



QUALITY TEACHER EDUCATION - A CHALLENGE TO TEACHING COMMUNITY IN MANIPUR

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Abstract

The quality of a nation depends upon the quality of its citizens. The equality of their education depends more upon any other single factor, upon the quality of their teachers. To make our teachers competent and efficient has always been a challenge for the educators when our education system is facing multiple problems starting from the incompetent selection of student teachers through inadequate practice teaching to unscientific supervision and assessment. The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Teachers are in need of continuing education so that they can deal with the changes cropping up in the society.

Keywords: Quality Teaching, Teaching Community Education System

Teacher education has been considered as an integral part of the education system. The improvement in the quality of the teacher education is one of the major objectives of education. The National Council for Teacher Education has been established by an Act of Parliament in 1993 with a view to improving the quality of education at school level in general and teacher education in particular. The quality of education to a large extent depends on the quality of teachers. It is the quality of teachers which create excellence in all work of life. It has been defined in several ways in professional literatures, the definition and comprehensive meaning given in National Council for Teacher Education Act, 1993 is worth mentioning. It states that teacher education means a programme of education, research of persons for equipping them to teach at Pre-primary, Primary, Secondary, Senior Secondary stage in schools, Non-formal Education, Adult Education and Correspondence through distance mode. It is generally accepted that a poor teacher teaches, an average teacher explains, a good teacher demonstrates and a great teacher inspires. The quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Our teacher education system has to prepare itself to face TTC syndrome i.e. T.V., Telephone, and Computer commensurate with the rapidly extending scope of information technology in the 21st Century. The strategy and plan for quality teacher education have to be SMART i.e. Specific, Motivated, Action-oriented, Relevant and time-bound. It is due to the fact that teacher education institutions are having multiplier effect on the quality of education provided by the different stages.

Teachers are also torch bearers in increasing social cohesion, national integration and learning society. They not only disseminate knowledge but also create and disseminate new knowledge for the benefit of all sections of the people. It is the reason why the Education Commission Report, 1964-66 popularly known as Kothari Commission Report recommended that a sound programme of professional education for teacher is essential for the qualitative improvement of education. Investment in

teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of the million. The National Policy on Education 1986 modification made in 1992 also clearly stated that the Status of the teacher reflects the social culture ethos of the Society. Here tied the need for quality teacher education institutions in Manipur so that the State may be in a position to cope with the emerging concerns of teacher education in the 21st Century.

The responsibility for imparting quality teacher education in the State of Manipur for Elementary School teachers working in 3,369 Schools, Non-formal and Adult Education instructors is for the State Council of Educational Research and Training. The National Policy on Education 1986 stipulated for establishing one District Institute of Education and Training for each District for this purpose. The State is having 8 (eight) DIETs one each to be made functional at Imphal, Thoubal (Kakching), Bishnupur (Moirang), Churachandpur, Senapati, Chandel, Tamenglong and Ukhrul. But one DIET at Imphal East District will be made functional at an early date so that all the Districts of Manipur will have the benefits of DIETs. So, the existing 6 (six) B.Ed. Colleges of Manipur affiliated to Manipur University, Canchipur namely, D.M. College of Teacher Education, (1959), Hindi Teachers Training College, (1975), Kanan Devi Memorial College of Education (1993), R.K. Sanatombi College of Teacher Education (2003), Trinity Teacher Training College (2003), Rural Institute of Education, Wangjing (2010). It will have to impart Quality Teacher Education to 740 High and Higher Secondary School teachers in a year. Indira Gandhi National Open University (IGNOU) Study Centre, D.M. College of Science is also providing quality teacher education to the deserving teachers. There is also a proposal for establishing a Directorate of Distance Education under Manipur University to take up teacher education programme under distance mode.

Teacher Education in North Eastern Region based on National Council for Teacher Education Project prepared in



collaboration with Planning Commission 8 (eight) States of North Region including Sikkim, IGNOU, NCERT and North Eastern Hill University (NEHU), Shillong. Since teacher education is now under the control of NCTE (1993), a quality teacher education institution in Manipur will have to take up their programmes under the guideline of NCTE made from time to time. The work for imparting quality teacher education for teachers working in 59 (fifty nine) general education affiliated colleges MU had been taken up by Manipur University, Canchipur under the supervision of a Director, College Development Council 9 (CDC). The programme had been taken up for in – service teachers under the guidelines of UGC and other funding agencies in the forms of Orientation Refresher Courses.

Objective of teacher education : The teacher is to be achieved by teacher education institutions gives in the book-curriculum framework for quality teacher education (NCTE, 1998) include the nine thrust area as to promote capabilities for inculcating national values and goals as enshrined in the constitution of India, to enable teachers to act as agents of modernization and social change, to sensitize teacher towards the promotion of Social cohesion, international understanding, and protection of human rights and rights of the children, to transform student teacher into competent and committed professional willing to perform identified tasks, to develop competencies and skills needed for becoming an effective teacher, to sensitize teachers and teacher educators about the emerging issues such as environments, Ecology, population, gender equity, legal literacy etc., to empower teachers to cultivate national thinking and scientific temper among students, to develop the critical awareness about the social realities and to develop managerial skill.

Ensuring quality in teacher education institutions : Teacher education programme to be taken up by teacher education institutions based on national concerns and priorities and framework developed by NCTE is expected to prepare effective teachers; to ensure quality in teacher education institutions, certain specific action plan can be taken up. It may include policy framing and planning; capacity building; training and networking; monitoring and feedback; research and innovations; documentation and dissemination of information. Teacher education as a man-making process must start from infancy and continued uninterrupted up-to adulthood. It is due to the fact that teacher education is a composite responsibility of the entire teaching community regardless of the situation that different individuals are engaged in different stages of teacher education institutions to carry out the task of teaching. The programme of Action 1992 emphasized quality teacher education as a continuous process. For providing quality teacher education by teacher education institutions, there is an urgent need for breaking the barriers existing between the stage wise teacher education programme to maintain the continuity of the teacher education and remove their isolation from one another

keeping them under the same umbrella.

Inseparably of pre-service and in-service components in quality teacher education based on the teacher profile. The profile of the teacher which emanates from the context and quality teacher education necessary implies additional roles besides the conventional ones. Therefore, the following 14 capabilities should be taken into consideration in the profile of the teacher as such inculcating the intrinsic and extrinsic values of professional competency, professional commitments and professional ethics; Creating and restructuring knowledge; Selecting, Organising and using learning resources; Effectively transacting the curriculum, selecting selecting and organizing educational activities and programmes for learner with special needs; Using media and appropriate instructional technologies; Communicating effectively and responding to the challenge of continuity and change; Counselling students for personality development, adjustment and learning attainment; Conducting action research and initiating innovative practices; Organising students activities; Inculcating a sense of values Judgement, value commitment and value transmission; Understanding the importance of inter-relationship between culture and education and culture and personality; Fostering interest in life-long education; Understanding aspiration and expectation of community, establishing mutually supportive linkages between school and community and acting as a change agent for modernization and development.

Teacher Education in Manipur : In Manipur the educational programme to be taken up by the teacher education institutions for providing quality teacher education need to be designed so as to develop in the teachers the requisite potential and capabilities. So, professional preparations for the teacher begin with pre-service and get renewed through in-service programmes. However, reforms and innovations in education can reach various educational institutional in large magnitude and expeditiously through in-service programme. It is due to the seven major objectives such to upgrade the qualification of under-qualified and untrained on the job teachers, to upgrade the professional competence of serving teachers, to prepare teachers for new roles, to provide knowledge and skills relating to emerging curricular changes in content, method and process of evaluation, to make teachers aware of critical areas and issues like competency based on commitment oriented learning, multi-grade and multi-channel teaching, teaching students for disadvantaged group, meeting educational needs of children with learning problems, developing, skill, use of mass media in education, community participation and educational development of handicapped children, and to overcome gaps and deficiencies of pre-service education. But one of the major concerns and priorities in quality teacher education should be to produce teacher who



would be able to apply activity based participatory methods in the actual class situation. Such teacher would be in a position to apply research oriented method and techniques for making learning interesting and joyfully. It should also be based on the major dimensions of competency based on and commitment oriented teacher education having a broad frame-work.. This broad frame work of quality teacher education will include three inter-related and inter woven dimensions based on prof. D.H. Dave (Retired) Director, UNESCO Institute of Education, Germany experiences gained on the basis of implementation of his report on "Minimum Level of Learning at Primary School "(Jan 5, 1990). They are applicable for both pre-service and in-service quality teacher education to be imparted by various teacher education institution in Manipur. We may discuss briefly these interactive dimension one after another to realize the expected role of the teachers in providing quality teacher education in the institutions in which they are working.

It may be pointed out that teacher education to be provided by the teacher education institutions in Manipur needs a serious thought in the 21st century. As all the institutions providing teacher education are functioning under different managements, there is no co-ordination of efforts and sharing of facilities under the same umbrella. It is due to lack of mutual understanding and collective efforts among the various Departments and Directorates providing teacher education. For example, SCERT is providing regular teacher education for those teachers under the control of Directorate of school education and District Councils in the 5 (five) hill Districts of Manipur. It is in addition to the orientation training programmes taken up for course-specific and theme-specific teacher training programmes taken up by NCERT. Similarly, Board of Secondary Education and Council of Higher Secondary Education, Manipur are also taking Orientation Training programmes at regular intervals for the benefit of High and Higher Secondary teacher.

The existing 6 (six) B.Ed. Colleges of Manipur are in-charge of providing teacher education for those in-service teachers under the control of Directorate of Education (S) along with pre-service trainees, even though the teacher training institutions/ colleges are under the control of Director of Education (U) and Manipur University, Canchipur. The establishment of an Institute of Advanced Studies in Education (IASE) for keeping teacher education programmes under the same umbrella organization with proper sharing of facilities is essentially required for providing quality teacher education in the state. IASE is expected to organize a substantial number of in-service programmes (i) Subject oriented courses covering content-cum-methodology for common school subject of 3-4 weeks duration and (ii) shorter theme-specific courses of 3 to 10 days duration. It is expected to establish linkages with NCERT, NEUPA, University Department of Education, SCERT, State –Resource Centres of Adult

Education, Regional Institute of Education, DIETs and other Secondary and Elementary Teacher Education Institutions.

In Colleges and University Orientation and Refresher Courses are organized by Manipur University, Canchipur at regular intervals with financial assistance either from UGC or other funding agencies. The Course are taken up under the guidance and supervision of the Director, Academic Staff College, Manipur University. The University is having the facility for organizing orientation and refresher courses at regular intervals, Director, CDC is engaged in looking after the academic programmes connected with 79 (seventy nine) affiliated colleges of the University. The ASC is facilitate in providing quality teacher education to College and University teachers not only for the State, but also for the North Eastern Region of India. The existing 6 (six) colleges of Teacher Education in Manipur need to be assessed under the 7 (seven) parameters Of National Assessment and Accreditation for providing quality teacher education. The responsibility of the State Government is to provide minimum infrastructure for providing teacher education to the Government Teacher Training Institutions with a political will. The management of Private teacher education institutions should also observed NCTE norms and norms of the State Government and affiliating University so that quality teacher education can be effectively provided by such Educational Institutions in Manipur. It should also be the responsibility of the teacher educators to work with a missionary zeal for providing quality teacher education.

Teacher trainees should also apply their knowledge, skills and expertise acquired from the Teacher Training Institutions when they join their respective schools after completion of their training course for the benefit of the students under their guidance. Tagore, a famous writer, has rightly said, " A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp, unless it continues to burn its own flame "

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