacher with 80 intake capacity each.

#### **1.14. DEVELOPMENT OF PROFESSIONAL EDUCATION OF ELEMENTARY SCHOOL TEACHERS IN MANIPUR**

A humble beginning of training the primary and middle school teachers in Manipur was started in 1952-53 by instituting a Normal Training Institute at Canchipur, Imphal. In this institution 60 under-graduate and matriculate teachers were given training. This institution was closed down in 1955-56 with the establishment of Basic Training Institute (BTI) at Imphal (present D.M. College Campus).

For imparting training to Hindi Teachers of Primary Schools, the Government of Manipur started one Hindi Teacher's Training Institute in 1953. The intake capacity of the institution was 40. Due to the great demand for trained teachers for Basic Schools, the Government established more Basic Training Institutions in the state at Canchipur, Ukhrul and Kakching.

The teacher education of the state is planned and organised in conformity with the National Policy on Education implemented from time to time in the country. The National Policy on Education (NPE) 1986 called for an “Overhaul of the teachers education system” in the country. In pursuance of NPE-1986 and the Programme of Action (POA) 1992 on teacher education, the existing institutions of teacher education were restructured and reorganized under centrally sponsored schemes. The former BTI’s were reorganized into DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIETS), with the upgradation of former State Institute of Education (SIE) into State Council of Educational Research and Training (SCERT) since 1989, under a separate Director of its own.

#### **1.14.1. State Institute of Education (SIE)**

Before setting up the SCERT, Manipur, there was State Institute of Education (SIE), established by Government of Manipur in 1973 as the academic wing of the Education Department. The main function of the SIE was to bring about qualitative improvement of school education.

Initially SIE started functioning at the Education Directorate when Shri Th. Bira Singh was appointed Senior Research Officer. The office of the SIE was shifted to Babupara, Imphal and since then the SIE has been under the direct administrative control of the Commissioner/Secretary (Education), Government of Manipur. In July 1979 with the abolition of the post of SRO, the post of Joint Director, SIE was created and Shri Th. Bira Singh became the first Joint Director of the SIE.

In April, Shri Th. Bira Singh was promoted to the post of the Director of Education (School) and in December, 1982 Shri W. Tomchou Singh was appointed Joint Director, SIE. After that the Government of Manipur redesignated the post of Joint Director, SIE as Additional Director, SIE. There was a proposal for setting State Council of Educational Research and Training (SCERT) in Manipur during the Seventh Five Year Plan (1985-1990).

**The main functions of the SIE, Manipur have been listed below:**

- i. To develop curriculum for classes I to VIII.
- ii. To recommend text-books, manuscripts/books for classes I to VIII to the Government.
- iii. To develop teachers' guide/manuals etc.
- iv. To evaluate text-books from time to time for further improvement.
- v. To impart in-service training to school teachers by organising short term orientation courses.
- vi. To organise B.Ed.(SS/CC) Secondary and Elementary courses.
- vii. To implement UNICEF projects both for formal and non-formal education.
- viii. To implement programmes/activities of Population Education.
- ix. To organise short-term courses in Continuing Education centres.
- x. To arrange research works for innovations and experimentations in Education.
- xi. To be in constant contact with the academicians of the NCERT, New Delhi.
- xii. To execute programmes by the Government of Manipur.

**Main activities of the SIE have been listed below:**

The SIE is implementing programmes for:

- i. the development of curriculum, teaching materials and
- ii. orientation of school teachers in the latest methods and techniques of teaching.

The SIE had prepared the curriculum and text books for classes I to VIII. The text-books have been introduced in the schools of Manipur in a phased manner-classes I, III, VI in 1981, classes II, IV, VII in 1982 and classes V and VIII in 1983.

The SIE had conducted orientation programme in the teaching of English and the teaching of other school subjects. To clear off the backlog of untrained teachers, the SIE Manipur, took up the task of setting up a correspondence-cum-contact B.Ed. course, under the Regional College of Education, Bhubaneswar since 1980. Classes for the contact programme were held in summer- vacation. Publication of the annual journal “Education To-day” and “SIE Quarterly Bulletin” was another activity of the SIE. The SIEJ had organised seminar reading programme for teachers annually as a regular feature.

The Continuing Education Centre was established in 1977 in SIE, Manipur. The principle objective of the establishment of the centre for continuing education was to provide in-service orientation, refreshers courses to the secondary school teachers and primary teachers educations in order to bring them up-to-date in their knowledge and competence for teaching the new and difficult topics in general subjects/areas in view of the changing curriculum. As such general education topics such as syllabus preparation, use of teaching aids, evaluation etc. were taken up in this centre in addition to the programmes arranged for the teachers in order to enrich their content knowledge, to acquaint them with the new trends of development of pattern, methodology of the teaching learning process.

The following statistics shows the activities of the Continuing Education Centre.

**Table No. 1.5**  
**Activities of the Continuing Education Centre**

Sl. No.	Year	No. of Course	No. of Teachers Trained	No. of Districts Covered	Academic areas/school subjects covered
1	1977-78	6	147	1	i. Work Experience ii. English
2	1978-79	19	481	1	i. New trend and Practice in Education ii. Science iii. Mathematics iv. English v. History vi. Geography
3	1979-80	26	667	1	i. New concept of Education ii. English iii. Mathematics iv. Geography v. Art Education
4	1980-81	5	84	1	i. Art Education ii. Social Studies
5	1981-82	12	296	1	i. Mathematics ii. Social Studies iii. Art Education iv. Physical Education
6	1982-83	16	379	1	i. Mathematics ii. Social Studies iii. Art Education
7	1983-84	7	167	1	i. English ii. Mathematics iii. Social Studies
8	1984-85	10	260	1	i. English ii. Mathematics iii. Social Studies iv. Art Education v. Science
9	1985-86	27	983	3	i. English ii. Hindi iii. Social Studies iv. SUPW v. Science vi. Mathematics vii. Manipuri
10	1986-87	21	965	3	i. English ii. Mathematics iii. General Science iv. Manipuri v. Social Studies vi. SUPW
<b>Total</b>		<b>149</b>	<b>4429</b>	<b>14</b>	

*Source : Annual Report of SIE, Manipur, 1987.*

#### **1.14.1.1 Orientation Courses in English**

In view of the general deterioration in the standards of English in the schools it had been keenly felt for a long time that teachers of English in the schools needed to be oriented in the language by means of short but intensive courses. Accordingly SIE initiated English Orientation Courses for the first time in 1981-82 with the object of bringing about some qualitative improvement in the teaching of English in the schools.

#### **1.14.1.2 Orientation Courses in Hindi**

During the year 1985-86 three courses of ten-day duration each on the teaching of Hindi as a second language were conducted at (i) R.D.S. High School, Imphal, (ii) Eureka High School, Khongjom, and (iii) Chaoyaima Higher Secondary School, Thoubal. The number of teachers who participated in these short term orientation courses was 110. The programme was taken up by the SIE for the first time keeping in view the three language formula of the Government of India, and the teaching of Hindi as a link language was taken up vigorously, especially in non-Hindi speaking states like Manipur.

#### **1.14.1.3 B.Ed. Summer School-Cum-Correspondence Course**

Imparting the B.Ed. (SS/CC) training to teachers of schools in Manipur was taken up by the State Institute of Education, Manipur under the Regional College of Education, Bhubaneswar in 1980, with a view to clearing off the backlog of untrained teachers. Before the establishment of this sub-centre at Imphal, a limited number of teachers working in different schools were deputed to Regional College of Education, Bhubaneswar. Under the new set up about 120 to 150 teachers have been given training at Imphal with comparative lower expenditure on the part of the Government.

The courses were conducted during the summer vacations for two years. The minimum qualification of the trainees for the B.Ed. (secondary) course was B.A./

B.Sc./B.Com. The trainees were deputed by the state government. The courses were going on regularly till its last session in 1987-88.

The following table shows the enrolment and achievement of Imphal Centre of B.Ed. (secondary) training.

**Table No. 1.6**  
**Enrolment and achievement of B.Ed.(SS/CC)**

Session	Enrolment	Appeared at Final Examination	Number of passed	Pass Percentage
1980-81	107	102	84	82.3
1981-82	132	110	84	76.3
1982-83	153	131	71	54.1
1983-84	129	147	78	53.0
1984-85	112	49	9	18.3
1985-86	64	63	21	33.3
1986-87	107	88	22	25.0
1987-88	94	-	-	-

*Source: Education in Manipur Towards A New Education Order Report I, State Education Commission, Manipur*

#### **1.14.1.4 Mode of Selection**

Teachers working in Government/Aided schools are, in general, selected on government deputation by the Directorate of Education(S) for undergoing the course. In regard to private schools, selection was done by the approval of the Director of SIE.

Teachers having the following educational qualifications were allowed to undergo the course

- i. five years teaching experience was the minimum requisite qualification for admission of graduates,
- ii. three years teaching experience was the minimum requisite qualification for teachers holding post-graduate degree.

#### **1.14.1.5 Campus and Building**

Imphal sub-centre of B.Ed, under Utkal University run by SIE, Manipur has no campus and building of its own, but it was attached to the main building office of SIE at Babupara. The nature of the course demands on residential system.

#### **1.14.1.6 Practice Teaching**

For this course each trainee has to prepare 60 lesson plans, 30 for each of the two method subjects taught by them. This sub-centre has no demonstration or practising school of its own. Practice teaching was done by the trainees in their respective schools.

#### **1.14.1.7 Teaching Staff**

Minimum qualification of the teachers was M.A./ M.Sc. with B.T./B.Ed. A total of 21 teachers work on part-time basis on the honorarium of Rs. 20 per day in the curricular courses there are a total of ten papers - 5 compulsory papers, 2 method subjects, 1 practice teaching and 2 practical papers.

#### **1.14.1.8 Library Facilities**

i.	Number of books available	-	950
ii.	Numbers of journals available	-	7
iii.	Numbers of Newspapers available	-	6
iv.	Number of books issued during the year	-	50
v.	Average daily attendance in the Library during training	-	15 to 20
vi.	Separate reading room	-	Nil

#### **1.14.1.9 Examination System**

To be eligible to appear in the final University Examination, each trainee complete two summer contact programmes and an attendance of at least 75%.

### **1.14.2 Development of SCERT**

After submission of a proposal and due consideration, Government of Manipur has established the State Council of Educational Research and Training (SCERT) as a state counterpart of N.C.E.R.T. in place of State Institute of Education (SIE) and State Institute of Educational Technology (SIET) during November, 1989. Further, in accordance with N.P.E., 1986 the SCERT. Manipur has established District Institute of Education and Training (DIET) at Imphal Centre by converting the original Basic Training College (BTC).

### **1.15 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**

The State Council of Educational Research and Training (SCERT), Government of Manipur, was established by amalgamating the erstwhile State Institute of Education (SIE) and State Institute of Educational Technology (SIET) and some other units from the Directorate of School Education in the month of February 1989. The SCERT has since then been working for upliftment of the quality of Education in the Elementary stage of education as well as for achieving the goal of Universalisation of Elementary Education (UEE).

The Department is implementing the following State Plan Schemes:

1. Preparation and production of Academic materials.
  - a) Production of Academic materials.
  - b) Development of curriculum and syllabus for Teacher Training.
2. Teacher Training and Extension services.
3. Improvement of Science and Mathematics
4. Population Education (PE).
5. Evaluation and Examination Reforms.
6. Educational Research and Survey.

7. Educational Technology.
8. Vocational Guidance and Counselling services.
9. Library and Documentation services.
10. Direction and Administration.
  - a). General Administration
  - b). Information Technology
  - c). Major Works (SCERT)

In addition to the State Plan Schemes. The Department is also supplementing the following centrally sponsored schemes/central plan schemes.

1. Restructuring and Reorganisation of Teacher Education (RRTE), District Institutes of Education and Training (DIET).
2. Integrated Education for Disabled Children.
3. National Population Education Project (NPEP).

**The major functions of the SCERT, Manipur are as follows**

- i. To organize pre-service training of teachers and orientation of Supervisors/Inspecting Officers dealing with pre-school, Elementary, Secondary and Higher Secondary Education in the State of Manipur.
- ii. To conduct in-service training of (a) Teacher Educators working in the teacher training institutes and (b) Teachers at all stages of education from pre-school to Higher Secondary.
- iii. To arrange appropriate programmes for the overall professional development of teachers, teacher-educators and Supervisor /Inspecting Officers.
- iv. To provide extension services to teacher training institutions at all levels in the state.

- v. To co-ordinate the work of extension services centres of the teacher training institutions in the state.
- vi. To prescribe curricula and text-books for Teacher Training Institutions at the Elementary Stage.
- vii. To produce instructional materials for use of teachers and teacher educators at the Elementary, Secondary and Higher Secondary stages.
- viii. To conduct action researches and school survey in various areas of school education and teacher training.
- ix. To achieve Universalisation of Elementary Education (UEE) and maintain quality education by using electronic of all kinds.
- x. To undertake specific projects at all levels of education as entrusted to it by the Government from time to time.

#### **1.16 DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIET), MANIPUR**

District Institutes of Education and Training (DIET) were established in order to vitalize elementary teacher education and to enrich qualitative aspects of primary and upper primary education in the state. The scheme of DIET's has been launched throughout the country as per the suggestions of the National Policy on Education 1986 and its Programme of Action (POA). It is a centrally sponsored programme. These would attempt to energise the educational climate of the district providing rich resource support and by improving the professional competence of teachers and other educational functionaries.

Under this scheme, six (6) DIET centres have been operating at the Imphal, Kakching, Moirang, Churachandpur, Senapati and Chandel in the first and second phase in 1992. Later on two (2) more DIET centres have also been established in two Districts namely DIET of Ukhrul and DIET of Tamenglong. One more DIET has been under process and construction at Imphal East District is likely to be in the academic session

2016-17, with this, there would be 9 (nine) DIET centres in 9 (nine) Districts of Manipur. The sharing pattern is 90:10 between Central and State Government.

By 1996-97, the institute building of DIET Kakching has been inaugurated 5 (five) quarters of DIET, Churachandpur, have been constructed. More than 75% of the construction work of the Institute building of DIET, Churachandpur have been completed. A total of 30 (thirty) persons have been appointed to run the DIETs, 98 (thirty) pre-service candidates have been admitted for the two years Diploma course as against the target of 90 (ninety), whereas 60 in-service teachers are undergoing training in the 6 (six) months course against the target of 620.

During the year 2004-05, the DIET, Imphal conducted programme on Micro-teaching skills for in-service and pre-service teachers in the month of April and May 2004. A five day orientation programmes of in- service Elementary school Teachers on the teaching methods and Evaluation of the newly introduced textbooks for classes I-V were conducted in 6 (six) DIET's at Imphal, Churachandpur, Moirang, Senapati, Ukhurul and Chandel. Another 6 (six) orientation programmes of Teaching Methodology and Evaluation of contexts of the New Text books were conducted for the Primary, Elementary School teachers in 6 (six) DIET's at Chandel, Senapati, Ukhurul, Churachandpur, Kakching and Moirang.

A four day training programme of Educational Technology was conducted at DIET, Imphal 30 (thirty) teacher-educators from the 8 (eight) DIET's participated. A training programme on low cost Teaching Aids for Teacher-Educators of DIET's was conducted from 23<sup>rd</sup> to 26<sup>th</sup> September, 2004. Thirty teacher-educators participated in the programme under the centrally sponsored scheme to Restructuring and Reorganisation of Teacher Education (RRTE) 8 (eight) DIET's provided :

- a) Two years Training course for Pre-service Teachers leading to the Diploma in Elementary Teacher Education (D.E.T.Ed.) 24 number of pre-service Teacher were trained under this course in the year 2004-05.

- b) Six Months Training Course for In-service Teacher leading to the certificate in Elementary Teacher Education (C.E.T.Ed.) 408 numbers of school Teacher had been trained under this course in the year 2004-05.

A Training Programme of Resource persons for Teacher Education on Adolescence Education was conducted at the Lecture Hall of SCERT in November, 2004. Thirty Lecturers of DIET's participated in the training programme. By 2005-06 4170 in-service trainees and 617 pre-service trainees were given C.E.T.Ed. and D.E.T.Ed. Courses under report. Government of India under National Council of Educational Research and Training (NCERT), has been approved to establish a new DIET centre for Imphal East District at Koirengai.

A five day orientation programmes on the Teaching of English Language for Primary Teachers have been conducted in each of the DIET centres situated at Imphal, Moirang, Kakching, Churachandpur, Senapati, Ukhrul, Chandel and Tamei.

By 2006-07, 2596 in-service teachers and 668 pre-service teachers for C.E.T.Ed. and D.E.T.Ed., courses have given Elementary Teacher Education under DIET's. Number of workshops on Evaluation Technique, preparation of Question design, Blue print and Model Question for DIET Lecturers and School Teacher have been conducted and organised.

In the year 2007-08, 2802 in-service teachers and 638 pre-service teachers took part in C.E.T.Ed. and D.E.T.Ed. Course of Teacher Education for Elementary School level. 10 (ten) numbers of training/orientation programmes for school teachers and teacher-educators have been conducted in the year 2009-10.

The main objectives of the DIET centres of the state are as follows:

- a) Upliftment of the quality of Teachers/Instructors, Educational Volunteers of Elementary stage of education.
- b) To give suitable academic and resource support to the teachers/instructors at the Elementary level which would comprise of the following activities

- (a) Training, Guidance and Advice
- (b) Development of locally relevant teaching learning materials and teaching aids,
- (c) Evaluation,
- (d) Field studies, Action Research, Innovation, etc.
- (e) Planning and Management of Teacher Education.

Every DIET has to perform three types of functions as envisaged in the Programme of Action (NPE, 1986). These are as follows :

#### I. Training and Orientation of the Following Target Group.

- a) Elementary School Teachers (Pre-service and In-service education).
- b) Headmaster, Head of School complexes and Education Officers at the Block Level.
- c) Instructors and Supervisors of non-formal and adult education (induction level and continuing level) centres.
- d) Members of District Board of Education, Village Education Committees, Community Leader, Youth and other Volunteers.
- e) Resource persons who will conduct suitable programmes for the target group.

#### II. Academic and Resource Support to the Elementary and Adult Education System in the District.

- a) Extension activities and interaction with the field.
- b) Provision of service of a resource and learning centres for teachers and instructors.
- c) Development of locally relevant materials, teaching aids, evaluation tools etc.
- d) Surveying as an evaluation centre for elementary schools and programmes for non-formal Education and Adult Education.

### III. Action Research and Experimentation.

To deal with specific problems of the District in achieving the objectives in the areas of elementary and adult education.

These functions have to be performed under the following new branches created in the DIETs.

- Pre-service Teacher Education Branch.
- Curriculum, Material Development and Evaluation Branch.
- Work Experience Branch.
- District Resource Unit (DRU) for Adult and Non-formal Education Branch and other branches such as planning and Management. Educational Technology and in-service programmes, field interaction and innovation, co-ordination branches.

**Table No. 1.7**

**Intake Capacity of Elementary Teacher Education in DIETs, Manipur  
(During 2004-2012)**

Sl.No.	Name of the Centre/Institution	Year of Estd	Intake Capacity		Total
			(D.E.T.Ed.) Pre-Service Teacher	(C.E.T.Ed.) In-Service Teacher	
1	DIET, Imphal	1991	50	80	130
2	DIET, Churachandpur	1992	50	80	130
3	DIET, Kakching	1992	50	80	130
4	DIET, Moirang	1995	50	80	130
5	DIET, Senapati	1997	50	80	130
6	DIET, Chandel	2002	50	80	130
7	DIET, Tamenglong	2002	50	80	130
8	DIET, Ukhul	2002	50	80	130
<b>TOTAL</b>			<b>400</b>	<b>640</b>	<b>1040</b>

*Source : SCERT, GOM  
Tenth Five Year, State Perspective Plan for Teacher Education, 2000*

Though a definite policy of recruitment, deployment and promotion is prevalent in the state, no DIET has regular Principal's at the beginning till 2013-14. The DIETs do have Principal in-charge and 1 or 2 regular work experience teachers. These 2-3 personnel in each DIET have a status of regularity in service. Rests of the faculty members do not have any regular status. All the teacher educators were appointed on contractual basis with a consolidated salary of Rs. 8,000/- per month since the inception of DIETs. The DIETs came into existence in phased manner since 1990. It seems they are allotted duty in the DIET at least four days a week. Each DIET has 17 numbers of faculty members and adhocism is most prevalent in functioning of it. The faculty members get transferred to one DIET to another DIET centres of the Districts. In the process the DIETs located in the hill Districts suffer most. Some of the DIET faculties have been deployed to SCERT to assist mostly in management activities. There is no scope of promotion of any faculty member of DIET because of contractual nature of service conditions. Pre-service candidates for the admission to DIETs are selected by SCERT. Educated unemployed youths are applying for this course in the hope of getting an opportunity at the time of appointment of elementary school teachers in the state. It should be the responsibility of the District Board of Education (DBE) to set specific goals and performance norms for the DIET. If uniform pre-service intake candidates will have to be enrolled in all the existing 8 DIETs of Manipur, about 400 candidates will have to be trained under this category in each batch. However, there is institutional variation in the enrolment of pre-service candidates in the DIETs functioning in different districts of Manipur under management of SCERT.

As teacher education is a continuous process, in-service teacher education programmes are indispensable. The existing DIETs of Manipur were taken up in-service teacher education along with pre-service teacher education. The intake capacity of each DIET for in-service teachers was 80 candidates and pre-service was 50 till 2008-09. As such the existing 8 DIETs were expecting to train 1040 in-service and pre-service teachers in batch. The duration of pre-service teacher is 2 years but in-service teachers was 6 months short term course.

The enrolment trends of pre-service candidate in the existing 8 DIETs during 2002-03 to 2005-06 academic session are shown in the following table 1.8.

**Table No. 1.8**

**Enrolment Trends of Pre-Service Candidates in DIETs (2002-03 to 2005-06)**

Sl. No.	Name of the Centre/Institution	Pre-Service Enrolment				ECCE
		2002-03	2003-04	2004-05	2005-06	
1	DIET, Imphal	41	38	45	50	NIL
2	DIET, Kakching	45	50	50	50	NIL
3	DIET, Churachandpur	42	35	36	30	NIL
4	DIET, Senapati	35	41	48	45	NIL
5	DIET, Moirang	30	32	45	35	NIL
6	DIET, Chandel	27	32	45	35	NIL
7	DIET, Ukhrul	34	39	47	48	NIL
8	DIET, Tamei	48	45	50	50	NIL
<b>TOTAL</b>		<b>302</b>	<b>312</b>	<b>366</b>	<b>343</b>	<b>NIL</b>

*Source : State NODAL Office Performance Report of the mid-term appraisal of Centrally sponsored scheme of Teacher Education in Manipur, NCERT, 2007 SCERT, Manipur 2006*

The table given above reflects the enrolment trends of pre-service candidates of elementary teacher education programmes of all DIETs in the state between 2002-03 and 2005-06. It is also observed that these DIETs have not undertaken any ECCE teacher education programme as envisaged in the revised guideline of MHRD (January, 2004). It is further noted in some DIETs the intake is also less than approved strength.

For the in-service education, the school Education Department deposes school teachers to the SCERT through the District Educational offices for in-service training.

In the implementation of the Sarva Shiksha Abhiyan (SSA) Programme by the State Mission Authority, SSA, the SCERT provides resource persons, curriculum, materials and self learning modules for teachers, etc. Regular orientation programmes are conducted at the DIET centres and also at the SCERT for the teachers, Block Resource Persons (BRPs) and Cluster Resource Persons (CRP's) etc. of the SSA.

**Table No. 1.9**  
**In-Service Training Programme in 7 DIETs, Manipur**  
**(For the Years 2002-03, 2003-04, 2005-2006)**

Sl. No.	Programmes	Nos. of Workshops Orientation Meetings	No of Beneficiaries	
			Target Groups	Nos
1	Capacity Building (Preparation of District Plan for UEE)	33	Pre-school, Teachers, Primary school Teachers, Parents, NGOs, Village Chiefs	1180
2	Development of Curricular Materials	NIL	NIL	NIL
3	Development of TLMS	NIL	NIL	NIL
4	Research Programme (Action Research Project)	NIL	NIL	NIL
5	Activities to improve and support community involvement	7	Parents, Teachers, NGOs	360
6	Adult Education	NIL	Village Chief, Parents, NGOs	NIL
7	Strengthening of their own capacities (Staff Development Programme)	NIL	NIL	NIL
8	Training Programme			
	1. BRC Co-ordinators	NIL		NIL
	2. CRCs Co-ordinators	NIL		NIL

	3. Regular Teachers	168		4960
	4. Untrained Teachers	114		3741
	5. Para Teachers	18		731
	6. Newly Teachers Recruited	0		NIL
	7. Pre-primary School Teachers	0		NIL
9	Training Programme of Differently Abled/Physically Challenged			
	1. Teachers	NIL		NIL
	2. Students	NIL		NIL
	3. Community	NIL		NIL
10	Distance Education Programme			
	1. Training in the Development of SLMS	NIL		NIL
	2. Training in the Development of Audio Programme	NIL		NIL
	3. Training in the Development of Radio Programme	NIL		NIL
	4. Training in the Development of Video Programme	NIL		NIL
	5. Training in the Organisation of Training Programmes through Teleconferencing	NIL		NIL

*Source : Report of the Mid-term Appraisal of Centrally Sponsored Scheme of Teacher Education in Manipur, 2007*

The courses provided in the DIETs are classified as Diploma in Elementary Teacher Education (D.E.T.Ed.) for pre-service candidates for 2 years courses, and Certificate of Elementary Teacher (C.E.T.Ed.) for 6 (six) months for in-service teachers, though this course is provided without the approval and recognition of the NCTE. From the academic session 2012-2013 the DIETs provided only 2 (two) years Diploma in Elementary Education (D.E.L.Ed) for the pre-service teacher education with 80 intake capacity of each DIET centres.

**Table No. 1.10**  
**Enrollment of the In-Service (C.E.T.Ed.)**  
**(2002-03 to 2009-10)**

Year-wise	Enrollment
2002-03	422
2003-04	409
2004-05	276
2005-06	167
2006-07	191
2007-08	272
2008-09	274
2009-10	279

*Source: SCERT, GOM*

As per records of SCERT, Manipur, 2002-03 to 2009-10, there were 422 student-teacher of C.E.T.Ed. course in 2002-03. It decreases to 167 in 2006-07. By 2007 and 2008 it rose to 272 and further it increases to 279 in 2009-10. No further in-service teacher-education was provided in the DIETs under the directive of NCTE.

**Table No. 1.11**  
**Enrollment of the Pre-Service (D.E.T.Ed. / D.El.Ed)**  
**(2006-07 to 2014-15)**

Year-wise	Enrollment
2006-07	87
2007-08	135
2008-09	135
2009-10	317
D.El.Ed.	
2012-13	416
2013-15	586

*Source: SCERT, GOM*

The enrollment of the pre-service student-teachers for D.E.T.Ed/D.El.Ed process, as per records of SCERT there are 87 student-teachers in 2006-07 and it rose to 317 in 2009-10. No course was provided for pre-service education in the year 2010-11. The new pre-service course for D.El.Ed was opened in the DIETs since 2012. There were 416 student-teachers enrolled in the year 2012-13. By 2013-15 the enrollment of candidates for D.El.Ed. was 586.

### **1.17 DEVELOPMENT OF PROFESSIONAL EDUCATION OF SECONDARY SCHOOL TEACHERS IN MANIPUR**

Professional education of secondary school teachers started in Manipur since 1928, when one of the teachers of Johnston High School Late A. Ibungohal Singh, Government Teacher, Imphal was deputed to undergo B.T. Training Outside Manipur. This marked the beginning of training programme for Secondary School 'teachers. In 1932, a seminar was organised on the methods of teaching various subjects and the teachers who attended the seminar were benefitted.

The institutional beginning of professional education of secondary school teachers was done by opening a Basic Training Section in Dhanamanjuri College on 1<sup>st</sup>

August, 1959. Before this, the teachers were sent on deputation for training outside Manipur, particularly to the Central Institute of Education, New Delhi. Along with B.T. Section, there were Certificates of Teaching (C.T.) classes in the composite D.M. College, Imphal. The B.T. Course was intended for graduate teachers and C.T. Course was closed down after two years and it was amalgamated with the Basic Training Course in the Basic Training College which was established in 1961 at Imphal. The B.T. Course opened in D.M. College was converted into full-fledged Training College, under the named of Post-Graduate Training College (PGT) on 6<sup>th</sup> November, 1972. The College was affiliated to Gauhati University till 1980. It was later renamed as D.M. College of Teacher Education since 1996 and upgraded into College of Teacher Education (CTE) by NCTE in 1997. It is the only College of Teacher Education managed by Government of Manipur. The College imparts training to the teachers already working in Government and aided high/higher secondary school and deputed by the Government for in service training.

As the number of untrained teachers increased day by day and the demand of the need for professional preparation was felt in the state, there arose a great urgency to establish more institutions for training the teachers.

After the merger of Manipur with the Indian Union, Scheme of deputing 50 graduates for training outside Manipur was taken up in 1951. Under this scheme 65 graduate teachers were deputed to Assam, Bengal and Uttar Pradesh for receiving B.T. and B.Ed. Courses.

In May, 1980, Summer-cum-correspondence B.Ed. Course under Regional College of Education, Bhubaneswar was started at Imphal by State Institute of Education (S.I.E.) Babupara, Imphal, in order to clear the backlog of untrained teachers among the secondary and elementary school teachers, were sent to Regional College of Education (RCE), Bhubaneswar for this Course. The S.I.E. has been taking up the programmes for orienting teachers in school subjects under the directives of

Government of Manipur. During 1976-77, the S.I.E. oriented 150 Secondary School Teachers and 300 science teachers under the UNICEF Scheme of science education.

The Summer-cum-correspondence B.Ed. Course conducted under S.I.E., Manipur was of two years duration during summer vacations. The minimum qualification of trainees for the B.Ed. (Secondary) Course was B.A./B.Sc./B.Com. The courses were going on regularly till its last session in 1987-88.

The enrollment strength and achievement of Summer-cum- correspondence B.Ed. Course (Secondary) conducted by S.I.E. under RCE, Bhubaneswar for Imphal Centre is shown in the following Table No. 1.12.

**Table No. 1.12**  
**Enrollment Strength and Achievement of B.Ed. (SS/CC)**  
**During 1980-81 to 1987-88**

Session	Enrolment	Appeared Exam	Passed	Pass Percentage
1980-81	107	102	84	82.3
1981-82	132	110	84	76.3
1982-83	153	131	71	54.1
1983-84	149	147	78	53.0
1984-85	112	49	9	18.3
1985-86	64	63	21	33.3
1986-87	107	88	22	25.0
1987-88	94	NIL	-	-

*Source : Annual Report of SIE 1980-81 to 1987-88, Imphal.*

As stated earlier, PGT College was the only College of Teacher Education of Secondary level till 1993. For imparting the Hindi Teachers of Secondary level a Hindi Teachers Training College was also established on 1<sup>st</sup> October, 1975 with the provision of giving training to 30 teachers at the D.M. College composite adjacent to PGT College. This Hindi Teacher Training College was affiliated to Central Institute of Hindi, Agra. It conducted One Year's Course and awards a degree certificate known as Hindi Shikshan Parangat which is equivalent to B.Ed./B.T. The trainees

were deputed by the Government of Manipur from amongst the Hindi Teachers and must possess the minimum qualification of Matriculate Ratana or Graduate with Hindi or Graduate with Rastrabhasa Ratana.

The status of P.G.T. College before the passing of National Council for Teacher Education Act, 1993. It imparts training to the heavily back-logged, untrained inservice teachers of Secondary School level of Manipur as well as the teachers of Nagaland at one time. The duration of Course is One Year Bachelor of Education (B.Ed.) Course since 1989-90, previously it was known as Bachelor of Teaching (B.T.) Course. The criteria of admission to this course was B.A., B.Sc., B.Com., M.A., M.Sc. and M.Com.

The college had a provision of giving training to 100 to 150 teachers in a year. The norms prescribed by the Manipur University regarding the size of the class of P.G.T. College was also only 100. However, the number of trainees admitted was increased to over 200, and particularly in the session for 1990-91, it was 434. Thus it was necessitate to conduct the classes in two shifts.

The position of allotment of trainees from the year 1973-74 to 1990-91 in the college is shown in the following table No. 1.13

**Table No. 1.13**  
**Allotment of Trainees of PGT College**  
**During 1973-74 to 1990-91**

Year	No. of Teachers			
	M	F	T	
1	2	3	4	5
1973-74	105	3	108	Govt. Deputed Trainees
	86	30	116	Pre-Service (Evening Shift)
1974-75	141	14	155	Govt. Deputed Trainees
	32	31	63	Pre-Service (Morning Shift)
1975-76	135	19	154	Govt. Deputed Trainees
1976-77	96	15	111	-do-

1977-78	80	15	95	-do-
1978-79	102	34	136	-do-
1979-80	150	27	177	-do-
1981-82	152	25	177	-do-
1982-83	145	23	168	-do-
1984-85	147	30	177	-do-
1985-86	138	36	174	-do-
1986-87	131	35	166	-do-
1987-88	116	71	187	-do-
1988-89	164	128	292	-do-
1990-91	227	207	434	-do-

*Source: Education in Manipur Towards A New Education Order  
Report I, State Education Commission, Manipur*

The State Education Commission, 1992 (Singhal Commission) observed that the allotment of over 430 deputed trainees is not at all desirable. The Commission suggested that the norm prescribed by the University may be adhered to and the maximum number of trainees enrolled should not go beyond 150. This was not followed by the authorities of the College and Directorate of Higher Education.

In service Teachers of Secondary Schools were deputed by the State Government for undergoing the Training Course in the P.G.T. College. The basis for selection of in service teachers for training were 30% Scheduled Tribes, 30% Grade Seniority, 15% length of service, 10% Lecturers and 15% seats for Schools which have the least number of trained teachers. This College (P.G.T.) College had no authority in the selection of trainees. A few private candidates are admitted every year. Through influence and pressure from the higher authorities, there has no clear cut policy for the reservation of seats for the private pre-service candidates. This candidates selected are never subjected to written tests. Viva-Voce, Personality Test, attitude and values and marks obtained in their degree examinations which are found to be of great significance for effective teaching and professional growth.

Singhal Committee further recommended in regard to composition of trainees in the P.G.T. College, the State Commission are in favour of the reservation of 50% of

the available seats for the freshers so as to invite good students who are interested in the teaching profession. It also suggested the selection of the trainees on the basis of scientific selection procedure by subjecting them to the test on the basis of General Ability of Teaching. The test may be supplemented by interviews and group discussion to assess the applicant's seriousness of purpose. Knowledge of the content of School subject, clarity of speech, communication skills and other attributes of a good teacher may be assessed.

The State Education Commission (Singhal Commission), 1992 suggested the following schemes for the selection of the trainees :

1. **Eligibility Criteria :**

- a) Under the existing rule of the Manipur University candidates who are to undergo B.T./B.Ed. training programmes are to offer two school subjects. As such candidates who have offered at least one relevant subject in their degree examination may be considered. In the case of deputed teachers, the consideration may be of seniority.
- b) **Percentage of Marks :** An aggregate of 45% marks in B.A./B.Sc./B.Com. should be necessary. In case of Post- Graduate degree holders, minimum 45% in the subject to be taught in the school should be essential.

2. <b>Test (Written)</b>	<b>Marks</b>
a) Content Test (30 marks for each subject)	60
b) Language	40
Total 100	

3. **Interview**

The Interview Board for selection of freshers should consists of the following members :

- a) Principal of the College.
- b) Two Staff members of the College (one of whom should be a lady).

- c) Two external members viz, an eminent educationists and an Education Officer.

The above board may assess the following traits in the candidates.

<b>Areas</b>	<b>Marks</b>
a) Personality	10
b) Communication	10
c) Manners & Resourcefulness	10
d) Co-curricular Activities	10
e) Praise & Confidence	10
<hr/>	
<b>Total 50</b>	

#### 4. Teaching Experience

For teaching experience 2 marks were awarded for every year of teaching experience with a maximum of 10 points.

**Table No. 1.14**  
**Academic Record**

	Merit Position/ Distinction in Board/ University Examinations	1 <sup>st</sup> Division	2 <sup>nd</sup> Division
High School, PUC, Higher Secondary	-	7	5
BA/B.Sc. /B.Com	-	22	15
MA/M.Sc./M.Com	-	3	1
Total Scheme		Marking	
a) Written Test		100	
b) Interview		50	
c) Teaching Experience		10	
d) Academic Record		40	
	Total	200	

*Source: Education in Manipur Towards A New Education Order  
Report I, State Education Commission, Manipur*

For the encouragement of the prospective teachers, scholarships may be awarded by the Government on the basis of results in the University Examinations and Admission Tests.

- a) Students holding B.A./B.Sc./B.Com degree with 55% honours.
- b) Master's degree holders with 50% marks in aggregate.

### **Position of Teaching Staff**

The Staffing pattern of the P.G.T. College since its inception (1972-73) to 1991-92 is shown in the following Table No. (1.15)

**Table No. 1.15**  
**Position of Teaching Staff of PGT College**  
**During 1972-73 to 1991-92**

Year	Full Timers	Part Timers	Total
1972-73	10	4	14
1973-74	10	4	14
1974-75	11	4	15
1975-76	11	4	15
1986-87	11	6	17
1988-89	11	6	17
1990-91	11	12	23
1991-92	10	6	16

*Source: Education in Manipur Towards A New Education Order  
Report I, State Education Commission, Manipur*

The minimum qualification of teacher educators was M.A. (Education) two years course for theory teachers and M.A. in a subject plus B.T. or B.Ed. for the method teachers. Out of the 10 full time teachers 5 (five) of them were M.A. in Education and four of them were M.A., B.T./B.Ed. and the remaining one holds Diploma in Fine Arts with Matriculate.

Considering the intake capacity of the college the existing staff was extremely inadequate. It also seems that majority of them are Part-Timers.

The State Education Commission 1992 (Singhal Commission) disapproved the running of the Training College mainly by Part-Timers. Arrangements were made for filling up the vacant posts on regular basis. It was reported that majority of the teacher-educators were academically not quite adequate. They were all second class Master Degree holders and were not selected through a properly constituted selection committee like UPSC and MPSC. Moreover, not a single one among the regular teachers possesses a Ph.D. or an M.Phil Degree in the subject or other subjects too, where the UGC norms demanded Ph.D. Degree as preferential criteria for Principal of B.Ed. College. In order to improve the qualification of these educators, the State Education Commission recommended to depute one or two of them on study leave to get M. Phil/Ph. D Degree in their respective areas of study. It also suggested to send some of the staff members to NCERT and NIEPA for participation in short term courses, during the summer vacation in such areas, viz. work and management, etc.

### **Curricular Programmes**

The Courses of studies in curricular programme during 1972-73 comprised theory courses and practical courses. The theory courses constitute the following papers.

#### **Part-A : Theory Courses**

Paper	Title Papers	Marks
I	Principles of Education	100
II	Educational Psychology	100
III	Indian Education in Historical Perspective	100
IV	General Methods, School Organisation & School Hygiene	100
V	Content and Subject Method of Teaching	100
VI	Any two school subjects from the Language, Mathematics, Social Studies, General and Physical Science, Biological Science, Home Science, History, Geography for Secondary Courses	100

*Source: College Record*

In addition to the compulsory papers, a candidate may offer any one of the following as an additional subject. Excess marks over 36 in the additional subject will be added to the aggregate marks of the theory.

**Additional Subjects (Anyone)**

- 1) Theory and practice of Pre-primary and Primary Education.
- 2) Educational and Vocational Guidance.
- 3) Educational and Mental Measurement
- 4) Comparative Education
- 5) Audio-Visual Education
- 6) Continuing Education
- 7) Mental and Hygiene and Child Guidance
- 8) Teacher Education in India
- 9) Health and Physical Education
- 10) Population Education
- 11) Work Experience SUPW

**Part B : Practical**

One lesson is to be assessed by an external examiner for 100 marks. Practice teaching, preparation of teaching aids, Laboratory Practical, Work Experience and all other sessional works to be assessed internally, which carries 200 marks.

**Sessional Work**

The Manipur University B.Ed. curricular programmes provides adequate provision for the internal assessment on sessional work comprising of 200 words. The marks are shown in the preceding page :

i)	Practice teaching at least 30 lessons divided into middle and secondary classes with a minimum of 10 lesson in each subject	30 Marks
ii)	Preparation of Improvised teaching	15 Marks
iii)	Essay and Assignments	20 Marks
iv)	Preparation of Test on Method Subjects (at least 100 items)	10 Marks
v)	One Unit Plan of a Method Subject	10 Marks
vi)	Preparation of Annual Scheme of Work in one subject for a particular area	10 Marks
vii)	Analysis of an improvement upon School examination question papers	10 Marks
viii)	Critical study of the syllabus and textbooks of one subject for a particular class	10 Marks
ix)	Collection and analysis of common errors of the pupils of a particular class in a school during practice	10 Marks

### **Practice Teaching**

Practice teaching is the most important part of teacher education programmes of P.G.T. College. The number of lessons prescribed for the purpose is at least 30 lessons divided into middle and secondary classes with a minimum of 10 lessons in each subject. It means that minimum number of lessons to be taken by a student teacher is 20 only, divided into two subjects embraced in the curriculum of high schools and higher secondary school.

Practice teaching is jointly supervised by teaching staff of the college and the head of the institutions of the respective practicing schools. The lessons are approved by the respective subject teacher educators with necessary correction and improvement before delivering in the class.

It is noteworthy to mention that the National Council on Teacher Education (NCTE), a statutory status given under NCTE Act 1993, has for the first time laid down the

general objectives, norms and standard of teacher education at different levels and attached great work. It has laid down 60% weightage to this kind of work. The remaining 40% is allotted evenly to pedagogical theory and working with the community. However, in another document of the NCTE, 1991, it has revised the weightage to 40% divided into (i) Internship in teaching including field work 20% (ii) Practical work including working with community, social service and work experience 20%.

Practice of teaching was carried out on the traditional lines. Most of the teacher educators followed Herbertian Method of lesson planning on student teaching. No innovation and experimentation are done in lesson planning and teacher.

### **Examination and Evaluation System**

A candidate was eligible to appear in the annual University Examination after prosecution of one year regular B.T./B.Ed. course with 75% attendance. Non-collegiate candidate can appear with a minimum of 60% attendance. Unsuccessful candidates were given three consecutive chances to appear in the examination as casual/private candidates. Evaluation consists of both internal and external assessments. Home assignment, group discussion, co-curricular activities etc. are included in the internal assessment.

The pass percentage of the regular B.T./B.Ed. course provided under PGT College while affiliating in the Gauhati University and later on Manipur University were highlighted in the preceding page :

**Table No. 1.16**  
**Pass percentage of P.G.T. College/B.T./B.Ed.**  
**During 1978-1990**

Year	Pass Percentage	Year	Pass P.C.
1978	(G.U.) 35.00 %	1984 (M.U.)	39.46 %
1979	(G.U.) 39.00 %	1985-86 (M.U.)	60.67 %
1980	(G.U.) 39.82 %	1986-87 (M.U.)	52.97 %
1981	(M.U.) 33.00 %	1987-88 (M.U.)	50.00 %
1982	(M.U.) 46.30 %	1988-89 (M.U.)	66.15 %
1983	(M.U.) 46.5 %	1989-90 (M.U.)	65.52 %

G.U. = Gauhati University

M.U. = Manipur University

*Source: Education in Manipur Towards A New Education Order  
 Report I, State Education Commission, Manipur*

### **1.18 HINDI TEACHER TRAINING COLLEGE**

To impart training to the Hindi teachers of the secondary schools, one Hindi Teachers Training College (HTTC) was established on 1<sup>st</sup> October, 1975 at Imphal, D.M. College in the same building in the campus of Hindi Teachers Training Institute, Imphal. This college was affiliated to Central Institute of Hindi, Agra. It conducts one year course and awards a degree certificate known as Hindi Shikshan Parangat which is equivalent to B.Ed./B.T. The trainees are deputed by the government of Manipur from amongst the Hindi teacher and must possess the minimum qualification of Matriculate Ratana or Graduate with Hindi or Graduate with Rastrabasha Ratana. The seat capacity of the college was 30-35.

**Table No. 1.17**  
**Pass Percentage of H.T.T.C.**

Year	Number of Appeared			Number of Passed			Pass Percentage
	Male	Female	Total	Male	Female	Total	
1975-76	27	3	30	25	3	28	93.3
1976-77	24	8	32	24	6	30	93.7
1977-78	27	3	30	22	2	24	80
1978-79	26	4	30	22	4	26	86.6
1979-80	28	4	32	23	4	27	84.3
1980-81	23	7	30	20	4	24	80
1981-82	25	7	32	24	6	30	93.7
1982-83	29	4	33	20	3	23	69.6
1983-84	22	8	30	19	7	26	86.6
1984-85	26	4	30	18	6	24	80
1985-86	28	8	36	18	7	25	69.4
1986-87	24	7	31	16	6	22	70.9
1987-88	22	8	30	20	6	26	86.6
1988-89	22	11	33	18	8	26	78.7
1989-90	22	8	30	18	6	24	80
1990-91	22	7	30	-	-	-	-

*Source: Education in Manipur Towards A New Education Order  
Report I, State Education Commission, Manipur*

### **1.19 NEED AND SIGNIFICANCE OF THE STUDY**

Teaching profession is a highly skilled job and cannot be performed satisfactorily without a sound preparation for it. The progress of a Nation depends upon the quality of its people, the quality of the people depends upon the quality of their education, and the quality of education depends upon the quality of its teacher and further the quality of the teacher is also dependent upon the quality of teacher education programme. The quality of teacher education programme is further very much related with the potentialities of its student-teachers, their interest, aptitude, attitudes, abilities, personality and mental level. Indian education Commission (1964-66) has

rightly observed that a sound programme of professional education of teacher is essential for the qualitative improvement of education.

Now-a-days teacher's professional development is an important issue in the area of teacher education with the implementation of the National Policy on Education 1986 and Programme of Action 1992. There is professionalisation of teaching at every level of education begins from the pre-primary to higher education level. Teacher should develop his professional excellence with favourable attitude in the profession. Without the proper psycho-physical, socio-cultural and professional attitude of the student-teachers, the profession of teaching will be down-falling and has no quality of teacher education. For bringing professional development in teaching the study of the attitude of student-teachers is also of utmost important.

There is a thirst for quality education in the state since last decades. The student organisations and public in general had been blaming the teachers of this state for not doing well in their duties particularly in school education. There is defect in the recruitment policy of the government schools. Due to this, the quality of government school has been deteriorating day by day. The private schools are performing remarkably in school education. All these are very much related with professional development of the teachers. The quality of the teachers are directly reflected with the training received by them. Without proper and favourable attitudes of the teachers towards teaching profession, the dream of bringing quality of education in the state will remain as, like "built Castle in the air". So the study of the professional development of the teacher is needed. It will be a significant study for teachers, administrators, educational planners, teacher education institutes and authorities of the state, including management committees for providing teacher education programme effectively in the state. Not only this, the schools of education and academician can take the benefit of the recent findings of the study.

## 1.20 STATEMENT OF THE PROBLEM

Teacher education is one of the important professional education for professional preparation and professional development of the pre-service and in-service student teachers. In Manipur teacher education is provided in two levels which are teacher education of Elementary School Teacher in District Institute of Education and Training (DIET) centres and another is teacher education of Secondary School Teachers in the college of Teacher Education (CTE). The present study is an attempt to focus the development of teacher education of both level.

So the statement of the problem is entitled as “DEVELOPMENT OF PROFESSIONAL EDUCATION OF TEACHERS AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS IN MANIPUR”.

## 1.21 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

- (a) **Professional Education** – According to Radhakrishnan Commission, Professional Education is the process by which man and woman prepare for existing responsible service in the professional spirit. The term may be restricted to preparation of fields requiring well informed and discipline insight and skill by a high order.

In other words, professional education is the education for developing professional knowledge and the skills and also training of some specific professional activities such as engineering, legal education, commerce education, agricultural education, art education, teacher education, industrial and technical education, management etc. In the present study, professional education, have refers to teacher education of the elementary and secondary school teachers

- (b) **Elementary School Teachers** – The teacher who teaches children of classes I to VIII in formal schooling of general education is known as Elementary School Teacher. It also covers those professional preparation of the

pre-service student-teacher undergoing education in Diploma of Elementary Teacher Education.

- (c) **Secondary School Teachers** – Teachers who are working in the secondary schools for teaching pupils of secondary courses of class IX-X or IX-XII in some states is known as Secondary Schools Teachers. It also covers those professional preparation of the pre-service student-teachers undergoing education of secondary teacher education.
- (d) **Teacher-Educators** – Refers to those professional teachers teaching student-teachers in the teacher education institution of both pre-service and in-service education and training.
- (e) **Student-Teacher** – Refers all the candidates enrolled in teacher education institutes to get professional education of teachers of both pre-service and in-service teachers.
- (f) **Pre-Service Teacher Education** – Refers to before joining service of any jobs or profession. In the present study, the term ‘pre-service’ implies the student-teachers studying in District Institute of Education and Training (DIETs) and College of Teacher Education (CTE) for professional preparation before joining Teacher job or to become a teacher or prospective teacher.
- (g) **In-Service Teacher Education** – Refers to training or education given to the employees after joining the service or they are already in the service.
- (h) **SCERT** – State Council of Educational Research and Training
- (i) **D.El.Ed.** – Stands for Diploma in Elementary Education introduced as per the guidelines of national Council for Teacher Education (NCTE) Regulation 2014.
- (j) **B.Ed.** – B.Ed. stands for Bachelor of Education which is the professional course for teacher education and training for secondary school teachers.
- (k) **DIET** – Stands for District Institutes of Education and Training which are the Institutes of Elementary teacher education and training.
- (l) **CTE** – It stands for College of Teacher Education which is the institute for giving education and training of in-service and pre-service teachers for the secondary school level to undergo B.Ed. course.

**(m)Teacher Education** – Generally, the term ‘teacher education’ implies the programme and course for educating the prospective teachers or pre-service teachers as well as in-service teachers.

### **1.21 OBJECTIVES OF THE STUDY**

On the basis of the statement of the problems the main objectives of the present study are:

1. To highlight the growth and development of teacher education in Manipur.
2. To study the development of professional education of teachers of the elementary school level in Manipur.
3. To study the development of professional education of teachers of secondary level in Manipur.
4. To study the status of trained and untrained teachers at elementary and secondary level.
5. To make survey the existing conditions and status of the teacher education institutes, DIETs and Colleges of Teacher Education with special reference to:-
  - Infrastructure of Physical and Human Resources
  - Management
  - Curricular and Co-curricular Activities
  - Methods of Teaching
  - Internship/Practice Teaching
  - Scheme of Examination
  - Other facilities and provisions
6. To focus the achievement of the pre-service and in-service student-teachers.
7. To find out the main problems of teacher education of the elementary and secondary school levels.
8. To make suggestions for improvement of teacher education in the state.

## **1.22 RESEARCH QUESTIONS OF THE STUDY**

The research questions of the present study are as follows:

- 1) Is there qualitative and quantitative growth and development of professional education of teachers in the State?
- 2) Does the development of professional education of teachers of elementary school level satisfactory?
- 3) Is there expansion of professional education of teachers at Secondary school level in all districts of Manipur?
- 4) Are there backlog of untrained teachers in Government schools?
- 5) What are the existing conditions and status of teacher education institutes of elementary and secondary school levels in the State?
- 6) What are the achievement of the student-teachers of DIETs and CTEs for the last five years?
- 7) What are the problems faced in the teacher education programme of the elementary and secondary school levels (DIETs and CTEs)?
- 8) What suggestions can be made for the improvement of professional education of teachers of the State?

## **1.23 DELIMITATIONS OF THE STUDY**

The study is delimited to only 8(eight) DIET Centres run by SCERT, Manipur and 6 (Six) Colleges of Teacher Education (CTE) of general education affiliated to M.U. The study of Hindi Teacher Training College and teacher education of Distance Mode (IGNOU) and M.Ed. course have not been given due emphasis in the present study. For the collection of data 100 student-teachers and 50 teacher-educators from 8(eight) DIETs and 54 students-teachers and 30 teacher-educators from 6 (six) have been drawn.

## **1.24 ORGANISATION OF THE STUDY**

The present thesis comprises of overall 5 (five) chapters which are organised in outlines of each chapter in the following:

In the first chapter the investigator deals with the profile of Manipur, which the study is confined, conceptual framework about the meaning of profession and teaching profession, meaning, types and the institutes of teacher education, retrospective of teacher education in India, in the past and the present position, agencies or bodies of teacher education which are NCERT, NCTE and the IGNOU, Quality assurances and Norms and Standards of teacher education under NCTE, historical background of teacher education in Manipur, elementary and secondary teacher education, need of the study, statement of the study, objectives of the study, research questions, operational definitions of the key terms used, delimitations of the study are dealt with.

In the second chapter the Review of related Literature has dealt with by categorising into two broad areas which are studies in India and the abroad including studies in Manipur. 42 related studies have been reviewed which are done by the researchers of the past in the field of teacher education and overview is also given.

In the third chapter it deals with the Methodology of the study containing methods of the study, sources of data, and the method adopted in the present study, population, sample, tools used in the present study, procedure of data collection, treatment of data, statistical application.

The fourth chapter deals with the Analysis and Interpretation of the study having three (3) categories which are Analysis of the Professional Education of Elementary School and Secondary School Teachers in Manipur, Status of Trained and Untrained Teachers at Elementary and Secondary School Levels in Manipur and Achievement of the Pre-Service and In-Service Student Teachers of DIETs and CTEs, Responses of Joint Director and Principals of DIETs, Responses of the Controller of Examination, M.U., Director, (CDC) and the Dean of Social Sciences, M.U. Canchipur, Joint Director of SCERT, Chairman and Secretary of Governing bodies of private management and Principals of CTEs.

The last chapter of the thesis contains the summary and conclusion of the study which deals with a brief restatement of chapter I to IV and reporting of main findings, discussion and conclusion, suggestions for improvement and suggestions for further study.

## **CHAPTER – II**

### **REVIEW OF LITERATURE**

#### **2.1 INTRODUCTION**

The phrase ‘Review of Related Literature’ consists of two words ‘Review’ and ‘Literature’. The term ‘Review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the propose study would be an addition to the field. ‘Literature’ refers to the theoretical, practical and its research studies. Review provides the knowledge and insight regarding what to start, where to start and how to start. Bearing this in mind, the investigator studied the related literature before starting the fieldwork, concerning the problem under investigation. Survey of literature was done with a view to know what others have attempted to find out, what methods, tools and techniques their results and what problem yet remained to know the present study. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of the field in a unique way to provide the rational for the study. In other words, the Review of Related Literature means to locate, to read and to evaluate the past as well as planning for the future work of investigation. In short, the Review of Related Literature is important because it gives the direction to the investigator and avoid the wrong path to the investigation.

Research takes advantages of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problem which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research.

For any worthwhile study in any field of knowledge the research worker needs adequate familiarity with the work which has already been done in the area of his

choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefit from the previous investigations, utilises the previous findings, takes many hints from the designs and procedures of previous researches, matches his conclusions drawn earlier and tries to add from his side a line or two to the existing store of knowledge.

In the words of John W. Best, “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of knowledge make possible progress in all areas of human endeavour”.

In the light of the above discussion it is learnt that the review of related literature is so needed for the following reasons:

- i) It is the foundation of any research study undertaken.
- ii) It gives an understanding of the previous work done in the related area and to avoid the risk of duplication.
- iii) It points out the areas for research ignored previously.
- iv) It provides a good scope for advancing the science of research.
- v) It provides a good opportunity to the investigator for gaining insight into the methods, measures and approach by the earlier investigators.
- vi) The synoptic view of related literature helps to locate comparative data useful in the interpretation of results.
- vii) It contributes to the general scholarship of the investigator.

Keeping in view of this, the investigator of the present study has consulted some popular literatures found in the libraries and other sources of information. Among them the investigator has received previous studies from the Indian Educational Abstracts, Journals of Educational Research and Extension, Journal of Indian Education, Survey of Research in Education etc. Though it was not possible for the

investigator to go through the entire published and unpublished research in the related field still an attempt was made to study of literature concerned with the investigation. For the sake of convenient, the investigator divided the work into 2 (two) categories namely studies conducted in India and studies conducted Abroad.

## **2.2 STUDIES DONE IN INDIA**

**Marker, N.S. (1975)** conducted a study on “Survey of Teacher Education in the State of Maharashtra”. The aims of the study was to survey teacher education in the six universities of Maharashtra and trace the development of teacher education in ancient India, in the communist countries and in the United States of America (USA), United Kingdom (UK) and Thailand. The study was limited to the secondary teacher education at the secondary level only during the period 1947-1973.

The major findings of the study were: (a) There was substantial increase in the colleges of education since independence; (b) Fourfold and six fold increase, respectively, took place in the number of secondary schools between 1949 and 1971; (c) Increase in the number of trained teachers was more marked than that of untrained teachers; (d) There was an upward trend in the expenditure on colleges of education in the various five-year plans; (e) There was no long time plan of development of teacher education by the Department of Education; (f) Physical resource development predominated human resource development in teacher education was s source of dissatisfaction; (g) The state level institutions set up for pre-service and in-service education were generally outdated and lacked. Sufficient accommodation; (h) All six universities in Maharashtra offered a general Bachelor of Education Course; (i) The B.Ed. syllabi were revised in frequently; (j) Policy decisions were processed through the Deputy Director of Education in-charge of Teacher Education Maharashtra; (k) Students were dissatisfied with the teaching in B.Ed. and evaluation as there was no significant improvement in the quality of teacher education at secondary level; (l) There was a tremendous increase in the number of students admitted to the colleges of education; and (m) The four divisions of Maharashtra, Bombay, Poona, Nagpur and

Aurangabad, held the same position with regard to the percentage of trained teachers in each division over the period 1960-61 to 1970-71.

**Safia and Sultana (1976)** conducted a study on “A Study on Academic Difficulties of Student-Teachers”. The purpose of this study was to identify the academic difficulties which the student-teachers encounter during their period of training for teaching profession.

For the purpose of data collection a questionnaire was administered. The results revealed the following as the major difficulties of students-teachers

(a) Teacher’s teaching method i.e. no chance for the students to clarify their difficulties during the class period, are another area of difficulty; (b) On the basis of their experience of practice teaching, their main difficulty is that what is being taught in methodology classes not acceptable to school teachers and they hardly agree that new methods be tried out in actual classroom teaching; (c) The whole programmed is so overcrowded that they do not get enough time for participation in other activities; (d) Most of their difficulties persist because the teacher educators never try to keep any out of class contacts with them

**Pathak, V.B (1979)** conducted a study on “Teacher Education in Eastern Uttar Pradesh: Quantitative and Qualitative Analysis”. The specific objectives of the study were: (a) To find out the quantitative expansion of teacher education in Uttar Pradesh; (b) To evaluate the quality of teacher education and (c) To find out the quality of teacher-educators and to locate their problems.

The main findings of the study were: (a) Physical facilities and equipment were by and large, quite inadequate in most institutions; (b) There was a rapid increase in the number of teacher education institutions during seventies; the number those from sixteen in 1973 to thirty-three in 1978; (c) Eighty-three percent teacher-educators were males. Demographically the group was dominated by rural born, high caste male Hindu teachers in the age group 30-40. The weaker sections of the society were

beginning to the represented very slowly; (d) Most of them were second division: 12 percent had doctoral degree and 18 percent had a first class M.Ed. Degree; (e) Their attitude towards the profession as assessed by MTAI was, by and large, unfavourable, only 18 percent have positive attitude; (f) Most students (77.67 percent) came from the rural areas, of whom 71.60 percent were male; the proportion of women students from the rural areas was disproportionately low and that from the urban areas high, the reverse being the case with the males; (g) The most dominant motive for entering the teaching profession was the opportunity to pursue studies throughout life. The other variable motive was the opportunity to work honestly and an interest in teaching; however, the weakest motive was the opportunity to give a new direction to the society; (h) The student-teachers had a fairly good self concept; (i) Analysis of the curricula of the three universities in Eastern Uttar Pradesh revealed that the courses of study and co-curricular activities were traditional and superficial, the instructional programmes being pursued in a slipshod manner; innovations were by and large, unknown and unpractised; (j) The quality of the output as judged by the examination results was poor so far the knowledge foundation of educational theory and practice was concerned; about 71 percent got third division in theory; however it was considered satisfactory in respect of competence to teach in the classroom situation; and (k) The quality of the input and the output of teacher training institution varied from University to University; the state of the residential University were better than that of the departments of education in the affiliated colleges.

**Mohan, K (1980)** conducted a study on “Effectiveness of Teacher Training Programme”. The investigation was designed to find out the effectiveness of the teacher training programme in the colleges affiliated to Avadh University, Faizabad. The sample for the study included all the ten teacher training departments in the colleges affiliated to Avadh University. Data were collected with the help of questionnaires from forty-five secondary school teachers, 929 teacher-trainees, sixty-four teacher-educators, ten head of the teacher training department and two Principals.

The main findings of the study were – (a) The teacher training departments did not have adequate buildings or equipment; (b) None of them had hostels for girls students. The hostel facilities for boys were not satisfactory; (c) Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons; (d) None of the teacher training departments had provision for extension services; (e) The process of admission was too lengthy and took more than two months for completion; (f) None of the training departments had their own practicing schools; (g) The duration of the training course had become very short and covered only 118 working days; (h) The time spent on practice-in-teaching was too short as schools were not available for a longer time; (i) The examination for practice-in-teaching had become a formality as the examiners did not observe the lessons adequately; and (j) The majority of the respondents were not satisfied with the efficiency of the training programme.

**Singh, S. (1980)** conducted a study on “A Critical Study of the Programmes of the Per-service Education of Teachers of Higher Education in India”.

The objectives of the study were – (a) To study the needs of pre-service and in-service education programmes as felt by the University teachers; (b) To study the objectives of the pre-service and in-service education programmes as they were being conducted by various institutions; (c) To study the pre-service and in-service programmes in terms of their types, duration, syllabi and method of teaching; (d) To seek the opinions of the participants regarding the evaluation of their performance in the programmes and the usefulness of the programmes; (e) To study the attitude of the teachers of universities towards pre-service and in-service programmes; and (f) To develop a syllabus for training teachers of higher education.

The main findings of the investigation were – (a) The programme was helpful for the pre-service, in-service and untrained and teachers; (b) The main aspects helpful to them in their teaching learning process were techniques of teaching, skills of understanding the behaviour of the students, developing confidence in teaching, better

knowledge of motivational factors, knowledge of educational psychology and techniques of evaluation; (c) The input of the programme changed the attitudes of the teachers at 0.01 levels, making it more favourable than the previous one; (d) There was no significant difference of opinion about the aims of the programmes between the pre-service group and the in-service group. But the untrained teachers differed significantly about the aims from the pre-service and in-service teachers; (e) The teachers who underwent pre-service programmes, favoured pre-service programmes whereas those who underwent in-service programmes, favoured in-service programmes; (f) Regarding the duration of the course, the pre-service programmes were suggested for one academic year whereas in-service courses were suggested for one full semester to be conducted in the evening; (g) The present syllabus was acceptable to both the groups. So far as the teaching methods were concerned, lecture followed by discussion was rated first, the multi-media approach was rated second and the lecture method was rated third; (h) All the teachers indicated a sense of dissatisfaction with the existing system of examination in universities/colleges; (i) Most of the participants felt that there should be some procedure for evaluating the performance of participants in the orientation programmes.

**Sinha, U. (1980)** conducted a study on “The Impact of Teacher Education Programme on the Professional Efficiency of the Teacher”.

The main aims of the study were to find out the impact of teacher education programme on – (a) The effectiveness in classroom teaching; (b) Teachers’ competence to perform non-teaching roles, such as maintaining good interpersonal relationship with students, colleagues and Principals, doing office work, giving guidance to students, participating in the activities of associations, committees and community life, and participating in co-curricular activities; and (c) The attitudes of teachers towards teaching and teacher-pupils relationship.

The main findings of the study were – (a) In the sphere of professional efficiency, trained teachers were better than the untrained teachers in the knowledge of the

subjects, preparation for teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole; (b) The trained teachers were better than the untrained teachers about the aims of the lesson, its appropriateness, its organisation, the use of teaching devices, presentation, questioning, answering students' question, the use of blackboard and other teaching aids, eliciting students co-operation and participation, and effective closure; (c) There was no significant differences in the competence of the two groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching-learning activities; (d) The two categories of teachers did not differ significantly in maintaining good interpersonal relations, co-operating with the Principal, doing office work, guiding students' participation in the activities of associations, committees, community life and co-curricular activities; and (e) There was no significant difference between in two categories of teachers in their attitude towards the teaching profession and teacher-pupil relations.

**Sharma, M. (1982)** conducted a study on "Progress and Problems of Teacher Education in India".

The aims of the study were – (a) To examine the growth of teacher education in India; and (b) To identify the problems of teacher education in the country.

The main findings of the study were – (a) Even after a lapse of sixteen years, from the publication of the Education Commission Report (1966), teacher education programmes had not undergone any marked improvement; (b) Method of teaching and evaluation being used in training institutions were traditional; (c) There were evidence to show that there was lack of research data in the field of teacher education; (d) There were dire need of organizing refresher courses, short term intensive courses in special subjects, practical training, workshops and professional conference both the levels (Primary and Secondary) of teacher education programme; (e) It education was to meet the demands of our times and of coming decades, the organisation, content and methods teacher education strategies and concepts should be undertaken taking

account of the special social and cultural conditions under which the school and the teacher must perform their basic functions; and (f) Since it was not possible to equip the student-teacher with knowledge and skills which would be sufficient for his whole professional life, the initial preparation for the profession in the form of pre-service education and training should be considered only as the first fundamental state in the process of continuous education of teachers.

**Hemabujan, K (1983)** conducts a study on “ A critical study of teacher education at the secondary level in Tamil Nadu”.

The objectives of the study were – (a) To conduct a survey of teacher education at the secondary level and make a critical appraisal of the B.Ed. programme in Tamil Nadu, at its operational set up. (b) To report briefly on the historical background and the evolution of teacher education at the secondary level in India and specially in Tamil Nadu. (c) To report a comparative study of the contemporary teacher education programmes at the secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu and (d) To locate the deficiencies in the system here, if any, and suggest remedies.

The findings of the study were – (a) The state Government controlled the recruitment of all the teacher educators. Selection was done on the reservation basis; the service of teacher educators was secure and their salaries were directly paid. (b) The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester, internal assessment etc. (c) The revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of the academic subjects. (d) In some of the colleges of education, there was no selection committee, nor were the staff were involved in it. (e) To improve the quality of teacher education programme, the cooperating schools and colleges of education needed to work in harmony. (f) Teacher educators followed the latest methods in teacher education programmes due to the proper facilities prevalent in their colleges education. (g) Many colleges of education has hostels for

the trainees and some had hostels for staff too. Some colleges had compulsory programmes.

**J Dash (1985)** conducted a study on “An Investigation into the Development of Teacher Education Programme in Orissa with reference to Motivation, Cost Structure and Quality”. It was found that inadequate physical facilities, inefficient teacher, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher training and their negative attitude towards the teaching profession were other indicators of poor performance of the training programme. The unit of private cost in private colleges was much higher than that in government training colleges. The private training colleges were mainly financed by the contributions of the trainees.

**Gupta P.N. (1985)** conducted a study on “A Study of Administrative Procedures and Problems of Secondary Teacher Training Colleges in Maharashtra”.

The major objective were – (a) To identify the selection procedures for teacher-trainees in colleges of education in Maharashtra; (b) To study the organisation of the teacher education programme in the colleges of education in Maharashtra; and (c) To study the appointment procedure of teaching staff in colleges of education in Maharashtra.

The main conclusions of the study were (a) All colleges of education in Maharashtra followed similar rules for selection of members of the teaching staff, as laid down by the UGC; (b) Office organisation and procedure were not satisfactory in the college of education; (c) Other administrative pro-formas were neither similar nor adequate in the colleges which indicated poor administrative procedures and practices in the organisation of the teacher-education programme. The selection procedure of student-teacher was similar in all the colleges of education except for the fact that some colleges used some tests in English and contest of the school subject; (d) college of education were confronted with problems of lack of space, classrooms and laboratories which led to a poor standards of teacher education programme;

(e) co-curricular activities were not as well arranged in many colleges as expected for preparing effective teachers; (f) Most of the colleges of education did not use objective and standardized evaluation proforma to assess student teachers in many practical activities and skills; and (g) In most of the colleges relations between the practical and staff members were cordial. As a result, there were no serious conflicts affecting the quality of teacher education.

**Bhide, L.G. (1987)** studied on the topic “An Experimental Study on the Impact of the Teacher Education Programme on the Self-concept of the Pupil-Teachers”.

The objectives of the study were – (a) To evaluate the impact of a training programme in the modification of self-concept of pupil-teachers at the end of their training; (b) To compare the self-concept among pupil-teachers, teachers-untrained and trained and also post graduate students at the commencement of the academic session; (c) To compare the change in self-concept among all participants at the end of the academic session; (d) To assess the development in self-concept of the trained and untrained teachers in-service and post graduate students at the end of the academic session; and (e) To make suggestions for building of desirable self-concept in pupil-teachers through the training programmes.

The major findings were – (a) Comparisons among the participant groups did not show accountable changes in self-concept. (b) Intra-group comparisons showed that post-graduate students had the highest degree of development. Followed by fresh pupil-teachers in the order. (c) Only untrained teachers had shown increase in variability of performance. (d) Training could bring modification in self-concept but better results could be produced by modification in the training programme.

**Nayak, G. (1988)** conducted a study on “A study of the quality of prospective teachers and the selection procedures in practice for admission to the B.Ed. course in Orissa. It attempts to study the quality of prospective teachers in terms of their attitude towards the teaching profession and towards children and their value pattern,

mental health and socio-economic background to study the selection procedure in practice for admission to the B.Ed. course in Orissa.

The major findings of this study were – (a) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed. course, attitude towards children. (b) There were approximately 50% quality recruits as per the next two variables of personality, namely social values and mental health, and 57% of quality recruits according to the socio-economic status variable. (c) There was tendency of a larger number of quality recruits being admitted by the private colleges as compared to government colleges. (d) The selection procedures of admission to the B.Ed. course adopted by all the teacher training colleges have not made it possible to recruit a significantly higher number of quality recruits.

**Devi, Lakshmi (1988)** conducted a study on “Evaluation of the teacher education programme of Agra University”. The study attempts to evaluate the teacher-education programme of Agra University.

The major findings of this study were – (a) There was low and significant correlation between the selection points and the teacher between scores of the student-teachers in the beginning of the session. (b) There was a positive trend of inter correlations between attitude, adjustment and values. (c) The correlation between teacher attitude and adjustment and teacher adjustment and teacher values was very low and not significant. (d) The teacher education programme did not contribute towards the teacher attitude of the student teachers. (e) The overall trend of teacher values was positive but not significant. (f) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.

**Behera, A (1989)** conducted a study on “An evaluative study of the problems of teacher education programme at the college level undertaken by private agencies in Orissa”. The study investigate the problems of teacher education programmes undertaken by private agencies in Orissa at the college level and make suggestions to

the authorities regarding qualitative improvements with regards to curricular as well as co-curricular activities and other facilities.

The major findings of the study were –(a) The findings indicated a high positive correlation between the average number of problems of male and female pupil teachers of Orissa. (b) The most crucial problems of teacher educators (trainees) were health and physical development, future employment and living conditions.

**Srivastava, Madhu Bala (1989)** in her study of the “Impact of the teacher education programme of Lukhnow University on pupil-teacher’s attitude and teaching efficiency” found that – (a) Most of the trainee groups changed their teacher- attitude positively and significantly after training. (b) The experienced male trainees did not show any change in their teacher attitude. (c) There was significant change in the teacher-aptitude of the male post graduate female trainees as a result of the training. (d) All the trainees showed significant and appreciable improvement in their classroom teaching performance. (e) After the completion of the training, the female showed better teacher-attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics. (f) Excepting the fourth paper secondary school organisation; all other theory papers had positive and significant correlation with teaching efficiency.

**Goyal, J.C. and Chopra, Ravi Kanta (1990)** conducted an Independent study on “the Elementary school teacher”. A profile. The study was to compare teacher profiles in the rural and urban settings in the elementary school systems of backward and advanced states.

The major findings of the study – (a) Rural and Urban teachers had some common characteristics in respect of their attitude towards the teaching profession; job satisfaction; socio-economic status; and over personality traits. (b) However, a number of disparities were found in their profiles. (c) A large number of teacher working in rural schools were less qualified, had higher workload in terms of number

of classes, number of subjects and teaching periods; spent more time on clerical work; received less incentives and more disincentives; had access to less reading material; were not-achievement oriented; were more extravert and dominant than their urban counterpart. (d) Teacher working in backward and advanced state schools showed similarities in respect of their attitude towards teaching profession, socio-economic status, and a few personality characteristics.

**Bordoloi, Ajanta Dutta (1990)** carried out a study on “ A Critical evaluation of teacher-education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training”. The study attempts to critically evaluate the teacher-education in Assam at the Primary level during the Post-Independence period with special reference to curriculum and in-service training.

The major findings of the study were – (a) The major findings of the study showed that despite the existence of 22 training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (b) They also suffered from lack of adequate physical and educational facilities. (c) Organisation and evaluation were not scientific. Supervision of practice teaching was not satisfactory. (d) The B.Ed. Curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (e) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each of the secondary school was found to be heavy and teachers were expected to complete their courses.

**Sengupta, Parijat (1990)** conducted a study on “Professionalisation of teachers; A case study of men and women teachers of Calcutta university”. It attempts to study the extent of professional commitment among women teachers in the teacher training colleges of Calcutta university.

The major findings of this study were – (a) The majority of woman teacher belonged to higher socio-economic background than the men and they perceived that they were

not very successful in their teaching job although it was chosen voluntarily by them. (b) Most of the women teachers mainly restricted their activities to within their development. (c) A larger proportion of male teachers had professional involvement in comparison to women teachers.

**Mohanty, A (1990)** conducted a study on “A critical analysis of the reactions of pupil-teachers towards the teaching profession.” It is an attempt to study critically the reactions of pupil-teachers towards the teaching profession.

The major findings of the study were – (a) A majority of pupil-teachers, both male and females, came from rural areas. (b) The parents of the pupil-teachers belonged to the occupation of farming. (c) 74% of the male and 86% of the female pupil-teachers were interested in the field of education. (d) The income of the father was more than that of the mother. (e) The majority of the pupil-teachers were Hindus. (f) The representation of scheduled castes and backward classes was poor. (g) A high percentage of both males and females i.e. 90% and 62% respectively, had decided on teaching. (h) In the responses of both male and female pupil-teachers, ‘earning’ had the first rank and ‘prestige’ has the second rank. (i) For male and female pupil-teachers ‘way of life’ had the third place. (j) The person whom the pupil-teachers would like to emulate were in the most cases their family members or teachers, next came friends.

**Nagpure, V.R. (1991)** conducted a study on , “An critical study of the system of teacher education at the secondary level in Maharashtra”. The present study attempts to critically study the teacher education system at secondary level in Maharashtra with reference to physical facilities, academic work, staff extension work, innovative programmes, finance, administration examination (evaluation) and developmental activities.

The finding revealed that – (a) The percentage of permanent affiliation to government colleges of education was 41% and that of private aided colleges of education was 71%. (b) The average expenditure per private unaided college of education was Rs.

2.38 lakh, which is one-third of the expenditure per private aided college. (c) A majority of the students admitted had no teaching experience. (d) Innovative methods like team teaching and models of teaching were rarely tried out in colleges of education. (e) About 30% colleges of education ran centres for vocational guidance, adult education, population education, continuing education and distance education.

**Ramchandran. G. (1991)**, conducted a study on 'An enquiry into the altitude of student-teachers towards teaching. The study attempts to find out whether there is any relationship between sex, level of education, nature of the course, occupation of parents and attitude of teacher-trainees towards teaching. His findings include – (a) Regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainee. (b) Female teachers-trainees had a more favourable attitude towards teaching than male teacher-trainees. (c) The sons and daughters of teachers had a highly favourable attitude towards teaching. PG teacher-trainees had a more favourable attitude towards teaching than under graduate teacher-trainees. (d) The nature of the course did not influence the attitude of teacher-trainees towards teaching.

**Reddy, Chandra Prakash (1991)** carried out a study on, "Quality improvement of pre-service teacher education of primary school teachers in Andhra Pradesh". The study is an attempt at improving the quality of pre-service teacher education of primary school teachers. He has found that (a) The sex ratio of teacher-educators who responded was 4:1 (men and women, respectively). (b) Four out of five teacher-educators were young. (c) Many teacher training institutes (DIETs) did not have the required physical facilities. However, all these TTIs, having been upgraded as DIETs were getting facilities funded by the Government of India. (d) The staff pattern was considered inadequate to maintain quality in the pre-service teacher education. (e) The study suggested that the 1+5 staff pattern should be changed to 1+9. Further, the study revealed the following which should be borne in mind while appointing teacher-educators; qualified postgraduates in the concerned subjects with relevant methodology in B.Ed. and M.Ed. with proper aptitude and attitude, and having a

minimum three years' experience of teaching should be treated as eligible candidates. (e) Teacher-educators were strongly recommended to follow and implement the activity method and stress equally on all the four component viz knowledge, understanding, application and skills, to bring quality into teacher education.

**Ray, Sinha. D (1991)** in his study “Impact of the elementary teacher education programme on attitudinal change of the elementary teacher trainee of Orissa towards community involvement” has found that – (a) The elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student-teachers towards community involvement. (b) Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement. (c) Previous teaching-experience had no role to play in the change in attitude of student-teachers towards community involvement. (d) The degree of interest in teaching was required for accelerating the development of attitude towards community involvement.

**Nakum, G.G (1991)** conducted a study on “ A study of the existing value pattern of secondary teacher-trainees of Saurashtra. It attempts to find out the value pattern of secondary teacher-trainees with reference to their sex, area, socio-economic status and faculty.

The major findings were – (a) All the trainees scored a higher mean score on family, hedonistic and health values; median in democratic, religious, power and social values but lower in economic, aesthetic and knowledge values. (b) On social and democratic values, female trainees scored significantly higher than male trainees. (c) Urban trainees scored significantly higher than rural trainees. (d) The independent effect of SES was found significant on democratic and aesthetic value. (e) The interactive effects of sex, area and SES were found on democratic and economic values, and these were significant. (f) Science trainees scored a significant higher mean score on knowledge and health values than non-science trainees but non-science trainees scored significantly higher mean score on power value than science trainees.

**Bhosale, Vatsala (1992)** conducted a study on “ A Critical study of the new curriculum of teacher education developed by all universities in the state of Maharashtra, and its implementation”. The study addresses itself to the comparison of different curricular of education developed by all the Universities in the State of Maharashtra, and focuses on problem faced by principals, teacher-educators and student-teachers.

The major findings were – (a) The majority of the topics were common to the teacher education curriculum of all the universities in the state of Maharashtra. There was variation in topics with respect to some of the papers. (b) The number of lessons to be taught by the student-teachers was not the same in all the universities. (c) Some of the optional papers and the nature of practical work were also different with respect to the curricular, according to student-teachers and teacher-educators.

**Patted, L.B. (1992)** conducted a study on “ A critical study of the qualitative improvement of secondary school teachers preparation in Karnataka state”. It attempts to study whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact on the qualitative improvement of secondary teacher education programme in Karnataka.

The major findings of the study were – (a) The eligibility for admission to the B.Ed. course which was 35% from 1968-81 had been raised to 45% in 1982 in all the universities. (b) Lecture, assignment, discussion and seminar methods were used, while case study and project methods were used as innovative methods. (c) Most of the colleges had their own buildings, classrooms, psycho-lab, audio visual room, ladies lounge, books and journals, and SUPW facilities. (d) A majority of the colleges were run by the students’ fees, donation and management funds, except the college run by the state government or the university. (e) A majority of the teaching staff had B.A./B.Sc./M.A./M.Sc. and M.Ed. degrees in the second; a few had Ph.D. degrees. (f) A few universities had framed the objectives after 1982 and framed regulations for admission to the B.Ed. course. (g) The enhancement of minimum percentage at the Bachelor’s degree to 50% and a minimum of two school subjects to be studied at this

level and an entrance test were quite essential for qualities improvement of the secondary teacher education course. (h) For assessment of annual lessons, the mean of the two examiners were taken into consideration.

**Walia, K (1992)** conducted a study on “Secondary teacher education programmes in northern India”. The study addresses the problem of curriculum of teachers’ education at the secondary level. It seeks to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education. His findings were – (a) The curriculum of secondary teacher education lacked uniformity and clear-cut definition. (b) The majority of teacher education institutions had late defective admission criteria and late admission. (c) Provision for optional/specification paper ranged from four to 39 papers in different universities, out of which only one paper was to be selected. (d) A four-year teacher education programme was preferred to the existing one-year B.Ed. programme.

**Lukram Bimola Devi (1993)** studied on the Topic “An Investigation into the Problems of Teacher Education in Manipur at Secondary Stage”. The objectives of the study were – (a) To investigate into the historical development of teacher education in Manipur from its very inception along with the factors that have affected such a process of development; (b) To investigate into the existing Teacher Education Curricula in the light of the changes envisaged in N.E.P.; (c) To investigate into the nature of problems faced by pre-service education of teachers at Secondary level and to suggest the measures for improvement and further development of teacher education in Manipur; (d) To investigate into the problems of in-service education of teachers in Manipur and to suggest the measures to improve.

The major findings of the study were – (a) The quantitative position of teacher education specially its status at secondary level in Manipur is far from satisfactory. Until 1991, the number of untrained teachers is more than that of trained teachers, and most of the untrained teachers are working at the level of middle and secondary schools; (b) There are only two institutions working at present which impart training to the secondary school teachers of Manipur. Out of the two, PGT. College, Imphal is

the only teacher education institution for General subjects. The present teacher education institutions can hardly cope with the imparting of training to heavy backlog of untrained teachers. (c) There is lack of co-ordination between the controlling authorities of the teacher training college and that of the teacher training institutions; (d) The existing physical facilities in the secondary teachers training institution are very inadequate. Women trainees are not provided with any hostel facility. (e) The position of teaching staff of the Teacher Training Colleges of Manipur is still unsatisfactory. The number of part-time teacher is considerably high. (f) The facilities for the training of science teachers are not adequately available in the institution of secondary teacher education in Manipur. Consequently, there is dearth of competent teachers well trained for science teaching; (g) The facilities for the admission fresh candidates (pre-service) to the secondary teacher training institutions had not been provided so far; (h) The candidates for admission to the teacher training institutions had no hand in such a selection. There is no reservation for women and ST/SC candidates. (i) The curricular and syllabus of a teacher education are mostly theoretical and bookish and examination oriented. There is no significant inclusion of practical works in the curriculum; (j) Laboratory facilities for science subject provided in the PGT college, Imphal is not sufficient in comparison with the syllabus. (k) The system of student teaching or the school practice teaching is simply not effective. It lacks flexibility and provides no room for a variety of techniques to classroom teaching. The old method of Herbertian approach is still used without any modification. (l) No trained and experienced teachers of the practicing school who can assist in the work of training college supervisors during practice teaching. (m) The curriculum of secondary teacher education in the state of Manipur has not yet been revised whereas the school curriculum has been revised between the two with the New Education Policy. Hence, there is mismatch between the two; (n) No teacher training institutions in the State of Manipur have their own demonstration schools so far; (o) Tremendous wastage in secondary teacher education would be mainly does to theoretical and bookish nature of the curriculum, old age of the teacher trainees and

defective examination system; (p) The pass percentage of P.G.T. College, Imphal is considerably lower compared to that of Hindi Teacher Training College, Imphal.

**Roos, Marie et.al. (1995)** in their study titled, “The influence of early field experience on the attitudes of pre-service teachers, investigated the effects of early field experience on the attitudes of elementary pre-service teacher towards teaching. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes towards teaching. Results offer support for the inference positive attitudes towards teaching prior to early field experience and have even more positive attitude towards teaching after their early field experience.

**Nagpal, S. (1999)** carried out a study on the topic “Human Resource Development Climate in Improving Quality Management in Teacher Education; A Study on DIETs”.

The objective is to find out the existing HRD climate of DIET’s of Punjab, Haryana, Rajasthan, Uttar Pradesh and Delhi.

The major findings of the study were – (a) The HRD climate of the DIET’s of Punjab was the best. The next in the order were Rajasthan, Uttar Pradesh, Haryana and Delhi (b) Significant differences were found in the HRD climate of the DIET’s of Punjab and Delhi as well as between the DIET’s of Rajasthan and Delhi in the factors of responsibility, top support feedback, supportive HRD climate, collaboration and overall HRD climate. (c) There were significant differences between HRD climate of Haryana and Delhi and Uttar Pradesh and Delhi for factors of top support, supportive HRD climate. Trust and in the total HRD climate. (d) No significant differences were found between the HIRD climate of Punjab and Rajasthan. Haryana and Uttar Pradesh, Punjab and Haryana and between Rajasthan and Haryana except in team spirit, which was better in Rajasthan as compared to that of Haryana. (e) No significant differences were observed among all sampled DIETs for the factors of top support and feedback. (f) Maximum significant differences were observed for the factors of responsibility, supportive HRD climate and openness versus

communication (g) Team spirits was not operating properly in the HRD climate of the DIETs where collaboration was highly operative. (h) The traits of responsibility, openness versus communication risk-taking behaviour, top support were functioning in the HRD climate of the DIETs.

**Reddy, K. Laxman (1999)** studied on the topic “A Study on the Impact of In-service Training Programme Organised at DIET Level of Primary School Teachers with Emphasis on Theme Specific Programme of Minimum Level of Learning”.

The objectives of the study were – (a) To study the impact of in-service teacher training on teachers in their general outlook; (b) To study the impact of in-service teacher training of in-service teacher training on teachers in developing their competencies; (c) To examine the extent of retention of competencies achieved during training; (d) To study the relevance, adequacy and adoptability of skills acquiring in training; (e) To examine the extent of transmission loss; and (f) To suggest a suitable mechanism for getting the desirable.

The major findings were – (a) The impact of training was comparatively more in 1992 than in 1994. (b) Receiving of information letters well in advance was more in 1992 than 1994; (c) The course material was utilised relatively more by the earlier batches than the later batch; (d) Utilization of activity based strategies and equipment came down over these three years; (e) Providing opportunity to practice activity oriented strategies were found to be more in 1992 than in 1994; (f) Preparation and implementation of action plan decreased from year to year; (g) Periodical visits by resource persons; were more in 1992 than in 1994; (h) Transmission loss was seen less in 1992 than in 1994 and opinion on updating of resource person’s knowledge increases from year the year; (i) Most of the trainees expressed that teacher’s centre meeting were more useful and short term course were convenient. The opinion gradually improved from 1992 to 1994; (j) It was observed that change of administration in organisation of programmes also seemed to be one of the causes for decrease in quality.

**Kh. Bidyalakshmi (2008)** conducted a study on “Teacher-Education through Distance mode in the North-Eastern region of India”.

The objectives of the study were: (a) To study the status of teacher-education in Manipur, (b) To study the teacher-trainees attitude in the education condition regarding admission in the distance mode of education. (IGNOU, B.Ed. Programmes), (c) To study the teacher-trainees attitude regarding the curriculum in the IGNOU study Centre, (d) To study the teacher-trainees attitude regarding the methods of teaching in the IGNOU study centre, (e) To study the teacher-trainees attitude regarding the examination of the IGNOU study centre, (f) To study the teacher-educators attitude regarding the planning and administration in the study centre, (g) To study the teacher-educators’ attitude regarding the admission in the study centre, (h) To study the teacher-educators attitude regarding curriculum, (i) To study the teacher-educators attitude regarding the methods of teaching in the study centre, (j) To study the teacher-educators’ attitude regarding the examination in the IGNOU study centre.

The main findings of the study were: (a) It is found that 92.5% of the teacher-trainees encouraged that admission procedure in B.Ed. course of IGNOU should be based on entrance test. As per IGNOU norms, all the applicants of B.Ed. course require to sit in the entrance test consisting of two sections in order to access the teaching aptitude. According to the NCTE rules and regulations. It is necessary to identify the specific potentialities about the art of teaching. Everyone is not born to be a teacher. So, with consideration, it is required to hunt the hidden capabilities to enter in the temple of ‘teaching’ through entrance test. (b) All the teacher trainees accepted that curriculum and course of IGNOU as a universally recognised and occupied its prominent position of prevailing distance learning system. (c) 91.67% of the trainees felt very satisfied and inspire with the reading materials provided by B.Ed. programme of IGNOU. All the necessary materials can be gathered either from the regional-study centres or with the help of the modern telecommunication which can be easily available in our day to day life. (d) 69.17% of the teacher-trainees claimed that B.Ed. programme of IGNOU

is scientific about the methods of teaching adopted. It is very clear that IGNOU, B.Ed. programme applied various methods of the modern educational technologies while imparting training to the trainees. The application of the scientific tools and techniques can be clearly visible in this system of teachers-training programme. (e) 70.83% expressed that there should have been the provisions of semester system of examination in B.Ed. programme of IGNOU. It systematically assesses the learning outcomes of the trainees. It enables to diagnose the weakness and strength of the trainees during the course. (f) 96.67% expressed the examination and evaluation procedure of this system of teacher-education yields high reliability, validity and objectivity. It followed all the rules and regulations for the proper function and maintenance of the programme. This system of learning effectively employed the latest scientific technologies in the operation of the whole programme.

The main findings of the teacher-educators were: (a) The overall positive aspect of the teacher-educators' attitude regarding the Planning and Administration of B.Ed. programme, IGNOU is found to be 48.81% only. (b) 54.59% supported entrance test and personal interview to be B.Ed. programme of IGNOU. Apart from conducting the entrance test, it is quite necessary to assess the personality of the applicants. (c) All the teacher-educators accepted that the course and syllabus provided by B.Ed. programme of IGNOU is a standardised one. The course and curriculum prevailed in the programme attempted to generate all the necessary knowledge and information of all round development of the teacher-trainees. (d) 75.18% agreed that B.Ed. programme of IGNOU required the maximum utilisation of the modern tools and techniques. As this is a distance system of learning, the physical gap between the teachers and the learners can be systematically bridged with the application of the scientific technologies. So, it is clear that the modern tools and technologies mainly regulate and control the programme of teachers-training in IGNOU. (5) 75.77% of the teacher-educators agreed that the examination conducted in B.Ed. programme of IGNOU is highly reliable, valid and objectivity as compared with the normal or conventional system of teacher-education. This distance system of teachers-training programme followed all the norms and criterion instructed by NCTE. There is

complete transparency in the entire process of examination conducted in this system of teacher-education.

### 2.3 STUDIES DONE ABROAD

**Somneuk, S. (1989)** took up a study on 'A Study of teacher education programme for rural development in Thailand'. This study is designed to evaluate the project 'Teacher Education Programme for Rural Development' launched by the Ministry of Education, Thailand, under its Five Year National Development Plans. The objectives of the study were to study the Teacher Education Programme for Rural Development (TERD) project in terms of (a) its historic evolution (b) its course content, planning, organisation and implementations, and (c) its impact and limitations through the perception of functionaries and beneficiaries.

The study revealed several important finding - (a) The majority (61.5%) of the respondents found the content-matter of TERD quite relevant; various personal possessed the required educational qualifications, but lacked orientation, experience and skill in carrying out the activities; lack of physical facilities also hindered implementation. (b) The TERD project was instrumental in bringing about rural development as the concerned schools became known as community centres. (c) Villagers gained confidence, social awareness and a desire for change. (d) The teacher trainees gained the required knowledge and skills not only in teaching but also in social service.

**Tassew et al (1992)** attempted to study the problem of classroom behaviour of teacher-trainees in Ethopia in relation to their intelligence, self concept and attitude towards teaching. The findings of the study were: (a) the science teacher-trainees were found to be very talkative, (b) Most of the classroom response pattern and silence and confusion, (c) the flexibility in communication was observed to be higher in the classroom of female teacher-trainees, (d) Female teacher-trainees exerted extended direct influence more than male science teacher-trainees. The interaction

effect of intelligence, self-concept and attitude was found to be significant up I/Q, ITT, PT and SC and (5) the types of attitudes towards teaching was non-significant.

**Farkas P and others (1993)** An International Survey of Distance Education and Teacher Training from Smoke Signals to Satellite-Barcelona Catalonia. The study represented a diverse collection of pedagogical issues involved in teacher training at a distance education in countries throughout the world – this survey on the teacher training through distance education included several issues – (a) The objectives for the use of distance education, (b) Methods and delivery systems used in various settings, (c) Costs involved in design and delivery systems at a distance and (d) Lesson learned, which may provide the reader with guidelines to follow.

**Mc Donald, R (1995)** Teaching practice at the University of South Africa: a special type of field experience. At UNISA, teacher training occurred through either a three year degree followed by a higher education diploma (HED) or a one year integrated teaching degree. The distance education model that attempt to bridge the gap between theory and in field experience was structured around the one-year post graduate HED, students had to arrange their own teaching practice. Their only support was a workbook, which them with opportunities to carry out structured reflective practice and evaluation. After completing the workbook assignments, students were required to present two lessons, which were examined by the school principal and another by the school representative.

**Yasar, S (1996)** Computer mediated distance education technologies and a pilot model for in-service teacher training in Turkey. A good use of distance education for in-service teacher training was very important to update the education of elementary teachers in Turkey. He proposed that four existing distance education centres where internet access was relatively inexpensive and readily available could be used for the pilot teacher in-service project utilizing CMC technologies in distance. The initial programme would provide in-service to elementary teachers in the areas of foreign language, Science and Social Studies. For the Computer-Mediated Distance

Education in-service programme totally 140 teachers at a time from the four geographic areas would participate in the pilot project for a period of one month in each location. A three month provide would accommodate three of the one-month training periods, training a total 420 teachers a year during summer sessions. During the winter vocation one session could be repeated resulting in a total 560 elementary school teacher being trained per year in the use and application of new technologies to the classroom. This pilot project would be followed up with similar training session in other provinces where Anadolu University open Education faculty has centres as the Internet access becomes available.

**Winnifred, M. Hall (1996);** Quality Teacher Education via Distance Mode; A Caribbean Experience. The University of the West Indies Distance Teaching Experiment (UWIDITE) which provides distance education based on interactive teleconference networks, as an alternative mode to traditional pre-service teacher education programme is described. Considerations are made within the framework of fostering quality teacher education countries. Questionnaires were given to 169 teachers who were either graduate of or pursuing a 15 month certificate in education programme on the UWIDITE teleconference network in the options; mathematics, social studies, literacy studies, integrated science and deaf education. Responses to questionnaire provided most of the data discussed. Overall, the exploration highlighted several perceived strengths and weaknesses as a delivery mode for quality teacher education. Recommendations are suggested including comprehensive feedback on assignments and interactive sessions on the network.

**Rock Tracy Tilley (1999)** carried out a study on “case studies of Pre-Service teacher and In-Service teacher participants pairs engaging in collaborative action research”. Pattern and effects. The study describes how participating in collaborative action research projects affects the understanding of five pre-service teachers and their on-site teacher educator (OSTE) mentor. Individual interview, audio-taped, action research conferences, dialogue, journals, written reflections and reports and researcher field notes were used as data sources for the study. The study revealed the

understanding of the pre-service teachers in the areas of self as teacher, curriculum, content, students, teaching/instruction, roles and responsibilities, collaboration and the action research process. There was strong evidence that both the pre-service teachers and the OSTE's focussed on students during their collaboration action research project and gained valuable knowledge about their students learning needs and perspective. There was also strong evidence that choice of research questions and data collection methods were important to what participants learned from their collaboration action research projects. This study found that engagement in collaboration action research assisted four of the five pre-service teacher and OSTE pairs in building collaboration mentor/mentee relationship in the internship setting. Recommendations for engaging pre-service teachers and their OSTE mentors in collaborative action research during an internship experience are presented.

**Frank Ruth (2000)** carried out an "An Investigation into the effectiveness of the 'trainer of trainers' model for in-service science professional development programme for elementary teachers. The purpose of the study was to determine the effectiveness of "Trainer of Trainers" model of professional for elementary science teachers participating in the Mathematics and Science co-operative (MSEC). In this professional development model, a core group of teachers received professional development sessions taught by science education professors. After the work session for the core group of teachers, training materials and equipment were distributed among the five elementary schools within the school district. Under the auspicious of the 'trainer of trainers' model the core group of teachers were to share information, plan and collaborate with their grade level team members.

The target population of this study included approximately 200 teachers in the MSEC programme who taught grades kindergarten through six in five different elementary schools. The district has a predominantly low-income population and a high percentage of minority students that represent a diversity of ethnicities.

Both qualitative and quantitative methods were used in data collection. Focus groups, interviews, observation and survey instrument were the primary sources of data collection. Triangular methods were used to establish validity and verification of data. Teacher considered the state mandated assessment test to have the largest impact on the school curriculum teaching. Furthermore they believed that the administration played a huge role in determining if science took a back seat at their respective schools.

**Ronnei Carr, Yuonne Fung, Shut Kin Chan (2002)** : Distance education for teacher-education Hongkong experience. The open university of Hong Kong (OUHK) is one of an increasing number of institutions offering teacher education programmes through distance education. This article focuses largely as one of the programmes from OUHK's school of education (Honours) in primary education (BEDHPE). Some examples of teacher education programmes at a distance are discussed, followed by a review materials and learner support system. The articles then present the results of an evaluation of the programmes. On the basis of survey finding, it is argued that distance education programme that are well designed and efficiently implemented can provide an effective, flexible alternative to the traditional approach to an in-service teacher education.

**Shaukat Hussian (2004)** conducted a study on "Effectiveness of Teacher Training in Developing Professional Attitude of Prospective Secondary School teachers". In this study effort was made to investigate as what extent different teacher training institutions are successful in developing positive attitude of their prospective secondary school teachers.

The study found that the teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of attitude among female students was slightly greater than then male students. Three years teacher training programme (12+3) was more

successful than one year (14+1) and two years (14+2) programme. The arts and science graduate exhibit no significance difference in the development of attitude.

**White Simone, Bloomfield, Le Cornu Rosie in (2005) Australia** conducted a study on “Professional experience in new times; issues and responses to a changing education landscape”. It discussed policy and practice relevant to teacher education and professional experience programmes in Australia, aiming to assist not only reading our past and present, but also offering strategic direction with respect to the challenges and opportunities that are emerging within the Australian context. It examined key education agendas of ‘productivity participation and quality’. In relation to these agendas, significant policy trends are identified under the headings of partnerships, preparation and professional learning, and the implication of each for the field of teacher education and professional experience are explored. Some comparisons with similar reforms that have occurred in Scotland and England are offered to provide insights and alternative directions for those working in the field. Finally, a range of possibilities and suggestions, along with cautionary tales of locally base professional experience practices are provided.

**Duan.C. (2008)** undertook a study entitled ‘Online learner support for in-service teacher training in china’. This paper introduces the experience of an online in-service teacher-training programme in china. An overview of distance education institutions in china is given, that leads to a discussion of the importance of learner support. With respect to teacher training, various challenges are discussed; student-generate problems, administration problems and tutor-generated problems. The paper then analyzes the learner support problems occurring throughout this teacher-training programme, and makes suggestions for the further development of the programme.

## 2.4 OVERVIEW OF LITERATURE

In the present study the investigator could avail 42 studies carried on by the researches of the past in the field of teacher education. Out of 42 studies, 12 were from the abroad which were done in Thailand, Ethiopia, Barcelona, South Africa, Turkey China, Hong Kong, West Indies, Australia etc. These studies were focussed on in-service teacher training in on-line support, professional development for elementary teachers of science, case-studies of in-service and pre-service teachers, distance education for teacher education, teacher-education programme for rural development, quality teacher-education through distance mode, policy and practice to teacher education and professional experience etc.

The studies done in India, collected by the investigator are 28 studies on different areas of teacher education during the period of 1975 to 2008. Out of this 2 of them were from the studies of Manipur University. These studies were confined on problems of teacher-education programme, curriculum and the evaluation teacher education programme, elementary school teacher, pupil-teachers towards the teaching profession, system of teacher-education, value pattern of secondary teachers and the selection procedures, qualitative improvement of secondary school teacher preparation, attitude of the student-teacher towards teaching, quality improvement of pre-service teacher education of primary school, attitudinal change of the elementary teacher training professionalization of teacher, impact of teacher education programme, teacher education in the distance mode etc.

From the studies, the investigator has highly benefitted in digesting the objectives, methods and findings of these studies made by the researchers of the past in different universities abroad and in India including Manipur.

## **CHAPTER III**

### **METHODOLOGY OF THE STUDY**

#### **3.1 INTRODUCTION**

In undertaking to implement a programme or a scheme of action, one plans the devices, allocates the time and resources and decides about the precise treatment to be given in a specific situation. This overall structure with which implementation of a plan or programme occurs, is known as “design”. Thus a design of research refers basically to the conceptual structure within which the research is conducted. It implies a plan to render the enquiry efficient so as to yield the truest possible generation, description and predictions.

In all the different types of research, fundamental, applied or action research, development of a research design is considered very important. In fundamental research it adopts a very rigid structure while in action research, it becomes a flexible construction. It may, however, be observed that the question of research design is directly linked with the methods of research experimental, ex-post facto, descriptive, historical and philosophical. The condition of enquiry becomes specific in terms of the methods selected for it and the form of a design tends to alter from one research method to another.

In that, research design is a conceptual structure or framework of research in terms of which the enquiry is conducted and finally concluded. It lays down certain rules for the selection of sample, the collection of data and the treatment of findings. Without a research design, the process of enquiry may become digressive, unfocussed and inefficient.

The major factor which guide the choice of a design are the purpose of the study, the nature of variables involved in the statements of problem and hypothesis, the constraints and limiting conditions under which investigation is to be conducted and

the extent of control which may be warranted in respect of treats to internal and external validity of study.

No planning on educational research can be complete without the detailed design of investigation or procedure of study. This is to be considered as the soul and heart of the investigation. A clear visualization of methodological or procedure steps is an imperative need for the successful completion of the research project. Hence they must be outlined as definitely possible. The following aspects of research may be described under investigational design.

- A. Method of Investigation
- B. Sampling Population
- C. Tools and Tests to be used in the Investigation and
- D. Technique of Analysis and Interpretation

One of the most important components of research is methodology of research or methods of investigation.

### **3.2 METHOD OF THE STUDY**

The meaningful educational questions identified and formulated from any field of education and considered relevant to whatever research form fundamental, applied or action research may be answered in different ways. These difference in the procedures of obtaining an answer are known as methods of research.

Research methodology involves systematic procedures starting from the initial identification of the problem to its final conclusions. Its role is to carry on the research work in a scientific and valid manner. It consists of procedures and techniques for conducting a study. It is of little value unless used properly. Proper use must be learnt by the researcher. It involves such as general activities as identifying problems, review of literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection, analysis of data, interpreting results and drawing conclusions. Thus, it consists of all general and specific activities of research. Their procedures are derived basically from the steps of reflective thinking of

scientific method. A researcher has to make a careful choice of research method in consonance with the nature of this enquiry.

There are different ways and methods of conducting an enquiry in the field of educational research which an investigator has to be selected as method of investigation. They are :

1. Historical Method - where the events and observation relating to the past are studied
2. Descriptive or Normative Survey Method - Where the researcher is concerned with describing the conditions or relationship exists in the normal phenomenon.
3. Experimental Method - According to John W. Best, "Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition".
4. Ex-post Facto Method - Where antecedents of the differences noted in existing groups are identified.
5. Philosophical Method - Which involves analysis and criticism of educational thoughts introduced or advanced by a great thinker.

### **3.4 METHOD ADOPTED IN THE PRESENT STUDY**

No category of educational research is more widely used than the type known variously as the Survey or the Normative Survey, Status or descriptive research. This broad classification comprising a variety of specific techniques and procedures, all similar from the stand point of purpose that is, to establish the status of the phenomena under investigation.

The descriptive or normative – survey method of educational research is very common. It is the method of investigation which attempts to describe and interpret

what exists at present in the form of condition, practices, processes, trends, effects, attitudes, belief etc. It is concerned with the phenomena that are typical of the normal condition. It is an organised attempt to analysis, interpret and report the present status of social institution, groups or area. It is designated as the normative – survey method as the present conditions of the process or problems are ascertained by carrying out survey in details. Survey studies are oriented towards the determination of the status of a given educational phenomenon. It involves gathering of data from a large group. It deals mainly with what exists at present.

In the present study the investigator adopted Normative Survey Research Method in explorative nature (Documentary Analysis or Analytical Approach) as the method of investigation. It attempts to describe and interpret what exists at present in the form of condition, practices, processes, trends, effects, attitudes, beliefs etc. relating to professional education of teachers at the Elementary and Secondary school levels of the DIET's and CTE's of Manipur. It is concerned with the phenomena that are typical of normal condition. It is an organised attempt to analyse and interpret and report the present status of the development of teacher education of the State of Manipur. Survey studies are oriented towards the determination of the status of a given teacher educational phenomenon.

Data collection is essentially an important part of the research process so that the inferences, hypothesis or generalisations tentatively held may be, identified as valid, verified as correct or rejected as untenable. In order to collect the requisite data for any research problem, the researcher has to decide the sample of the population concerned, since it is not possible to encompass the entire population, to desire appropriate tools for measuring the attributes concerned and to administer these tools. For collecting data the investigator has fixed the parameter of the study which includes the sources of data, population and the sample. In this process the investigator has to decide the sources of data, population and sample of the present study.

### **3.4 SOURCES OF DATA**

Educational Research is based upon various types of information. It is not possible without different kinds of information. Just as a building requires bricks and mortar for its construction, similarly educational research requires relevant information. These information's give knowledge concerning social phenomena. In order to carry on research successfully, information should be gathered from proper sources. The more valid is the source of information the more reliable will be the information received, which, in turn will lead to correct and reliable conclusions. Therefore, research presupposes knowledge of various kinds and reliable sources of information or data. This requires a wide knowledge of kinds and sources of information data. Different kinds of information or data required in research can be classified into the two types in general.

#### **3.4.1 Primary Data**

Primary data are the actual information which are received by the researcher for study from the actual field of research. These data are attained by means of questionnaires and schedules. Primary sources includes the government documents, personal records like diaries, autobiographies, wills declarations etc. It is generated by surveys conducted by individuals or research institutions. In the present study the primary data are information schedule, questionnaire schedule, interview schedule, records, and unpublished thesis.

#### **3.4.2 Secondary Data**

Secondary data are the information which are attained indirectly. The researcher does not attain them himself for directly. Such data are attained from the published and unpublished material. Secondary data are gathered from information collected from the individual and institutions through personal diaries, letters and survey documents etc. The secondary data again, are gathered through two types of sources. The first sources are the personal documents such as diaries, letters and

photographs. The other source are the public documents such as books, manuscripts, records, reports of survey by private institutions and various information's published in newspaper and magazines. In the present investigation the secondary data used are reports, books, documents, records, journals, magazines, survey of research in education, educational abstracts etc.

### **3.5 POPULATION**

In the present study, the population covers all the institutes providing professional education of teachers of elementary and the secondary schools of general courses, Hindi Teacher Training Institutes and the College, and the IGNOU study centre for in-service teacher education under Regional Director of Distance education. Further, all the teacher educators and student-teachers in all the colleges of teacher education and 8 DIET Centres' teachers, Hindi teacher training institutes and College, Department of Teacher Education M.U. and IGNOU Study centres have been covered in the population or parameters of the present study.

At the time of study, there are over 10 institutes of professional education of teachers of secondary schools including HTTC with 1230 intake capacity and 8 DIET centres of professional education of teachers of elementary schools and one Hindi Teacher Training Institute under SCERT, Manipur with 1020 intake capacity. IGNOU study centre also provides in-service teacher education of the Elementary and Secondary School teachers with 200 intake capacity, 100 each of elementary (D.El.Ed) and secondary (B.Ed.) teachers. The table of the population is shown in tables no 3.1.

**Table No. 3.1****Institutes of Professional Education of Elementary School Teacher**

Sl.No.	Name of the institute	Intake Capacity		Teacher-educators
		D.E.T.Ed.	C.E.T.Ed.	
1	DIET, Imphal West	50	80	11
2	DIET, Ukhrul	50	80	14
3	DIET, Tamenglong	50	80	15
4	DIET, Churachandpur	50	80	14
5	DIET, Chandel	50	80	15
6	DIET, Moirang	50	80	16
7	DIET, Kakching	50	80	14
8	DIET, Senapati	50	80	15
<b>Total</b>		400	640	114

*Source: SCERT, Govt. of Manipur*

**Table No. 3.2****Colleges of Professional Education of Secondary School Teachers**

Sl.No.	Name of the College	Intake Capacity	Number of Teachers
1	D.M. College of Teacher Education	150	18
2	Kanan Devi Memorial College of Education	100	16
3	R.K. Sanatombi Devi College of Education	200	19
4	Trinity Teacher Training Institute	100	8
5	Thokchom Ibotombi Institute of Teacher Education and Training	100	11
6	IRE, Wangjing	100	8
7	Ibotombi Institute of Education	100	10
8	Slopeland College of Teacher Education	100	8
9	Department of Teacher Education, MU	100	5
10	Hindi Teacher Training College	100	8
<b>Total</b>		1150	111

*Source : College Development Council, Manipur University*

**Table No. 3.3**  
**Other Teacher Education Programme**

Sl.No.	Name of the Centre	B.Ed.	D.El.Ed
1	IGNOU Study Centre, Imphal	100	100
2	Hindi Teachers Training College (HHTC)	100	-
3.	Hindi Teachers Training Institute (HHTI)	-	80

*Source : IGNOU Study Centre, Imphal*

### 3.6 SAMPLE

A sample is a proportion of a population which is selected for the purpose of study or investigation. By sample, we mean a collection consisting of a part or subset of the objects or individuals of population, which is selected for the express purpose of representing the population, that is, as a basis for making inferences or about estimates of certain populations facts.

For the present study, the sampling is done in three aspects viz.

- a. Sampling of the Institutions (i.e. DIETs and CTEs)
- b. Sampling of Teacher-educators of DIETs and CTEs
- c. Sampling of Student-teachers of DIETs and CTEs

In order to select a sample from a given population it is also necessary to have a complete accurate and upto date list of all the units in the population.

#### 3.6.1 Sampling of the Institutions

In regard to sampling of all the 8 (eight) District Institutes of Education and Training (DIETs) and the 6 (six) Colleges of Teacher Education (CTEs) have been drawn as sample population of the study because of their own unique status and problems or heterogeneity in the management.

### 3.6.2 Sampling of the Teacher-Educators

In regard to sampling of the Teacher-Educators of 8 DIETs in over all 50 teacher-educators consisting 13 male and 37 female were drawn out, using simple random sampling while the teacher-educators of 6 CTEs, overall 30 teacher-educators of which 12 male and 18 female were drawn out using simple random sampling.

### 3.6.3 Sampling of the Student-Teachers

In regard to sampling of the student-teachers of DIETs in overall 100 student-teachers were drawn which consisted 24 male and 76 female whereas the student-teachers of CTEs is overall 54 student-teachers have been drawn consisting 18 male and 36 female using simple random sampling.

**Table No. 3.4**

**Sample of DIETs Teacher-Educators and Student-Teachers of Professional Education of Teacher of Elementary Schools.**

Sl. No.	District	Institutions of Centres	Teacher Educators			Student Teachers		
			Male	Female	Total	Male	Female	Total
1	VALLEY DISTRICTS	DIET Imphal	1	6	7	3	15	18
2		DIET Moirang	1	8	9	3	14	17
3		DIET Kakching	1	5	6	3	14	17
4	HILL DISTRICTS	DIET Chandel	2	4	6	3	8	11
5		DIET Churachanpur	4	1	5	3	6	9
6		DIET Senapati	3	5	8	3	9	12
7		DIET Tamei	-	5	5	3	5	8
8		DIET Ukhrul	1	3	4	3	5	8
TOTAL			13	37	50	24	76	100

*Source : Survey*

**Table No. 3.5**  
**Sample of CTEs Teacher-Educators and Student-Teachers of Professional**  
**Education of Teachers of Secondary School**

Sl.No.	Name of the Institutions	Teacher Educators			Student Teachers		
		Male	Female	Total	Male	Female	Total
1.	D.M. College of Teacher Education	7	8	15	3	6	9
2.	Kanan Devi Memorial College of Education	2	2	4	3	6	9
3.	Thokchom Ibotombi Institute of Teacher Education	1	2	3	3	6	9
4.	Trinity Teacher Training College		1	1	3	6	9
5.	R.K. Sanatombi Devi Memorial College of Education	1	2	3	3	6	9
6.	IRE College of Education	1	3	4	3	6	9
	<b>TOTAL</b>	12	18	30	18	36	54

*Source : Survey*

### 3.7 TOOLS USED IN THE PRESENT STUDY

The success of an investigation depends upon the proper collection of data. Any educational research endeavour involves the collection of data in systematic and scientific manner. Often the primary and secondary source of data are made use of. At times certain instruments of investigation are to be used in order to collect data or information from the individuals concerned directly. Therefore, the research workers and investigators should be aware of the different tools that are used in the field of education.

In the present investigation, the researcher used three different tools for data collection and their constructions were stated.

### **3.7.1 Construction of Information Schedule**

An information schedule, which is also known as information inventory, may be defined as one of the enquiry form of collecting data in research that is useful for gathering some preliminary information regarding the research activity under personal contact as far as possible. It is either in the form of questions or phrases or statements which requires the respondents to give some information regarding the problem. It may use a two-point scale or more depending on the nature of information to be gathered. It gives the preliminary information for carrying out original research on the area of prominence as decided by the information schedule. It is administered with a view to elicit certain preliminary information regarding different aspects of the research work as a pilot project so as to undertake the original research on the significant areas as are revealed by this schedule in detail. It requires calculation of percentage of responses to find out the important and significant factors to be studied. It may be mailed or administered personally.

For the present study, two Information Schedules of the DIETs and CTEs have been constructed. Each Information Schedules has 64 items each in combined nature of opened and closed form containing different items of physical and human resources, management, curriculum and co-curricular activities method of teaching, internship or practice teaching, scheme of examination and other facilities and provisions, year-wise academic achievement records of courses, problem of the institutions, future prospect and suggestion for improvement of Teacher-Education Programme. In almost similar items have been constructed for both DIETs and CTEs to be responded by the authorities of the institutions addressed to the Principal. (Appendix I&II)

### 3.7.2 Construction of Questionnaire Schedule

A questionnaire schedule is a combined form of ‘questionnaire’ and ‘schedule’. A questionnaire is a device consisting of a series of questionnaire dealing with some psychological, social, educational, etc; topic(s) sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation (Lokesh Koul, 142). It is a list of items which is a valuable tool for collecting information directly given by a person, such as information may consists of personal knowledge, likes and dislikes (values and preferences), attitudes and beliefs, experiences, biography and the present status of things or events. This information can be both qualitative numbers, verbal description, comments or views and quantitative numbers.

Schedule is a device consisting of a set of questions which are asked and filled in by an interviewer in a face to face situation with another person. (Good and Hatt – 133). A Schedule may also be defined as that inquiry form which consists of systematically organised questions on different aspects of the problem under investigation, which is filled in by the interviewer directly by seeking information from the interviewer. The purposes of the schedule are same as those of the questionnaire. It differs from the questionnaire is that the former is administered personally to a respondent or a group of respondents while the latter is usually mailed. Questionnaire schedule are useful for collecting data – both quantitative and qualitative aspects.

For the present investigation 2 (two) questionnaire schedules 1 (one) for teacher-educators and another for student-teachers have been constructed for collecting data about the present status and conditions of the professional education of teachers of Elementary and Secondary School levels under DIETs and CTEs.

In the construction of the Questionnaire Schedule for teacher-educators, there are 40 items with 15 respondents profile items, under two categories of (A) Respondents Profile and (B) Items of Questionnaire. In the Respondents Profile there are 15 items consisting 10 opened form and 5 in closed form, while in the category (B) of items of

the Questionnaire there are 2 opened form items, 25 closed form items and 13 semi closed items, which is shown in the table no. 3.6 (Appendix III and IV)

**Table No. 3.6**  
**Construction of Questionnaire Schedule for**  
**Teacher-Educator (DIETs and CTEs)**

Nature of Items	No. of items	Types of Questionnaire number of items		
		Opened	Closed	Semi-Closed
A. Respondents' Profile	15	10	5	-
B. Items of the Questionnaire	40	2 (39 & 40)	25 (3,4,8,9,10, 11, 12, 14, 15, 16, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 34,35 & 36)	13 (1, 2, 5, 6, 7, 13, 18, 21, 25, 26, 32, 37 & 38)
Total	55	12	30	13

Construction of Questionnaire Schedule for student-teachers of DIETs and CTEs has been made having altogether 35 items under two categories which are (A) Respondents' Profile consisting of 7 opened form and 4 closed form type items, which consisting 2 open form, 10 closed form and 12 semi-closed type Questionnaire items, which is given in the table no. 3.7 (Appendix V and VI)

**Table No. 3.7**  
**Construction of Questionnaire Schedule for**  
**Student-Teachers (DIETs and CTEs)**

Nature of Items	No. of items	Types of Questionnaire number of items		
		Opened	Closed	Semi-Closed
A. Respondents Profile	11	7	4	-
B. Items of the Questionnaire	24	2 (23 & 24)	10 (2, 3, 5, 8, 11, 12, 16, 17, 21 & 22)	12 (1,4, 6, 7, 9, 10, 13, 14, 15, 18 & 19)
Total	35	9	14	12

### 3.7.3 Construction of Interview Schedule

The set of structured questions in which answers are recorded by the interviewer himself is called interview schedule or simply the schedule (Ram Ahuja – 194). In the schedule, the investigator gets the opportunity to explain difficult terms. The purposes of interview schedule are the same as those of the questionnaire schedule. This helps the researcher to explain the nature and purpose of the investigation and to make the meaning of the questions clear to the respondents if they misinterpret a question or give incomplete or indefinite responses. It ensures almost all complete and usable returns.

In the present study, the investigator also used information schedule as a technique of drawing deeper information about the present and future aspects of the professional education of teacher provided in DIETs and CTEs; from the higher authorities which included Controller of Examination (MU), Dean of Social Science, Director College Development Council, Director and Joint Director of SCERT, selected Principals of DIETs and CTEs, Chairman or Secretary of Managing Committees and Governing Bodies.

### **3.8 PROCEDURE OF DATA COLLECTION**

For the collection of data the investigator herself went to the different 8 DIET centres of Manipur located both in the hills and the valleys and also to the 6 CTEs at the time of the beginning of her study and went to two other colleges newly established. The investigator first discussed the need and importance of the study with the respected Principals of 8 DIET Centres and 6 CTEs and sought their permission and co-operation to collect the required data and information and then administered the Information Schedule for pilot study. Before administering, the student-teachers and teacher-educators were requested to read the instruction carefully. In order to secure their co-operation, the purpose of the study was explained to them and convinced them that their views and responses would be used only for research work (purpose) and responses would be kept as confidential. The investigator took around one year in the collection of data for both teacher-educators and student-teachers of DIET centres located in different districts of Manipur. The collected data through questionnaire schedule were organised, tabulated and treated for systematic and meaningful analysis and interpretation adopting some statistical application.

### **3.9 TREATMENT OF DATA**

After the data have been collected, the next step taken up by the investigator is to present the data systematically after carefully treating and analysing the same. The data that are gathered through the use of different tools of investigation and test will only be raw data. To make them serviceable, it is necessary to edit, to organise, to classify and tabulate the data in a systematic and scientific manner.

In the present study, the investigator organised, edited, classified and tabulated for different tools used in the collection of data for qualitative and quantitative treatment and analysis, as well as good interpretation.

### **3.10 STATISTICAL APPLICATION**

In the general process of analysis of research data, statistical method have contributed a great deal. Simple statistical calculations find a place in almost any research study dealing with large or even small groups of individuals, while complex statistical computations form the basis of many types of research. (Sukhia, et al. 151)

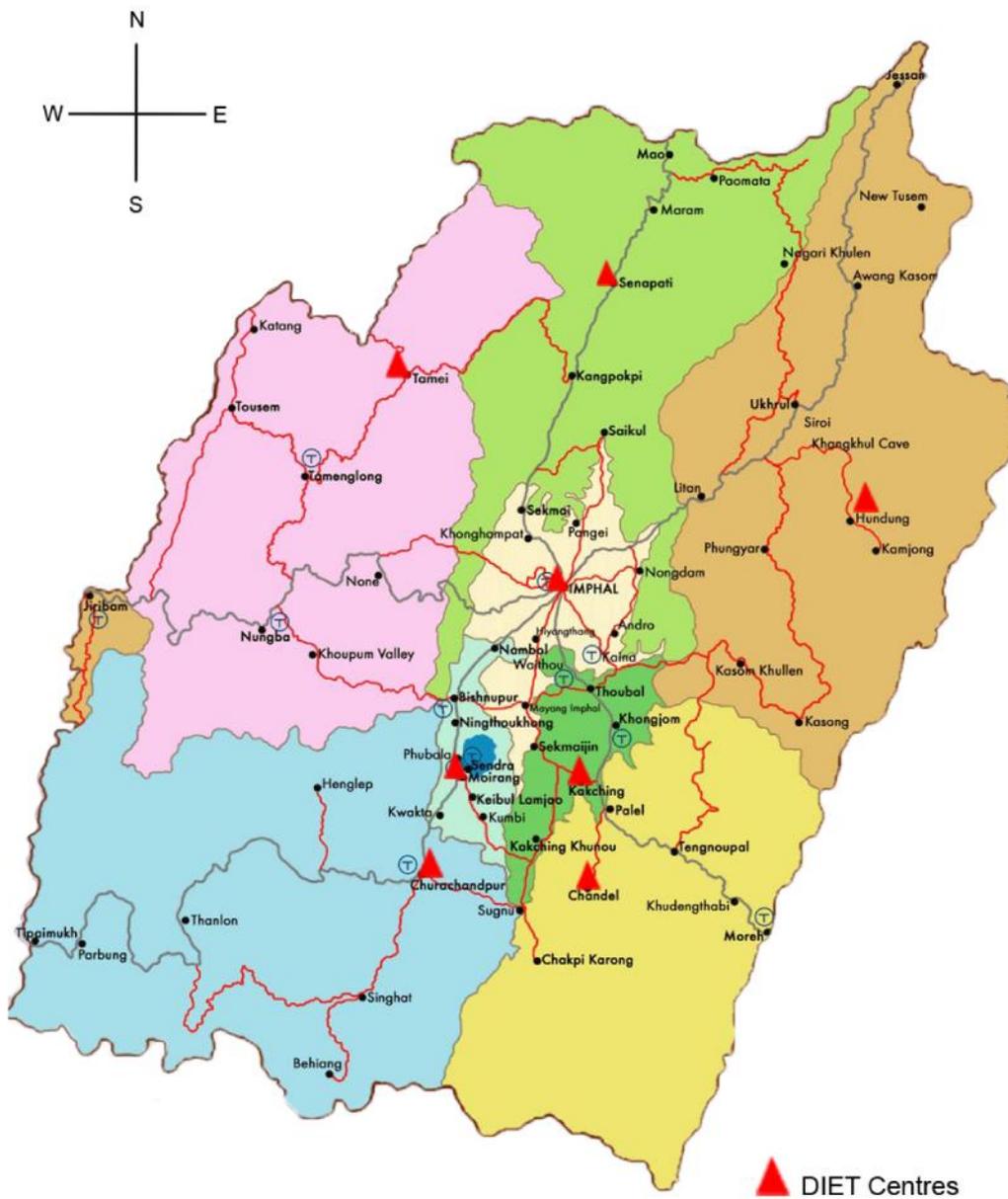
For the present study, simple statistical methods have been applied in the form of figures, tables, charts and presented in percentages of responses.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 INTRODUCTION**

Analysis of data is the process of studying the inherent facts and factors contained in the organised data. Analysis of data, in fact, is not a process to be carried out at the end of tabulation of data but is an implicit aspect of the research design. However, analysis of data differs with the method of research used. For example, in the historical method, the analysis of data involves evaluation of historical data through historical criticism. In descriptive researches the analysis of data involves identification of crucial aspects of the problem under investigation and provides for a clear description and meaningful classification. In the experimental method of research, usually the statistical method of analysis of data is required. The process of interpretation of data is as important as the collection and analysis of data. It is not to be considered as a simple and mechanical process that can easily be made by the investigator. On the other hand it requires a critical examination of the results of the analysis of data. It also varies with the type of research that is undertaken. The interpretation of results is the process of explaining the findings of the research and their significance. It requires, besides the knowledge of techniques of interpretation, the ability for clear and critical thinking. Precautions should be taken either not to over do the job or ignore the essential factors or facts. It should be objective and scientific. According to Francies Rummel, "the analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data the inherent meaning and their relation to the problem. To avoid making conclusions and interpretations from insufficient or involve data, the final analysis must be anticipated. The problem should be analysed in detail to see what data are necessary in its solutions and to be assured that the methods used will provide for definite answers. The research must determine whether



or not the factors chosen for study will satisfy all the conditions of the problems and if the source to be used will provide the requisite data”.

## **4.2 ANALYSIS AND INTERPRETATION OF DATA OF THE PRESENT STUDY**

In the present study the investigator has made the analysis and interpretation of collected data in the light of the objectives of the study, research questions and the collection of data from the primary and the secondary sources. Accordingly the analysis and interpretation of data have been categorised in the following headings.

### **4.2.1 Analysis of the Professional Education of Elementary School Teachers in Manipur**

- A) Present Status of Professional Education of Elementary School Teachers
- B) Responses of the Questionnaire Schedule of Teacher-educators and Student-teachers of DIETs.
- C) Interview Schedule of the Joint Director of the SCERT and seven (7) Principals of DIETs
- D) Problems of Professional Education of Elementary School Teacher in Manipur.

### **4.2.2 Analysis of the Professional Education of Secondary School Teachers in Manipur**

- A) Present Status of Professional Education of Secondary School Teachers
- B) Responses of the Questionnaire Schedule of Teacher-educators and Student-teachers CTEs.
- C) Interview Schedule of the M.U. Authorities, Controller of Examination, Director (CDC), Dean of Social Sciences, Governing Bodies and Secretary of Private Manage CTEs and Principals of CTEs.
- D) Problems of Professional Education of Secondary School Teacher in Manipur.

### **4.2.3 Status of Trained and Untrained Teachers at Elementary and Secondary School Levels in Manipur**

### **4.2.4 Achievement of the Pre-Service and In-Service Student Teachers**

#### **4.2.1 Analysis of the Professional Education of Elementary School Teachers in Manipur**

##### **4.2.1. A) Present Status of Professional Education of Elementary School Teachers**

There are 8 (eight) DIETs in the State of which 3 (three) are in the valley districts and 5 (five) are in the hill districts. No DIET is established in the Imphal East District, but now it is under construction and going to start in the next session. Out of eight DIETs, two are upgraded and the remaining are newly constructed. But it will be made functional within a short period so that all the 9 (nine) districts of Manipur may get the facilities of DIETs as per the provisions of National Policy on Education (NPE) 1986 and Programme of Action (POA) 1992. All the 8 (eight) DIETs have mandatory to recognizing by NCTE, New Delhi.

##### **Infrastructural Conditions**

Regarding the buildings of DIETs and its conditions, seven have two storied pucca buildings and one mixed pucca and semi pucca buildings. Five of them have good conditions, two of them in bad conditions and one is in average conditions. Most of the DIETs have adequate number of classrooms, office rooms, staff rooms, library rooms, common rooms, laboratory rooms etc. though psychological testing rooms are inadequate. Campus of the DIETs are mostly in medium size, two have big campus and one has small campus.

Conditions of sanitation of 8 DIETs are, four in good conditions, three are in average conditions and one is in bad condition. Most of them have hygienic toilet, urinal and lavatory facilities.

Regarding playground, two DIETs have big playground, one is medium and five have small playground. Most of the DIETs do not have auditorium except three of them viz. DIET Imphal, Moirang and Chandel.

### **Intake Capacity**

The present intake capacity of each DIET is 50 for 2 years Diploma Course of Elementary Education (D.El.Ed.) which is introduced from the academic session 2013-2014.

### **Mode of Selection of Candidates**

The mode of selection adopted in DIETs are almost on mark basis, entrance or selection test and sometimes open admission is also made. The questions of Quota system, reservation policy and pressurized admission have not done in most of the DIETs.

### **Teaching Staff (Teaching Faculty)**

As per norms of the DIETs, each institution should have 17 teaching staff. But at present there are 8 (eight) DIETs in 9 (nine) districts of Manipur. DIET of Imphal East District is in the pipeline. It is likely to open in the next academic session 2016-17.

**Table No. 4.1**  
**Present Position of Teaching Staff of DIETs, Manipur**

Sl. No.	District Wise DIET Centres	Approved Teaching Staff By NCTE	Teaching Staff Position		
			M	F	Total
1.	DIET, Imphal	17	5	6	11
2.	DIET, Kakching	17	3	11	14
3.	DIET, Ukhrul	17	6	8	14
4.	DIET, Churachandpur	17	5	9	14
5.	DIET, Moirang	17	2	14	16
6.	DIET, Chandel	17	6	9	15
7.	DIET, Senapati	17	7	8	15
8.	DIET, Tamei	17	6	9	15
		<b>136</b>	40	74	114

*Source: SCERT, Government of Manipur*

### Courses of Studies (Curriculum and Syllabus)

The courses of studies of the D.El.Ed. course for two years in the DIETs of Manipur introduced since 2013-14 academic session is given in the following tables No.4.2.

**Table No. 4.2**  
**Curriculum and Syllabus of D.El.Ed. Course**  
**(D.El.Ed. Curriculum Structure)**

1 <sup>st</sup> Year						
Sl. No.	Course Title	Ext.	Int.	Max Marks	Suggested Periods per week	Student Contact Hour
<b>THEORY</b>						
1	Childhood and the Development of Children	70	30	100	4-5	80-100
2	Contemporary of Indian Society	70	30	100	4-5	80-100
3	Education, Society curriculum and Learners	70	30	100	4-5	80-100
4	Pedagogy Across the Curriculum	35	15	50	2-3	50
5	Understanding, Language and Early Literacy	70	30	100	4-5	60-100
6	Mathematics Education for Primary School Child	70	30	100	4-5	80-100
7	Proficiency in English	35	15	50	2-3	50
8	Proficiency in Manipuri	70	30	100	4-5	80-100
<b>WORKSHOP BASE</b>						
1	Towards understanding the Self	35	15	50	2-3	50
2	Children's Physical, Emotional Health, School Health & Education	15	15	30	1-2	30-40
3	Work and Education	15	15	30	1-2	30-40
4	School Internship, 25-35 days	55	45	100		120-125
	<b>TOTAL MARKS</b>			<b>950</b>		

2 <sup>nd</sup> Year						
Sl. No.	Course of the Title	Ext	Int	Max Marks	Suggested periods per week	Student Contact Hours
<b>THEORY</b>						
1	Cognition, Learning and the Socio-Cultural Context	70	30	100	4-5	80-100
2	School Culture, Leadership and Change	35	15	50	4-5	40-50
3	Pedagogy of Environmental Studies	70	30	100	2-3	80-100
4	Pedagogy of English Language	70	30	100	2-3	80-100
5	Proficiency in Manipuri	70	30	100	2-3	80-100
6	Optional Pedagogic Course, any 2 (two)	70	30	100	4-5	80-100
	a) Social Science Education	70	30	100	4-5	80-100
	b) Mathematics Education					
	c) Science Education					
7	Measurement and Evaluation	35	15	50	4-5	40-50
<b>WORKSHOP BASE</b>						
1	Teacher Identity and School Education	35	15	50	4-5	40-50
<b>PRACTICUM</b>						
1	Creative, Drama, Fine Arts and Education	20	20	40	2-3	30-40
2	Children's Physical, Emotional Health, School Health & Education	15	15	30	1-2	30-40
3	Work and Education	15	15	30	1-2	30-40
4	School Internship, 35-40 days	75	75	150		
	<b>TOTAL MARKS</b>			1000		
	<b>GRAND TOTAL</b>			<b>1950</b>		

*Source : SCERT, Manipur*

**Academic Calendar**

The time of admission of each DIET is June to July. Beginning of session is August but sometimes July and September too due to local conditions of Manipur and law and order situations. The schedule of examination is April to May. The declaration of examination result is in August. Duration of internship/practice teaching is 30 to 40 days. The period of vacation lasted for 20 days in maximum.

**Working Days or Duration**

The working days of the DIETs is 5.00 hrs to 6:00 hrs per day and total working days is 220 days to 240 days. The number of class allotted per day is 6 to 8 classes, different in centre to centre. Beginning and ending of class everyday is also different from centre to centre but generally begins at 10:00 am to 2:30 pm and sometimes extended to 3:00 pm to 4:00 pm.

**Number of Subjects Taught**

The number of subjects taught in DIETs is 9 theory papers and 5 practical in First Year D.El.Ed. Course and 8 theory and 4 practical in second year course.

**Facilities and Provision**

Out of 8 DIETs, five of them have hostel facilities specially for girls/female candidates, though no borders stay in the hostel in DIET, Imphal. The DIET Kakching has facility of hostel and staff quarters.

There is no transport (bus) facility for DIETs. None of them have Canteens, health and medical service facilities. Audio-Visual Research Centre/Educational Media Research Centre (AVRC/EMRC). Majority of DIETs have poor power facility, safe drinking water facility, Internet facilities, DIET Senapati has internet facility. ([www.rkchourjit@yahoo.com](mailto:www.rkchourjit@yahoo.com)).

### **Audio-Visual Teaching Aids**

Most of the DIETs have Audio-Visual teaching aids like slide projectors, OHP, Computer, Film Projector, Radio, T.V. sets, charts, diagrams, posters, pictures.

### **Auditorium / Conference Hall / Multipurpose Hall**

Majority of the DIETs have no Auditorium only three of them facilities. The others have Conference Hall and Multipurpose Hall.

### **Use of Modern Technology and CAI**

Most of the DIETs (5 of them) do not use modern technology and Computer Assisted Instructor (CAI).

### **Library Facilities**

The Library facilities of DIETs, good facilities in 2 DIETs, average in 4 DIETs and 2 in bad facilities, of 8 DIETs, 4 of them have adequate textbooks, 3 inadequate references, 5 has national journals or magazines, 1 DIET has international journals and magazines, 3 DIETs have upto-date reading materials. Most of the DIETs do not have comfortable reading rooms in the library. None of them have INFLIBNET facilities i.e. the library. There is poor daily newspaper found in most of the DIETs. All the 8 (eight) DIETs have more than three thousand textbooks and reference books. These DIETs have subscribing professional journals upto five and daily newspapers. Upto three and daily magazine upto two numbers. Most of the books in the library pertained to this content areas for graduate level which we centrally purchased and distributed to all the DIETs.

### **Evaluation System**

The evaluation and examination system of DIETs is conducted into two levels – Internal Assessment and External Assessment. Most of the DIETs conducted class test under formative and summative approach of evaluation, weekly, monthly and terminally using written, oral, practical etc. The details of the evaluation scheme of D.EL.Ed. course given in the DIETs are in the following Table No. (4.3 & 4.4 ).

Table No. 4.3

**Outline of Evaluation Scheme for the D.El.Ed. Two Years Course  
Evaluation Scheme of 1<sup>st</sup> Year Diploma in Elementary Education  
(D.ELEd.) DIETS, Manipur**

1<sup>st</sup> Year

Sl. No.	Particulars	No. of Assessment to be conducted	Marks for Internal Assessment	Frequency	Mode of Assessment	Category		Total
						Internal	External	
1	Curricular Area Theory : 8 Subject	a) 5 times in each paper (for 100 marks)	a) 6 marks per assessment	End of every unit 3 times in an academic year	Formative Assessment	30	70	100
		b) 3 times in each paper (50 marks)	b) 5 marks per assessment		Formative Assessment	15	35	50
2	Workshop based activity 1 subject	3 times as per the syllabus	5 marks per assessment	3 time	Formative Assessment	15	35	50
3	Practicum : Creative Drama, Fine Art & Education	4 times	5 marks per assessment	4 times	Practical	20	20	40
4	Children's Physical and Emotional Health, School Health and Education	3 times	5 marks per assessment	3 times per unit	Practical	15	15	30
5	Work & Education	3 times	5 marks per assessment	2 times per unit	Formative	55	45	100
6	School Internship Programme	10 times	5 marks per assessment	2 times per unit	Formative	55	45	100

Table No. 4.4

**Outline of Evaluation Scheme for the D.El.Ed. Two Years Course  
Evaluation Scheme of 1<sup>st</sup> Year Diploma in Elementary Education  
(D.El.Ed.) DIETS, Manipur**

2<sup>nd</sup> Year

Sl. No.	Particulars	No. of Assessment to be conducted	Marks for Internal Assessment	Frequency	Mode of Assessment	Category		Total
						Internal	External	
1	Curricular Area Theory : 8 Subject	a) 5 times in each paper (for 100 marks)	a) 6 marks per assessment	End of every unit 3 times in an academic year	Formative Assessment	30	70	100
		b) 3 times in each paper (50 marks)	b) 5 marks per assessment		Formative Assessment	15	35	50
2	Workshop based activity 1 subject	3 times as per the syllabus	5 marks per assessment	3 time	Formative Assessment	15	35	50
3	Practicum : Creative Drama, Fine Art & Education	4 times	5 marks per assessment	4 times	Practical	20	20	40
4	Children's Physical and Emotional Health, School Health and Education	3 times	5 marks per assessment	3 times per unit	Practical	15	15	30
5	Work & Education	3 times	5 marks per assessment	2 times per unit	Formative	15	15	30
6	School Internship Programme	15 times	5 marks per assessment	2 times per unit	Formative	75	75	150

### **Scheme of Evaluation :**

Assessment and evaluation in both theory and practical for the Diploma in Elementary Education (D.El.Ed.) will be conducted internally and externally in the whole 2 years duration.

1. **Internal Theory:** Scholastic and Co-scholastic achievements of the students teachers of 30 marks and 15 marks in theory areas will be evaluated internally for those subjects carrying 100 marks and 50 marks through Continuous and Comprehensive Evaluation (CCE) through formative tests by the teacher Educators during the 1st and 2nd year.
  - a) The Process of CCE should be meticulously planned with a view to enabling the trainees to adopt a definite application in their turn.
  - b) During the 1<sup>st</sup> year, there will be 5(five) Unit Tests for the assessment of 30 marks out of 100 marks subjects and each test will carry 6 (six) marks. There are 3 Unit Tests for the assessment of 15 marks out of 50 marks subjects. Each test will carry 5 (five) marks. The mode of this assessment is Formative. These assessments should be done three times in an academic year and they are in the same manner during the 2nd year. The student teachers will be informed of their achievements/marks obtained in such tests. Remedial teaching should be taken up by the teacher educators if necessary.
  - c) The tools of the evaluation may be selected according to the suitability of the situations out of the following :
    - (i) Observation behaviour of the student teachers may be observed in a particular situation. Observation must be purposeful, planned, symmetric and recorded.
    - (ii) Interview/Oral/Face conversation with a purpose. Scheduling, preparing, conducting and reporting are necessary steps.

- (iii) Written Test by objective type, short answer type, essay/long answer type questions.
- (iv) Home assignment/project work for works of written which may take much time.
- (v) Practical works (except final practice-teaching examination) will be assessed internally/externally.
- (vi) Internal workshop and external workshop.

### **Workshop Based activity**

Every trainee should take part in the Co-Curricular Activities organized by the institutions which carry 50 marks in both 1<sup>st</sup> year and in the 2<sup>nd</sup> year. There will be 3 unit tests for internal assessment of 15 marks and each assessment carries 5 marks. The external 35 marks and internal 15 marks are to be assessed based upon the performance, presentation of the topic given, interest and initiative of each individual trainee. These assessments should be done three times in an academic year and they are in the same manner during the 2<sup>nd</sup> year. The mode of internal assessment in both 1<sup>st</sup> year and 2<sup>nd</sup> year is Formative. The external assessments will be evaluated by the supervisors (deputed by SCERT/Board of Examination).

### **2. External Theory**

There will be an External Summative Examination at the end of the 1st year and 2nd year or the assessment of 70 marks and 35 marks in theory areas of each subject, i.e. the mark left unassessed by CC.E. The medium of instruction and evaluation may be either in Manipuri or English.

### **Practicum**

#### **In the 1st Year Course**

For the Creative Dramas, Fine Arts and Education.

There will be 4 assessment. One is internal and another is external. Each assessment carries 5 marks.

For the Children's Physical and Emotional Health, School Health and Education.

There will be 3 assessments. One is internal and another is external. Each assessment carries 5 marks.

**For the Work and Education.** There will be 3 assessments. One is internal and another is external. Each of which carries 5 marks.

**School Internship.** There will be school Internship activities for 25-35 days (Twenty five-thirty five) days which carry 100 marks for assessing 45 marks as internally and 55 marks as externally by the teacher educator and supervisors (deputed by SCERT/Board of Examination).

There will be total 200 marks for practicum during the 1st year course.

### **Practicum**

In the 2<sup>nd</sup> Year Course

**For the Creative Dramas, Fine Arts and Education.** There will be 4 assessment. One is internal and another is external.

**For the Children's Physical and Emotional Health, School Health and Education.** There will be 3 assessments. One is internal and another is external. Each assessment carries 5 marks.

**For the Work Education.** There will be 3 assessments. One is internal and another is external. Each of which carries 5 marks.

**Practice Teaching.** Practice teaching of 12 lessons, 4 lessons each in any three of the eight subjects during the course of the 2<sup>nd</sup> year. There will be 30 marks for the practice-teaching. Out of which 15 marks to be assessed internally and another 15 marks externally by the teacher educators and supervisors (deputed by SCERT/Board of Examination)

**Core Teaching Skills.** Practice of core teaching skills the various components of Micro-teaching Skills viz., writing of instructional\_objectives; questioning, stimulus various and reinforcement will be done by the trainees and the achievement of the trainees will be assessed by the faculty members internally

for 15 marks and another 15 marks externally by the supervisor (deputed by SCERT/Board of Examination).

**Lesson Observation.** Every trainees will observe 3 (three) lessons at least in 3 (three) different subjects for which 5 marks internally and 7 marks externally assessment will be done by the faculty members and supervisors in a prescribed Performa in accordance with the performance of the trainees.

**There will be total 250 marks for practicum during the 2<sup>nd</sup> year course.**

### **Grading of the Performance of the Trainees.**

- a) A Trainee who obtained the following marks in aggregate of the marks in the internal and external assessment taken together will be graded as follows in the indirect grading system.

Grade	A	-	80% and above
	B	-	60 % and above but below 80 %
	C	-	50 % and above but below 60 %
	D	-	30 % and above but below 40 %

- b) The trainee who cannot obtained even Grade-E will be failed in the examination.
- c) i). A failed candidate will be permitted to appear at any of the next three consecutive examinations, immediately following the original one.
- ii). If the candidate failed either in Theory and Practical the failed candidate will be permitted to appear either in Theory or Practical in which the candidate failed, provided the candidate obtained pass marks in the internal assessments.
- iii). If the candidate failed both in Theory and Practical, provided the candidate obtained pass marks in the internal assessments, the candidate

will be permitted to appear in both Theory and Practical in which he/she failed as casual candidate.

- d) To pass the examination the trainee must obtain at least 30% in each subject in both inter and external examination A, B, C, D, & E Grade.
- e) Trainee who do not attend/work at least 75% of the course and of the total number of evaluation/tests in any subject will not be allowed to appear the final external examination.
- f) Grade will be awarded separately for practical and theoretical results of the examination.
- g) Medium of instruction and Evaluation will be either in English or Manipuri.

#### **4.3 HINDI TEACHERS TRAINING INSTITUTE (HTTI)**

For the teachers of Hindi teaching in Primary Schools the Government of Manipur had taken up a step in impart training of Hind Teachers which is stated below:

The Government of Manipur established one Hindi Training Institute in 1955. The institute imparts in-service training to the Hindi Teachers of Primary Schools. The minimum qualification is matriculate with Kovid or equivalent Hindi qualification. The examination is conducted by Agra Central Institute of Hindi and the certificate is given by it. The duration of the course is one year. The intake capacity of the institute is 40. The institute was residential in the sense that the teacher trainees, if they are willing, can stay in the hostel as there are hostel facilities for them. At present, it is under the control of SCERT, Manipur since then.

#### **4.4 RECENT INITIATIVE TAKEN UP FOR IN-SERVICE UNTRAINED TEACHERS OF ELEMENTARY SCHOOLS**

The Government of Manipur made an arrangement to clear the backlog of untrained teachers of elementary schools within the period of 2015. Under the directives of the Government of Manipur, the Department of School Education deputed 2694 untrained

teachers to join the teacher education imparted in the Indira Gandhi National Open University (IGNOU) for the first phase in January, 2014, and later another 1600 untrained teachers have also been deputed to join the said education programme for second phase in January, 2015. For giving such education to backlog untrained teachers 28 centres have opened including 8 DIET centres in the first phase and accommodated for the second phase too. The list of the centres and number of untrained backlog teachers accommodated in the centre are given in the preceding page. DIET has conducted 6(six) months, condensed course of D.El.Ed. for in-service teachers who possessed B.Ed. Degree but not received the Elementary Teacher education course like D.E.T.Ed., C.E.T.Ed. and latest D.El.Ed course under the directives of NCTE's guidelines, norms and standard, 2014. A table is shown in the preceding page (Table No. 4.3).

**Table No. 4.5**  
**Backlog of Untrained Teachers**

		<b>First Phase Enrolment – 2014</b>	<b>Second Phase Enrolment-2015</b>
<b>Sl. No.</b>	<b>List of the Centres</b>	<b>No. of Untrained Teachers Enrolled Jan., 2014 Session</b>	<b>No. of Untrained Teachers Enrolled Jan., 2015 Session</b>
1	DIET, Imphal	100	100
2	DIET, Kakching	99	89
3	DIET, Moirang	100	98
4	DIET, Senapati	100	94
5	DIET, Chandel	98	100
6	DIET, Churachandpur	100	99
7	DIET, Tamei	99	86
8	DIET, Ukhrul	99	77
9	Lamding Hr. Sec. School, Wangjing	100	
10	Chaoyaima Hr. Sec. School, Thoubal	100	100
11	Wangkhei High School, Wangkhei	100	100
12	Ram Lal Paul Hr. Sec. School, Imphal	100	100
13	Lamlong Hr. Sec. School	100	100

14	Renkai Hr. Sec. School	100	97
15	Thanglon Hr. Sec. School, Churachandpur	66	100
16	Liwanchangning High School	99	57
17	Gandhi Memorial Govt. High School	100	100
18	Tenkhongjang Hr. Sec. School	86	48
19	Tamenglong Hr. Sec. School	100	96
20	Bishnupur Hr. Sec. School	100	99
21	Kangpokpi High School	100	100
22	Ukhrul Hr. Sec. School	99	77
23	Raphei Hr. Sec. School	71	
24	IMC BRC	100	100
25	Haorang BRC	100	
26	Tengnoupal BRC	98	
27	Tadubi BRC	96	81
28	Jiribam	84	
	<b>TOTAL</b>	<b>2694</b>	<b>1600 (498)</b>

*Source: IGNOU Study Centre  
Regional Office, Imphal*

#### **4.5 DISTRIBUTION OF UNTRAINED TEACHERS OF ALL MANAGEMENT**

There are overall 13942 untrained teachers in 2006-07 of which 3020 are in primary schools and 4594 primary and upper primary. It rose to 18120 in 2011-12 and further increased to 24622 in 2014-15. The number of untrained teachers in primary schools are 7013 in 2011-2012 and 7739 in 2014-15. (Shown in table no. 4.6 in the preceding page).

**Table No. 4.6**  
**Distribution of Untrained Teachers of All Management**  
 (Teachers not having any professional qualification)  
 (Including Para Teacher)  
 2006-07 to 2014-15

Sl. No.	Year Wise	Primary			Primary & Upper Primary			All Categories		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2006-07	1709	1311	3020	2663	1931	4594	8002	5940	13942
2	2007-08	1874	1458	3332	2813	2178	4991	8834	6785	15619
3	2008-09	1894	1482	3376*(1)	2813	2191	5006*(2)	8825	6898	15728*(5)
4	2009-10	2150	1612	3762	2522	2043	4565	9333	7343	16676
5	2010-11	3580	2959	6539	2342	1884	4226	9745	7913	17667*(9)
6	2011-12	3763	3250	7013	2227	1883	4110	9872	8220	18120(28)
7	2012-13	4360	3926	8286	2952	2618	5570	12959	11243	24202
8	2013-14	4033	3744	7777	2799	2561	5360	12911	11665	24576
9	2014-15	4060	3677	7739*(2)	2680	2514	5203*(4)	12940	11675	24622(7)

\*( ) including no sex-wise data (Response)

Source : (1) NUEPA, New Delhi  
 (2) Govt. of Manipur, Education Deptt.

**Table No. 4.7**  
**Record of Enrolment and Passed Out of Untrained Teachers**  
DURING 2002-03 to 2006-07

Sl. No.	Name of the DIET Centres	Duration of the Course	2002-03		2003-04		2004-05		2005-06		2006-07	
			Enrolled	Passed (%)								
1	DIET, Imphal		62	60	49	47	48	47	52	51	14	12
2	DIET, Kakching		57	53	47	45	47	18	31	31	NA	NA
3	DIET, Moirang		25	25	28	25	24	23	17	17	32	NA
4	DIET, Chandel		60	56	66	59	35	29	15	11	14	38
5	DIET, Churachandpur		80	58	37	34	24	24	NA	NA	35	34
6	DIET, Senapati		58	37	21	20	43	43	25	24	62	61
7	DIET, Ukhrul		80	46	66	64	55	53	27	25	34	13
	TOTAL		422	335(79.38)	409	334(81.66)	276	237(85.87)	167	159(95.20)	191	158(82.72)

*Source : SCERT, Government of Manipur*

Table no. 4.7 shows the record of enrollment and passed out of the untrained teachers of DIETs during 2002-03 to 2006-07.

The enrollment of the candidate of untrained teachers during 2002-03 was 422, and decreases to 276 in 2004-05 and further decreases to 167 in 2005-06. But in 2006-07 there was little increase of enrollment i.e. 191.

The passed out of untrained teachers in 7 DIET centres during 2002-03 to 2006-07 were 79.83% in 2002-03, 81.66% in 2003-04, 85.87% in 2004-05, 96.20% in 2005-06 and 82.72% in 2006-07 without the data of 2 DIETs respectively.

#### 4.2.1. B) Responses of the Teacher-Educators and Student- Teachers of DIETs.

**Table No. 4.8**  
**Respondents' Profile**  
**(Teacher-Educators of DIETs)**

A. Valley Centre's				
Sl.No.	Name of the Centre	Male	Female	Total
1	DIET, Imphal	1	6	7
2	DIET, Kakching	1	5	6
3	DIET, Moirang	1	8	9
	<b>Grand Total</b>	<b>3 (13.64)</b>	<b>19 (86.36)</b>	<b>22</b>
B. Hill Centre's				
Sl.No.	Name of the Centre	Male	Female	Total
1	DIET, Chandel	2	4	6
2	DIET, Churachandpur	4	1	5
3	DIET, Senapati	3	5	8
4	DIET, Tamei	NIL	5	5
5	DIET, Ukhrul	1	3	4
	Grand Total	10 (35.71)	18 (64.29)	28
	<b>Overall Grand Total</b>	<b>13 (26.00)</b>	<b>37(74.00)</b>	<b>50</b>

The given table no. 4.8 shows the 50 sample of the teacher educator respondents of the 8 (eight) DIET centre's of Manipur. There are 22 teacher educators of 3 (three) DIETs of valley centres consists of 3 male and 19 females. In the hill centres there are 10 male and 18 female teacher-educator respondents. These 50 respondents have given their responses on the questionnaire schedule about the present status of professional education of teacher of elementary schools.

**Table No. 4.9**  
**Respondents' Educational Qualification**  
**(Teacher-Educators of DIETs)**

Sl.No.	Educational Qualification	Valley (%)	Hills (%)	Total(%)
1	B.Ed.	6(27.28)	13(46.43)	19(32.00)
2	M.Ed.	7(31.82)	6(21.43)	13(26.00)
3	M.A./M.Sc./M.Com	3(13.44)	3(10.71)	6(12.00)
4	M.A. Education only	3(13.64)	1(3.57)	4(8.00)
5	B.Ed. Ph.D.	1(4.56)	-	1(2.00)
6	M.Ed. M. Phil	1(4.56)	-	1(2.00)
7	B.A. Manipuri	1(4.56)	-	1(2.00)
8	B.F.A. (Applied Art)	-	1(3.58)	1(2.00)
9	B. Tech in Engg.	-	1(3.58)	1(2.00)
10	M.Sc., M.A. Edn., B.Ed.	-	1(3.58)	1(2.00)
11	B.PEd. only	-	1(3.58)	1(2.00)
12	B.Sc. Agri	-	1(3.58)	1(2.00)
	<b>Grand Total</b>	<b>22(44.00)</b>	<b>28(56.00)</b>	<b>50(100)</b>

The educational qualifications of the teacher-educator respondents are shown in table no. 4.9. In the overall of 50 respondents, 32% are B.Ed. holders, 26% M.Ed. holders, 12% is MA/M.Sc./M.Com., 8% M.A. in Education, 2% B.Ed. with Ph.D., another 2% each of M.Ed. M. Phil, B.A.(Manipuri), Bachelor of Fine Arts (BFA) in Applied art, B. Tech. in Engg., M.Sc. MA in Education, and B.Ed., Bachelor of Physical Education (B.P.Ed.) and B.Sc. Agriculture. The maximum is B.Ed. Degree holders in other subjects.

**Table No. 4.10**  
**Respondents' Year of Services/Experience**  
**(Teacher-Educators of DIET)**

Year of Experience	Valleys (%)	Hills (%)	Total (%)
5-10	NIL	NIL	NIL
10-15	6(27.27)	17(60.71)	23(46.00)
15-20	10(45.45)	9(32.14)	19(38.00)
20-25	5(22.73)	2(7.14)	7(14.00)
25-30	NIL	NIL	NIL
30-35	NIL	NIL	NIL
35-40	NIL	NIL	NIL
40-45	1(4.55)	NIL	1(2.00)
<b>Total</b>	<b>22(44.00)</b>	<b>28(56.00)</b>	<b>50(100.00)</b>

Respondents' year of service and experience can be observed from the above table 4.10 that 46% is 10-15 year of experience (27.27% in valley and 60.71% in hill districts, 38% is 15-20 years of service (45.44% in valley and 32.14% in hill districts), 14% is 20-25 years of experience (22.73% in valley and 7.14% in hill districts), only 2% in valley has 40-45 years of experience. It shows that majority of the respondents' year of service and experience is 10-15 years.

**Table No. 4.11**  
**Respondents' Age Group and Marital Status**

Location (District)	Age Group				Marital Status		
	30-40	40-50	50-60	Total	Married	Unmarried	Total
Hills	5 (17.86)	18 (64.29)	5 (17.86)	28 (56.00)	1 (4.55)	1 (3.57)	2 (4.00)
Valley	5 (22.73)	12 (54.55)	5 (22.73)	22 (44.00)	21 (95.45)	27 (96.43)	48 (96.00)
Grand Total	10 (20.00)	30 (60.00)	10 (20.00)	50 (100)	22 (44.00)	28 (50.00)	50 (100)

Table 4.11 shows the respondents' age group and marital status that 20% is 30-40 years age group (17.86% in hills and 22.73% in valleys), 60% is 40-50 year age group (64.29% in hills and 54.55% in valleys), and 20% is 50-60 years age group (17.86% in hills and 2.73% in valley). In regard to marital status, 44% is married respondents (4.55% in hills and 95.45% in valleys), while 56% is unmarried teacher-educators (3.57% in hills and 96.43% in valleys). It reveals that majority of the respondents' age group is 40-50 years, year of experience is 10-15 years and almost unmarried status.

**Table No. 4.12**  
**Respondents' category and community belonged**  
**(Teacher- Educators)**

Location (District)	Category						Community Belonged		
	General	ST	SC	OBC	Others	Total	Tribal	Non-Tribal	Total
Hill	22 (78.57)	2 (7.14)	1 (3.57)	3 (10.72)	-	28 (56.00)	2 (7.14)	26 (92.86)	28 (56.0)
Valley	20 (90.90)	-	1 (4.55)	1 (4.55)	-	22 (44.00)	-	22 (100)	22 (44.0)
Grand Total	42 (84.00)	2 (4.00)	2 (4.00)	4 (8.00)	-	50 (100)	2 (4.0)	48 (96.00)	50 (100)

Table 4.12 indicates the respondents' category and community belonged, that 84% formed General class (78.57% in hills and 90.90% in valleys), only 4% formed Scheduled Tribes respondents in hill centres, another 4% formed scheduled caste (10.72% in hills and 4.55% in valleys), 8% in other backward classes (OBC) i.e. 10.72% in the hill DIET centre, 4.55% in the valley DIET centres.

The respondents' community belonged is also shown in the same table, which indicates 4% is tribal community of the hill DIET centres, while 96% belonged to non-tribal community (92.86% in hills and 100% in the valleys). It can be confirmed that the majority of the respondent teacher-educators are general class and non-tribal community.

**Table No. 4.13**  
**Status of Teachers**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Do you have job security? If not, give reasons	13 (100)	37 (100)	50 (100)	No Comment needed
2	Are you satisfied with your teaching profession? If not, give reasons	9 (69.23)	25 (67.37)	34 (68)	Teaching is the last resort, less regard in the society, not attracted. No bureaucratic promotion and power.
3	Do you think that the status of teacher is very low in present day society? If yes, give reasons	10 (76.92)	26 (70.27)	36 (72)	Teaching became a cheapest job, sometimes treated as bonded labour particularly in private institutions.
4	Do you feel that the teaching of D.T.Ed/D.El.Ed course is too simple and easy ?	5 (38.46)	18 (36)	23 (46)	No comment
5	Are you satisfied with your pay and salary? If not, why?	13 (100)	37 (100)	50 (100)	No regularity, delayed in sanction by the central authorities.

The 50 respondent teacher-educators of 8 DIETs have given their responses about the status of teacher, 100% have job security, 68% are satisfied with their teaching profession, 72% have thought that the status of teacher is very low in the present day society, 46% feel that the teaching of D.T.Ed/D.El.Ed. course is too simple and easy. All the respondents are not satisfied with their pay and salary, because of no regularity in payment due to delayed sanctioning by the central authorities. From this table, it is learnt that majority of the respondents felt the status of teacher is very low. Some of the reasons given among themselves includes teaching is the last resort, less regard in the society, no bureaucratic promotion and power, teaching became the cheapest job, sometimes treated as bonded labour in the private institutions and teaching job is not attracted by public or society.

**Table No. 4.14**

**Infrastructural and Library Conditions**

Sl. No.	Items	Responses of "Yes" with p.c.		
		M (%)	F (%)	T (%)
1	Are you satisfied with the existing infrastructural facilities of your institution?	5 (20)	10 (27.78)	15 (30)
2	Do you find that there is lack of adequate teaching aids in teaching your subjects?	6 (46.15)	14 (38.39)	20 (40)
3	Does the library of your institution provides adequate and relevant text books, references books, and the books relevant in the course?	1 (7.69)	5 (13.89)	6 (12)

The table no. 4.14 shows the infrastructural and library conditions responded by the teacher-educators of DIETs which are 30% are not satisfied with the existing infrastructural facilities of their institutions, 40% responded that there is lack of teaching aids in teaching their subjects, 12% respondents are in favour of the statement of item no. 3, i.e. library provides adequate and relevant text-books, reference books and the books relevant in the course. It means that majority of the respondents do not agree the above statement (item no. 3).

**Table 4.15**  
**Facilities and Transport**

Sl. No.	Items	Responses of 'Yes' with P.C.		
		M (%)	F (%)	T (%)
		13	37	50
1	Does your institution have quarter facilities for the employees ?	4 (30.77)	10 (27.78)	14 (28)
2	Do you have any transportation and communication problem to attend your institutional daily ?	10 (76.92)	30 (83.33)	40 (80)
3	Does the institution have CAI and E-learning facility?	Nil	Nil	Nil
4	Does the institution provides INTERNET, FAX, E-MAIL, etc	8 (61.54)	15 (41.67)	23 (46)

The responses of teacher-educators of DIET regarding facilities and provisions of the institutions 28% responded in having quarter facilities of the employees (30.77% male and 27.78 female), 80% have transportation and communication problem to attend the institution daily (76.92% male and 83.33% female). No Computer-Assisted Instruction (CAI) and E-Learning facilities in the DIETs of Manipur. Though, 46% responded (61.54% male and 41.67% female) that the institutions provide Internet facilities, FAX, and Email services.

**Table No. 4.16**  
**Curricular and Co-curricular Activities**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T (%)
		13	37	50
1	Do you find any problem in completing the syllabus in time?	7 (53.85)	25 (65.57)	32 (64.0)
2	Do you have any problem in taking responsibility in the organisation of co-curricular activities?	5 (38.36)	26 (70.27)	31 (62)
3	Are you satisfied with the existing curriculum and the syllabus ?	6 (46.15)	15 (40.54)	21 (42)
4	Are the syllabus bulkiness in two years course?	5 (38.46)	12 (32.43)	17 (34)

The given table No. 4.16 shows the responses of the teacher educators of DIETs which indicated 64% have problem in completing the syllabus in time, 62% have problem in taking responsibility in the organisation of co-curricular activities (38.46 male and 70.27% female), 42% do not satisfy with the existing curriculum and syllabus (46.15% male and 40.54% female), while 34% respondents (38.46% male and 32.43% female) feel that the syllabus of D.T.Ed./D.El.Ed. course for two-years is bulky.

**Table No. 4.17**  
**Quality of Teacher-Education**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T(%)
		13	37	50
1	Do you agree that all the teacher-educators of your institution are competent in teaching?	4 (30.77)	12 (33.33)	16 (32)
2	Do you feel that most of the teacher-educators have poor and low-standard of teaching?	3 (23.08)	10 (27.78)	13 (26)
3	Some teacher-educators of your institution used cramming method of teaching? Do you agree	7 (53.85)	24 (66.67)	31 (62)
4	Do you think that most of the DIETs provides quality teacher education in the state?	3 (23.08)	12 (32.42)	15 (30.0)
5	Do you think agree that the conduct of National Teacher Eligibility Test under NCTE for teacher-educators of the DIET/CTEs is required ?	13 (100)	37 (100)	50 (100)
6	Do you agree that the teaching method employed in the DIETs is ineffective in Manipur ?	10 (76.92)	26 (70.27)	36 (72.0)
7	Do you have any problem of participating in continuing education programme (refresher course/seminar, workshops and orientation) outside the state? If yes, what is the problem	5 (38.46)	23 (62.16)	28 (56.0)

Table No 4.17 indicates the responses in regard to quality of teacher-education, which 32% have agreed that all the teacher-educators of the institution are competent in teaching, it means majority of them are not. 26% feel that most of the teachers educators have poor and low-standard of teaching, 62% have agreed that some teacher-educators of the institution use cramming method of teaching (53.85% male and 66.67% female). 30% respondents (23.08% male and 32.42% female) thought

that most of the DIETs provides quality teacher-education in the state, which means that majority of the DIETs do not provide quality teacher education. Particularly in the Hill districts. All the teachers agreed that the conduct of National Teacher Eligibility Test (NTET) under NCTE for teacher-educators of the DIETs/CTEs is required. 72% have agreed that the teaching method employed in the DIETs is ineffective in Manipur. 56% respondents have problem of participating in continuing education programmes (refresher course, seminar, workshops and orientation course) outside the state, particularly the female (62.16%) teacher-educators.

**Table No. 4.18**  
**Examination and Evaluation**

Sl. No.	Items	Responses 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Are you satisfied with the existing examination and evaluation system of D.T.Ed./D.El.Ed?	2 (15.38)	5 (13.51)	7 (14)	
2	Do you agree that some of the teacher-educators do not conduct practice teaching or internship properly?	8 (61.54)	18 (48.65)	26 (52.0)	
3	The internal assessment conducted by the teacher-educators in the institutions is not reliable and effective. Do you agree? If yes, give reasons.	10 (76.92)	22 (59.46)	32 (64.0)	Personal judgement and biases, lack of skills and technicalities of evaluation, highly subjective approach of formative assessment.

Regarding examination and evaluation system of DIETs the table No. 4.18 shows that majority of the respondents (86%) have not satisfied with the existing examination and evaluation system of D.T.Ed. / D.El.Ed., 52% have agreed that some of the teacher-educators do not conduct practice teaching or internship properly (61.54% male and 48.64% female), while 64% have agreed that the internal assessment conducted by the teacher-educators in the institutions is not reliable and effective due to personal judgement and biases, lack of skills and technicalities of evaluation, subjective approach of formative assessment.

**Table No. 4.19**  
**Teaching Learning Process**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Do you have any problem of teaching in your concern subject? If yes, what is the matter of problem?	8 (61.54)	29 (78.38)	37 (74.0)	Lack of study materials, text books, reference books, no orientation course conducted.
2	Do you find that there is lack of adequate teaching aids in teaching your subjects?	9 (69.23)	27 (72.97)	36 (72.0)	
3	Do you agree that most of teacher-educators adopted supply method of teaching whether the matter is relevant or not?	6 (46.15)	19 (51.35)	25 (50.0)	

From the above table no. 4.19, it can be observed that 74% have problem of teaching in the concerned subject (61.54% male and 78.38% female) due to lack of relevant study materials, text books, reference books, and no orientation course conducted. 72% have found that there is lack of adequate teaching aids in teaching the subjects; and 50% have agreed that most of the teacher-educators adopted supply method of teaching whether the matter is relevant or not.

**Table No. 4.20**  
**Duties and Discipline**

Sl.No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T (%)
1	Do you think that you are over-loaded with classes and duties?	10 (76.92)	29 (78.38)	39 (78.0)
2	Do you face any problem in maintaining discipline of student-teachers in your class and centres?	9 (69.23)	28 (75.68)	37 (74.0)
3	Absenteeism of student-teachers is a great problem in teacher-education. Do you agree?	10 (76.92)	29 (78.38)	39 (78.0)

The table no. 4.20 indicates the responses of teacher-educators of DIETs in regard to duties and discipline, which can be observed that 78% teacher-educators are over loaded with classes and duties for in-service and pre-service categories of different course conducted under the provision of IGNOU study centre and NCTE approved course of six months course of D.El.Ed. for those B.Ed. degree holders as well as to remove the backlog of untrained in-service teachers. 74% respondents (69.23% male, 75.68% female) have faced problem of maintaining discipline of student-teachers in the classes and centres. 78% responded that absenteeism of student-teachers is a great problem in teacher-education.

**b) Responses of the Student-Teachers of DIETs**

**Table No. 4.21**  
**District-wise Distribution of Respondents' Profile of DIETs**  
**(Student-Teachers)**

Sl. No.	Districts	Name of the Institutions	Male (%)	Female (%)	Total (%)
1	VALLEY DISTRICTS	DIET, IMPHAL	3	15	18
2		DIET, MOIRANG	3	14	17
3		DIET, KAKCHING	3	14	17
<b>TOTAL</b>			<b>9</b>	<b>43</b>	<b>52</b>
1	HILL DISTRICTS	DIET, CHANDEL	3	8	11
2		DIET, CHURACHANDPUR	3	6	9
3		DIET, SENAPATI	3	9	12
4		DIET, TAMEI	3	5	8
5		DIET, UKHRUL	3	5	8
<b>TOTAL</b>			<b>15</b>	<b>33</b>	<b>48</b>
<b>GRAND TOTAL</b>			<b>24</b>	<b>76</b>	<b>100</b>

Table no. 4.21 indicates the district wise distribution of respondent student-teacher of 8 DIET centres of Manipur categorising valley districts and hill districts consisting 100 student teachers in the break-up of 52 ( 9 male and 43 female) in the valley and 48 (15 male and 33 female) in the hills district.

**Table No. 4.22**  
**Educational Qualifications of the Respondents**

Educational Status	Male (%)	Female (%)	Total (%)
	24	76	100
M.A./M.Sc.	1 (4.17)	2(2.63)	3 (3)
B.A./B.Sc./B.Com	6 (25)	28 (36.84)	44 (44)
Intermediate (PUC/XII/+2)	17 (70.83)	36 (47.37)	53 (53)
Grand Total	24	76	100

The respondents' educational qualifications is stated in table no. 4.22, which 3% is M.A./M.Sc. Degree holders, 44% is B.A./B.Sc./B.Com. degree holders, 53% is Intermediate/PUC/XII class or +2 stage level student-teacher respondents.

**Table No. 4.23**

**Job Profile of Respondents**

Sex-wise Job Status	In-service (%)	Pre-service (%)	Total (%)
Male	2 (8.33)	22 (91.67)	24
Female	1 (1.32)	75 (98.68)	76
<b>Grand Total</b>	<b>3 (3)</b>	<b>97 (97)</b>	<b>100</b>

Table no. 4.23 indicates the job profile of respondents, 3% is in-service and 97% is pre-service student-teachers of both male and female of 8 (eight) DIET Centres.

**Table No. 4.24**

**Sex-wise Category of Class of Student-Teachers**

Sex-wise Category	Male (%)	Female (%)	Total (%)
SC	6 (25)	17 (22.37)	23 (23)
ST	16 (66.67)	29 (38.16)	45 (45)
OBC	1 (4.17)	14 (18.42)	15 (15)
General	1 (4.17)	16 (21.05)	17 (17)
<b>Grand Total</b>	<b>24</b>	<b>76</b>	<b>100</b>

The service category of class of student-teacher respondents table 4.24 shows that 23% is Scheduled Castes, 45% Scheduled Tribes, 15% OBC and 17% General Class. Majority of the respondents is Scheduled Tribes (66.67% male and 38.16 female)

**Table No. 4.25**  
**Age-Group of Student-Teachers (Respondents)**

Age-Groups	Male (%)	Female (%)	Total (%)
20-25	2 (8.33)	4 (5.26)	6 (6)
25-30	8 (33.33)	30 (39.47)	38 (38)
30-35	5 (28.83)	13 (17.11)	18 (18)
35-40	7 (29.17)	22 (28.95)	29 (29)
40-45	1 (4.17)	5 (6.58)	6 (6)
45-50	1 (4.17)	2 (2.63)	3 (3)

Table no. 4.25 reveals that the age-group of student-teacher respondents of 8 (eight) DIET centres of hill and valley districts, 6% is 20-25 years age group, 38% is 25-30 years, 18% is 30-35 years, 29% is 35-years, 6% is 40-45 years, 3% is 45-50 years of age group. The majority of the respondents (33.33% male and 39.47% female) is 25-30 years age group.

**Table No. 4.26**  
**Community Belonged of Respondents**

Community	Male (%)	Female (%)	Total (%)
Meitei	2 (8.33)	27 (35.53)	29 (29)
Meitei Hinduism	-	10 (13.16)	10 (10)
Christian (ST)	21 (87.5)	39 (51.32)	60 (60)
Meitei Pangal	1 (4.17)	-	1 (1)
<b>Grand Total</b>	<b>24</b>	<b>76</b>	<b>100</b>

The majority of the student-teachers respondents (60%) is Christian community (ST), of which 87.5 is male and 51.32% is female. Only one respondent (4.17%) is Meitei Pangal. 29% is Meitei Community, 10% Meitei Hinduism. Christian Community forms the majority of the respondents of student-teachers (Table 4.26).

**Table No. 4.27**  
**Marital Status of Respondents**

Marital Status	Male (%)	Female (%)	Total (%)
Married	12 (50)	31 (40.79)	43
Unmarried	12 (50)	44 (57.89)	56
Divorce	-	1 (1.32)	1
Grand Total	24	76	100

In regard to marital status of the respondents 43% marital status (50% male and 40.79% female), while 56% is unmarried status (50% male and 57.89% female). Majority of the respondents is unmarried status (Table No. 4.27).

**Table No. 4.28**  
**In Favour of Teaching Profession**

Sl. No.	Items	Responses of 'YES' of with P.C.			Reasons
		(24) M (%)	(76) F (%)	(100) T (%)	
1	Do you love the teaching profession?	20 (83.33)	67 (88.16)	87 (87.00)	
2	Do you think that teaching is the noblest profession?	24 (100)	76 (100)	100 (100)	
3	Do you find your course of teacher education difficult? If yes, give reason	18 (75.00)	65 (85.53)	83 (83.00)	Language Problem, ineffective teaching, no relevant books and material
4	Do you get admission for teacher education course easily? If not, give reasons	13 (54.17)	35 (46.05)	48 (48.00)	To face entrance tests, lack of transparency in selection

The respondents' attitude towards teaching profession is shown in table 4.28 that 87% responded they love the teaching profession (83.33% male and 88.16% female student-teachers). All the respondents thought that teaching is the noblest profession.

83% student-teachers (75% male and 85.53% female) responded the course of teacher education found difficult. Some respondents have given the reasons. Such as due language problem, ineffective teaching, no relevant books and materials, etc. 48% student teachers (54.17 male and 46.05% female) responded that the admission for teacher education course has got easily. It means majority of the respondents particularly the female found admission difficult. Some respondents expressed that they have to face entrance tests and there is lack of transparency in the selection of candidates.

**Table No. 4.29**  
**Quality of Teacher Education**

Sl. No.	Items	Responses of 'Yes' with PC			Reasons
		(24) M	(76) F	100 (T)	
1	Do you think that most of the teacher-educators are efficient in teaching?	10 (41.67)	22 (28.95)	32 (32.00)	
2	Are you satisfied with the teaching standard and quality of your institution? If not, give reasons	9 (37.5)	25 (32.89)	34 (34.00)	Poor communication and teaching skills and techniques, irregularity of class.
3	Are you satisfied with the existing examination and evaluation system of the course? If not, specify reasons	5 (20.83)	16 (21.05)	21 (21.00)	Mal practice is prevailing in all states of exam and evaluation process, lack of sincerity in examination.
4	Do you agree that your institution provides quality teacher education in the state? If not, specify reasons	6 (25.00)	20 (26.32)	26 (26.00)	Not for quality but to get certificate, Lack of practical approaches.
5	Does your institution conduct internship/practice teaching properly? If not, state the reasons	9 (37.5)	34 (47.74)	43 (43.00)	Frequent bandh, blockade is so frequent, lack of co-operation in practicing schools.
6	Are you satisfied with the teaching-method adopted by the teacher-educators in your institution? If not, why?	6 (25.00)	18 (23.68)	24 (24.00)	Mostly traditional, Lack of mastery in subject matter.

In regard to quality of teacher education, the respondents views have been shown in table 4.29 that 32% thought that most of the teacher-educators are efficient in teaching, though the majority of the respondents are against the statement, as the responses of the item 2 shows that majority of them (66%) are not satisfied with the teaching standard and quality of the institution. They expressed that there is poor communication and teaching skills and techniques and also there is irregularity of classes.

From the item 3, it can be observed that majority of the respondents did not satisfy with the existing examination and evaluation system. Some of the reasons given by them are due to malpractice prevailing in all stages of examination and evaluation processes, lack of sincerity in examination bodies, etc. In providing quality teacher education in the state, majority of the respondents did not agree, only 26% agreed the statement (item 4). The reasons given by some respondents for not providing quality teacher education is that the student-teachers are reading not for quality but to get certificate, lack of practical approaches. Practice teaching or internship is not conducted properly due to frequent bandh and blockade, lack of co-operation in practicing school (item 5). In the item 6, 24% responded the satisfaction of the teaching method adopted by the teacher-educators in the institution. It means that majority did not satisfy the teaching method as they expressed their methods of teaching are mostly traditional, and lack of mastery in subject-matter.

**Table No. 4.30**  
**Curricular and Co-Curricular Activities**

Sl.No.	Items	Responses of 'Yes' with P.C.			Reasons
		(24) M (%)	(26) F (%)	(100) T (%)	
1	Do you think that the curriculum and syllabus for the course are heavy and bulky? If yes, specify the paper(s)	10 (41.67)	25 (32.89)	35 (35.00)	All the foundation papered of first year and second year, contents are comprehensive and widely large.
2	Does the institution organise co-curricular activities satisfactory? If not, give reasons	7 (29.17)	27 (35.53)	34 (34.00)	Lack of time schedule adjustment and poor participation in the programmes.

The responses regarding curricular and co-curricular activities table no. 4.30 shows that 35% respondents (41.67% male and 32.89% female) thought that the curriculum and syllabus for the course are heavy and bulky mostly in all the foundation papers of first year and second year, contents are comprehensive and widely large. Majority of the respondents did not satisfy the organisation of co-curricular activities in the institution (item no. 2).

**Table No. 4.31**  
**Management and Administration**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		(24) M (%)	(76) F (%)	(100) T (%)	
1	Do you find any problem of management and administrative inefficiency of the authority of your institution? If yes, give reasons	15 (62.5)	65 (85.53)	80 (80.00)	Lack of co-ordination, communication gap, lack of strictness in attendance of teacher educators and student-teacher professional ethics and code of conducts.
2	Does the Head of the Institution possess sound management and administrative skills?	5 (20.83)	21 (27.63)	26 (26.00)	

Table 4.31 indicates the responses in regard to management and administration, 80% responded there is problem of inefficiency in the management and administration of the authority of the institution due to lack of co-ordination, communication gap, lack of strictness in attendance of teacher-educators and student-teachers, professional ethics and code of conducts. The majority of the respondents did not favour of the item 2, i.e. Head of the institution possesses sound management and administrative skills.

**Table No. 4.32**  
**Infrastructure and Library Conditions**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T (%)
1	Are you satisfied with the infrastructure facilities of your institution?	4 (16.67)	23 (30.26)	27 (27.0)
2	Does the library provides adequate books and learning material	3 (12.5)	17 (22.37)	20 (20.00)
3	Is there problem of non-availability of text books and reference books on teacher-education course in the library	20 (83.33)	60 (78.95)	80 (80.00)

Regarding infrastructure and library conditions, majority of the respondents did not satisfy the infrastructure facilities, books and learning materials provided in the library adequately. 80% responded (83.33% male and 78.95% female) that there is problem of non-availability of text-books and reference books on teacher education course in the library (table 4.32).

**Table No. 4.33**  
**Duration of the Course and Internship**

Sl. No.	Items	Responses of 'YES' with P.C.		
		(24) M (%)	(76) F (%)	(100) T (%)
1	Are you satisfied with the duration of 2 year D.El.Ed./D.T.Ed./C.T.Ed. course of your study in teacher education?	24 (100)	76 (100)	100 (100)
2	Do you think that the duration of internship is too short?	15 (62.5)	62 (81.58)	77 (77.00)

Table 4.33 shows the responses of the student-teachers of DIETs about the duration of the course and internship that cent percent is satisfied with the duration of the course, while 77% responded that the duration of internship is too short.

**Table No. 4.34**  
**Gender Based in Teaching Profession**

Sl. No.	Items	Response of 'YES' with P.C.		
		(24) M (%)	(76) F (%)	(100) T (%)
1	Do you agree that females are more attracted to teacher education course than males counterpart.	18 (75.00)	68 (89.47)	86 (86.00)
2	Female student-teachers are always on the top of the rank in the D.El.Ed./D.T.Ed./C.T.Ed. course examination in every academic session. Do you agree?	17 (70.00)	70 (92.11)	87 (87.00)

From the table 4.34, it can be observed that 86% responses (75% male and 89.47% female) are in favour of the item 1, i.e. females are more attracted to teacher education course than male counterpart. Majority of the respondents (87%) have agreed that female student-teachers always on the top of the rank in the D.El.Ed. / D.T.Ed. course examination in every academic session.

#### **4.2.1. C) Responses of Interview Schedule (Joint Director, SCERT and Principals of 7 DIETs)**

In regard to professional education of elementary school teachers under DIETs, the responses of the Joint Director, SCERT expressed that DIET centres have taken up innovative programmes like school support visit and community involvement programmes. Norms and Standards of NCTE are adhered to in terms of teaching staffs pattern, syllabus, duration of the course, intake capacity, etc. Examination Board of Elementary Teacher Education to conduct Diploma in Elementary Education

(D.El.Ed.), examination has been formed and approved by NCTE. The monitoring team of the SCERT, Manipur took responsibility for inspection and supervision of DIET centres.

The new policy and programmes implemented for the qualitative improvement of DIET centres have been done through monthly inspection and monitoring, conduct of monthly progress review meeting for Principals of DIETs and authority of SCERT, providing capacity building for teacher education deputed to North Eastern Regional Institute of Education (NERIE), from time to time. The D.El.Ed. course for two years pre-service teacher education has been started since 2012-13 academic session. Revision of D.El.Ed. syllabus, development of study materials and modules and providing Educational Technology (ET) and Information and Communication Technology (ICT) equipments have been progressed. Research works and activities like major, minor and action researches have also been taken up on this issues of Teacher education. So far the activities and programmes have been taken up, there are administration and management problems of SCERT and DIET centres relating to late release of funds from Government of India, and inadequacy of academic staff in each centre. There is shortage of funds and man-power in SCERT and DIETs.

In regard to the question of future prospects of the DIETs and SCERT, the respondent (Joint Director, SCERT) expressed that there is need for more researches, field visits, active engagement with the schools/teachers of elementary schools, establishment of DIET of Imphal East District, fill up of academic and non-academic staff of DIETs and construction of SCERT Guest House.

The responses of the historic schedule taken from the Principal of 7 (seven) DIETs are reported.

- (a) The latest trend and issue of DIET centres, Manipur is the opening of six-month special in-service training programme in elementary education and emphasis on ICT, IT and ET, etc, providing 2(two) years D.El.Ed. course under IGNOU for untrained in-service teachers with 100 intake capacity and 2(two) years D.El.Ed course for pres-service with 50 intake capacity.

- (b) Instituted an examining body for D.El.Ed. course of DIETs under SCERT, known as Examination Board of Elementary Education, SCERT.
- (c) The respondents expressed that the infrastructure of all DIET centres are not satisfactory.
- (d) A monitoring team of Directorate of SCERT, leading by Director is appointed for the strengthening inspection and supervision of DIET centres.
- (e) The respondents revealed that the attendance of the student-teachers of DIET centres of 5(five) hill districts are poor.
- (f) The new policy and programme implemented for qualitative improvement of DIET centres are capacity building programme, life skilled training, introduction of ICT and Smart class, new research works and activities of resource cell of SCERT, orientation and workshop programmes of new methods of teaching in school subjects based on constructivist approach like 5-E Model, ICON-Model etc.
- (g) Most of the Principals are in-charge, not a full-timed basis, so that there is administrative and management problems in the SCERT and DIET centres.
- (h) Some respondents expressed the existing problems faced in the SCERT and DIET centres are lack of man-power, lack of autonomy in DIETs, lack of experts and resource persons in different activities and programmes.

#### **4.2.1. D) Problems of Professional Education of Elementary School Teachers in Manipur**

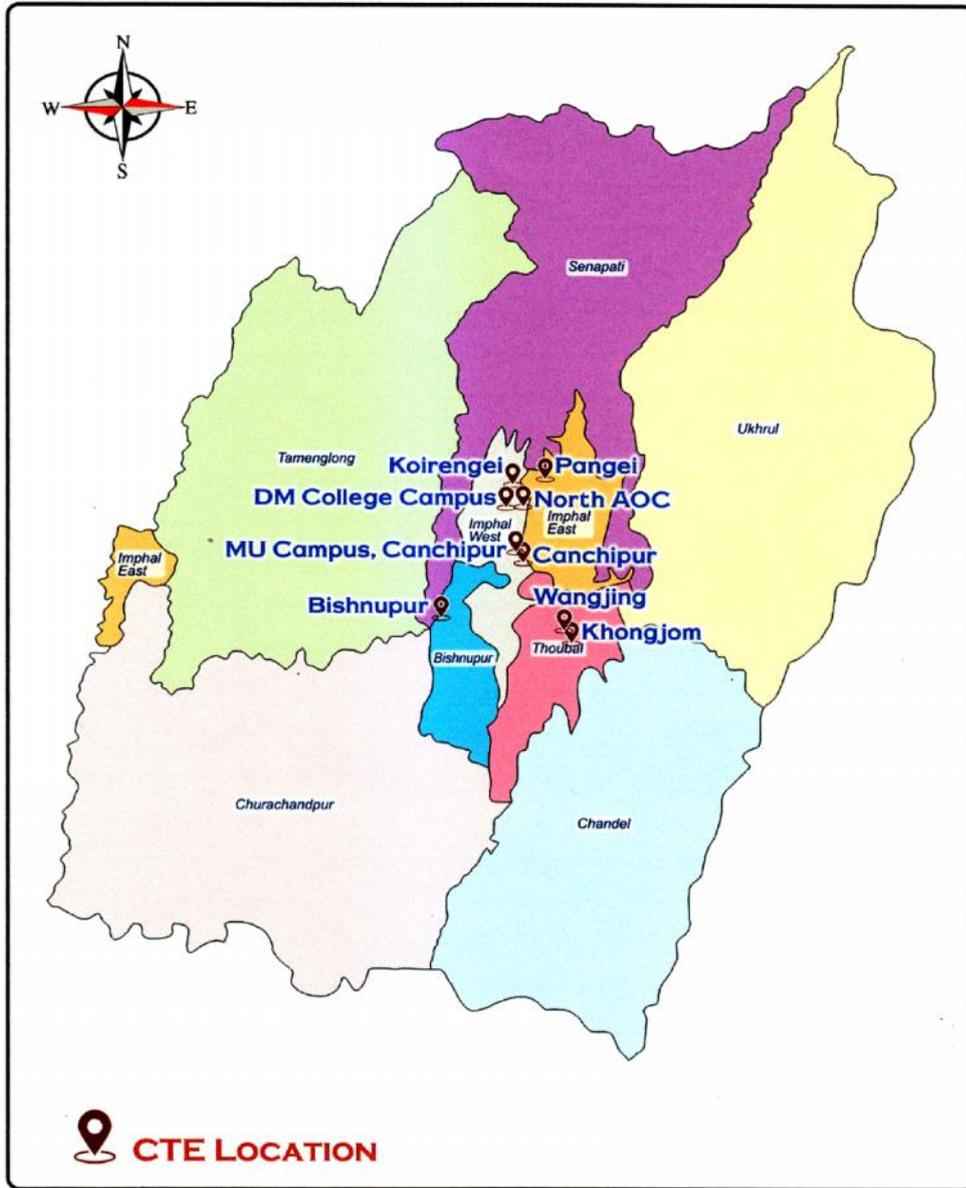
The problems cited by the Principals, teacher-educators and student-teachers of DIETs are shown in the preceding page in columns separately (table no. 4.35).

**Table No. 4.35****Analysis of Problems of Professional Education of Elementary School Teachers**

<b>Sl. No.</b>	<b>Principals' Response</b>	<b>Teacher-Educators' Response</b>	<b>Student-teachers' Response</b>
1	Lack of infrastructure like playground, common room, library books, Principals' and Lecturers' quarters, Hostels, teaching-learning materials and aids	Lack of proper and adequate infrastructure	Inadequate and poor infrastructural facilities
2	Inadequate teaching staff for foundation course of education and mathematics and English (language)	Poor and inadequate library facilities and reading rooms, non-availability of text-books and reference books, relevant reading materials of the course.	Poor library facilities, non-availability of relevant books and learning materials in the library.
3	Very shortage of new technology equipment of the DIETs	Lack of audio-visual aids and Educational Technology materials, teaching learning materials	Inadequate number of teaching and non-teaching staff
4	No proper fencing and wall of the institutes	Irregular payment of salary of teaching and non-teaching staff	Lack of proper teaching aids, audio-visual aids, teaching learning materials.
5	Improper location or site of DIET centres in Hill districts particularly	Transport and communication problems particularly DIETs of Hill districts	Irregular classes due to frequent bandhs and blockades, irregular attendance of student-teachers and teacher-educators
6	Problem of Transport and communication, no vehicle for going to DIET, Tamei, Tamenglong district	Lack of laboratories	Lack of sound and mastery in teaching the subject of the course

7	Lack of resource persons, no proper orientation of teaching the foundation courses of curriculum and syllabus	No proper electricity and water supply, playground, fencing, sanitation, common rooms, auditorium or conference hall, yoga practice room or ground	Incompetent and inefficient teacher-educators
8	Lack of faculty improvement programme(FIP) for teacher-educators and Principals	Irregular attendance, absenteeism of student-teachers of DIETs of hill districts.	Defective teaching methods and strategies
9	No provision for training for administrative and managerial skills of the principals	No separate departments and wings or units	Inefficient management and administration of the Heads of the Institution
10	Lack of capacity building programme for administrators including Principals	Lack of co-operation, co-ordination among among administrators, Heads, teaching and non-teaching staff	No hostel facilities quarters of the staff
11	Problem of maintenance of discipline among the teaching and non-teaching staff	Lack of conducive academic atmosphere due to frequent agitations, bandhs and blockades	Lack of activities of the SCERT
12	Problems of attendance of teacher-educators and student-teachers	Ill-equipped classrooms and buildings	Problem of inadequate transport and communication facilities in the Hill districts DIETs.
13	No regularisation of the post of Principals in full time basis	Lack of efficient teaching in the adoption of new syllabus of D.El.Ed. course of two years pre-service education (National Curriculum Framework for Teacher Education, 2009, adopted in 2012)	No regular principals mostly in-charged post.

14	Lack of attention by the Government in the quality improvement of DIET centres	Lack of music teachers and instrument for performing arts (art education)	Communications problems in teaching through English and Manipuri languages
15	Lack of administrative skill and efficiency of the authorities of SCERT	Poor teaching material of the D.El.Ed. course particularly in foundation papers	Incomplete coverage of syllabus of the course
16	Inefficiency in the conduct of examination and evaluation by the Board of examination, SCERT	Over-burden of teaching load of the teacher-educators for in-service education	No yoga practice and art education class, skilled development work education class
17	Political manipulation in the appointment Director and Sub-ordinates, SCERT and Principals of DIETs	Inefficient administrator and management of the Principal of the DIET centres	Poor power and water supply
18	Failure of district administration in the hill areas in quality improvement of DIET centres	Lack of co-ordination in between SCERT and the DIET centres	No practical room and workshed for work education
19	Failure to conduct full course and covering the syllabus	Problems of regular conduct of classes	No internet facilities, computer-assisted instruction (CAI), application of Educational Technology
20	Mal-practices in examination and evaluation system	Lack of incentives of the teacher-educator and student-teacher	No music-teachers for performing art education and music instruments
21	Improper functioning of DIET centres of the hill districts	Improper conduct of practice teaching	Unattractive building campus playground



Map Showing Different Location of CTEs in Manipur.

## **4.2.2 ANALYSIS OF PROFESSIONAL EDUCATION OF SECONDARY SCHOOL TEACHERS IN MANIPUR**

### **A) Present Status of Professional Education of Secondary School Teachers**

There are at present 8 (eight) colleges and one Department of Teacher Education at the Manipur University providing professional education of secondary school teachers in the state. All the colleges are located in the valley districts. There are no Colleges of Teacher Education in the hill districts of Manipur. As stated in the above chapter, Manipur has been classified topographically into two different districts namely the valley districts and the hill districts. In the four (4) valley districts, there are 3 colleges of teacher education each in the Imphal East District, and Imphal West District including one (1) Department of Teacher Education in Manipur University, one (1) in Bishnupur district and two (2) in the Thoubal District. One CTE is full fledged Government College which is the oldest premier college of North East.

Out of these 8 (eight) CTEs, 7 (seven) are private managed. Two colleges opened M.Ed. course and accredited by NAAC awarded B-Grade. 4 (four) colleges recognised 2(f) and 12-B of UGC Act 1956 and also recognised by NCTE. All the CTEs are affiliated to Manipur University. The overall intake capacity of CTEs and one Department of Teacher Education, M.U is 1150 (B.Ed 1050 & M.Ed. 100).

The profile of College of Teacher Education located in the 4 valley districts are shown in the preceding page table no. 4.36.

**Table No. 4.36**

**Profile of College of Teacher Education, Manipur**

<b>Sl. No.</b>	<b>Name of the Institutions</b>	<b>Year of Estd.</b>	<b>Management</b>	<b>Recognition by NCTE</b>	<b>Course Provided</b>	<b>2 (f) &amp; 12 (b) of UGC Act</b>	<b>Affiliation</b>	<b>Intake Capacity</b>	<b>NAAC Status</b>
1.	D.M. College of Teacher Education, Thangmeiband	1972	Govt.	1995	B.Ed. & M.Ed.	Yes	M.U.	150 50	B Grade
2.	Kanan Devi Memorial College of Education, Pangei	1993	Private	2001	B.Ed.	Yes	M.U.	100	Under Process
3.	Thokchom Ibotombi Institute of Teacher Education & Training, Bishnupur	1997	Private	2001	B.Ed.	Nil	M.U.	100	-
4.	Trinity Teacher Training College, Koirengei	2001	Private	2001	B.Ed.	Yes	M.U.	100	Nil
5.	R.K. Sanatombi Devi College of Education, North AOC, Imphal	2002	Private	2002	B.Ed. & M.Ed.	Yes	M.U.	200 50	B+ Before 2007
6.	IRE, College of Education, Wangjing	2009	Private	2009	B.Ed.	Nil	M.U.	100	Process
7.	Ibotombi Institute of Education, Canchipur	2014	Private	2014	B.Ed.	Nil	M.U.	100	-
8.	Slopeland College of Education, Khangabok	2014	Private	2014	B.Ed.	Nil	M.U.	100	-
9.	Department of Teacher Education, M.U. Canchipur	2014	Central Govt.	2014	B.Ed.	Nil	M.U.	100	-

**Table No. 4.38**

**Teaching & Non-Teaching Staff**

Sl. No.	Name of the Institution	Teaching Staff			Part Time/ Contract Teacher			No. of Teacher for B.Ed.			No. of Teacher for M.Ed.			Teacher for Method Paper			No. of Non-Teaching Staff		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	D.M. College of Teacher Education, Thangmeiband	8	9	17	2	2	4	7	9	16	6	5	11	3	3	6	4	7	11
2	Kanan Devi Memorial College of Education	4	4	8				4	4	8				3	1	4	4	1	5
3	Thokchom Ibotombi Institute of Teacher Education	3	5	8				3	5	8				1	1	2	3	1	4
4	Trinity Teacher Training College, Koirengei	4	4	8				1	3	4				3	1	4	3	2	5
5	R.K. Sanatombi Devi College of Education, North AOC, Imphal	7	18	25	5	14	19	5	14	19	2	4	6	2	4	6	7	10	17
6	IRE College of Education, Wangjing	1	7	8				1	7	8				2	3	5	5		5
7	Ibotombi Institute of Education (2014)	4	6	10				4	6	10				4	4	8	3	2	5
8	Slopeland College of Education (2014)	1	7	8				1	7	8				-	4	4	2	1	3
9	Department of Teacher Education, M.U.	1	4	5				1	4	5				1	3	4	2	1	3
	<b>Total</b>	<b>33</b>	<b>64</b>	<b>97</b>	<b>7</b>	<b>16</b>	<b>23</b>	<b>27</b>	<b>59</b>	<b>86</b>	<b>8</b>	<b>9</b>	<b>17</b>	<b>19</b>	<b>24</b>	<b>43</b>	<b>37</b>	<b>25</b>	<b>58</b>

*Sources: Survey Information Inventory*

**Table No. 4.37**  
**Qualification of Teachers**

Sl. No.	Name of the Institutions	M.A. Edn. With B.Ed.			M.Ed. with Edn.			M.Ed. with other subject			Ph.D. in Edn.			Ph.D. in other Subject			Ph.D. Undergoing			M.A. Edn. Only			M.A./ M.Sc/ M.Com			M.A. (Manipuri) With B.Ed.			M.A. (Eng) With B.Ed.			M.A. Performing Art		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	D.M. College of Teacher Education, Thangmeiband				-	1	1	1		1	3	1	4	3	2	5	-	3	3	1	2	3										1	-	1
2	Kanan Devi Memorial College of Education				-	1	1	4	4	8													1	2	3				-	1	1	2	1	3
3	Thokchom Ibotombi Institute of Teacher Education	1		1	1	-	1	1	4	5							-	1	1	2	1	3												
4	Trinity Teacher Training College, Koirengei	1	1	2				3	1	4	2	-	2	1	-	1																		
5	R.K. Sanatombi Devi College of Education, North AOC	-	1	1	1	1	2	2	4	6	2	1	3	1	2	3							1	1	2		1	1	-	3	3	-	1	1
6	IRE College of Education, Wangjing	1	2	3				-	2	2														1	1				-	1	1			
7	Ibotombi Institute of Education (2014)				-	1	1	1	2	3	1	-	1	1	-	1							1	-	1				-	1	1	1	-	
8	Slopeland College of Education(2014)				-	1	1	-	3	3																			-	1	1	1	1	2
9	Department of Teacher Education, M.U.							-	1	1	-	1	1	1	1	2	3												-	1	1	1	-	1
	Total	3	4	7	2	5	7	15	23	37	8	3	11	7	6	13		4	4	3	3	6	3	4	7		1	1	-	8	8	6	3	9

Source : Survey Study, College Development Council, M.U., 2015

The table no. 4.37 indicates the qualification of teachers working in 8 CTEs and one Department of Teacher Education in Manipur. Majority of teachers possessed M.Ed. with other subjects (37), M.A. Edn. with B.Ed. is 7. M.A Edn. With M.Ed is 7, Ph.D in Edn. is 11, Ph.D in other subject is 13, undergoing Ph.D is four, MA Edn only is 6, M.A., M.Sc. and M.Com is 7 while M.A. Manipuri with B.Ed. is one and M.A. English with B.Ed. is 8. The teachers of performing Arts is 9. From this table it is confirmed that a few teacher working in CTEs have no requisite qualification of teaching profession.

The table no. 4.38 shows the distribution of teaching and non-teaching staffs of 8 CTEs and one Department of Teachers Education of Manipur. In overall there are 97 teaching staff (33 males and 64 females) and 58 non-teaching staff including 35 females out of which 23 are part time and contract teachers (7 males and 16 females). The teacher engaged in B.Ed. course is 86 of which 27 are male and 59 are female teachers. For the M.Ed. course of two CTE is 17 teachers engaged for teaching of which 6 teachers are used in teaching both B.Ed. and M.Ed. courses. The teachers teaching method papers in B.Ed. course are 43 (50%) of which 19 are males and 24 are females. From the table indicated it is realised that the average no. of teachers per CTE is 10.78. R.K. Sanatombi College of Education occupied the highest number of teaching staff which is 25 and followed by D.M. College of Teacher Education i.e. 17. The lowest no. of teaching staff is 5 in Department of Teacher Education M.U.

### **Goals, Motto, Mission, Vision and other objective of the establishment of C.T.E.S.**

All the College of Teacher Education have their own goal, motto, vision and objectives of their establishment.

**D.M. College of Teacher Education (DMCTE)-** D.M. College of Teacher Education was established as a secondary teacher education institution on 15th September, 1997. It is the only training college which is managed by the government and is affiliated to Manipur University. The College has its own mission.

The mission of the D.M College of Teacher Education Imphal is to educate teacher trainees of the State to develop positive attitude, understanding interest and skills in dealing with child's problem, towards teaching profession and broader outlook so as excel in their profession

- to guide teacher trainees develop understanding of the relationships of child's life with the school and of society with school; school organization for enabling them to face the challenges of the changing scenario of the world.
- to train both the in-service school teachers as well as pre-service would be teachers to develop competency of teaching and professional consciousness with an understanding of the aims and objectives of education in the interest of the nation.
- to help teacher trainees able to use various teacher techniques, devices, methods, medias, effective communications and evaluation techniques.
- to sensitize teacher trainees about democratic secular approach on the basis of Delor commission to teach students for healthy society of tomorrow.

**R.K. Sanatombi Devi College of Education-** R.K Sanatombi Devi College of Education was established in 2002. It is governed by a society. The College is recognized by ERA/National Council for Teacher Education, Bhubaneshwar. The vision of the college, is the hope to develop conscience and the dedicated teachers to the creation of a learning and a progressive society. In one of this the objective is to meet the educational challenges and for social upliftment in the state. It hopes to develop pre-requisite and habits necessary for self-learning and for life long learning leading to a creation of a learning and responsible society. The main objective is to maintain quality education with values, by providing upto date training facilities to both in-service and pre-service student-teachers and help them to implement educational process in specific situation. To conduct extension lecture, seminary, demonstration, lecture and development of the teaching-learning will be the other

features of the college. Group discussion on current educational and social problem will be another taken up by the college.

**Institute of Rural Education (IRE)**- The College was established in 2009 under a society called Institute of Rural Education in the year 1984. The mission of the college of Teacher Education is to capacitate and strengthen the intellect well being of the teacher-education/student-teachers, promote programme which can help them empowering for equality and provoke their innate skills and potentialities into action in shaping a tomorrow.

**Thokchom Ibotombi Institute of Teacher Education and Training, Bishnupur (TIITET)** - This college was established on 31st December, 1997 and registered in the same year under the Manipur Society Registration Act,1989 (Act. No./of 1990). The College is run and managed by the Governing Body on "No profit and No loss" basis without any financial assistance from the funding agency or the Government of Manipur. The aims and objects for establishment of the institution is:

- to impart teacher training to all untrained teachers and graduates/post graduates of Manipur in particular and from other State or India in general.
- to promote awareness and understanding among the students and teachers by giving the facilitated of teaching in the teaching profession.
- to facilitate all sections of the society in moulding the career of the young and future generation of the society.
- to enhance the standard of in all educational institutions by imparting greater and proper guidance and training to the untrained teachers for generations.
- to organize seminar, and provide facilities for interchanging views and opinions by way of inviting visitors, lecturers and resource persons from different, department and college.

- to provide facilities to the poor and needy people of Manipur, The rural and urban people who are financially backward is Schedule Tribes/ Scheduled Castes and other Backward Classes will be facilitated.
- to give scholarship for studentship, prizes and financial assistance to the poor and needy trainees to encourage for further studies.
- to maintain the standard of the institute/college upto the status of other institution/college in collaborations with NCTE/Manipur University and Government of Manipur to promote the standard of education in its tree seas and meaning of education.

### **Ibotombi Institute of Education, Canchipur**

Ibotombi Institute of Education was established in 2014, under the Moirangthem Ibotombi Academy, a private charitable Trust Created under Indian Trust Act 1982 in memory of Moirangthem Ibotombi. Ex-Minister of Manipur, for providing professional training course to prospect teachers. The objectives of establishment of the Institute are,

- to equipped the teachers with resources that will create the teachers and ideal model to the teachers,
- to provide professional teaching preparation (Pre-service) for the individuals who has love of teaching profession.
- to provide professional development of teachers (in-service) for promoting accountability, commitment, competency and efficiency of performance in teaching jobs
- to bring access, equity and excellence of teacher education programmes in the state.
- to promote innovative teaching in constructive approach in the light of the latest National curriculum Framework (NCF).
- to develop as one of the model teacher education institute in the state.

### **Infrastructural Conditions and Library**

Most of the colleges of teacher education and the Department of Education, Manipur University have good infrastructural conditions of physical resources such as pucca building with good sanitary conditions, adequate number of classrooms, library rooms, common rooms, laboratory, psychological room and office room.

Majority of the colleges have auditorium/multipurpose conference hall and enough play grounds. Out of the existing eight colleges of Teacher Education (excluding Department of Teacher Education) a few colleges have text books, reference books and other upto-date reading materials, journals magazines, national and international publication, newspapers, local and the national but no INFLIBNET facilities provided.

### **Intake Capacity**

Under the guideline of Norms and Regulations under NCTE 2014 the intake capacity approved by NCTE in overall in the state is 1350 since the academic session 2015-16 under the two year new B.Ed course. D.M.C.T.E occupied 150 intake capacity (Pre-service-50) and in-service-100) on deputation of Government secondary school teachers and the R.K. Sanatombi Devi College of Education (private) has 200 intake capacity. The present teacher-educators and student-teachers ratio is 100:1 except D.M. College of Teacher Education 75:1 which is against the guidelines of NCTE.

### **Mode of Selection**

Most of the colleges of Teacher Education adopt entrance or selection test. Sometimes mark basis has been adopted in the previous selection but in government colleges of Teacher Education quota or reservation is adopted specially for in-service and pre-service teachers, schedule caste and schedule tribes and sports persons. For the pre-service candidates the entrance test is followed 20% for qualifying examination and 80% from the written test which comprises of general English and contents are of arts and science and teaching aptitude and general knowledge.

**Provisions and Facilities**

Out of 8 (eight) CTE's two colleges provide male hotels while three colleges provide ladies hostels. None of the colleges have transport facility except one private college namely Kanan Devi Memorial College of Education. Four colleges have internet facilities, audio-visual teaching aids and modern educational technology facilities. Three colleges use CAI teaching facilities. None of the colleges have health and medical facilities, AVRC/EMRC facilities. Most of the colleges have safe drinking water facilities but no adequate power facilities.

**Academic Calendar**

The time of admission of all the colleges for academic year is in June and July and also the commencing of session is 2nd week of July and sometimes 1st week of August. The duration of internship is 40 days which is conducted within September to October in the previous session 2012-13. Some colleges do not follow the guidelines of NCTE regarding the duration of internship or practice teaching. The period of vacation is around 20 days. The schedule of examination is every April and the declaration of examination result is in September. Due to unconducive situation of law and order sometimes such academic calendar could not be followed strictly all the times.

**Working Days and Duration**

The working days of all CTE's is 210 days as per NCTE's guidelines. The total working duration per day is within 4.30 to 7 hrs per day. The beginning and ending of classes in 10:00 a.m. to 3.30 p.m. The number of subject/papers taught per day was seven till 2012-13 academic session. From 2014-15 the paper taught was nine (7 foundation courses and 2 pedagogy of school subjects). In the current academic session 2015-16 the subject taught is fifteen compulsory papers. (See in course and syllabus).

### **Other Provisions and Facilities**

In regard to other provisions and facilities of CTE's one Government college published annual college magazine regularly while one private college magazine from time to time not in regular basis (Annual College Magazine for DMCTE and Joyvida for KDMCE). One private college has recently published on Child Labour Bulletin and Souvenir. All the colleges organize different types of co-curricular activities as a part of internal assessment in various forms like games and sports, literary, cultural programmes and social service and field studies. Some colleges organizes seminar, workshop, cultural, extension programme as part of continuing education programme for updating. None of the colleges have facilities for distance mode of the teacher education programme. There is no incentive awards for student-teachers in individual colleges but one gold medal for topper of B.Ed course under Manipur University is there. From time to time the individual college arrange incentive awards for student-teachers for those Rank holders within the position.

### **Course of Studies (Curriculum and Syllabus)**

From the academic session 2015-16 under two year B.Ed. course new curriculum and syllabus had been adopted under Manipur University as per NCTE guidelines (Regulations 2014). The adopted curriculum and syllabus is shown in the preceding table 4.39.

**Table No. 4.39**  
**Outline of Papers offered for B.Ed. Course**

<b>Semester I</b>	<b>Paper</b>	<b>Total Mark</b>	<b>Internal</b>	<b>External</b>
B.Ed. 01	Basics in Education	50	13	37
B.Ed. 02	Childhood and growing up	100	25	75
B.Ed. 03	Contemporary India and Education	100	25	75
B.Ed. 04	Understanding Disciplines and Subject	50	13	37
B.Ed. 05	Language across the curriculum	50	50	
B.Ed. EPC01	Reading and reflecting on text	50	50	
<b>Engagement with the Field: Tasks and Assessments for Course B.Ed. 01,02,03,04</b>				
<b>Semester II</b>	<b>Paper</b>	<b>Total Mark</b>	<b>Internal</b>	<b>External</b>
B.Ed. 06	Learning and Teaching	100	25	75
B.Ed. 07	Pedagogy of school subject-I	100	25	75
B.Ed. 08	Pedagogy of school subject-II	100	25	75
B.Ed. 09	Assessment for learning	100	25	75
B.Ed. EPC02	Arts and Aesthetic in education	50	50	
B.Ed. 10	Working with community	50	50	
<b>Engagement with the Field: Tasks and Assessments for Course B.Ed. 06,07,08,09</b>				
<b>Semester III</b>	<b>Paper</b>	<b>Total Mark</b>	<b>Internal</b>	<b>External</b>
B.Ed. 11a	Knowledge and Curriculum Part-I	50	13	37
B.Ed. 12	School Internship	250	50	200
<b>Engagement with the Field: Tasks and Assessments for Course B.Ed. 11a</b>				
<b>Semester IV</b>	<b>Paper</b>	<b>Total Mark</b>	<b>Internal</b>	<b>External</b>
B.Ed. 11b	Knowledge and Curriculum Part-II	50	13	37
B.Ed. 13	Gender, School and Society	50	13	37
B.Ed.14	Creating an inclusive School	50	13	37
B.Ed.15	Optional Course*	50	13	37
B.Ed. EPC03	Critical Understanding of ICT	50	50	
B.Ed. EPC04	Understanding the Self	50	50	
<b>Engagement with the Field: Tasks and Assessments for Course B.Ed. 11b,13,14,15</b>				
<b>Optional Courses</b>			<b>Pedagogy Subjects</b>	
1.	Health and Physical education	1.	Mathematics	
2.	Art Education	2.	Social Sciences-I (Economics and Geography)	
3.	Guidance and Counselling	3.	Social Sciences-II	
4.	Special education	4.	Physical Sciences	
5.	Education for peace	5.	Biological Science	
6.	Performing arts (Music)	6.	Manipuri	
7.	Population Education	7.	English	
8.	Vocational/Work Education			
9.	Environmental education			

*Source: Manipur University*

### **Scheme of Evaluation**

There are overall 1500 marks for 15 compulsory papers and 4 EPC internal course of 200 marks out of these 591 for internal assessment and 909 for external examination and evaluation including 250 of school internship. Internal assessment is based on the academic activities as assignments, class test, weekly test in the form of written and oral test while the non-academic activities, co-curricular activities and community contact programmes are the integral component of the internal assessment of B.Ed. course.

**Table No. 4.40**

#### **Scheme of Evaluation**

<b>Semester Wise</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
1 <sup>st</sup> Semester	176	224	400
2 <sup>nd</sup> Semester	200	300	500
3 <sup>rd</sup> Semester	63	237	300
4 <sup>th</sup> Semester	152	148	300
Grand Total	591	909	1500

*Source: Manipur University*

#### 4.2.2(B) RESPONSES OF QUESTIONNAIRE SCHEDULE OF TEACHER – EDUCATORS AND STUDENT-TEACHERS OF CTEs.

In the second category of analysis and interpretation are the respondents of the Teacher-Educators and Student-Teachers of CTEs.

#### Respondents' Profile (Teacher-Educator of CTEs)

**Table No. 4.41**  
**Respondent's Educational Qualification of CTEs**

Sl.No.	Educational Qualification	Male	Female	Total
1	M.A. Education	-	2	2
2	M.A. Education with B.Ed.	-	2	2
3	M.A. Education with M.Ed.	-	1	1
4	M.A./M.Sc./ M.Com., M.Ed.	1	1	1
5	M.A. Education M.Ed., M. Phil	-	1	1
6	M.A./M.Sc./M.Com., M.Ed.	3	-	3
7	M.A./M.Sc./M.Com./M.Phil, B.Ed.	1	1	2
8	M.A./M.Sc./M.Com., Ph.D.	-	-	-
9	M.A./M.Sc./M.Com./M.Ed./ Ph.D in Education	-	2	2
10	M.A./M.Sc./M.Com./M.Phil/M.Ed.	1	1	2
11	M.A. Education, Ph.D. in Education	1	1	2
12	M.A./M.Sc./M.Com., Ph.D in Education, M.Ed.	3	-	3
13	M.A./M.Sc./M.Com., M.Ed. (Undergoing Ph.D)	-	2	2
14	M.A. Education (SLET)	1	-	1
15	M.A. (Manipuri), Ph.D. (NET)	-	1	1
16	M.A. Education (NET)	-	1	1
17	M.A./M.Sc./M.Com., M.Ed., M.Phil in Education	-	1	1
18	M.A./M.Sc./M.Com., M.Ed., M.Phil in Education (SLET)	-	1	1
19	B.A. Performing music	1	-	1
<b>Total</b>		<b>12</b>	<b>18</b>	<b>30</b>

The table no. 4.41 shows the respondents educational qualification of colleges of Teacher Education. It consisted 12 male teachers and 18 female teachers of different qualification in the subjects and professional courses of B.Ed. and M.Ed. Two respondents teacher-educators have found still not yet eligible for the post.

**Table No. 4.42**  
**Respondents' Year of Experience**

Sl.No.	Year of Experience	Male (%)	Female (%)	Total (%)
1	0-5	3 (25.0)	4 (22.22)	7 (23.33)
2	5-10	1 (8.33)	2 (11.11)	3 (10.00)
3	10-15	4 (3.33)	9 (50.0)	13 (43.33)
4	15-20	4 (3.33)	-	4 (13.33)
5	20-25	-	-	-
6	25-30	-	-	-
7	30-35	-	2 (11.11)	2 (6.67)
8	35-40	-	-	-
9	40-45	-	1 (5.55)	1 (3.37)
	Total	12 (40)	18 (60)	30 (100 )

This table no. 4.42 reveals the year of experience of the teacher-educators working in professional education of teachers of secondary schools of CTEs ranging from 0-5 years to 40-45 years. The maximum is 43.33% having experience within 10-15 years, 23.33% is 0-5 years, 13.33% is 15-20 years and 10% to 5 to 10 years, 6.67% is 30-35 years and 3.33% is 40-45 years which is the lowest of the respondents years of experience.

**Table No. 4.43**  
**Age Group of Respondents**

Sl.No.	Age Group	Male (%)	Female (%)	Total
1	25-30	-	-	-
2	30-35	2 (16.67)	2 (11.11)	4 (13.33)
3	35-40	1 (8.3)	5 (29.41)	6 (20.0)
4	40-45	4(33.33)	5 (27.78)	9 (30.0)
5	45-50	4 (33.33)	3 (16.67)	7 (23.33)
6	50-55	1 (8.33)	-	1 (3.33)
7	55-60	-	2 (11.11)	2 (6.67)
8	60-65	-	1 (5.56)	1 (3.33)
Total		12 (40)	18 (60)	30 (100)

From the given table no. 4.43 it can be observed that out of the 30 respondent teacher-educator (12 male and 18 female), 30% is the age group ranging from 40-45 years which is the highest percentage of respondents, followed by 23.33% of the age group 45-50 years, 20% is 30-40 years, 13.33% is 30-35 years, 6.67% is 55-60 years, 3.33% each of 50-55 years and 60-65 years. It is confirmed that majority of the respondents are matured enough in the service of being teacher-educators in the professional education of teachers of secondary schools.

**Table No. 4.44**  
**Management of CTE's Working by Respondents**

Sl.No.	Management	Male (%)	Female (%)	Total (%)
1	Government	7 (58.33)	9 (50.0)	16 (53.33)
2	Private	5 (41.67)	9 (50.0)	14 (46.67)
Total		12 (40)	18 (60)	30 (100)

The above table no. 4.44 reveals the respondents working in Government managed and private managed colleges of Teacher Education. 61.72% respondents are from the Government managed while 48.28% are from the private managed colleges.

**Table No. 4.45**  
**Category of Respondents**

Sl.No.	Category	Male (%)	Female (%)	Total (%)
1	SC	-	-	-
2	ST	-	-	-
3	OBC	3 (25.0)	3 (16.67)	6 (20.0)
4	GENERAL	9 (75.0)	15 (18.33)	24 (80.0)
Total		12 (40)	18 (60)	30 (100)

From the table no. 4.45, it is observed that 80% respondents are from the general class while 20% are from the Other Backward Classes (OBCs). None of the SC and ST teacher educator respondents are there in the present study.

**Table No. 4.46**  
**Respondents' Specialisation Paper Taught**

Sl. No	Specialization Paper	Male %	Female %	Total %
1	Education Foundation	5 (41.67)	10 (55.56)	15 (50.0)
2	History	2 (16.67)	-	2 (6.67)
3	Geography	1 (8.33)	-	1 (3.33)
4	Science and Home Science	-	4 (22.22)	4 (13.33)
5	Mathematics and Statistics	3 (25.0)	1 (5.56)	4 (13.33)
6	English	-	2 (11.11)	2 (6.67)
7	Manipuri	-	1 (5.56)	1 (3.33)
8	Music	1 (8.33)	-	1 (3.33)
Total		12 (40)	18 (60)	30 (100)

From the table no. 4.46 given above, it can be observed that 50% respondents of CTEs have specialization in Educational Foundation, 6.67% in History, 3.33% in Geography, 13.33% each of Science and Home Science, and Mathematics and

Statistics, 6.67% in English language, and other 3.33% each in Manipuri language and Music (performing arts).

**Table No. 4.47**  
**Respondents' Year of Service/Experience**

Sl. No.	Year of Experience	Valleys (%)	Hills (%)	Total (%)
1	5-10	Nil	Nil	-
2	10-15	6 (27)	17 (60.71)	23 (46)
3	15-20	10 (45.46)	9 (32.14)	19 (38)
4	20-25	5 (22.72)	2 (7.14)	7 (14)
5	25-30	Nil	-	-
6	30-35	Nil	-	-
7	35-40	Nil	-	-
8	40-45	1 (4.55)	-	1 (2)
Total		22	28	50

The table no. 4.47 shows the respondents' year of service or experience of 50 teacher-educators of CTEs. The majority of the respondents (46%), 27% in the Valley and 60.71% in the Hills have the year of experience ranging from 10-15 years, 38% respondents (45.46% in the valley and 32.14% in the hills) have the experience in the service ranging from 15-20 years, only 2% service ranging from 15-20 years, only 2% have ranging from 40-45 years of services. It is realized that their responses and information about the teacher education and teacher-educators should be highly reliable.

**Table No. 4.48****Service Condition of Respondents' of CTEs**

Sl.No.	Service Condition	Male (%)	Female (%)	Total (%)
1	Regular	8 (66.66)	14 (72.47)	22 (73.33)
2	Part Time	2 (16.67)	-	2 (6.67)
3	Contract	2 (16.67)	-	2 (6.67)
4	Guest	-	4 (22.22)	4 (13.33)
5	Engaged	-	-	-
Total		12 (40)	18 (60)	30 (100)

The respondents' service condition is shown in table no. 4.48. Majority of the respondents (73.33%) are regular in their service, 6.67% each of part time and contractual services, 13.33% is guest faculty. It shows that out of 30 respondents 8 of them have lack of job security in their service.

**Table No. 4.49****No. of class taken by Respondents of CTEs per day**

Sl.No.	No. of Class	Male (%)	Female (%)	Total (%)
1	Only one class per day	5 (41.67)	6 (3.33)	11 (36.67)
2	Only two class per day	6 (50.0)	12 (66.67)	18 (60.0)
3	Only three class per day	-	-	-
4	4 (four) class per week	1 (8.33)	-	1 (3.33)
Total		12 (40)	18 (60)	30 (100)

In taking class by the respondent teacher educator per day, 36.67% took only one class per day, 60% took two classes per day, the other 3.33% took four classes per day (see in table – 4.49). It reveals that there is variation of work load among teacher-educators of colleges of Teacher-Educators.

**Table No. 4.50**  
**Respondents' of CTEs Subject Paper taught**

Sl.No.	Subject Paper Taught	Male (%)	Female (%)	Total (%)
1	Core (EDUCATIONAL FOUNDATION)	3 (25.0)	11 (61.11)	14 (46.67)
2	Additional/Specialisation (EDUCATION)	1 (8.33)	1 (5.56)	2 (6.67)
3	Method (Sc.)	3+1 (33.33)	1 (5.56)	5 (16.67)
4	Method (S.Sc.)	3 (25.0)	3 (16.67)	6 (20.0)
5	Method (Language)	-	2 (11.11)	2 (6.67)
6	B.A. Performing Art (MUSIC)	1 (8.33)	-	1 (3.33)
TOTAL		12 (40)	18 (60)	30 (100)

In regard to subject paper taught by the respondents 46.67% taught core subject (Educational Foundation) 6.67% taught additional & specialization paper of teacher education, 16.67% taught method of science teaching, 20% taught method of social science and another 6.67% taught method of language teaching (English and Manipuri) and other 3.33% taught performing arts (music). It is shown in the above table No. 4.50.

**Table No. 4.51**  
**Category and Community belonged**

LOCATION (DISTRICT)	Category						Community Belonged				
	General %	ST %	SC %	OBC %	Others %	Total %	Meitei (Sanamahi) %	Meitei (Hinduism) %	Meitei Pangal %	Others %	Total %
Male	9 (75)	-	-	3 (25)	-	12 (40)	12 (100)	-	-	-	12 (40)
Female	15 (88.33)	-	-	3 (16.67)	-	18 (60)	15 (83.33)	3 (16.67)	-	-	18 (60)
Total	24 (80)	-	-	6 (20)	-	30 (100)	27 (90)	3 (10.0)	-	-	30 (100)

From the table no. 4.51 it is observed that 80% respondents are from the general class, while 20% are from the other Backward classes (OBC). None of the SC and ST teacher educator respondents are there in the present study.

Majority of the respondents (90%) are from the Meitei (Sanamahi) community, while (10%) are from the Meitei (Hinduism) community (see the table no. 4.51). It is observed that none of the Christian community, Meitei Pangal (Muslim) other community are there among the respondents.

**Table No. 4.52**  
**Status of Teacher**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%) (12)	F (%) (18)	T (%) (30)	
1	Do you have job security? If not, give reasons.	7 (58.3)	3 (16.67)	10 (33.33)	Part-time and contract basis, working in private colleges
2	Are you satisfied with your teaching profession? If not, give reasons.	5 (41.6)	10 (55.36)	15 (50)	Due to status gap, crisis of ideal in society
3	Do you think that the status of teacher is very low in present day society? If yes, give reasons	5 (41.6)	8 (44.4)	13 (43.33)	Lack of dedication, efficiency, attitudinal problems and moral behaviour. Lack of power to enjoy like Bureaucrat (IAS/IPS and the
4	Do you feel that teaching of B.Ed./M.Ed. Course is too simple and easy.	2 (16.67)	3 (18.87)	5 (16.67)	
5	Are you satisfied with your pay and salary? If not, why?	7 (58.33)	9 (50)	16 (53.33)	Meagre of amount of payment of salary in private colleges

The table 4.52 indicates the percentage of responses in regard to status of teacher as 33.33% do not have job security, 50% have satisfied with the teaching profession, 43.33% teacher-educators thought that the status of teacher is very low in present day society due to lack of dedication, efficiency, attitudinal problems and moral behaviour, lack of power to enjoy like bureaucrats officer (IAS/IPS and then like), 16.67% teacher educators felt that the teaching of B.Ed./M.Ed. course is too simple and easy. In regard to response about satisfaction of pay and salary (item no 5), 53.33% responded satisfactory as they are working in the Government colleges in full-timed regular basis. The unsatisfactory responses are due to meagre amount of payment of salary in private college.

**Table No. 4.53**  
**Infrastructural and Library Conditions**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%) (12)	F (%) (18)	T (%) (30)
1	Are you satisfied with the existing infrastructure and facilities of your institution?	9 (75)	15 (83.33)	24 (88.1)

The responses on infrastructural conditions of the colleges of Teacher Education have been stated in table no. 4.53 responded that the existing infrastructures and facilities of their colleges are not satisfied.

**Table No. 4.54**  
**Curricular and Co - Curricular**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%) (12)	F (%) (18)	T (%) (30)
1	Do you find any problem in completing the syllabus in time?	8 (66.67)	13 (72.22)	21 (70)
2	Do you have any problem in taking responsibility in the organization of co-curricular activities?	5 (41.66)	11 (61.11)	16 (53.33)
3	Are you satisfied with the existing curriculum and the syllabus?	5 (41.67)	7 (38.89)	12 (40)
4	Are the syllabus bulkiness in one year course?	10 (88.33)	15 (50)	25 (83.33)

In regard to curriculum and co-curricular activities, majority of the respondents (teacher-educators) i.e. 70% have problem in completing the syllabus in time, 53.33%

also have the problem in taking responsibility in the organisation of co-curricular activities. 40% responded did not satisfy the existing curriculum and syllabus. Majority of respondents (83.33%) felt that there is bulkiness of syllabus of B.Ed. course in one year course duration (see table no. 4.54).

**Table No. 4.55**  
**Facilities and Provision**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T (%)
1	Does your institution have quarter facilities of the employees?	7 (58.33)	9 (50)	16 (53.33)
2	Do you have any transportation and communication problem to attend your college daily?	2 (16.67)	3 (16.67)	5 (16.67)
3	Does your institution provide hostel facilities for both boys and girls?	9 (75)	15 (83.33)	24 (88.1)
4	Does the institution provides scholarship and meritorious incentive to student-teachers	8 (66.67)	10 (55.55)	18 (60)
5	Does the institution have INFLIBNET facility?	Nil	Nil	Nil
6	Does the institution provides INTERNET, FAX, e-mail, etc	10 (83.33)	10 (55.55)	20 (66.67)

The responses of the teacher-educators about the facilities and provisions of the colleges of teacher educator, 16.67% have transportation and communication problem to attend college daily. 88.1% responded that the provisions of hostel facilities for both boys and girls are there. 60% have provisions of scholarship and meritorious incentive to student-teachers. From the responses, it is learned that INFLINET facility is not there in all the teacher institutions (item no.5), though 66.67% have internet and facsimile (FAX) facilities (Table 4.55).

**Table No. 4.56**  
**Academic Atmosphere**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Are you comfortable with your college environment and atmosphere? If not, State reasons	9 (75)	10 (55.36)	19 (63.33)	
2	Do the frequent bandhs, strikes and blockades affect your college duties?	12 (100)	18 (100)	30 (100)	
3	Do you find any negative attitudes from the Authorities in your institution	6 (50)	9 (50)	15 (50)	
4	Do you have problems in communicating with student-teachers? If 'Yes' mention the problems	7 (58.33)	8 (44.44)	15 (50)	Due to absenteeism to attend college and class

Majority of the respondents (63.33) felt satisfaction in their college environment and atmosphere. Cent percent responses have in favour of item no. 2, i.e. frequent bandhs, strikes and blockades affected the college duties. 50% have negative attitude from the authorities of their institutions, and another 50% have problems of communicating with student-teachers due to absenteeism in colleges and classes.

**Table No. 4.57**  
**Discipline**

Sl. No.	Items	Responses of 'YES' with P.C.		
		M (%)	F (%)	T (%)
1	Do you think you are over-loaded with classes and duties	Nil	Nil	Nil
2	Do you face any problem in maintaining discipline of student-teachers in your class?	5 (41.67)	8 (44.44)	13 (43.33)
3	Absenteeism of student teachers is a great problem in teacher education. Do you agree?	9 (75)	10 (55.36)	19 (63.33)

Regarding discipline of the colleges of teacher education, teacher-educators felt that 43.33% have problem in maintaining discipline of student-teachers in the class. 63.33% responded the absenteeism of student-teachers generally in private colleges of teacher education (Table 4.57).

**Table No. 4.58**  
**Teaching Learning Process**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%) (12)	F (%) (18)	T (%) (30)	
1	Do you have any problem of teaching in your concerned subject? If yes, What is the matter of problem ?	9 (75)	14 (77.78)	23 (76.67)	Lacks of books and references in the library, non-availability of books in the market
2	Do you find that there is lack of adequate teaching aids in teaching your subjects?	10 (83.33)	15 (83.33)	25 (83.33)	
3	Do you agree that all the teacher-educators of your college are competent in teaching?	10 (83.33)	10 (55.56)	20 (66.67)	
4	Do you agree that most of the teacher-educators adopted supply method of teaching whether the matter is relevant or not?	10 (83.33)	10 (55.56)	20 (66.67)	

In regard to teaching-learning process of the colleges of teacher education, 76.67% responded there is problem in teaching their concerned subject due to lacks of books, reference books in the libraries as well as non-availability of relevant books in markets and stores. No conducting orientation courses for teacher education curriculum is also the main reason behind the problem. 83.33% responded that there is lack of adequate teaching aids in teaching their subjects. 66.67% teacher-educator respondents agreed that all the teacher-educators of their colleges are competent in

teaching. 66.67% respondents agreed that teacher educators adopted supply method of teaching whether the matter is relevant or not. It means that there are crammed teachers educators in the colleges of teacher education (Table 4.58).

**Table No. 4.59**

**Examination and Evaluation**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Are you satisfied with the existing examination and evaluation system of B.Ed. /M.Ed.	2 (16.67)	3 (16.67)	5 (16.67)	
2	Do you agree that some of the Teacher Educators of the colleges do not conduct practice teaching or internship properly?	8 (66.67)	12 (66.67)	20 (66.67)	
3	The internal assessment conducted by the teacher educators in the institutions is not reliable and effective. Do you agree? If yes, give reasons	9 (75)	15 (83.33)	24 (88)	Personal judgement and biases, lack of evaluation techniques and skills, standardisation etc.

This is the table 4.59 showing the responses of the teacher-educators about the examination and evaluation system of teacher education, only 16.67% have satisfied with the existing examination and evaluation system of B.Ed./M.Ed., 66.67% responded not proper conduction of practice teaching aid and internship by teacher-educators in some colleges. 88% have agreed that the internal assessment conducted by the teacher-educators in the institutions is not reliable and effective because of personal judgement biases and lack of evaluation techniques and skills, standardisation process etc. (Item no. 3)

**Table No. 4.60**  
**Quality of Teacher-Education**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		M (%)	F (%)	T (%)	
1	Do you agree that all the teacher-educators of your college are competent in teaching ?	8 (66.67)	10 (55.56)	18 (60)	
2	Do you feel that most of the teacher-educators have poor and low standard of teaching ?	6 (50)	10 (55.56)	16 (53.33)	
3	Are teacher-educators of your institution used cramming method of teaching. Do you agree ?	8 (66.67)	11 (61.11)	19 (63.33)	
4	Do you think that most of the colleges of teacher education provides quality teacher-education in the state?	5 (41.66)	7 (38.89)	12 (40)	
5	Do you agree that NET is an essential requirement for Teacher Educators?	Nil	Nil	Nil	
6	Do you agree that the teaching method employed in the colleges of Teacher Education is ineffective in Manipur?	10 (83.33)	17 (94.44)	27 (90)	
7	Do you have any problem of participating in continuing education programme (refresher course, seminar, workshops and orientation) outside the state?  If yes, what is the problem?	9 (75)	15 (83.33)	24 (88)	Autocratic attitude the heads, management committees, domestic core, financial problems, frequent bandhs, blockade etc.

Table 4.60 indicates the responses in regard to quality of teacher education, 60% responses in favour of the statement (item no. 1) i.e. competent in teaching, but in the

response of item no. 2, 53.33% felt that most of the teacher-educators have poor and low standard of teaching. 63.33% have agreed that teacher-educators used cramming method of teaching.

In the item no. 4, the responses given in favour of the question is 40%, i.e. in providing quality teacher education by the colleges. No simple response is given for the essential requirement of NET for teacher-educators. 90% respondents have agreed that the teaching method employed in the colleges of teacher education is ineffective in Manipur. 88% responses in favour of the question (item 7), i.e. the problem of participating in continuous education programme (refresher course, seminar, workshops and orientation) outside the state, due to autocratic attitude of the heads of the institutions and management committees, domestic core, financial problems, frequent bandh and blockade or economic blockade, etc.

#### **4.2.2(C) RESPONSES OF QUESTIONNAIRE SCHEDULE OF STUDENT-TEACHERS OF CTEs**

**Table No. 4.61**

##### **Student-Teachers Management**

Management	Government		Private		Overall P.C.		
Category	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Total (%)
PRE-SERVICE	2	4	6	22	8 (44.44)	26 (72.22)	34 (62.96)
INSERVICE	10	10	-	-	10 (55.56)	10 (27.78)	20 (37.04)
GRAND TOTAL	12 (66.67)	14 (38.88)	6 (33.33)	22 (61.11)	18 (83.33)	36 (66.67)	54 (100)

The table no. 4.61 indicates the 54 respondent's profile of student-teachers of colleges of teacher education under study. In overall 62.96% formed pre-service education (44.44% male and 72.22% female), 37.04% formed in-service education (55.56%

male and 27.78% female). Out of the 54 respondents, 51.86% composed of private management and 48.14% composed of Government managed student-teacher respondents. Female respondents formed the majority in the sample (66.67%).

**Table No. 4.62**  
**Educational Qualifications of the Respondents**

Educational Status	Male (%)	Female (%)	Total (%)
M.A./M.Sc.	11 (61.11)	21 (58.33)	32 (59.26)
B.A./B.Sc./B.Com	7 (38.89)	15 (41.67)	22 (40.74)
<b>Total</b>	<b>18 (33.33)</b>	<b>36 (66.67)</b>	<b>54 (100)</b>

The educational qualifications of the respondents has shown in table no. 4.62. Out of 54 student-teachers, 59.25% are M.A./M.Sc. degree holders (61.11% male, 58.33% female), while 40.74% are B.A./B.Sc./B.Com degree holders (33.33% male and 66.67% female).

**Table No. 4.63**  
**Job Profile of Respondents**

Sex	In-service	Pre-service	Total
Male (%)	10 (50)	8 (23.52)	18 (33.33)
Female (%)	10 (50)	26 (76.48)	36 (66.67)
<b>Total (%)</b>	<b>20 (37.83)</b>	<b>34 (62.97)</b>	<b>54 (100)</b>

Table 4.63 indicates the job profile of the respondents, which are 37.83% in-service student-teachers (50% male and female each), while 62.97% pre-service student-teachers (23.52% male and 76.48% female). Majority of respondents are pre-service candidates of teacher education studying B.Ed. course in different academic session 2010-2013 in Manipur University.

**Table No. 4.64**  
**Category of Class of Student-Teachers**

<b>Sex</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
SC	1 (5.56)	-	1 (1.85)
ST	4 (22.22)	5 (13.89)	9 (16.67)
OBC	7 (38.88)	22 (61.11)	29 (53.70)
General	6 (33.34)	9 (25.00)	15 (27.78)
<b>Total</b>	<b>18 (33.33)</b>	<b>36 (66.67)</b>	<b>54 (100)</b>

In the category of class of student-teachers table no. 4.64 shows that 1.85% scheduled castes, 16.67% Scheduled Tribes, 53.70% Other Backward Classes, 27.78% general classes.

**Table No. 4.65**  
**Age-Group of Student-Teacher of Respondents**

<b>Age-Groups</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
20-25	-	10 (27.78)	10 (18.51)
25-30	6 (33.33)	17 (47.22)	23 (42.59)
30-35	3 (16.67)	3 (8.33)	6 (11.11)
35-40	4 (22.22)	5 (13.89)	9 (16.67)
40-45	2 (11.11)	-	2 (3.70)
45-50	1 (5.55)	1 (2.77)	2 (3.70)
50-55	1 (5.55)	-	1 (1.85)
55-60	1 (5.55)	-	1 (1.85)
<b>Total</b>	<b>18 (33.33)</b>	<b>36 (66.67)</b>	<b>54 (100)</b>

The age-groups of respondent student-teachers, the table no. 4.65 indicates 18.51% are 20-25 years age-group, 42.59% are 25-30 years age group, 11.11% are 30-35 years, 16.67% are 35-40 years, only 3.70% each of 40-45 years and 45-50 years. 1.85% are 50-55 years and 55-60 years. From this analytical table, it can be observed that the majority of the respondents are 25-30 years age group mostly pre-service student-teachers.

**Table No. 4.66**  
**Community Belonged of Respondents**

<b>Community</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Meitei/Meetei	12 (66.67)	25 (69.44)	37 (68.51)
Meitei Hinduism	1 (5.56)	4 (11.11)	5 (9.25)
Christian (ST)	4 (22.22)	7 (19.44)	11 (20.38)
Meitei Pangal	1 (5.56)	-	1 (1.86)
	<b>18 (33.33)</b>	<b>36 (66.67)</b>	<b>54 (100)</b>

The respondents' community belonged, table 4.66 reveals that 68.51% formed Meitei/Meetei (66.67% male and 69.44% female), 9.25% formed Meitei Hinduism (5.56% male and 11.11 female), 20.38% formed Scheduled Tribes Christian (22.22% male and 19.44% female), only 1.86% male formed Meitei-Pangal. Meitei/Meetei community formed the largest respondents.

**Table No. 4.67**  
**Marital Status**

<b>Marital Status</b>	<b>Male (%)</b>	<b>Female (%)</b>	<b>Total (%)</b>
Married	11 (61.11)	10 (27.78)	21 (38.89)
Unmarried	7 (38.89)	26 (72.22)	33 (61.11)
<b>Total</b>	<b>18 (33.33)</b>	<b>36 (66.67)</b>	<b>54 (100)</b>

In regard to marital status, table no. 4.67 focuses 38.89% married (11 male and 10 female), 61.11% unmarried respondents (38.89% male and 72.22% female). Majority are unmarried respondents of pre-service candidates.

**Table No. 4.68**  
**In Favour of Teaching Profession**

Sl. No.	Items	Response of "YES" with P.C.			Reasons
		(18) M (%)	(36) F (%)	(54) T (%)	
1	Do you love the teaching profession	18 (94.44)	35 (97.22)	52 (96.29)	
2	Teaching is the noblest profession. Do you agree?	18 (100)	36 (100)	54 (100)	
3	The course of teacher education to very difficult? If yes, give reason.	10 (55.57)	8 (22.22)	18 (33.33)	Due to bulkiness of syllabus and short duration of study.
4	Do you get admission for teacher course easily? If not, give reasons	7 (38.89)	15 (41.67)	22 (48.74)	Entrance test, bribery before entrance, corruption practice.

The respondents' attitude towards teaching profession is shown in table no. 4.68 that 96.29 % responded that they love the teaching profession (94.44% male and 97.22% female) student teachers. All the respondents thought that teaching is the noblest profession. 33.33% student-teachers (55.57% male and 22.22 % female) found the course of teacher education difficult due to bulkiness of syllabus and short duration of the course. 48.74% students teachers (38.89% male and 41.67% female) responded that admission for teacher education course got easily. It shouts that majority of the respondent particularly the female found the admission difficult. Some respondents express that they have to face the entrance test in which there is high chance of corruption practice. So, that there is difficulty in getting admission.

**Table No. 4.69**  
**Quality of Teacher Education**

Sl. No.	Items	Responses of 'YES' with PC			Reasons
		(18) M (%)	(36) F (%)	(54) T (%)	
1	Most of the teacher educators are efficient in teaching. Do you accept this view?	9 (50)	26 (72.22)	35 (64.81)	
2	Are you satisfied with the teaching standard and quality of your institution? If not give reasons.	11 (61.11)	33 (91.67)	44 (81.48)	Poor and ineffective teaching, weak in subject matter of the course.
3	The existing examination and evaluation system of the course is satisfied. If not, specify reasons?	12 (66.67)	29 (80.56)	41 (75.93)	Lack of standardisation, Leakage of questions, corrupted authorities, insincereness of examiners
4	Do you agree that your institution provides quality teacher education in the state? If not, specify reasons	14 (77.78)	34 (97.44)	48 (88.89)	Non availability of relevant good books and references, lack of skill based.
5	Does your institution conduct internship/practice teaching properly? If not, state the reasons	15 (83.33)	33 (91.67)	48 (88.89)	Just a routine, not strict rules and regulations, favouritism acts.
6	Are you satisfied with the teaching-method adopted by the teacher-educator in your state? If not, why?	11 (61.11)	30 (83.33)	41 (75.93)	Outdated teaching method, dull and boring, monotonous, dictation method.

In regard to quality of teacher education, the respondents of CTEs have given their views in table no. 4.69 that (64.81%) respondents accepted that most of the teacher-educators are efficient in teaching. In the response of item no. 2 the majority (81.48%) are satisfied with the teaching standard and quality of their institution, even though 18.52% did not satisfy the teaching standard and quality due to poor and inefficient teaching, weak in subject matter of the course etc. 75.93% respondents are satisfied with the existing examination and evaluation system of the course though a few

respondents oppose the view, on the ground of lack of standardisation, leakage of questions, corrupted authorities and insincereness of the examiners. The response of the item no. 4 is that 88.89% have agreed that their institution provide quality teacher education in the state. A few respondents did not agree the view on the ground of just for certificate obtaining of the course, non-availability of relevant books and references, lack of skill bases among the teacher-educators and heads of the institution. 88.89% responded that the proper conduct of internship or practice proper teaching but a few oppose the view on the ground that internship is conducted just a routine not under strict rules and regulation and also acts favouritism (item no. 5). 75/93% respondents are satisfied with the teaching method adopted by the teacher-educators. In against the view some of the respondents did not satisfy the teaching method due to outdated teachings, dull and boring, monotonous, dictation method. In the light of the overall responses there is maintenance of quality of teacher education in the CTEs of Manipur.

**Table No. 4.70**  
**Curricular and Co-Curricular Activities**

Sl. No.	Items	Responses of 'YES' with P.C.			Reasons
		(18) M (%)	(36) F (%)	(54) T (%)	
1	Do you think that the curriculum and syllabus for the course are heavy and bulky? If yes, specify the paper(s)	15 (83.33)	25 (69.44)	40 (74.07)	Foundation papers of Education
2	Does the institution organise co-curricular activities satisfactory? If not, give reasons.	15 (83.33)	33 (91.67)	48 (88.89)	No comment any

The responses regarding curricular and co-curricular activities, 74.07% thought that curriculum and syllabus for the B.Ed. course are heavy and bulky. Some of the respondents specified the papers which are all the Foundation papers of education in particular (item 1). In the organisation of co-curricular activities, 88.89% responded satisfactorily. No comment has been given in against the statement of item no. 2 (Table 4.70).

**Table No. 4.71**  
**Management and Administration**

Sl. No.	Items	Responses of 'YES' with P.C.		
		(18) M (%)	(36) F (%)	(54) T (%)
1	Do you find any problem of management and administrative inefficiency in the authority of your institution? If yes, give reasons.	10 (55.57)	3 (8.33)	13 (24.07)
2	Does the Head of the Institution possess sound management and administrative skill?	6 (33.33)	10 (27.78)	16 (29.63)

Table 4.71 shows the requires about the management and administration problem. 24.07% responded there is problem of inefficiency in the management and administration of the authority of the institution, 29.63% responded that the Head of Institution possessed sound management and administration skill. From this analytical interpretation, it can be assumed that there is management and administrative inefficiency and lack of skill in running and functioning the colleges of teacher education.

**Table No. 4.72**  
**Infrastructural and Library Conditions**

Sl. No.	Items	Responses of 'YES' with P.C.		
		(18) M (%)	(36) F (%)	(54) T (%)
1	Are you satisfied with the infrastructure facilities of your institution?	6 (33.33)	15 (41.67)	21 (38.89)
2	Does the library provides adequate books and learning material	6 (33.33)	26 44.44)	32 (40.74)
3	Is there problem of non-availability of text books and reference books on teacher-education course	15 (83.33)	30 (83.33)	45 (83.33)

From the table 4.72, it can be observed that 38.89% responded the satisfaction with the infrastructure facilities of the institutions, 40.74% responded in favour of the statement, i.e. the library provides adequate books and learning materials (item 2). From these responses, it is learnt that majority of the respondents do not satisfy the infrastructural facilities and the books and learning materials are inadequate in the library. Another 83.33% responded that there is problem of non-availability of text books and reference books on teacher education course.

**Table No. 4.73**  
**Duration of the Course and Internship**

Sl. No.	Items	Responses of "YES" with P.C.		
		(18) M (%)	(36) F (%)	(54) T (%)
1	Are you satisfied with the duration of 1 year B.Ed./M.Ed. Course of your study in teacher education	9 (50)	21 (58.33)	30 (55.56)
2	Do you think that the duration of internship is too short?	15 (33.33)	30 (83.33)	45 (83.33)

The responses regarding the duration of the course and internship, 55.56% student-teachers are not satisfied with the duration of 1 (one) year course of B.Ed./M.Ed. while 83.33% thought that the duration of internship is too short (table 4.73). There is need for keeping the guidelines of the NCTE's norm and regulations of the duration allotted for the internship.

**Table No. 4.74**  
**Gender Based in Teaching Profession**

Sl. No.	Items	Responses of 'YES' with P.C.		
		(18) M (%)	(36) F (%)	(54) T (%)
1	Do you agree that females are more attracted to teacher education course than males counterpart?	10 (55.56)	25 (69.44)	35 (64.81)
2	Female student-teachers are always on the top of the rank in the B.Ed. course examination in every academic session? Do you agree	12 (66.67)	30 (83.33)	42 (77.78)

The table no. 4.74 indicates the responses of student-teachers on gender-based teacher education that 64.81% respondents agreed that female are more attracted to teacher education course than male counterparts, another 77.78% respondents agreed that female student-teachers are always on the top of the rank in the B.Ed. course examination in every academic session. It can be realised from these responses that females have more preference on the job of teaching or teaching profession than male counterpart.

### **C) Responses of Interview Schedule**

#### **(Authorities of M.U., Member of Governing Bodies and Principals of CTEs)**

The responses of interview schedule given by Controller of Examination, Manipur University are briefly stated as follows:

- a) All the colleges of teacher education are not satisfied in their functioning efficiently. There is lot of manipulation in terms of Internal Assessment of evaluation.
- b) All the Principals of CTEs of Manipur are not efficient in academic and administrative function and duties, some colleges do not submit internal assessment marks never in time.
- c) There is no reservation policy of outside candidates to study teacher education programme under Manipur University.
- d) There is need for establishing CTEs in hill district of Manipur.
- e) In order to maintain quality, attendance should be strictly followed. The ordinance should be strictly maintained and followed.
- f) Regarding the problems faced in teacher education program of CTEs in Manipur, the stresses that the syllabus is too heavy for one year course. There is low payment of salary for Teacher –educators in private in management. He suggested for quality improvement by maintaining strict attendance, regular classes, integrity and sincerity of paper-setters of examination.

The responses of the Director, College Development Council (CDC) of Manipur University are summarised as follows:

- a) Not efficient and satisfied with the functioning of the CTEs because the appointment of teacher-educators are not done properly in Manipur.
- b) There is lack of co-ordination specially with the private colleges for submitting the required information and data of the candidates enrolled, number of teacher-educators working, exact figures are not given in time whenever needed, etc.

- c) No reservation policy for outside candidates in Manipur University is there.
- d) There is manipulation in terms of internal assessments of B.Ed. course examination and evaluation system.
- e) The CDC expressed that there is need for establishing CTEs in the hill districts too.
- f) Lack of appointing qualified teacher-educators is the main problem of the CTEs.

The summary of the interview schedule of the Dean of Social Science, Manipur University has been reported.

- a) Most of the Private Colleges of Teacher Education do not function efficiently and satisfactorily.
- b) Some of the Principals of CTEs of Manipur are not efficient in academic and administrative functions and duties.
- c) There is no co-ordinations only in terms of examination and syllabus preparation between University authority and CTEs.
- d) CTEs are mostly private managed so that good administration and management are not there in these colleges.
- e) Sometimes leakage of questions is there in the examination of B.Ed. course.
- f) In Manipur 99% of the CTEs are mostly private managed and are so commercialised.
- g) There is problem of inadequate infrastructure, low payment of salary of Teacher-educators of private colleges of teacher education and poor library facilities and provisions.

In the interview schedule of the chairman and secretary of two colleges of teacher education, they expressed that the main objective of establishing college of teacher education in the State is to bring about quality education by providing quality trained teachers. The main source of income of the CTEs of private managed is the fees of the student-teachers and some colleges are grant received under 2(f) and 12(B) section of

UGC Act 1956. Most of the CTEs are under accreditation process of NAAC, self appraisal reports were sent and waiting for visiting peer teams of NAAC shortly. The appointment of Teacher-educators were done under the guidelines/ regulations of NCTEs norms and standards from time to time.

The interview scheduled conducted among the 3 (three) principals of private managed CTEs has been reported that there is need for improving the functioning of the colleges efficiently and follow the guidelines of norms and standard of the principals' academic and administrative duties, need for co-ordinations between University authority in terms of curriculum and syllabus preparation. Good administration and management of CTEs have to be enhanced and strengthened. There is lack of reliability in the system of examination and evaluation conducted under Manipur University. There is need for upgrading some CTEs into Institute of Advanced Studies (IASE) or Centre for Advanced Studies in Education (CASE) in the State.

### D) Problems of Professional Education of Secondary School Teachers in Manipur

The problems cited by the Principals, Teacher-Educators and Student-Teachers are shown in the columns separately.

**Table No. 4.75**

#### **Analysis of Problems of Professional Education of Secondary School Teachers**

<b>Sl. No.</b>	<b>Principals' Response</b>	<b>Teacher-educator response</b>	<b>Student-Teachers Response</b>
1	Lack of upgradation and poor infrastructure	Lack of proper infrastructure	No adequate and good information, teaching staff.
2	Non-availability of practicing schools permitted full time duration of practice or internship.	Poor library facility	Non-availability of books from the library and no adequate library components.
3	Lack of conducive academic atmosphere due to frequent agitation like bandh, blockades, curfews	No audio-visual teaching aids	Ineffective practice teaching or internship
4	Poor library facility	Poor teaching staff	Violation of teacher-pupil ration of NCTE guidelines 1:25 (1:100 adopted)
5	No practical laboratories	No proper practical laboratories	Inefficient and incompetent teachers-educators in teaching
6	No girls' hostel	No ladies hostel	No sound administration of the principal
7	Poor teaching staff	Poor power and water supply	Irregular attendance among student-teachers (absenteeism) in private managed colleges.(No strict attendance maintained)

8	Pressurisation of increase intake capacity	No orientation, workshops, seminars on teacher education programmes	No adequate playground, common room, girls hostels, canteen, auditorium, drinking water facility, poor sanitation (toilets), parking or shed.
9	No college of teacher education established in Hill districts	No proper instruments for music in performing arts (Art & Aesthetic Education)	No proper classroom in some private managed CTEs
10	Lack of co-ordination between the CTEs and Manipur University	No proper conduct of class for the performing arts subject	Lack of proper desks and benches or furnitures enough
11	Lack of autonomy in academic and administration and the financial activities particularly in the private CTEs	1:25 norms of teacher educators and student teachers of NCTE is not followed in all the CTEs of Manipur	No proper conduct and organisation of co-curricular activities
12	Lack of inspection and supervisory programmes	Lack of using modern teaching aids	No separate toilets facilities for gents and ladies, separate common rooms.
13	Low status of the Principals of private CTEs	Lack of academic co-ordination among teacher educators	No covering syllabus due to heavy and bulky syllabus and contents, bandh, blockades, etc
14	Lack of faculty improvement programme of the teacher-educators particularly in the private CTEs	Irregular attendance of student-teachers mostly in private managed colleges of teacher education	Too short duration of the course of B.Ed. degree.
15	Poor service condition of the employees of private CTEs particularly the Principal and teacher-educators	Short duration of B.Ed. course in one year	Lack of interacting teaching in the class.

16	Lack of capacity building programmes for administrators including Principals	Sub-standard teaching and learning materials	Lack of cordial relation in between teacher-educators and student-teachers ( run always just after one class per day)
17	Problem of maintenance of discipline among the teaching and non-teaching staff	Low payment of salary in private colleges of teacher education.	Lack of facilities of games and sports
18	Problems of attendance of teacher-educators and student-teachers particularly in private CTEs	Poor service condition of teacher-educators particularly in private CTEs	Lack of contact between the Head of the institution and student-teachers
19	No regularisation of the post Guest and Contract Lecturers in full time basis	Lack of curriculum enrichment programme and proper curriculum transaction	Too much stress on the theoretical approach of teaching of traditional styles (dictation and writing in blackboard without explanation)
20	Lack of attention by the Government and Manipur University in the quality improvement of CTEs	Problem of admission and mal-practices for selection of candidates	Non-availability of recommended and prescribed books in the library as well as in the market
21	Lack of administrative skill and inefficiency of the authorities	Lack of accountability, competence and the performance of some teacher-educators of the foundation courses	Problem of mixing in-service and pre-service course in classroom
22	Inefficiency in the conduct of examination and evaluation by the authority	Teacher-educator and the student-teacher ratio 1:100 is imbalance	Emphasis is more in getting certificate rather in learning the course
23	Failure to conduct to full course and covering the syllabus	More emphasis on traditional method of teaching of theoretical nature	Lack of transport and communication facilities
24	Mal-practices in the examination and evaluation system	Inefficient in administrative skills and management of the Principals	Tough in getting admission for pre-service candidates

25	Improper functioning of private CTEs	Insincerity and inefficiency of examination in the evaluation system	Disturbance of academic atmosphere due to frequent agitation
26	Increasing demands of studying B.Ed. Course	Lack of incentive programmes of the teacher-educators and student-teachers	Attitudinal problem of the teacher-educators in teaching and dealing with student-teachers.
27	Faulty recruitment process of teacher-educators	Absence of using teaching aids in the teaching-learning process	Lack of management and administrative skills of the Head and authorities

#### **4.2.3 STATUS OF TRAINED AND UNTRAINED TEACHERS AT ELEMENTARY AND SECONDARY SCHOOL LEVELS IN MANIPUR**

According to the findings of the Survey Report of NCERT (1972-73) the distribution of untrained teachers with different qualifications, gives us idea of the extent of the shortage of trained teachers under the category. Among the teachers having qualification with below middle, matric, higher secondary and intermediate pass qualifications, 53.46%, 42.38%, 57.10%, 73.72% and 69.09% respectively are trained. Percentages for untrained graduates and post graduate teachers are 75.87% and 58.33% respectively. The report also reveals the fact the percentage of untrained teachers employed in urban areas, is higher than that of untrained teachers serving in the schools of rural areas. If analysed sex-wise, the female teacher have a better academic attainment than male teachers, but percentage of untrained teacher is higher among the females than in the male teachers. About 64% of the female teachers are untrained whereas male untrained teachers constitute 52.28% only. The table no. 4.76 given in the survey report indicates the percentages of trained teachers on the basis of the nature of the areas in which the school is located and also according to the nature of the management of the school.

**Table No. 4.76**  
**Distribution of Trained and Untrained Teachers**

Professional qualification	Total	Rural	Urban	Government	Private Aided	Private Unaided
Untrained	5,862 (54.34)	4,863 (53.73)	999 (57.5)	2,351 (36.34)	2,624 (78.26)	887 (92.01)
Trained undergraduate	4,483 (41.56)	3,953 (43.67)	530 (30.51)	3,926 (60.68)	490 (14.61)	67 (6.95)
Graduate	412 (3.82)	213 (2.35)	199 (21.46)	179 (2.76)	244 (6.68)	9 (0.10)
Post Graduate	8 (0.08)	4 (0.06)	4 (0.023)	5 (0.08)	2 (0.06)	1 (0.10)
Other	22 (0.20)	17 (0.19)	5 (0.20)	9 (0.14)	13 (0.39)	-
Total	10,787 (100)	9,050 (100)	1,737 (100)	6,470 (100)	3,353 (100)	

*Source: Survey Report of NCERT, 1972-73*

The status of trained and untrained teachers at school stage from primary to higher secondary level in the year 1986 were 49.53% and 44.72% in 1991 for trained teachers while 50.47% in 1986 and 55.28% in 1991 for untrained teachers. The state had an acute problem of untrained teachers. (shown in table no. 4.77)

**Table No. 4.77**  
**Status of Trained and Untrained Teachers**  
**(Primary to Higher Secondary Schools)**

Training Status	Trained Teachers		Untrained Teachers		Total		P.C. of Trained Teachers		P.C. of Untrained Teachers	
	1986	1991	1986	1991	1986	1991	1986	1991	1986	1991
Stages	1986	1991	1986	1991	1986	1991	1986	1991	1986	1991
Primary School	6028	5567	4726	4287	10754	9854	56.05	56.49	43.95	43.51
Junior High School	1530	1669	2689	2784	4219	4453	36.26	37.48	63.74	62.52
Secondary School	1357	1848	1748	4140	3105	5988	43.70	30.86	56.30	69.14
Higher Secondary School	118	408	42	524	160	932	73.75	43.78	26.25	56.22
Total	9033	9442	9205	11735	18238	21227	50.47	55.28	49.53	44.72

*Source: Fifth All India Survey of Education (1986) for Manipur  
Department of Education (S) Manipur 1996.*

Table no. 4.78 reveals the position of trained and untrained teachers at school stage during the period from 2002-03 to 2006-07.

In 2006-07, the State had 5049 (65 percent) of untrained teachers at the Primary Stage; 5846 (68 percent) untrained teachers at the Upper Primary Stage; 4929 (56 percent) untrained teachers at the Secondary State and 1804 (60 percent) untrained teachers at the Senior Secondary Stage.

**Table No. 4.78**  
**Position of Trained and Untrained Teachers at school stage.**

Sl. No.	Class	2002 – 03			2003 – 04			2004 – 05			2005 – 06			2006 – 07		
1	Lower Primary Junior Basic school	2864	5374	8238	2837	5269	8096	2805	5239	8044	2846	5213	8059	2718	5049	7767
2	Middle School Senior Basic School	3108	5852	8960	3101	5764	8865	3096	5791	887	3091	5698	8789	2751	5846	8597
3.	High School Post Basic School	3179	5991	9170	3153	6722	9875	3140	6080	9220	3143	6044	9187	3873	4959	8802
4.	Senior Secondary school	1459	1645	3104	1459	1645	3104	1230	1845	3075	1213	1820	3033	1202	1804	3006

- Source: (i) For the year 2002-03 – 2005-06 of the lower primary, upper primary and secondary school teachers from the State Nodal Officer Document, Manipur.*
- (ii) For the years 2006-07 of the lower primary, upper primary and secondary school teachers from the Selected Educational Statistics; MHRD.*
- (iii) For the years 2002-03 – 2006-07 of the senior secondary teachers from the Selected Educational Statistics; MHRD.*

The number of teachers working at different stages of school education during 2002-03 to 2006-07 is shown as sex-wise distribution in the given table no. 4.79 (sex-wise distribution of teachers working at different school stage, 2002-03 to 2006-07).

**Table No. 4.79**  
**Sex-wise distribution of teachers working at different School Stages**  
**(During 2002-03 to 200-07)**

Sl. No.	Stage	2002 – 03			2003 – 04			2004 – 05			2005 – 06			2006 – 07		
		Men	Women	Total												
1	Lower Primary Junior Basic school	5072	3466	8338	5022	3074	8096	4990	3054	8044	4998	3061	8059	4774	2993	7767
2	Middle School Senior Basic School	5315	3645	8960	5291	3574	8865	9309	3578	8887	4998	3061	8059	4774	2993	7764
3.	High School Post Basic School	5517	3673	9170	5542	4333	9875	5572	3648	9220	5561	3626	9187	5276	3526	8802
4.	Senior Secondary school	1723	1381	3104	1723	1381	3104	1708	1367	3075	1673	1360	3033	1655	1351	3006

*Source: (i) For the year 2002-03 – 2005-06 of the lower primary, upper primary and secondary school teachers from the State Nodal Officer Document, Manipur.*

*(ii) For the years 2006-07 of the lower primary, upper primary and secondary school teachers from the Selected Educational Statistics; MHRD.*

*(iii) For the years 2002-03 – 2006-07 of the senior secondary teachers from the Selected Educational Statistics; MHRD*

**Table No. 4.80**  
**Enrolment and Passed out of Untrained Teachers**  
**During 2002-03 to 2006-07**

Sl. No.	Name of the DIET Centres	Duration of the Course	2002-03		2003-04		2004-05		2005-06		2006-07	
			Enrolled	Passed								
1	DIET, Imphal		62	60	49	47	48	47	52	51	14	12
2	DIET, Kakching		57	53	47	45	47	18	31	31	NA	NA
3	DIET, Moirang		25	25	28	25	24	23	17	17	32	NA
4	DIET, Chandel		60	56	66	59	35	29	15	11	14	38
5	DIET, Churachandpur		80	58	37	34	24	24	NA	NA	35	34
6	DIET, Senapati		58	37	21	20	43	43	25	24	62	61
7	DIET, Ukhrul		80	46	66	64	55	53	27	25	34	13
TOTAL			422	335	409	334	276	237	167	159	191	158
P.C.				79.38		81.66		85.866		96.20		82.72

*Source: SCERT, Government of Manipur*

The table no. 4.80 indicates the enrollment and passed out of untrained teachers during 2002-03 to 2006-07. The total numbers of enrolment of candidates are 422 in 2002-03 which decreases to 409 in 2003-04, further decreases to 276 in 2005-06 and 167 (without data of one DIET centre) in 2005-06. But in 2006-07 there was little increase in the enrollment of candidate which was 191 (without data of one DIET centre).

The number of passed out untrained teachers of 7 DIET centres of Manipur was 79.38% in 2002-03, 81.66% in 2003-04, 85.87% in 2004-05, 96.20% (without data of one DIET centre) and 82.72% (without data of one DIET centre) respectively.

**Table No. 4.81**  
**Trained and Untrained Teachers of Elementary Schools**  
**in Manipur (2005 – 2015)**

Year-wise	Trained			Untrained			Grand Total	Overall
	Primary	Upper Primary	Total	Primary	Upper Primary	Total		
2005	635	454	1089	564	396	960	2049	2049
2006	831	258	1089	579	682	1261	2350	2350
2007	895	588	1483	637	443	1080	2563	2563
2008	871	549	1420	615	401	1016	2436	2436
2009	865	512	1377	671	396	1067	2444	2950
2010	865	512	1377	671	396	1067	2444	2950
2011	765	482	1247	554	309	863	2110	2110
2012	806	-	1311	655	337	992	2303	2303
2013	806	521	1327	953	388	1341	2668	3565
2014								
2015								

*Source: DISE Report*

Table no. 4.81 shows the trained and untrained teachers of elementary schools in Manipur during 2005-15. The total number of trained teacher of the elementary school including both primary and upper primary was 1089 in 2005, 1089 in 2006 which increases to 1483 in 2007, then decreases to 1420 in 2008, 1377 in 2009, 1377 in 2010 and further decreases to 1247 in 2011. But there was little increases in 2013 which was 1327.

The total number of untrained teacher of the elementary school including both primary and upper primary is 960 in 2005 which increases to 1261 in 2006, then decreases to 1080 in 2007, 1016 in 2008 but there was little increase in 2009 which was 1067, 1067 in 2010, again decrease to 863 in 2011 then increases to 992 in 2012

and 1341 in 2013. The data of the trained and untrained teachers of the elementary teachers of two consecutive years i.e. 2014 & 2015 are not available.

**Table No. 4.82**  
**Trained and Untrained of Secondary and Higher Secondary Schools**  
**(2005 – 2015)**

Year-wise	Trained			Untrained		
	Secondary	Higher Secondary	Total	Secondary	Higher Secondary	Total
2009	99	213	312	49	145	194
2010	99	213	312	49	145	194
2013	320	223	543	388	133	521
2014						
2015						

*Source: DISE, 2011-2012*

The table no. 4.82 shows the total number of trained and untrained teachers of secondary and higher secondary schools during 2009-2015.

The total number of trained teachers of the secondary school was 99 in 2009, 99 in 2010 and increases to 320 in 2013 and the total number of trained teachers of the higher secondary schools was 213 in 2009, 213 in 2010 and increases to 543 in 2013.

Again the number of untrained teachers of the secondary school was 49 in 2009, 49 in 2010 and increases to 388 in 2013 and the number of untrained teachers of the higher secondary schools was 145 in 2009, 194 in 2010 and increases 521 in 2013. The data of the trained and untrained teachers of the both secondary and higher secondary of the years 2011, 2012, 2014 and 2015 are not available.

#### 4.2.4 ACHIEVEMENT OF THE PRE-SERVICE AND IN-SERVICE STUDENT TEACHERS

**Table No. 4.83**  
**Achievement of In-Service Teachers in DIET (C.E.T.Ed.)**  
**(2003-04 to 2009-10)**

Year – wise	No. of candidates Enrolled	No. of candidate Passed	Total with P.C.
2002-03	422	335	79.38
2003-04	409	334	81.66
2004-05	276	237	85.86
2005-06	167	159	95.20
2006-07	191	158	82.72
2007-08	272	263	96.69
2008-2009	274	248	90.51
2009-2010	279	268	90.05

*Source: SCERT, Government of Manipur*

Table no. 4.83 reveals the detailed achievement of in-service teachers in DIET (C.E.T.Ed.) during 2003-04 to 2009-10.

The number of candidates enrolled in 2002-03 was 422, which decreases to 409 in 2003-04, 276 in 2004-05, 167 in 2005-06 then increases to 191 in 2006-07, 272 in 2007-08, 272 in 2008-09 and 279 in 2009-10.

The number of candidate passed was 79.38% in 2002-03, which increases to 81.66 in 2003-04, 85.86% in 2004-05, 95.20% in 2005-06, then decrease to 82.72% in 2006-07, again increases to 96.69% in 2007-08, which decreases to 90.51% in 2008-09 and 90.05% in 2009-2010.

**Table No. 4.84**  
**Achievement of D.E.T.Ed. /D.El.Ed.**  
**(2006-07 to 2014-15)**

Year – wise	No. of candidates Enrolled	No. of candidate Passed	Total with P.C.
2006-07	87	86	
2007-08	135		
2008-2009	135	107	79.25
2009-2010	317	304	95.89
D.El.Ed.			
2012-13	416	341	84.97
2013-15	586	553	94.36

*Source: Board of Elementary Teacher Education Examination*

Table no. 4.84 shows the achievement of the teachers-educators of D.E.T.Ed./ D.El.Ed. during 2006-07 to 2014-15.

The total number of candidates enrolled in D.E.T.Ed. in 2006-07 is 87, which increases to 135 in 2007-08, 135 in 2008-09 and the total number of candidates enrolled in D.El.Ed. was 416 in 2012-13 and increases to 586 in 2013-15.

The number of the passed candidate of D.E.T.Ed centre is 98.85% in 2006-07, 79.25% in 2008-09 and 95.89% in 2009-10 while the passed candidate of the D.El.Ed. centre is 84.97% in 2012-13 and increases to 94.36%.

**Table No. 4.85**  
**Number of Deputed for Teacher Education in D.M.C.T.E.**  
**(2006-07 to 2014-15)**

Year – wise	No. of Teacher (In-service)	ADC (Reserved)	Total
2007-08	90	12	102
2008-09	123	Nil	123
2009-10	137	Nil	137
2010-11	137	Nil	137
2011-12	122	14	136
2012-13	128	14	142
2013-14	128	14	142
2014-15	109	Nil	109
2015-16	54	Nil	54

*Source: D.M.C.T.E.*

The table no. 4.85 reveals the number of the deputed for teacher education in D.M.C.T.E. during 2006-07 to 2014-15.

The total number of in-service teacher was 90 in 2007-08 which increases to 123 in 2008-09, 137 in 2009-10, 137 in 2010-11 then decreases to 122 in 2011-12. Again it increases to 128 in 2012-13, 128 in 2013-14 and decreases to 109 in 2014-15 and 54 only in 2015-16.

The number of deputed ADC (reserved) teacher was 12 in 2007-08, 14 in 2011-12, 14 in 2012-13 and again 14 in 2013-14 and the number of the deputed ADC teacher in 2008-09, 2010-11, 2014-15 and 2015-16 is nil.

**Table No. 4.86****Achievement of B.Ed. Course (B.Ed.) Examination 2006-07 to 2014-15, Manipur University**

Year-wise	No. of Candidate Enrolled			No. of Candidate Appeared			No. of Candidate Passed			Overall Percentage			Division Wise		Withheld
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	1st Class Distinction	1st Class	
2006-07	297	383	680	432	545	977	225	299	524	52.08	54.86	53.63	22	446	25
2007-08	248	432	680	229	414	647	126	301	427	55.02	72.71	66.00	NIL	426	20
2008-09	318	412	730	324	476	800	203	326	529	62.65	68.49	66.13	NIL	528	23
2009-10	320	410	730	342	518	860	243	383	626	71.05	73.94	72.79	NIL	620	25
2010-11	420	310	730	574	412	986	198	342	540	34.49	83.01	54.77	NIL	536	65
2011-12	280	450	730	447	643	1090	273	422	695	61.07	65.63	63.76	NIL	685	5
2012-13	310	420	730	384	669	1053	273	525	798	71.09	78.48	75.78	NIL	784	7
2013-14	280	450	730	322	701	1023	255	593	848	79.19	84.59	82.89	NIL	836	5
2014-15	375	755	1130	371	735	1106	265	576	841	71.43	78.37	76.04	NIL	559	Nil

*Source : Controller of Examination, Manipur University*

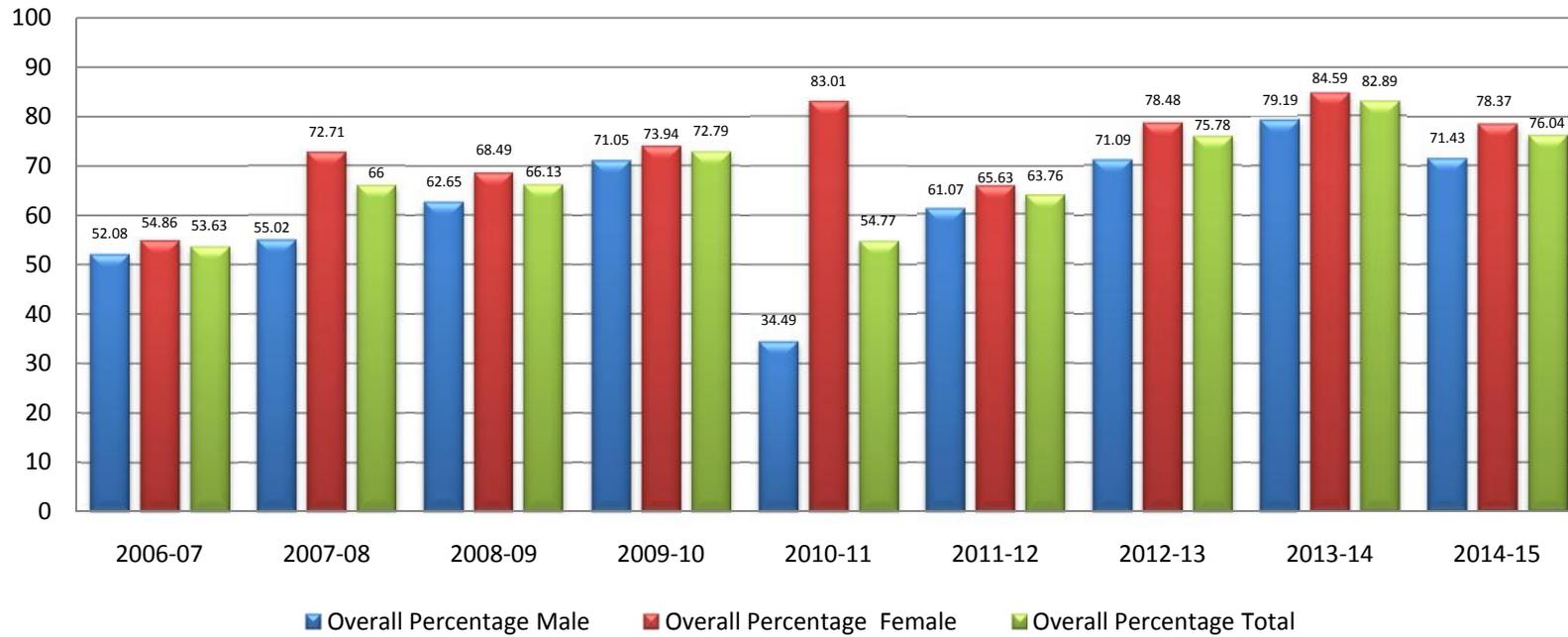
Table no. 4.86 shows the achievement of B.Ed. courses examination 2006-07 to 2014-15 Manipur University.

The overall passed percentage was 53.63% in 2006-07 which increases to 66.00% in 2007-08, 66.13% in 2008-09, 72.79% in 2009-10, it decreases to 54.77% in 2010-11. But increases to 63.76% in 2011-12, 75.78% in 2012-13, 82.89% in 2013-14 and it is decreases to 76.04% in 2014-15.

The number of 1st class distinction candidate 2006-07 was 22 and 446 is 1st class candidate. But there is no 1st class distinction candidate in the following years and number of the 1st class candidate is 426 in 2007-08, 528 in 2008-09, 620 in 2009-10, 536 in 2010-2011, 685 in 2011-12, 784 in 2012-13, 836 in 2013-14, 559 in 2014-15.

The number of withheld candidate was 25 in 2006-07, 20 in 2007-08, 23 in 2008-09, 25 in 2009-10, 65 in 2010-2011, 5 in 2011-12, 7 in 2012-13, 5 in 2013-14, nil in 2014-2015.

**Figure No. 1**  
**Achievement of B.Ed. Students of CTEs**  
**Year-wise Pass Percentage during (2006-07 to 2014-15)**



## CHAPTER-V

### SUMMARY, FINDINGS AND CONCLUSIONS

#### 5.1 PROFILE OF MANIPUR

Manipur is one of the full-fledged state lies in the North Eastern Region of India having between 92°58'E to 94°45' E longitudes and 23°50' N to 25°42' N latitudes. The area of Manipur is 22,327 sq.kms of which 20,089 sq.kms. is covered by hills, the remaining 2,238 sq.kms is valley area.

As per 2011 Census Report, the population of Manipur was 27.22 lakhs, comprising 13.70 lakhs male and 13.52 lakhs female. Different ethnic groups or communities inhabited in the State viz, Meiteis, Meitei Pangals, Naga tribes, and Kuki-Chin Mizo tribes. Manipuri (Meiteilon) is the lingua franca of all Manipuris. The different tribals have their own different dialects. Manipuri had been the official language as early as 33 A.D.

The State has a rich tradition of art and culture. Rasa Leela is a famous dance. The 'Sangol Kangjei' (Polo), an indigenous game of Manipur is now played worldwide. Manipur is known as power house of sports in India. The most unique species found in the State are "Sangai" (*Brow-antlered deer*), "Siroy Lily" and Dzuko Lily (the flowers). Manipur has nine districts, comprises five hill districts and four valley districts.

Literacy rate in Manipur has increased from 11.4% in 1951 to 79.85% according to 2011 census (86.49% males and 73.17% females) Imphal West District has the highest rate of literacy which is 86.70% while the Tamenglong District has the lowest literacy rate i.e. 70.40%.

For the development of the individual, the society and the Nation there are various professionals in different fields and areas. A profession is one who is able to acquire a fund of knowledge, training and skills and their applications in the service of humanity. There are various kinds of profession found in human society. Teaching is the source of all professions. Teaching is considered the best and noblest professions of all.

In the emerging Indian society, there are demand for a sound programme of the professional education of teachers for the number of reasons. The profession of teaching is provided under teacher education programme in different institutes at different levels. Teacher education is imparted into two categories – in-service teacher education and pre-service teacher education. In-service education is meant for professional development of teachers who are already in the service or after entering the job, while pre-service education is meant for professional preparation of teachers before entering the job or prospective teachers.

In India, teaching has been regarded as a revered profession since the dawn of history. In ancient times, the teacher was chosen by the students, on the basis of the reputation he enjoyed. And recruitment of teachers was done through “Monitorial System”. The idea of teacher education during the Muslim period was insignificant. Gurukula system has prevailed during Vedic period. It was during the British period that the advents of teacher education have seen the history of Indian education. After the attainment of independence, basic training received great fillip, B.T., B.Ed. Courses, M.Ed. and Ph.D. Courses in Education were started in many Universities. Praiseworthy works have been performed in the field of expanding training facilities of teachers in the post-independent period. Suggestions given by the University Education Commission 1948-49, Secondary Education Commission, 1952-53 and Indian Education Commission 1964-66 were being implemented by the Government.

According to National Policy on Education 1986, the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers.

The NPE also envisages that the system of teacher education would be overhauled and the new programme of teacher education would emphasise on continuing education and District Institutes of Education and Training (DIETs) would be established to organise pre-service and in-service course specially for elementary school teachers and for the personnel working in non-formal and adult education. The NPE and POA 1992 also state that with the establishment of DIETs, the sub-standard teacher training (education) institutes will be phased out and selected Secondary Teacher Training colleges would be up-graded to complement the work of the State Council of Education Research and Training (SCERT). The National Council of Teacher Education would be a statutory body to maintain norms and standard of teacher education in India by providing necessary resources and capacity for uniform pattern and quality teacher education.

There are various agencies and bodies for promoting teacher education in India regarding their training and education, research work, publication, improvement of quality, etc. Some of the principal agencies engaged in the development of teacher education in the school level and University level in all India are:

- i) National Council of Educational Research and Training (NCERT)
- ii) Regional Institutes of Education (RIEs)
- iii) National Council of Teacher Education (NCTE)
- iv) University Grants Commission (UGC)
- v) Indira Gandhi National Open University (IGNOU)

A major concern in school education is the quality and relevance of education being imparted to young learners. NCTE has analysed the existing curriculum of teacher education from the point of view of ten Competency areas, five Commitment areas and five Performance areas.

The NCTE has published a guidelines for the functioning of Teacher Education Course for the Elementary and Secondary School Teachers (Regulation 2014).

Accordingly the norms and standards for Diploma in Elementary Education (D.El.Ed) and Bachelor of Education (B.Ed.) programmes should be two-years duration.

In Manipur the need of giving training to teachers was felt since 1906. Twenty primary level teachers were given training for improvement of the teaching method by the Department of Education. Nine teachers were completed the course in 1928. One secondary school teacher was deputed to undergo B.T. training outside Manipur. A humble beginning of training the primary and middle school teachers in Manipur was started in 1952-53 by establishing Normal Training Institute at Canchipur, Imphal. With the establishment of Basic Training Institute (BTI) at Imphal in 1955-56. The Normal Training institute was closed down.

For the secondary school teachers B.T. section in the D.M. college was opened in 1959. The B.T. classes at D.M. College was converted into full fledged Training College, known as Post Graduate Training College in 1972 affiliated to Gauhati University and transferred to Manipur University since 1980.

For imparting training to Hindi Teachers of primary schools, the Government of Manipur started one Hindi Teacher's Training Institute in 1953 with 40 intake capacity.

To clear the backlog of the untrained teachers in Manipur, the State Institute of Education (SIE), Manipur took up the task of training teachers from 1980 onwards under the Regional College of Education, Bhubaneshwar, Orissa.

For the development of professional education of elementary school teachers in Manipur, at present there are 8 (eight) DIETs running under SCERT, Manipur. One more DIET for Imphal East District is on the pipe-line. Recently the D.El.Ed. course for 2(two) year pre-service education has been started since 2012-13 with 50 intake capacity. One Hindi Teacher Training Institute is also opened under the management of SCERT, Manipur.

For the development of professional education of secondary school teachers in Manipur, at present there are 9 (nine) colleges of Teacher Education and one Department of Teacher Education at the Central Manipur University, IGNOU Study Centre and one Hindi Teacher Training College provided Hindi Shikshan Parangat which is equivalent to B.Ed./B.T. course.

### **5.1.1 NEED AND SIGNIFICANCE OF THE STUDY**

Teaching profession is a highly skilled job and cannot be performed satisfactorily without a sound preparation for it. The progress of a Nation depends upon the quality of its people, the quality of the people depends upon the quality of their education, and the quality of education depends upon the quality of its teacher and further the quality of the teacher is also dependent upon quality of teacher education programme.

Now-a-days teacher's professional development is an important issue in the area of teacher education with the implementation of the National Policy on Education 1986 and Programmes of Action 1992. So the study of the professional development of teacher is needed.

### **5.1.2 STATEMENT OF THE PROBLEM**

So the statement of the problem of the study is entitled as: "Development of Professional Education of Teachers at the Elementary and Secondary School Levels in Manipur".

### **5.1.3 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED**

(a) **Professional Education** – According to Radhakrishnan Commission, Professional Education is the process by which man and woman prepare for existing responsible service in the professional spirit. The term may be restricted to preparation of fields requiring well informed and discipline insight and skill by a high order.

In other words, professional education is the education for developing professional knowledge and the skills and also training of some specific professional activities such as engineering, legal education, commerce education, agricultural education, art education, teacher education, industrial and technical education, management etc. In the present study, professional education, have refers to teacher education of the elementary and secondary school teachers

**(b) Elementary School Teachers** – The teacher who teaches children of classes I to VIII in formal schooling of general education is known as Elementary School Teacher. It also covers those professional preparation of the pre-service student-teacher undergoing education in Diploma of Elementary Teacher Education.

**(c) Secondary School Teacher** – Teachers who are working in the secondary schools for teaching pupils of secondary courses of class IX-X or IX-XII in some states is known as Secondary School teachers. It also covers those professional preparation of the pre-service student-teachers undergoing education of secondary teacher education.

**(d) Teacher Educators** – Refers to those professional teachers teaching student-teachers in the teacher education institution of both pre-service and in-service education and training.

**(e) Student-Teacher** – Refers to all the candidates enrolled in teacher education institutes to get professional education of teachers of both pre-service and in-service teachers.

**(f) Pre-Service Teacher Education** – Refers to those before joining service of any jobs or profession. In the present study, the term ‘pre-service’ implies the student-teachers studying in District Institute of Education and Training (DIETs) and College of Teacher Education (CTE) for professional

preparation before joining teacher job or to become a teacher or prospective teacher.

(g) **In-Service Teacher Education** – Refers to training or education given to the employees after joining the service or they are already in the service. In the present study the term in-service teacher-education implies the student-teachers. Studying in DIETs and CTEs for professional development after joining the job of teacher.

(h) **SCERT** – State Council of Educational Research and Training

(i) **D.El.Ed.** – Stands for Diploma in Elementary Education introduced as per the guidelines of National Council for Teacher Education (NCTE) Regulation 2014.

(j) **B.Ed.** – B.Ed. stands for Bachelor of Education which is the professional course for teacher education and training for secondary school teachers.

(k) **DIETs** – Stands for District Institutes of Education and Training which are the Institutes of Elementary teacher education and training.

(l) **CTE** – It stands for Colleges of Teacher Education which is the institute for giving education and training of in-service and pre-service teachers for the secondary school level to undergo B.Ed. course.

(m) **Teacher Education** – Generally, the term ‘teacher education’ implies the programme and course for educating the prospective teachers or pre-service teachers as well as in-service teachers.

#### 5.1.4 OBJECTIVES OF THE STUDY

On the basis of the statement of the problem the main objectives of the present study are:

1. To highlight the growth and development of teacher education in Manipur.
2. To study the development of professional education of teachers of the elementary school level in Manipur.
3. To study the development of professional education of teachers of secondary level in Manipur.
4. To study the status of Trained and Untrained teachers at Elementary and Secondary level.
5. To make survey the existing conditions and status of the teacher education institutes, DIETs and Colleges of Teacher Education with special reference to:-
  - Infrastructure of Physical and Human Resources
  - Management
  - Curricular and Co-curricular Activities
  - Methods of Teaching
  - Internship/Practice Teaching
  - Scheme of Examination
  - Other facilities and provisions
6. To focus the achievement of the pre-service and in-service student-teachers.
7. To find out the main problems of teacher education of the elementary and secondary school levels.
8. To make suggestions for improvement of teacher education in the state.

### **5.1.5 RESEARCH QUESTIONS OF THE STUDY**

The research questions of the present study are as follows:

- 1) Is there qualitative and quantitative growth and development of professional education of teachers in the State?
- 2) Does the development of professional education of teachers of elementary school level satisfactory?
- 3) Is there expansion of professional education of teachers at Secondary school level in all districts of Manipur?
- 4) Are there backlog of untrained teachers in Government schools?
- 5) What are the existing conditions and status of teacher education institutes of elementary and secondary school levels in the State?
- 6) What are the achievement of the student-teachers of DIETs and CTEs for the last five years?
- 7) What are the problems faced in the teacher education programme of the elementary and secondary school levels (DIETs and CTEs)?
- 8) What suggestions can be made for the improvement of professional education of teachers of the State?

### **5.1.6 DELIMITATIONS OF THE STUDY**

The study is delimited to only 8(eight) DIET Centres run by SCERT, Manipur and 6 (Six) Colleges of Teacher Education (CTE) of general education affiliated to M.U. The study of Hindi Teacher Training College and teacher education of Distance Mode (IGNOU) and M.Ed. course have not been given due emphasis in the present study. For the collection of data 100 student-teachers and 50 teacher-educators from 8(eight) DIETs and 54 students-teachers and 30 teacher educators from 6 (six) CTEs have been drawn.

### **5.1.7 ORGANISATION OF THE STUDY**

The present thesis comprises of overall 5 (five) chapters which are organised in outlines of each chapter in the following.

In the first chapter the investigator deals with the profile of Manipur, which the study is confined, conceptual framework about the meaning of profession and teaching profession, meaning, types and the institutes of teacher education, retrospective of teacher education in India, in the past and the present position, agencies or bodies of teacher education which are NCERT, NCTE and the IGNOU, Quality assurances and Norms and Standards of teacher education under NCTE, historical background of professional education of teachers in Manipur, need of the study, statement of the study, objectives of the study, research questions, operational definitions of the key terms used, delimitations of the study are dealt with.

In the second chapter the Review of Literature has dealt with by categorising into two broad areas which are studies in India and the abroad including studies in Manipur. 42 related studies have been reviewed which are done by the researchers of the past in the field of teacher education and overview is also given.

In the third chapter it deals with the Methodology of the study containing methods of the study, sources of data, and the method adopted in the present study, population, sample and the delimitation, tools used in the present study, data collection, treatment of data and statistical application.

The fourth chapter deals with the Analysis and Interpretation of the study having three (3) categories, which are, Analysis of the Professional Education of Elementary School and Secondary School Teachers in Manipur, Status of Trained and Untrained Teachers at Elementary and Secondary School Levels in Manipur and Achievement of the Pre-Service and In-Service Student Teachers of DIETs and CTEs, Responses of the Controller of Examination, M.U., Director, (CDC) and the Dean of Social Sciences, M.U. Canchipur, Joint Director of SCERT, Principals of 8 DIETs and 6

CTEs and Chairman and Secretary of Governing bodies of private managed College of Teacher-Education.

The last chapter of the thesis contains the summary and conclusions of the study which deals with a brief restatement of chapter I to IV and reporting of main findings, discussion and conclusion, suggestions for improvement and suggestions for further study.

### **5.1.8 METHODOLOGY OF THE STUDY**

No planning on educational research can be complete without the detailed design of investigation or procedure of study. A clear visualisation of methodological or procedural steps is an imperative need for the successful completion of the research project. One of the most important components of research is methodology of research or methods of investigation.

In the present study the investigator adopted Normative Survey Research Method in explorative nature (Documentary Analysis or Analytical Approach) as the methodology of the study.

### **5.1.9 SAMPLE**

For the present study, the sampling is done in three aspects viz. sampling of the Institutions (8 DIETs and 6 CTEs), sampling of Teacher-educators (50 and 30) and Student-teacher (100 and 54) of DIETs and CTEs.

### **5.1.10 TOOLS USED IN THE PRESENT STUDY**

In the present investigation the researcher developed three different tools for data collection which are Information Schedule for Institution, Questionnaire Schedule for Teacher-Educators and Student-Teachers and Information Schedule of the functionaries of teacher education of DIETs and CTEs.

### **5.1.11 PROCEDURE OF DATA COLLECTION**

For the collection of data the investigator herself went to the 8(eight) DIET Centres and 6(six) CTEs and contacted all the Principals, and sought their co-operation for collecting required data through Information Schedule and Questionnaire Schedule of the Teacher-educators and student-teachers as primary data sources and secondary data were also collected which include reports, books, documents, records, journals, magazines, survey of research in education, educational abstracts published and unpublished thesis.

### **5.1.12 TREATMENT OF DATA**

In the present study, the investigator organised, edited, classified and tabulated the collected data under different tools for qualitative and quantitative treatment and analysis in order to make systematic and meaningful interpretation.

### **5.1.13 STATISTICAL APPLICATION**

Simple statistical measures were applied for the present study in the form of figures, tables, charts and percentages of responses.

### **5.23. ANALYSIS AND INTERPRETATION OF DATA**

In the present study the investigator has made the analysis and interpretation of collected data in the light of the objectives, research questions and collection of data from the primary and the secondary sources. It has been categorised in the following headings:

- (a) Analysis of the Professional Education of Elementary School Teachers in Manipur
- (b) Analysis of the Professional Education of Secondary School Teachers in Manipur

- (c) Status of Trained and Untrained Teachers at Elementary and Secondary School Levels in Manipur
- (d) Achievement of the Pre-service and In-service Student Teachers.

## **5.2. MAIN FINDINGS OF THE STUDY**

The main findings of the present study are reported in objective wise.

### **Objective 1 : To highlight the growth and development of teacher education in Manipur.**

The main findings of the objective number 1(one) are stated:

- a) Professional education of teachers started in Manipur after 1906 by 20(twenty) primary school teachers for 4 (four) months course in regard to the training of method of teaching. Of these, only 9 (nine) teachers have been passed.
- b) In 1928, the professional education of secondary school teachers began, where one of the teacher of Johnstone High School named Shri(Late) A. Ibungohal Singh was deputed to undergo Basic Training outside Manipur.
- c) The State Government established Normal Training Institute since 1952-53 at canchipur. This was subsituted by Basic Training Institute, but it was closed down in 1955-56 with the establishment of Basic Training Institute at Imphal. State Government established more Basic Training Institutes at Canchipur (1959), Kakching (1961) and Ukhrul (1961).
- d) For secondary school teacher, Dhanamanjuri (D.M.) College, opened a B.T. section for graduate teachers in the Education Department in 1959.

- e) In 1961, Basic Training College was established. The duration of course was two years. Along with the B.T. Section, there was certificate of Teaching (C.T.) classes in the composite of D.M. College, Imphal.
- f) The B.T. class of D.M. College was converted into full-fledged training college, known as Post-Graduate Training College (P.G.T.) College, affiliated to Gauhati University (Present D.M, College of Teacher Education) 1997.
- g) To clear the backlog of untrained teachers in Manipur, the State Institute of Education (S.I.E.), Manipur, took up the task of training teachers from 1980 onwards. A sub-centre of Regional College of Education, Bhubaneshwor was set up for teaching-cum-correspondence B.Ed. course. B.Ed. Elementary Course has also been started for the teachers of primary and High school level by S.I.E. in 1983. This sub-centre impart training to 250 teachers a year.
- h) Hindi Teacher Training Institute was also established by the State Government in 1953 for Hindi Teachers of Primary School. Another Hindi Training College for secondary school teachers was established in the state in 1975, giving training to 30 teachers a year.
- i) With the formulation of National Policy on Education 1986 with its modification made in 1992, the state instituted 8 (eight) DIET centres in each district out of 9 (nine) districts. DIET of Imphal East Districts is still in the process. The intake capacity of each DIET is 50 since 2014-15 session.
- j) At present there are 8(eight) colleges of Teacher Education, One Department of Teacher Education, Manipur University, One Hindi Teacher Training College and one Indira Gandhi National Open University Study Centre in Manipur. The overall intake capacity of the colleges of Teacher Education is 1350 including Hindi Teachers Training College, IGNOU Study Centres, Department of Education, M.U.

**Objective – 2: To study the development of Professional Education of Teachers at Elementary School level in Manipur.**

The main findings of the study relating to the above mentioned objective are given below:

- a) Basic Training Institute of Canchipur, Imphal, Kakching and Ukhrul played a significant role in the development of professional education of elementary school teachers in Manipur since 1952-53 to 1972-73, before setting up State Institute of Education, (SIE) in 1973.
- b) The Continuing Education Centre was established in 1977 under SIE, Manipur to provide in-service orientation course, refresher courses to the primary and secondary school teachers in order to promote up-to-date knowledge, skills and competency for teaching in new and difficult topics in general subjects in view of the changing curriculum. 4429 trained teachers with 149 courses in different areas and subjects were given continuing education during 1977-78 to 1986-87.
- c) SIE had taken up the scheme of summer school-cum-correspondence course under Regional College of Education, Bhubaneswar in 1980, with a view to clearing of the backlog of untrained teachers. Under this scheme about 120 to 150 teachers have been given training at Imphal with comparative lower expenditure on the part of the State Government. This course were going on regularly till its last session in 1987-88.
- d) Further, in accordance with the National Policy on Education, 1986, the SIE was upgraded as State Council of Educational Research (SCERT) Manipur in 1989, under this Council, the District Institutes of Education and Training (DIET) have been established by converting the erstwhile BTIs.

- e) At present (as on Jan, 2015) there are overall 8 (eight) DIET centres in eight districts of Manipur. One DIET centre of Imphal East District is still in the progress to establish shortly at Koirengei, Imphal East.
- f) Two-Year Training course for pre-service Teachers leading to the Diploma of Elementary Teacher Education (D.E.T.Ed.) was given training to 24 candidates in 2004-05. Alongwith this, six months Training Course for In-service Teachers leading to Certificate of Elementary Teacher Education (C.E.T.Ed.) were given training to 408 in-service untrained teachers in 2004-05. By 2005-06, DIETs imparted 4170 in-service trainees and 617 pre-service trainees under C.E.T.Ed. and D.E.T.Ed. courses in Manipur. By 2006-07, there were 2596 in-service teachers and 668 pre-service teachers of elementary teacher education of C.E.T.Ed. and D.E.T.Ed. courses received in the state. In the year 2007-08, the number of in-service teachers received the C.E.T.Ed. course was 2802, while D.E.T.Ed. course, it was 638 only.
- g) Under the directive of NCTE, now the DIETs provided Two Year Diploma of Elementary Education (D.El.Ed.) course for pre-service teachers only since 2012-13 with 80 intake capacity each against the approved intake 50 per DIET by NCTE.

**Objective 3: To study the development of Professional Education of teachers of secondary school level in Manipur.**

The main findings of the given objective are reported as:

- a) Before 1959, the professional education of secondary school teachers started to receive Basic Training outside Manipur. A Basic Training class was opened in the premier college of Manipur i.e. D.M. College under Education Department Section on 1st August, 1959. Basic Training College was opened in 1961 at Imphal. A Post-Graduate Training (P.G.T.) College was instituted on 6th November, 1972 under this college the B.T. section of D.M. college

was amalgamated. It was affiliated to Gauhati University till 1980. It was latter named as D.M. College of Teacher Education since 1996 and upgraded by NCTE in 1997. It is the only Government college of Teacher Education for secondary school teachers provided B.Ed. and M.Ed. courses.

- b) For imparting the Hindi teachers of secondary school level, Hindi Teacher Training College was established on 1st October, 1975, with the provision of training to 30 teachers at the D.M. College composite.
- c) P.G.T. college imparted one year Bachelor of Education (B.Ed.) course since 1989-90, previously it was known as Bachelor of Teaching (B.T.) course. The intake capacity of this college was 230 of which 130 seats are meant for in-service teachers. It imparts training to the heavily back-logged untrained teachers of secondary schools as well as the teachers of Nagaland at one time. NAAC accredited this college recently and awarded 'B' Grade in January, 2016.
- d) During 1993 to 2014, there were 9 (nine) colleges of teacher education with one Department of Teacher Education, Manipur University. The overall intake capacity at present is 1250 from the academic session 2015-16. R.K. Sanatombi College of Education has maximum 200 intake capacity, D.M. College of Teacher Education has 150, and other remaining are 100 intake each including IGNOU and HTTC.
- e) Only 4 (four) colleges recognised 2(f) and 12(B) of UGC Act 1956, 2 (two) colleges (one government and one private) accredited by NAAC and awarded 'B'-grade both. These two colleges (one government and one private managed) opened M.Ed. course with 50(fifty) intake capacity since 2015-16 academic session under two years course.

**Objective 4: To study the status of trained and untrained teachers of Elementary and Secondary School Levels.**

The main findings of this objective number 4 are reported as:

- a) The teachers not having any professional qualification including para teacher during 2006-07 to 2014-15 in all categories are 13942 (8002 male and 5940 female) in 2006-07. It increases to 15619 (8834 male and 6785 female), and again rose up 16676 in 2009-10, 18120 in 2011-12, and further rose to 24022 in 2012-13 and later in 2014-15, it was 24622.
- b) The enrolment and passed and untrained teachers in the 8 DIET centres of Manipur during 2002-02 to 2006-07 are overall 1465 enrolled and 1223 passed out, in average 293 enrolled per year and average 244.6 passed out per year.
- c) The number of trained teachers of the elementary schools according to DISE report 2015 is 1327 in 2013 while the untrained teachers are 1341. In the secondary and higher secondary there are overall 543 trained teacher and 521 untrained teachers. As per Annual Administrative Report SCERT, there are 6583 untrained elementary school teachers. In the recent initiative 4792 untrained teachers have been given D.El.Ed. course through Open Distance Learning mode (ODL) under two phases (2694 teachers in 1st Phase and 2098 in 2nd Phase).
- d) For the secondary school teachers the number of deputed untrained teachers were 128 in 2013-14 and it decreased to 54 in 2015-16 against the reserved seat of 100 in the D.M. College of Teacher Education.
- e) For the in-service untrained elementary school teachers deputed by the government, DIETs arranged 6 months condensed course for Certificate of Elementary Teacher Education (C.E.T.Ed.). The number of candidates appeared and passed in the course were 272 and 263 in 2006-07 and 274

appeared and passed 248 in 2007-08. In the year 2008-09 which was the last batch of in-service training in DIETs, there were 279 in-service teachers who appeared the C.E.T.Ed. and the passed were 268.

**Objective 5 : To make survey the present conditions and the status of teacher education institutes of DIETs and CTE's with special reference to infrastructure of physical and human resource (Teaching Staff), management, curriculum and co-curricular activities, internship and practice teaching, scheme of examination and other facilities and provision.**

The main findings of the objective number 5 can be reported by classifying into two categories in the 5(A) and 5(B) :

#### **5.A. Present conditions and status of teacher education of DIETs**

Regarding the findings of the teacher education institutes of DIETs with reference to the above mentioned areas, the investigator reported the followings:

- a) There are overall 8 DIET's in the state of which three are in the valley and five are in the hill district under SCERT, Manipur. No DIET is establish in the Imphal East District till date.
- b) Regarding the infrastructural conditions seven DIET's have pucca buildings and one mixed pucca and semi pucca building, five of them have good condition, and one is in average condition and two of them in bad condition. Most of the DIET's have adequate number of classroom, office room, library room, laboratoty room, psychological testing rooms and common rooms etc. Most of them have hygienic toilets and urinal and lavatory facilities as well as play-ground. Three of them auditorium/conference hall (Imphal, Moirang and Chandel).
- c) The present intake capacity of each DIET is 80 for pre-service teacher, only for the course of D.El.Ed. introduced from the academic session 2013-14.

- d) The facility and provisions of DIET's, five of them have hostel facilities specially for girls/female candidates. There are no facilities of transport, health and medical service, canteens, AVRC or EMRC. Most of the DIET's have poor facilities; internet facilities.
- e) Most of the DIET's have audio-visual teaching aids like slide projector, OHP, Computer, film projector, Radio, T.V. sets, Charts, diagram, posters.
- f) Most of the DIET's (62.5%) do not use modern technology and Computer Assisted Instruction (CAI).
- g) There are overall 114 teacher-educators (40 male and 74 female) in the 8 DIET Centres of Manipur against the 136 approved teaching staff by NCTE.
- h) Management of the DIET's are under SCERT, Govt. Of Manipur. 90:10 financial assistance of the centre.
- i) New curriculum and syllabus based on the National Curriculum Framework of Teacher Education 2009-10 has been adopted in D.El.Ed. course since 2014-15. The co-curricular activities which includes games and sports, literary programmes, cultural programmes, field trips, etc are organised and conducted as basis of internal assessment.
- j) Each DIET maintain the academic calendar of admission schedule and working days. The time of admission is June-July and the schedule of examination is April to May and the declaration of the result is in August. The working days of each DIET is 5 to 6 hours per day, of the total working days is 220 to 240 days.
- k) The mode of selection of candidates in DIET's are almost on mark basis, entrance or selection test and sometimes open admission is also conducted.

- l) The duration of Internship/Practice teaching is generally 30 days having 55 marks in external and 45 marks in internal in the 1st Year D.El.Ed. and 75 each internal and external in the 2nd Year D.El.Ed. course.
- m) The evaluation and examination scheme of the DIET is conducted in two levels- Internal Assessment and the External Assessment using both formative and summative approach of evaluation. Assessment and evaluation in both theory and practical for the Diploma in Elementary Education (D.El.Ed.) is conducted internally and externally in the while two year duration.
- n) Every trainee has to take part in the co-curricular activities organised by the DIET's which carries 50 marks in 1st Year and 2nd Year.
- o) The external assessment will be evaluated by the Supervisors or examiners deputed by the Board of the Examination (SCERT) approved and recognised by NCTE.
- p) Most of the DIET's do not have comfortable reading rooms in the library, adequate number of prescribed text books, reference books and upto date reading materials (Journals, Magazines, Newspapers). None of them have INFLINET facility in the library.

#### **5.B. Present conditions and Status of Teacher Education of College of Teacher Education (CTE'S)**

The main findings of the given objectives No. 5 are as follows:

- a) Most of the Colleges of Teacher Education have good infrastructural conditions of physical and human resources. Majority of the Colleges have pucca building in good condition and average condition of sanitation but hygienic toilet and lavatory. The number of rooms used in these colleges ranging from 18 to 34. All the colleges have adequate number of classroom,

laboratory room, staff room or departmental room, library room, office room and psychological rooms.

- b) Out of the 8 (Eight) Colleges of CTE'S only D.M. College of Teacher Education is a government managed institution of teacher education. 1(one) Government Hindi Teacher College is also there. 7(Seven) College of Teacher Education are purely private managed College. The oldest one is Kanan Devi Memorial College Education (KDMCE) Pangei and the newest is Ibotombi Institute of Education (IIE) Canchipur. One private College opening M.Ed Course is R.K. Sanatombi Devi College of Education.
- c) The first NAAC accredited College of Education is R.K. Sanatiombi Devi College of Education in 2007 Grade B+ and the latest accredited College of Education is the D.M. College of Teacher Education and Grade B (January 2016).
- d) All the colleges of Teacher Education organise and conduct curriculum and Co- curricular activities. Since 2015-2016 academic session two year B.Ed course has been introduced with new curriculum and syllabus following National Curriculum Framework (NCFTE) 2014. The academic calendar for the admission is in June and July, commencement of Session is July and August. The duration of internship is maximum 40 days which is conducted within September and October. Some College do not follow the NCTE's guidelines regarding the duration of internship or practice teaching. The Schedule of examination is every April and declaration of examination is September in normal academic atmosphere. Due to uncertain law and order Conditions sometimes such academic calendar could not be followed in time. All the college organises different types of co-curricular activities as part of internal assessment of varieties of programme papers (7 Foundation courses and 2 Pedagogy subjects).

- e) Majority of the library of the teacher education Colleges have inadequate number of prescribed textbooks, reference books and the relevant books of the teacher education Course, upto date reading materials. None of the College has INFLIBNET facility in the library. A few college have comfortable reading rooms, standard library facility, national and International Journal, magazines, Number of books issued per Student-Teacher in the library is 2(two) books.
- f) The overall intake Capacity approved by NCTE for 8(eight) Colleges of Teacher Education and 1(one) Department of Teacher Education, Manipur University is 1350. Since the academic Session 2015-2016, in the earlier it was 1430. R.K. Sanatombi Devi College of Education (private) occupied the highest intake Capacity i.e. 200 and followed by DMCTE. Government 150 (In-Service-100 and pre -Service 50). The teacher-educator and Student-teacher ratio 100:1 except DMCTE 75:1 which is against the guidelines of NCTE.
- g) The working days of all CTE's are 210 days as per NCTE guidelines. The duration of working hour per day is within 4 to 7 hours. The beginning and ending of classes is 10.A.M. to 3.30 P.M. The number of Subject paper taught per day was 7 till 2012-2013 academic Session and since 2014-2015 it is 9 (nine).
- h) The overall weightage of marking external examination of the University was 525 and 510 for performing art and the internal marking including internship was 300 till the Session 2012-2013. For the academic session 2012-2013 to 2014-2015 the marking weightage of the external examination was 1000 and the internal was 300. The latest 2016-2017 is still in progress. The overall weightage of mark for two Semester but annual based examination is 1500 (Intern 1 = 591 and External = 709).

- i) Most of the private Colleges do not have publication of any kind except D.M. College of Teacher Education, Kanan Devi Memorial College of Education, Pangei and R.K. Sanatombi Devi College of Education.
- j) Few Colleges organise Seminar, Conference, Workshops and extension programmes as part of Continuing education for updating knowledge. None of the colleges have facility for distance mode of teacher education programme. None of the colleges have provided incentive award and provisions for meritorious and excellent achievement.

**Objective 6: To focus the achievement of the pre-service and in-service student-teachers.**

The main findings of the studies are as follows:

- a) The achievement of the in-service elementary school teachers for C.E.T.Ed. course, 96.69% passed in 2006-07 and 90.51% in 2007-08 and the last phase of 2008-09 it was 96.05% passed. No further in-service education of teachers provided in the DIETs since 2009-10.
- b) For the pre-service teachers of the D.E.T.Ed. course 79.25% passed in 2008-09 and it rose to 95.89% in 2010-11. Since 2012-13 the D.El.Ed. course has been introduced for 416, has enrolled in the course and passed 341 (81.97%). In the year 2013-15, 586 has been enrolled and the passed was 553(94.36%).
- c) For the secondary school teachers the overall achievement of the pre-service and in-service of the B.Ed. course of the CTEs 53.63% passed in 2006-07 with 22 in 1st class distinction and 446 first class and 56 second class. It rose to 66% in 2007-08 and further increases to 72.8% in 2009-10 but suddenly decreases to 58.95% in 2010-11 (Male 34.49% and female 83.01%). By 2012-13 the achievement of B.Ed was 75.78% and increases to 82.89% in 2013-14. By 2014-15 it was 79.04% (Male 71.43% and female 78.37).

- d) The findings of the study shows that the achievement of the female student-teachers were always higher than the male student-teacher counterpart since 2006-07 to 2014-15. It is confirmed that female student-teachers have higher achievement in B.Ed. course to that they have more favourable attitude towards teaching profession.

**Objective 7: To find out the main problems of teacher education of the elementary and secondary school levels.**

The main findings of the studies are as follows:

- a) The major problems of the professional education of elementary school teachers are lack of proper and adequate infrastructure, poor library facilities, irregular payment of salary, absenteeism of student-teachers of the DIETs of hill districts, no proper electricity and water supply, playground, common rooms and auditorium, yoga practice room, lack of efficient and competent teacher-educators etc.
- b) The problems of professional education of secondary school teachers are lack of proper infrastructure and upgradation, poor library facilities, non-availability of practicing schools permitted full time duration, no college of teacher education in hill districts, not following 1:25 ratio as per NCTE guidelines or regulation (NCTE), lack of orientation, seminar, workshop on teacher education programme, sub-standard teaching method and learning materials, low payment of salaries in private managed CTEs, irregular attendance of student-teachers, lack of management and administrative skills of the head etc.

**Objective 8: To make suggestions for improvement of Teacher Education in the State.**

The main findings of this objectives is shown in page 277 and 278.

### 5.3. DISCUSSION AND CONCLUSIONS

A profession is defined as an occupation which requires specialised knowledge and advance training and learning. Dictionary of Education (1973) states, “A Profession can be termed as an occupation if it requires a relatively long and specialised preparation and is governed by its own code of ethics”. There are various kinds of profession found in human society. Teaching is also considered as one of the professions of social service in education. Teaching is the noblest profession. Teacher education is the programme for developing such profession of teaching. Teacher-educators are the professionals for equipping the teachers of the society and the nation to become a nationalist teacher – which means teacher for the nation, for the race, for the community. Professional education of teachers is not to equip a mere teacher for salary to earn one’s livelihood.

The implication of the present study of professional education of teachers of elementary and secondary schools focuses on the present conditions and the status of teacher education provided in DIET centres and the CTEs of Manipur concerning about the institutional conditions, infrastructures of both physical and the human resources, curriculum and co-curricular activities, method of teaching and conditions of library, internship or practice teaching, scheme of examination and evaluation facilities and provisions etc.

The education system of a country or a state has reflected the programme of teacher education in order to fulfil and achieve the goal of National Education Policy for national development. The present study is a piece of work to focus the generalised views of profession of teachers imparted in the state for equipping the school teachers of elementary level under the NCTE guidelines of D.El.Ed. course and secondary level of B.Ed. course. Teacher education is a kind of professional education which requires a sound knowledge, skills and training for teaching job or teaching profession. A professional education of teacher is imported under two approaches which are professional development of in-service teacher and professional preparation

of pre-service teacher. From the present study it is realised that there is no any differences in the structure and organisation of teacher-education provided under NCTE guidelines for the B.Ed. course of secondary school teachers. There is need for dividing the line of course of teacher education between professional development of in-service teachers and the professional preparation of pre-service teachers. The same course given for both the in-service and pre-service education is unjustifiable. For the professional education of elementary school teachers, the recent initiative taken by the Government to clear the backlog of untrained teachers through Open and Distance Learning (ODL) mode under IGNOU programme of D.El.Ed. course is a right step. It saves time and energy for sending deputation of in-service teachers in the conventional teacher education institutes. The theoretical knowledge of professional education of teachers for professional development can be imparted in the form of orientation, seminars, workshops, conferences, discussion, projects, teleconferencing and the use of multimedia approaches. One should remind that teachers are making in a continues process so that teacher education is also a continues one. The professional education of teachers is not mere providing certificate of one or two years conventional course. Teaching profession is the most challenging task for human resource development. Central Teacher Eligibility Test (CTET) or State Teacher Eligibility Test (STET) has now become a mandatory for entering the profession of teaching before getting admission to the D.El.Ed. course and B.Ed. course. Those who are high achievers in the D.El.Ed. and B.Ed. course could not pass the CTET and STET conducted at the central and state level. It proves that the quality of teacher education provided in the state under DIETs and CTEs is not upto the mark of standard and excellence.

Quality and the excellence is still in the questioning of the professional education of teachers provided for elementary and secondary school teachers in DIETs and CTEs of Manipur. The degree of high rate of pass percentage in D.El.Ed. and B.Ed, M.Ed. examination cannot be the indicator of the qualities of teacher education in the state. The main concern in the quality of teacher-education of the state is the quality of

teacher-educators working in the DIETs and CTEs. Easy getting of M.Ed and B.Ed certificate from these institutions among the teacher-educators of the state cannot improve the quality of teacher education in the real sense of professionalism of teaching.

For bringing quality teacher-education programme the most important pillar is the quality of teacher-educators. The attractive building, the decorated wall of the classroom and floor, the luxurious and smooth bench and desk cannot teach the student-teachers and a dedicated and professional teacher-educator can teach student-teachers anywhere, anyplace at anytime. So, without dedicated and competent teacher-educators the programme for improving quality teacher education is not possible. From this view point investigator of the present study emphases that for the quality of teacher-educators the All India Level National Teacher-Educators Eligibility Test (NTEET) is needed to be conducted by NCTE, not the NET/SLET examination of UGC. M.Ed. and M.A. in education should be the minimum requirement for the proposed test. Most of the teacher-educators working in the DIETs and CTEs have the problem of professionalism and dedication to their service of teaching to call teaching as the noblest profession.

A human society cannot progressed without the profession of teaching and without the role of teachers. Teaching profession is the profession which equips the individual to become a resource of the society and a Nation. Teaching profession is the job for teaching which the teachers are engaged to do. It requires education and training for job-role. Teaching profession is a highly skilled job and cannot be performed satisfactorily without a sound preparation for it. The progress of a Nation depends upon the quality of their education, and the quality of the people depends upon the quality of their education and the quality of the education depends upon the quality of its teachers and further the quality of the teacher is also dependent upon the quality of teacher education programme. The quality of the teacher education programme is further very much related with the potentialities of its student-teachers, their interest, aptitude, attitude, abilities, personality and mental level. Indian Education

Commission (1964-66) has rightly observed, that a sound programme of professional education of teacher is essential for the qualitative improvement.

The development of democratic country depends on the status and performance of teachers. A large number of teacher education and training institutes have been set up after independence in most of the states of our country, but these institutions could not prepare effective teachers because the emphasis is given on theory courses. The National Policy on Education 1986 and Programme of Action 1992 brought out by Government of India has given the needs the impetus to promote the skill of teacher training in pedagogical skills, foundations of education, development and evaluation techniques. The Government of India has realized the problem for the quality of teacher education. The National Council of Teacher Education (NCTE) was formed in 1995 to look after the status and to maintain the quality of teacher education programme of the whole country. Now a days teacher's professional development and professional preparation is an important issue in the area of teacher education for quality education with the implementation of the National Policy on Education 1986 and Programme of Action 1992. There is professionalization of teaching at every level of education begins from the pre-primary to higher education level. Teacher should develop his professional excellence with favourable attitude and ethical manner of the student-teachers, the profession of teaching will be down-falling and has no quality of teacher-education in the society and state.

Teacher education has assumed increasing importance today, as the teacher is to face the challenges of the new pattern of education and the new educational technology. It is universally accepted that the teachers help the Nation by educating the future citizens and plays a major role in the educational and National reconstruction. To carry out the assigned responsibilities of nation-building and also to be truly a friend, philosopher, and guide to the students, the teachers are to equip themselves with new knowledge and skills. For this, the education of the teachers is of utmost importance. To enable the teachers to develop the ability to change the behaviour of the people in a constructive way and make them adjust in the ever-changing society, it is essential

that teachers themselves are fully trained in all the sphere of life. It is therefore, obligatory that every state pays full attention to the cause of teacher education. Merely giving training to teachers as to how to teach certain subjects will not help the teachers to solve the problems creatively in different situations. The New Education Policy stresses this point when it states; “As the first step, the system of teacher education will be overhauled”. With the implementation of the NPE 1986 and the POA 1992 and the establishment of NCTE 1995, the Institutes of Teacher Education provided In-service and Pre-service education programme had been reorganised in the country.

In the context of Manipur, the state government and the private bodies have given their attention in providing qualities of teacher education in the state. The reform of teacher education under the guidelines of NCERT and the NCTE have been taken up in the DIET's and CTE's of Manipur. The demands for teacher education of the Elementary school level and the Secondary school level have been increasing during the last decade. So that more private managed CTE's have also been established in the state during 2001 to 2014. At present there are 8 DIET centres imparting Diploma in Elementary Education (D.El.Ed.) course of pre-service education for Elementary School teachers and the 8 colleges of Teacher Colleges Education (CTE), Department of Teacher Education, Manipur University, IGNOU study centre provided Bachelor of Education (B.Ed.) course in the state 2 CTE's (1 Govt. and 1 private) have imparted Master of Education (M.Ed.) course with 50 intake capacity each. Hindi Teachers B.Ed. course is given in the Hindi Teacher Training College. No CTE's has been established in the hill districts of Manipur till date. At present every year 9 CTE's including Department of Teacher Education, M.U. with the enrolment of 100 intake capacity in each CTE institutes produces 80% of trained teachers. There are 8 DIETs in each districts of Manipur with 50 intake capacity in each DIET centres. One more DIET centre is coming up in the Imphal East district which is to be function from the session 2016-17.

Some of the DIET centres and the CTE's are not up to the mark of standard in providing quality teacher education due to various physical and human resources reasons like infrastructural problems of the institutions, appointment of incompetent teacher-educators even though they are qualified or eligible, very low payment of salary of the teacher-educators and non-teaching staff of the private managed CTEs, corrupt practices in the admission of candidates, lack of efficiency and managerial skill of Principals, lack of Faculty Improvement Programmes and the research work, defective examination and evaluation system, lack of modern technologies, teaching aids and the bulkiness of the syllabus, curriculum, lack of conducive academic atmosphere due to law and order situation of the state. There is need for maintaining quality teacher education programme of both elementary and secondary school level as compared to National level for bringing quality education in the state in general and also to upgrade the status of teachers of the state in particular. The present study is a humble attempt to focus the existing status and conditions of professional education of teachers of the elementary and secondary school level and also to focus the problems faced in providing quality teacher education in the state under the Norms and Regulations of NCTE guidelines and the expectations of the nation's teacher's quality.

#### **5.4. SUGGESTIONS FOR IMPROVEMENT OF PROFESSIONAL EDUCATION OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN MANIPUR.**

For the improvement of the professional education of teachers working in the Elementary and Secondary school levels the suggestions can be made separately in the following 5.4(a) and 5.4(b)

##### **5.4(a). Suggestions for improvement of Professional Education of Elementary school Teachers of DIET's in Manipur.**

The investigator suggested the following measures for the improvement of professional education of elementary school teachers of DIET's in Manipur.

1. Need to improve the infrastructural conditions of all DIETs is required.
2. Number of adequate teaching and non-teaching staff should be appointed.
3. Every institutions should provide hostel for both boys and girls.
4. Quarter facility for the teachers-educators and staff should be provided.
5. The teacher needs more devotion to professionalism and the exploring of new methods of teaching to suit the classroom conditions.
6. Improvement of communication of teaching is highly required among teacher-educators.
7. Regular attendance for both the teacher-educators and student-teachers is highly required particularly in the DIET's of hill districts.
8. Internet facility, website, Email, E-learning should be available in all the DIET centre's of Manipur.
9. Audio-visual aid should be made available in all the DIET institutions.
10. Regular Principals should be appointed in all the DIET centres of Manipur.
11. Effective and efficient working of the DIET centres of all districts are highly needed.

12. Updated books, journals and magazine should be kept in the library in all the DIET centres.
13. Improvement of laboratories of the subject involving practical is needed.
14. The teaching should be attractive and tactful according to the needs of the student-teachers.
15. Regular inspections and supervisory programmes of the DIET centres should be made by competent authority of SCERT or State or District Level Monitoring Committee.
16. The teacher-educators need to be more expertise in the constructivism method of teaching.
17. Participation of seminar, workshop and orientations for the teacher-educators outside the state for updating their knowledge and skill in their profession.
18. Salaries should be paid regularly by the government.
19. There should be National Teacher-Educator Eligibility Test (NTEET) at the centre under NCTE not NET of UGC.

#### **5.4(b). Suggestions for Improvement of Professional Education of Secondary School Teacher of CTE's in Manipur.**

The investigator suggested the following measures for the improvement of professional education of secondary school teachers of CTEs of Manipur.

1. Improvement of professional development of teacher-educators are highly essential.
2. Aptitude test for teaching should be adopted in the selection of candidates by the institutions.
3. Personal interview should be made for final screening by a board of teachers of the selection committee.

4. The intake capacity of an Institution should not be less than 50 and more than 100.
5. Competent and efficient teacher-educators should be appointed in all the CTEs.
6. Updated journals, books and magazines should be made available in the library of all the CTEs.
7. Every College of Teacher Education should provide ladies hostel.
8. Development of Educational Technology programmes is highly required in all the CTEs.
9. Modern techniques of teaching and evaluation should be fully adopted.
10. Internet facilities should be available within the campus of the college.
11. Reform of curriculum and syllabus is needed and also required to be upgraded under NCTE guidelines.
12. Exchange or interaction between student-teachers from different CTE's is highly required.
13. Curriculum should be more practical based than theoretical.
14. Discussion and tutorial method of teaching should be adopted.
15. Every college of teacher education should have a co-operating school for internship or practice teaching.
16. To maintain conducive academic atmosphere particularly in teacher education programme is highly needed.
17. There is need for have proper practical laboratory for some particular subjects.
18. Workshop, Seminar, Orientation programmes and refresher course should be organised from time to time.
19. There is need for establishing B.Ed. Course (CTEs) in every hill district.
20. Salaries of teaching staff of private managed CTEs colleges need to be increased.
21. Visiting eminent teacher-educators (National and International) should be invited under the sponsored programme of NCTE.

### 5.5. SUGGESTIONS FOR FURTHER RESEARCH

The investigator views that it would be worthwhile to put forth some suggestions which might be helpful in carrying out further researcher in the same area by the future investigators.

1. Attitudinal Problems of the teacher educators of the elementary and the secondary school level teacher education programme can be conducted.
2. Management of teacher education Institute between government and private agencies can be carried out.
3. The examination and evaluation procedure of the DIET's and the CTE's can be undertaken.
4. Attitude of Pre-service student-teachers of B.Ed. Course towards their teaching profession can be undertaken.
5. Attitude of In-service Student-Teachers of B.Ed. course towards their teaching profession can be carried out.
6. Comparative study of DIET centre's in Manipur in district-wise can be undertaken.
7. To assess the effectiveness of Teacher Education Programmes D.El.Ed. and B.Ed. courses can be carried out.
8. Achievement of the Student-Teacher's of B.Ed. and M.Ed. courses of the Colleges of Teacher Education can be undertaken.
9. A study on the Development of Constructivist approach teacher-educators of the DIET's and CTE's can be carried out.
10. A study on the status of the teacher-educators working in the private colleges of teacher education can be undertaken.
11. A study on the status of teacher educators at Elementary and Secondary School levels in Manipur can be carried out.

12. A study on the professional development of the in-service teacher education programme can be conducted.
13. A study on the professional preparation of pre-service teacher education programme can be conducted.
14. Effectiveness of trained and untrained teachers in general science, social studies, mathematics and the languages of the secondary schools can be undertaken.

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3. **AIU** : *University News, A Weekly Journal of Higher Education, Vol. 49. No. 07, Feb, 14-20, 2011.*
4. **AIU** : *University News, A Weekly Journal of Higher Education, Vol. 52. No. 49, Dec, 08-14, 2014.*
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MHRD, New Delhi, 1992
9. **GOI** : *Programme of Action 1986 and 1992.*  
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Department of Information and Public Relations, Imphal.
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Department of Education (School), Imphal.
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Department of Education (S), Imphal.
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2. **Ibotombi Institute of Teacher Education** : *Prospectus – 2010*
3. **Institute of Regional Education (IRE)** : *Prospectus – 2014*
4. **Ibotombi Institute of Education** : *Prospectus – 2015*
5. **Kanan Devi Memorial College of Education** : *Prospectus – 2014*
6. **R.K. Sanatombi Devi College of Education** : *Prospectus – 2014*
7. **Trinity Teacher Training College** : *Prospectus – 2014*

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## APPENDIX – I

### INFORMATION SCHEDULE FOR THE PRINCIPAL OF DIETs

*Please do response to the following items using tick mark (D), supply word(s), or sentence(s) wherever necessary.*

1. Name of the DIET Centre .....
2. Location/Address .....
3. Year of Opening .....
4. Name of the District .....
5. Level of Course Provided .....
6. Name of the Courses:
  - (a) Pre-Service (D.E.T.Ed) .....
  - (b) In-Service (C.E.T.Ed) .....
7. Duration of Course:.....
  - (a) Pre-Service (D.E.T.Ed) .....
  - (b) In-Service (C.E.T.Ed) .....
8. Intake Capacity: Pre-Service ..... In-service .....
9. Affiliated to: BSEM  COHSEM  M.U.   
NCTE  NCERT  SCERT
10. Examining body: SCERT  Manipur University   
BSEM  COHSEM
11. Management: Autonomous  State Govt.  Central Govt.
12. Beginning of the Session .....
13. Schedule of Examination .....
14. Duration of Practice Teaching/Internship .....
15. Recognition of NCTE required: Yes  No.
16. Number of Teaching Staff: Male  Female  Total
17. Number of Teacher with M.A. in Education : Male  Female  Total
18. Number of Teacher with B.Ed. Degree : Male  Female  Total
19. Number of Teacher with M.Ed. Degree : Male  Female  Total
20. Number of Non-Teaching Staff: Male  Female  Total
21. Types of Building: Pucca  Semi-Pucca  Kacha
22. Number of Rooms .....
- Classroom .....
- Staff Rooms .....
- Office Rooms .....
- Library Rooms .....
- Common Rooms .....
- Laboratory Rooms .....
- Psychological Teaching Rooms .....
- Other Rooms .....
23. Conditions of Building: Good  Average  Bad
24. Sanitation Conditions: Good  Average  Bad
25. Playground : Big  Medium  Small
26. Hygienic Toilet, Urinal & Lavatory : Yes  No.
27. Campus : Big  Medium  Small
28. Auditorium : Yes  No.
29. Hostel Facility provided: Yes  No.   
Boys only  Girls only  Both Boys & Girls
30. Canteen : Yes  No.
31. Bus Service : Yes  No.
32. AVRC/EMRC Provided: Yes  No.   
Internet Facility: Yes  No. 
  - (a) E-Mail, if any .....
  - (b) Website, if any .....
  - (c) Fax, if any .....
  - (d) INFLIBNET facilities, if any .....
33. Audio-Visual Teaching: Yes  No.

34. Use of Modern Educational Technology Device: Yes  No.   
If yes, specify .....
35. Computer Assisted Instruction: Yes  No.
36. Health and Medical Service Provided : Yes  No.
37. Library Facilities : Good  Average  Bad   
 (a) Adequate Textbook provided Yes  No.   
 (b) Adequate Reference Books Provided Yes  No.   
 (c) National Journal or Magazine provided Yes  No.   
 (d) International Journal and Magazine Provided Yes  No.   
 (e) Upto-date Reading Materials for Teacher Education provided Yes  No.   
 (f) Comfortable Reading Room in Library Provided Yes  No.   
 (g) Number of books Issued to Student-Teachers Yes  No.
38. Publications and others, if any : Yes  No.   
 Annually  Monthly  Quarterly  Half Yearly   
 Name of the Publication:  
 (a) Magazine  (b) Souvenir   
 (c) Reports  (d) Journal   
 (e) Bulletin  (f) Periodical   
 (g) If any .....
39. Co-Curricular Activities  
 (i) Game & Sports   
 (ii) Literary Programme (Debate & Others)   
 (iii) Cultural Programme   
 (iv) Adventure Programme   
 (v) Any others, if
40. Total working duration per day .....
41. Beginning and the ending of class everyday .....
42. Working days for the academic session .....
43. Number of Classes per day.....
44. Number of Subject Papers of the Course .....
45. Academic Calendar:  
 (a) Time of Admission .....
- (b) Beginning of Session .....
- (c) Period and Duration of Internship / Practice teaching .....
- (d) Period of Vacation .....
- (e) Schedule of Examination Result .....
- (f) Declaration of Examination Result .....
46. Continuing Programmes Provided :  
 (a) Seminar  (b) Workshop   
 (c) Refresher Course  (d) Symposium   
 (e) Extension Programme  (f) Project Work   
 (g) If any .....
47. Present Enrolment Strength :  
 C.E.T.Ed: In-service  Male  Female  Total   
 D.E.T.Ed : Pre-service  Male  Female  Total   
 Category of Student-Teachers: ST  SC   
 OBC  General   
 Sports  Disabled   
 Other, if any.....
48. Facility for Distance Mode of Teacher Education : Yes  No.
49. Mode of Selection of Candidate for C.E.T.Ed./D.E.T.Ed.  
 (a) Entrance/ Selection Tests   
 (b) Mark Basis   
 (c) Open Admission   
 (d) Quota or Reservation System   
 (e) If, any other .....
50. Number of Examiners appointed by the Examining Body .....
51. Incentive Award for Student-Teachers : Yes  No.
52. Adequate Power or Electrical Facilities : Yes  No.

53. Adequate Water Facility: Yes  No.
54. Internal Assessment of Examination: Yes  No.
- (a) Class Tests Yes  No.
- (b) Monthly Tests Yes  No.
- (c) Weekly Tests . Yes  No.
- (d) Terminal Yes  No.
- (e) Written Yes  No.
- (f) Oral Yes  No.
- (g) Practical Yes  No.
- (h) Assignment Yes  No.
55. Total Marking Scheme of Internal Assessment:  
 (i) Academic (Scholastic) .....  
 (ii) Non-Academic (Non-Scholastic) .....
56. Number of Subject Paper Reading .....
57. Overall weightage of Marking in External Exam (SCERT) .....
58. Weightage of Marking of Internship/ Practice Teaching .....
59. Year-wise Academic Achievement Records of C.E.T.Ed. (2006-2010):

Year – wise	No. of candidates Enrolled			No. of candidate Appeared			No. of candidate Passed			Percentage of Passed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2006-07												
2007-08												
2008-09												
2009-10												
TOTAL												

60. Year-wise Academic Achievement Records of D.E.T.Ed. (2006-2010):

Year – wise	No. of candidates Enrolled			No. of candidate Appeared			No. of candidate Passed			Percentage of Passed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2006-07												
2007-08												
2008-09												
2009-10												
TOTAL												

61. Number of Position Holder Produced in D.E.T.Ed. and C.E.T.Ed.

Year – wise	D.E.T.Ed.			Rank Nos.	C.E.T.Ed.			Rank Nos.
	Male	Female	Total		Male	Female	Total	
2006-07								
2007-08								
2008-09								
2009-10								
TOTAL								

62. Problems of Institutions:  
 .....
63. Future Prospects:  
 .....
64. Suggestions for improvement of Teacher Education Programme of the Elementary School Teacher (DIETs):  
 .....

**Signature of Respondent**  
(with Designation & Seal)

## APPENDIX – II

### INFORMATION SCHEDULE FOR THE PRINCIPAL OF CTEs

*Please do response to the following items using tick mark (D), supply word(s), or sentence(s) wherever necessary.*

1. Name of the College .....
2. Year of Establishment .....
3. Location/Address .....
4. Management .....
5. Year of Recognition by NCTE .....
6. Course Provided : B.Ed. only  M.Ed. only   
Both B.Ed. & M.Ed.
7. Recognition of UGC Act 1956: 2(f)  12 (b)
8. Affiliated to: M.U.  NCTE  NCERT  SCERT
9. Duration of B.Ed.   
M.Ed.
10. Intake Capacity: B.Ed.  Pre-Service  In-Service   
M.Ed.  Pre-Service  In-Service
11. NAAC Status .....
12. Number of Teaching Staff .....
13. Number of Part-time Teacher .....
14. Number of Contract Teacher .....
15. Categories of Teaching Staff

	Male	Female	Male
Number of Teaching for B.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of Teaching for M.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of Teaching for Method of Teaching (Paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Qualification of Teachers:

	Male	Female	Male
Name of Degree			
M.A. Education only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.A. Education with B.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.Ed. with Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.Ed with other Subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. in Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ph.D. in other Subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undergoing Ph.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.Phil Holders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JRF/NET Holders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.A/M.Sc./M.Com. with B.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Qualification of the Principal .....
17. Number of Re-employed Teachers : Male  Female  Total
18. Number of Non-Teaching Staff: Male  Female  Total
19. Types of Building: Pucca  Semi-pucca  Kacha   
Pucca with Semi-Pucca  Pucca with Kacha
20. Number of Rooms .....

Classroom .....
Staff Rooms .....
Office Rooms .....
Library Rooms .....
Common Rooms .....
Laboratory Rooms .....
Psychological Teaching Rooms .....
Other Rooms .....

21. Conditions of Building: Good  Average  Bad
22. Sanitation Conditions: Good  Average  Bad
23. Playground : Big  Medium  Small
24. Hygienic Toilet, Urinal & Lavatory : Yes  No.

25. Campus : Big  Spacious  Medium
26. Auditorium : Yes  No.
27. Hostel Facility provided: Yes  No.   
Boys only  Girls only  Both Boys & Girls
28. Canteen : Yes  No.
29. Bus Service : Yes  No.
30. AVRC/EMRC Provided: Yes  No.   
Internet Facility: Yes  No.   
(a) E-Mail, if any .....
- (b) Website, if any .....
- (c) Fax, if any .....
- (d) INFLIBNET facilities, if any .....
31. Audio-Visual Teaching: Yes  No.
32. Use of Modern Educational Technology Device: Yes  No.   
If yes, specify .....
33. Computer Assisted Instruction: Yes  No.
34. Health and Medical Service Provided : Yes  No.
35. Library Facilities : Good  Average  Bad   
(a) Adequate Textbook provided Yes  No.   
(b) Adequate Reference Books Provided Yes  No.   
(c) National Journal or Magazine provided Yes  No.   
(d) International Journal and Magazine Provided Yes  No.   
(e) Upto-date Reading Materials for Teacher Education provided Yes  No.   
(f) Comfortable Reading Room in Library Provided Yes  No.   
(g) Number of books Issued to Student-Teachers Yes  No.
36. Publications and others, if any : Yes  No.   
Annually  Monthly  Quarterly  Half Yearly   
Name of the Publication:  
(a) Magazine  (b) Souvenir  (c) Reports   
(d) Journal  (e) Bulletin  (f) Periodical   
If any .....
37. Co-Curricular Activities  
(i) Game & Sports   
(ii) Literary Programme (Debate & Others)   
(iii) Cultural Programme   
(iv) Adventure Programme   
(v) Any others, if
38. Total working duration per day .....
39. Beginning and the ending of class everyday .....
40. Working days for the academic session .....
41. Number of Classes per day.....
42. Number of Subject Papers of the Course .....
43. Academic Calendar:  
(a) Time of Admission .....
- (b) Beginning of Session .....
- (c) Period and Duration of Internship / Practice teaching .....
- (d) Period of Vacation .....
- (e) Schedule of Examination .....
- (f) Declaration of Examination Result .....
44. Continuing Programmes Provided :  
(a) Seminar  (b) Workshop   
(c) Refresher Course  (d) Symposium   
(e) Extension Programme  (f) Project Work   
If any .....
45. Present Enrolment Strength :  
B.Ed. In-service  Male  Female  Total   
Pre-service  Male  Female  Total   
Category of Student-Teachers: ST  SC   
OBC  General   
Sports  Disabled



62. Position Holder Produced in M.Ed.

Year – wise	M.Ed.			Rank Nos.
	Male	Female	Total	
2006-07				
2007-08				
2008-09				
2009-10				
TOTAL				

63. Problems of Institutions:

.....

64. Future Prospects:

.....

65. Suggestions for improvement of Teacher Education Programme of the Secondary School Teacher (CTEs):

.....

***Signature of Respondent***  
(with Designation & Seal)

## APPENDIX – III & IV

### QUESTIONNAIRE SCHEDULE FOR TEACHER-EDUCATORS (Elementary/ Secondary School Level)

Please do response to the following items using tick mark (D), supply word(s), or sentence(s) wherever necessary.

#### A. RESPONDENT'S PROFILE

Name of the Teacher-Educator (Respondent) .....

Sex : Male  Female  Age:

Address .....

Marital Status : Married  Unmarried

Name of the Institution Working : .....

Management of the Institution : Govt.  Private  Aided

Year of Experience .....

Educational Qualification .....

Community Belonged .....

Category: General  SC  ST  OBC  Disabled

Service Condition : Regular  Part-time  Guest   
Contract  Engaged

Subject Paper Taught .....

Specialisation Paper .....

Year of Passing B.Ed/M.Ed. ....

Number of Class Taken Per Day .....

#### B. ITEMS OF THE QUESTIONNAIRE:

1. Do you have job security? Yes  No   
If not, give reasons .....
2. Do you have job satisfaction ? Yes  No   
Or  
Are you satisfied with your teaching profession ? Yes  No   
If not, give reasons .....
3. Does your institution have quarter facilities of the employees? Does you institution provides hostel facilities for both boys and girls? Yes  No
4. Do you have any transportation and communication problem to attend your institution/college daily ? Yes  No
5. Do you have any problem of teaching in your concerned subject? Yes  No   
If yes. What is the matter of problem ? .....
6. Are you comfortable with your institution/college environment and atmosphere ? Yes  No   
If not, state reasons .....
7. Do you think that the status of teacher is very low in present day society ? Yes  No   
If "Yes" give reasons .....
8. Do the frequent bandhs, strikes and blockades affect your duties ? Yes  No
9. Do you think you are over-loaded with classes and duties ? Yes  No
10. Do you face any problem in maintaining discipline of student-teachers in your class ? Yes  No
11. Do you find that there is lack of adequate teaching aids in teaching your subject ? Yes  No
12. Do you find any negative attitude from the Authorities in your institution ? Yes  No
13. Do you have problems in communicating with student-teachers ? Yes  No   
If 'yes' mention the problems .....
14. Are you satisfied with the existing infrastructure and facilities of your institution ? Yes  No
15. Does the institution provides scholarships and meritorious incentives to student-teachers? Yes  No

16. Absentism of student-teachers is a great problem in teacher education. Do you agree? Yes  No
17. Do you find any problem in completing the syllabus in time ? Yes  No
18. Do you have any problem of participating in continuing education programme (refresher course, seminars, workshops and orientation) outside the state ? Yes  No   
If yes, what is the problem ? .....
19. Do you have any problem in taking responsibility in the organisation of co-curricular activities? Yes  No
20. Are you satisfied with your pay and salary? Yes  No
21. Do you feel that the administration and management of your institution is satisfactory (effective) ? Yes  No   
If not, give reasons .....
22. Do you agree that all the teacher-educators of your institution/college are competent in teaching? Yes  No
23. Do you feel that most of the teacher-educators have poor and low standard of teaching ? Yes  No
24. Some teacher-educators of your institution used cramming method of teaching. Do you agree? Yes  No
25. Do you agree that most of the teacher-educators adopted supply method of teaching whether the matter is relevant or not ? Yes  No
26. Do you feel that teaching of B.Ed./ M.Ed/C.E.T.Ed/D.E.T.Ed. Course is too simple and easy? Yes  No   
If not, why ? .....
27. Do you agree that the teaching method employed in the DIETs/CTEs is ineffective in Manipur ? Yes  No
28. Is there any problem of lack of co-ordination between the Principal and Teaching Staff ? Yes  No
29. Do you agree that Teacher Eligibility Test (TET) is an essential requirement for Teacher-Educators? Yes  No
30. Does the institution have INFLIBNET facility? Yes  No
31. Does the institution provides Internet, Fax, E-mail etc.? Yes  No
32. The internal assessment conducted by the teacher educators in the institutions is not reliable and effective. Do you agree? Yes  No   
If yes, give reason. ....
33. Are you satisfied with the existing curriculum and syllabus? Yes  No
34. Are the syllabus bulkiness in one year course? Yes  No
35. Are you satisfied with the existing examination and evaluation system of the D.T.Ed/ C.T.Ed Course of Manipur University? Yes  No
36. Do you agree that some of the DIETs/CTEs do not conduct practice teaching or internship properly ? Yes  No
37. The internal assessment conducted by the teachers in the institution is not reliable and effective. Do you agree ? Yes  No   
If yes, give reasons .....
38. Do you think that most of the DIETs/CTEs provides quality teacher education in the state? Yes  No   
If not, state reasons .....
39. Mention the problems faced by you in providing quality teacher education in your institution.  
.....
40. Give suggestion for the improvement of quality teacher education of your institution.  
.....

***Signature of Respondent***  
(with Designation & Seal)

## APPENDIX – V & VI

### QUESTIONNAIRE SCHEDULE FOR STUDENT-TEACHERS OF TEACHER EDUCATION (Elementary/ Secondary School Level)

*Please do response to the following items using tick mark (D), supply word(s), or sentence(s) wherever necessary.*

#### RESPONDENT'S PROFILE

Name of the student-Teacher (Respondent):.....

Category of Service: In-Service  Pre-Service

Level of Teacher's Education: Elementary  Secondary

Age: ..... Sex:.....

Marital Status : Married:  Unmarried:  Divorced:

Address: .....

Community Belonging to: .....

Category: General  SC  ST  OBC  Disabled

Name of the Institution Working (For-In-Service): .....

Years of Experience (For In-Service) .....

Educational Qualification .....

#### ITEMS OF THE QUESTIONNAIRE

1. Do you get admission for teacher education course easily ? Yes  No   
If not, give reasons .....
2. Do you love the teaching profession ? Yes  No
3. Do you think that teaching is the noblest profession ? Yes  No
4. Are you satisfied with the duration of your study in teacher education ? Yes  No   
If not, mention the reasons .....
5. Are you satisfied with the infrastructural facilities of your institution? Yes  No
6. Do you find your course of teacher education difficult? Yes  No   
Why? Give reasons.....
7. Are you satisfied with the teaching method adopted by your teacher educators in your institution ? Yes  No   
If not, why ? .....
8. Do you think that most of the teacher educators are efficient in teaching? Yes  No
9. Are you satisfied with the teaching standard and quality of your institution ? Yes  No   
If not, give reasons .....
10. Do you find any problem of management and administrative inefficiency in the authority of your institution? Yes  No   
If yes ? Give reasons .....
11. Does the Head of the Institution possess sound management and administrative skill ? Yes  No
12. Is there problem of non-availability of books and reference on teacher education? Yes  No
13. Does the library provide adequate books and learning materials ? Yes  No   
If not, give reasons .....
14. Do you think that the curriculum and syllabus for the course are heavy and bulky ? Yes  No   
If not, specify the paper (s) .....
15. Does the institution organize co-curricular activities satisfactorily ? Yes  No   
If not, give reasons .....
16. Are you satisfied with the duration of 1 (one) year B.Ed./M.Ed. Course of your study in teacher education? Yes  No
17. Do you think the duration of internship is too short? Yes  No

18. Are you satisfied with the existing examination and evaluation system of the course? Yes  No   
If not, specify reasons. ....
19. Do you agree that your institution provides quality teacher education in the state? Yes  No   
If not, specify reasons. ....
20. Does your institution conduct internship/practice teaching properly? Yes  No   
If not, state the reasons. ....
21. Do you agree that females are more attracted to teacher education course than males? Yes  No
22. Female student-teachers are always on the top of the rank in the B.Ed. course examination in every academic session. Do you agree? Yes  No
23. State some of the major problems of teacher education course in your institution.  
.....
24. Suggest your points on improving quality of teacher education in the state.  
.....

***Signature of Respondent***  
(with Designation & Seal)

## APPENDIX – VII

### INTERVIEW SCHEDULE (For Director/Joint Director/Principal)

*Please give response to the following items by supplying word(s) and sentence(s) wherever necessary:*

**A. Respondent's Profile :-**

1. Name .....
2. Designation .....
3. Year of Experience .....
4. Qualification .....
5. Office/Institute/Centre .....

**B. Statement of Interview :-**

1. What is the latest trend and issued of DIET centre of Manipur?  
.....
2. How far the norms and standard of the NCTE have been fulfilled in functioning the DIET centre?  
.....
3. Name the examination and evaluating body of D.El.Ed. course of DIET centre under SCERT.  
.....
4. State the schedule of admission, beginning of session, schedule of examination and declaration of result.  
.....
5. Do you think that the infrastructures of all DIET centres are satisfactory?  
.....
6. Who is the Inspecting and Supervising authority of the DIET centre?  
.....
7. Do you think that the attendances of the student-teachers in DIET Centres of 5 hill area are poor?  
.....
8. What are the new policy programmes implemented for the qualitative improvement of DIET centres?  
.....
9. Do the DIET centres provide teacher education programme of the in service teachers at present?  
.....
10. In which year the D. EL Ed course of two years for pre service teachers started in the DIET'S?  
.....
11. What programmes have been taken up for the quality improvement of teacher education of elementary level under DIET Centres?  
.....
12. How far the SCERT research units conduct major research in school education and teacher education?  
.....
13. What are the administrative problems of SCERT and DIET centres? Do you find any administrative and management problem in SCERT and DIET Centres?  
.....
14. Is there any lack of Co-ordination between :-
  - a. Director of School Education and SCERT Yes  No
  - b. Director of SCERT and Principals of DIET centres Yes  No
  - c. Give reasons: .....
15. Is there any backlog of untrained teachers of Government Elementary school level?  
Yes  No
16. Mention some of the existing problems faced in the SCERT and DIET centres.  
.....
17. What are the future prospects of the DIET centre and SCERT?  
.....
18. Give some suggestions for quality improvement of teacher-education at the Elementary level.  
.....

*Signature of Respondent*  
(with Designation & Seal)

## APPENDIX – VIII

### INTERVIEW SCHEDULE

(For Registrar/CDC/Dean/ Controller/Deputy Controller of Examination/Principal of CTE's)

**A. Respondent's Profile :-**

1. Name .....
2. Designation .....
3. Year of Experience .....
4. Qualification .....
5. Office/Institute/Centre .....

**B. Statement of Interview :-**

1. Do you think the college of Teacher Education of Manipur are functioning efficiently and satisfactorily?  
.....
2. Do all the Principals of CTE'S of Manipur are efficient in Academic and Administrative function and duties?  
.....
3. Is there any lack of Co-ordination between University authority and College of Teacher Education?  
.....
4. Do you think that all Colleges of Teacher Education have good administration and management?  
.....
5. Is there any reservation policy of outside candidate to study Teacher Education programme under M.U.?  
.....
6. Do you agree that the examination and evaluation system of the B.Ed, and M.Ed, course is so reliable/  
satisfactory?  
.....
7. Do you think that there is need for establishing CTEs in hill district of Manipur?  
.....
8. Is there a provision to establish or upgrade IASE in the State?  
.....
9. Is there any Co-ordination between University authority and the CTE?  
.....
10. What are the future prospects of College of Teacher Education in the State?  
.....
11. Please do highlight the some main problems faced in teacher education programme of CTE's in Manipur?  
.....
12. Give some suggestion for quality improvement of Teacher education at Secondary level.  
.....

*Signature of Respondent*  
(with Designation & Seal)

## APPENDIX – IX

### INTERVIEW SCHEDULE FOR GOVERNING BODIES AND MANAGING COMMITTEES (Private College of Teacher Education)

#### A. Respondent's Profile

1. Name of Respondent .....
2. Chairman  Secretary  Member
3. Educational Qualification .....
4. Year of Experience.....
5. Name of College .....
6. Address .....
7. Term of Office (Period/Duration) .....
8. M.U. Representative/Government Nominees .....
9. Guardian Elected/Local Educationist .....

#### B. Statement of the Interview.

1. Please state the objective of establishing your College of Teacher Education:-  
.....
2. Do you think that there is need for establishing more Colleges of Teacher Education in all the Districts? If yes Why?  
.....
3. Does your Managing Committee appoint Teacher Educators under the guideline of NCTE Norm and Standards from time to time? If not, why?  
.....
4. Does your College have adequate source of income?  
.....
5. Do you think that the studies of B.Ed. /M.Ed, in private colleges are too expensive?  
.....
6. Does the college receive grant from UGC under 2(f) and 12(B) section of UGC Act 1956?  
.....
7. Does Your College been accredited by NAAC? If not, why?  
.....
8. Do you agree that there is autocratic attitude of the Managing Committee in regard to academic activities and function? If yes? Give reason.  
.....
9. Is there good Co-Ordination between Teaching Community and Managing Committee?  
.....
10. Do you agree that there is poor attendance of Student Teachers in most of the private College of Teacher Education? If yes, Why? Give reason.  
.....
11. Is there good Co-ordination between Principal and the Teaching and Non-Teaching staff?  
.....
12. Is it true that most of the private colleges of Teacher Education have misappropriate funds and expenditure?  
.....
13. Do you think that there is proper Co-ordination between the Manipur University and the College of Teacher Education?  
.....
14. Do you agree that most of the Governing bodies / Managing Committee frequently interfere the academic activities of the Principal?  
.....

15. Do you think that the Management of the College of Teacher Education is too difficult?  
.....
16. Do the principal maintain regular attendance of Teaching and Non-Teaching staff of the College?  
.....
17. Do you think that the Principal of your College have the efficiency of management?  
.....
18. Do please highlight some major problems of the management of your college?  
.....
19. Give some practicable suggestion for improving the college for bringing quality teacher education in the State.  
.....

***Signature of Respondent***  
(with Designation & Seal)