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Abstract

The article attempts to enquire the quality status of teacher education is given at the different teacher's training colleges located in the state of Manipur, by examining the strong and weak points of the whole systems/process of secondary teacher education on the basis of teacher's opinions and student's opinion. The article also tries to find out some of the suggestive measures in order to improve the quality of secondary teacher education under Manipur University given in the state of Manipur. It is the new area of study, which is not conducted by anybody before.

key words : Teacher education, teachers Perception, Secondary education, Students Perception

Education is as old as the human race. It is a never-ending process of inner growth and development and its period stretches from the cradle to the grave. Education, in real sense, is to humanize humanity, and to make life progressive, cultured, and civilized. It is very important for the progress of Individual and society. It is through Education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills and good values and attitudes. It is through Education that the Individual is become a well balanced personality, aesthetically rich, culturally sound, emotionally stable, mentally alert, morally upright, physically strong and healthy, socially efficient, spiritually enlightened, vocationally self sufficient and internationally liberal. The entire life is Education as it is continuous and dynamic process forever growing man and society.

Due to the importance of Primary education, now government of India has launched the universalisation of primary education as the fundamental right of the Indian constitution that all children in the age group of 6 to 14 years, who reside within the boundary of India, have the right to the free and compulsory primary education under the scheme of Sarva Shiksha Ahiyan (SSA). In addition to it, the free and compulsory secondary education has also launched by the Indian government, which is to be given to all children of India under the scheme of Rastriya Madhyamik Shiksha Abhiyan (RMSA). To achieve the objectives of primary and secondary education are not possible without competent and committed teachers at schools.

Therefore, there is the need of competent and devoted teacher to realise the dreams of the nation. And to supply the qualified teachers in all stages of education is the key factor of bringing out the quality education. Among the professional Training or Education for Teachers, the Bachelor of Education (B.Ed.) is also one of important Courses, which trains the prospective teachers regarding the necessary skills, Techniques, and methods to be a good teacher at the secondary and higher secondary Schools. India has indeed a monolithic system of Education. There are now as many as 53,643-Higher Secondary Schools, 1,06,024-High Schools, 288493-Upper Primary schools and 7,72,568-Lower Primary schools

in the country. As against this, there are 1669 Teacher Training Institutions for preparing Teachers for Primary, secondary and higher secondary schools. Out of 60, 09,629 total teachers in the country, 2183379 teachers are teaching at the lower primary level, 1671495 teachers are teaching at upper primary schools, 1122876 teachers are teaching at high schools and 1031779 teachers are teaching at higher secondary schools.

At the national level, the percentage of trained teachers at different levels of education is in the following ways: (a) Lower Primary stage-86%, (b) Upper Primary stage-87%, (c) High Schools stage-89% and (d) Higher Secondary stage-90%. The overall trained teacher's percentage throughout India is 88.67%, whereas, in the northeastern states of India is only with 38.58%. Moreover, the average percentage of trained teachers at Higher Secondary, Secondary and Primary stages in the northeastern states of India are 41.14%, 39.85%, and 34.71%. Therefore, the appropriate size of teachers is not trained in the north-east states of India, if training is given; the quality of training is also poor. There are even under qualified teachers. As far as in-service education is concerned too, the situation is very dismal. It is estimated that the percentage of trained in the north-eastern states of India are found in the following ways: (1) 65% in Tripura, (2) 44% in Arunachal Pradesh, (3) 40% in Manipur, (4) 36% in Meghalaya (5) In Assam 29%, (6) In Mizoram 27% and (7) 25% only in Nagaland . And not more than 40% of the teachers are provided in-service teacher education in a well-organized manner. Source: (Educational-Statistics-2005-06, MHRD, Govt. of India, New Delhi).

The National Council for Teacher Education (NCTE) has been established in 1993 as an autonomous and statutory body by an Act of Parliament (No. 73 of 1993) with a view to achieve planned and coordinated development of teacher education system throughout the country and to ensure the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

In Manipur, the Teacher Education was introduced in the later part of the 19th century. A beginning in training primary and middle school teachers in the state was made by

starting Normal Training Institute at Imphal, in 1952. During the regime of the Territorial Council in 1951, there was a scheme of deputing 50 Graduate teachers in Assam, Bengal and Uttar Pradesh, but, the Scheme could not meet the demand of trained teachers especially in the Secondary schools. To prepare more trained teachers for secondary schools, the Govt. of Manipur opened B.T classes in D.M. College in 1959. Later on, B.T section was converted into a full-fledged Training College under Guwahati University. Later on, in 1980 the affiliation was transferred to Manipur University as Manipur University was established as the state university in the year 1980. As the number of untrained teachers increased day by day, it is requiring the clearance of backlog of such untrained teachers in the state to realise the dream of the nation at earliest.

And many other Teacher Training Institutes are established. The list of B.Ed Colleges in Manipur under Manipur University is following with intake capacity and year of establishment: (1) DM College of Teacher Education, Imphal : 230 seats and established in 1959, (2) Hindi Teacher Training Colleges, Imphal: 100 seats and established in 1975, (3) Kanan Devi Memorial College of Education at Pangei: 100 seats and established in 1992. (4) Thokchom Ibotombi Institute of Teacher Education and Training: 100 seats and established in 1998. (5) R.K. Sanatombi Devi College of Education, Imphal : 200 seats and established in 2003, (6) Trinity Teacher Training College, Koirengei : 100 seats and established in 2003 and (7) Institute of Rural Education at Thoubal District : 100 seats and established in 2009. However, in order to achieve of visions of state as well as nation, there is urgently needed the closed observation in regards to the quality and quantity of teacher education given at the different Teacher training colleges located in the state of Manipur.

Rationale of study : Teacher Education is becoming increasingly important today as the teacher is to face the challenges of the new pattern of education and the new Educational Technology. It is fact that the teacher built the nation by educating future citizen and plays a major part in the educational and national reconstruction. To carry out the assigned responsibility of nation building and also to be a friend, philosopher, and guide to the students, the teachers are to equip themselves with new knowledge and skills. To enable the teacher to develop the ability to change the behavior in the desirable way and to make them adjust in the ever-changing society, it is essential that teacher themselves are fully trained in all spheres of life. On the other hand, Teacher Education is a key input in quality education in the school education. So far as the education of the Secondary School teachers in Manipur is concerned, At present there are two teacher training colleges under the government of Manipur namely (1) D.M. College of Teacher Education and (2) Hindi Training College, located in the heart of Imphal city with the intake capacity of 230 and 100.

If there was the shortage of teacher training colleges in

Manipur to clear the backlog of untrained teachers at the schools. Now in Manipur, there are 7 (seven) Teacher Training colleges, under the objectives of the teaching competencies, commitments and performances among the teacher trainees (Pre and In-service) as per NCTE. It is right time to examine the quality of teacher education imparted in the different colleges of Manipur.

Moreover, teacher education to such teachers, the quality of training being provided needs much improvement. It is felt that the B.Ed course being provided needs a closed observation and survey in regards to the different aspects/components of education during the session 2011-2012 based on teacher's opinions as well as trainee's opinions.

Review of Related Literatures : The findings of shass that Geoffrey Quick and Rob Sieborger (2005) On how much teaching practice is ideal, those who participated in the study felt that it ought to be more than 25% of a PGCE year programme. The establishment of full partnerships between the schools that host student teachers and the Higher Education Institutions was identified as a priority in the study. Behera, A. (1989) 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. Bordoloi, Ajanta Dutta (1990) Suggested lack of adequate physical and educational facilities, organisation and evaluation, problem of internship, curriculum, (b) 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 class of the secondary school was found to be heavy and teachers were expected to complete their courses. Hemambujam K (1983) state that 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. (ii) The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment, etc Sri Vastava Kanti Mohan (1982) declared that deficiencies of student-teachers were very high in some units and relatively less but far from satisfactory in others, but in no unit was it tolerably within negligible limits. (b) There were no significant differences between students of different levels of subject scholarship with respect to deficiencies in basic understandings. (c) In the over-all picture, tutorial instruction was found to be more effective than self-instruction. S. K. Yadav (2011) Suggested many implications in all areas of education for qualitative approach.

It can be concluded that no one have been conducted the same topic of the study before. The topic of present study is the new area of the study for finding out some means in order to solve the present Institutional problems in different areas of Educational system as faced by both B.Ed trainees and teachers of all colleges located in the state of Manipur

Objectives of the study

To compare the levels of B.Ed. trainee's perceptions of 7

(Seven) colleges towards B.Ed. Course on the basis of following aspects : (i) Admission, (ii) Academic, (iii) Curriculum, (iv) Teaching, (v) Internship, (vi) Co-Curricular, (vii) Evaluation, (viii) Infrastructure and (ix) Management aspects.

To compare the levels of B.Ed. trainee’s perceptions between the Government and Private colleges based on nine aspects mentioned above.

To compare the levels of the teacher’s perception of Seven Colleges towards B.Ed. Course on the basis of following aspects : (i) Admission, (ii) Academic, (iii) Curriculum, (iv) Teaching, (v) Internship, (vi) Co-Curricular, (vii) Evaluation, (viii) Infrastructure, (ix) Management and (x) Job Satisfaction.

To compare the levels of B.Ed. teacher’s perceptions between the Government and Private colleges based on ten aspects mentioned above.

To find out the remedial measures and suggestions for further improvement.

Hypothesis of the study :

There are the different overall levels of B.Ed. trainee’s perceptions among the 7(Seven) B.Ed. colleges in Manipur based on above 9 (Nine) aspects of education.

There is significance difference between the levels of B.Ed. trainees’ perceptions of the Government and Private Colleges based on 9 (Nine) aspects of education.

Interpretation and Analysis of Data :

To compare the overall level of B.Ed trainee’s perception of all colleges of Manipur on various aspects of education

Table 1: B.Ed. trainee’s perceptions of all colleges on different aspects.

SL Component	1. RKDCE		2. TTTC		3. KDMCE		4. TIITE		5. DMCTE		6. IRE		7. HTTI	
	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong
1 Admission	71.00	29.00	72.80	27.20	64.00	36.00	64.4	35.60	65.60	34.40	73.20	26.80	72.80	27.20
2 Academic	75.11	24.89	68.89	31.11	67.11	32.89	67.11	32.89	72.00	28.00	68.44	31.56	61.33	38.67
3 Curriculum	64.00	36.00	65.50	34.50	70.50	29.50	73.50	26.50	54.00	46.00	76.00	24.00	61.00	39.00
4 Teaching	64.67	35.33	67.00	33.00	77.33	22.67	65.67	34.33	56.00	44.00	70.00	30.00	56.67	43.33
5 Internship	70.00	30.00	69.20	30.80	74.40	25.60	66.00	34.00	74.40	25.60	56.80	43.20	78.40	21.60
6 Co-Curricular	82.55	17.45	70.55	29.45	72.91	27.09	68.37	31.63	71.64	28.36	57.09	42.91	60.36	39.64
7 Examination	68.80	31.20	69.60	30.40	55.60	44.40	78.00	22.00	56.40	43.60	51.20	48.80	68.00	32.00
8 Infrastructure	54.74	45.26	52.00	48.00	47.16	52.84	50.31	49.69	52.53	47.47	31.79	68.21	34.11	65.89
9 Management	50.00	50.00	64.36	35.64	59.27	40.73	53.46	46.54	53.10	46.90	61.82	38.18	43.64	56.36
10 Over-All	66.76	33.24	66.66	33.34	65.36	34.64	65.20	34.80	61.74	38.26	60.70	39.30	59.59	40.41

Interpretation: It may be observed from the table no.1 that the positive levels of B.Ed trainee’s perceptions of 7(seven) teacher training colleges in Manipur comes out in the following ways: (1) The highest positive level: R K Santombi Devi College of Education at 66.76%, whereas the negative response was 33.24 %. (2) The second highest: Trinity Teacher Training College, at 66.66 %, whereas the negative response was 33.34 %. (3) The third highest: Kanan Devi College Memorial of Education at 65.36 %, whereas the negative response was 34.64 %. (4) The fourth highest: Thouchom Ibotombi Institute of Teacher Education and Training at 65.20 %, whereas the negative response was 34.80 %. (5) The fifth highest: D M College of Teacher

Education at 61.74 %, whereas the negative response is 38.26 %.

(6) The sixth highest: Institute of Rural Institute at 60.70 %, whereas the negative response is 39.30%. (7) The lowest positive level was found at Hindi Teacher Training College at 59.59%, whereas the negative response was 40.41 %.

The overall positive levels of B.Ed trainee’s perceptions of 7(seven) teacher training colleges in Manipur comes out as 63.72%, whereas 36.28% was against to that. The First hypothesis of the study that there are the different overall levels of B.Ed. trainee’s perceptions among the 7(Seven) B.Ed. colleges in Manipur based on 9(Nine) aspects of education is accepted as the differences are there among the different levels of B.Ed Trainee’s perceptions of all B.Ed

colleges in Manipur. Here, it shows the overall quality of Teacher Education found in Manipur is high as at 63.72%.

To compare the level of B.Ed trainee's perceptions of government and Private Colleges on nine aspects

Table 2: B.Ed trainee's perception of government and Private Colleges

Sl. No.	College	N	Mean	SD	SED	T	df
1	Govt. Colleges	100	66	11.58			
2	Private Colleges	250	64.70	11.07	01.38	00.94	348

Interpretation: With reference to the table No.2 that the positive levels of B.Ed trainee's perceptions between the

To compare the level of B.Ed teacher's perception of all colleges of Manipur on various aspects of education

Table 3 : B.Ed teacher's perception of all colleges of Manipur

Sl	Component	1. IRE		2. TIITE		3. DMCTE		4. KDMCE		5. HTTC		6. RKDCE		7. TTTC	
		Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong	Right	Wrong
1	Admission	82.00	18.00	82.00	18.00	86.00	14.00	64.00	36.00	86.00	14.00	74.00	26.00	66.00	34.00
2	Academic	100.00	00.00	97.14	02.86	74.29	25.71	98.57	01.43	85.71	14.29	94.29	05.71	41.43	58.57
3	Curriculum	80.00	20.00	71.11	28.89	51.11	48.89	43.33	56.67	60.00	40.00	41.11	58.89	48.89	51.11
4	Teaching	96.00	04.00	84.00	16.00	83.00	17.00	72.00	28.00	84.00	16.00	88.00	12.00	88.89	11.11
5	Internship	80.00	20.00	72.31	27.69	70.77	29.23	91.42	08.58	63.08	36.92	59.29	40.71	76.67	23.33
6	Co -Curricular	80.00	20.00	76.36	23.63	92.73	07.27	83.64	16.36	85.45	14.55	76.36	23.64	78.18	21.82
7	Evaluation	71.00	29.00	72.73	27.27	72.00	28.00	65.45	34.55	64.00	36.00	55.45	44.55	92.00	08.00
8	Infrastructures	70.53	29.48	78.95	21.05	54.74	45.26	58.95	41.05	33.68	66.32	52.63	47.37	29.49	70.51
9	Management	74.00	26.00	62.00	38.00	82.00	18.00	59.00	41.00	68.75	31.25	77.00	23.00	62.00	38.00
10	Job Satisfaction	73.64	26.36	80.00	20.00	72.73	27.27	89.09	10.91	92.73	07.27	92.73	07.27	67.27	32.73
	OVER ALL	80.72	19.28	77.66	22.34	73.94	26.06	72.55	27.45	72.34	27.66	71.09	28.91	65.08	34.92

Interpretation: It may be observed from the Table No.3 that the positive levels of B.Ed Teacher's perceptions of 7(seven) teacher training colleges in Manipur comes out in the following ways : (A) The highest positive level : Institute of Rural Institute at 80.72%, whereas the negative response is 19.28%, (B) The 2nd highest positive level : Thouchom Ibotombi Institute of Teacher Education at 77.66 %, whereas the negative response is 22.34%, (C) The 3rd highest positive level: DM College of Teacher Education at 73.94 %, whereas the negative response is 26.06 %, (D) The 4th highest positive level: Kanan Devi College Memorial of Education at 72.55 %, whereas the negative response is 27.45%, (E) The 5th highest positive level : Hindi Teacher Training College at 72.34 %, whereas the negative response is 27.66 %, (F) The 6th highest positive level: R. K. Sanatombi Devi College of Teacher Education at 71.09 %, whereas the negative response is 28.91 %, (G) The lowest positive level : Trinity Teacher Training College at 65.08 %, whereas the negative response is 34.92%. (H) The overall level of all Teachers' perception is quite high at the percentage of 73.34 % out of which 26.66 % was against to its opinion. hypothesis of the study that there are different levels of the B.Ed. Teacher's perceptions among the 7 (Seven) colleges in Manipur towards B.Ed. course based on 10 (Ten) aspects is accepted as the differences are found among the overall levels of B.Ed Teacher's perceptions of 7 (seven) B.Ed colleges in Manipur. However, the overall level of

Two Government Colleges, and Five Private Colleges are found to have mean scores of 66 and 64.70 with standard deviation of 11.58 and 11.07 respectively. Here, T-ratio between the mean scores is found as 00.94, while Standard Error is 01.38, which is lesser than 0.05 (0.05 < 01.97) level of significance of T-Test table. This shows that there is In-significant difference between the levels of B.Ed trainee's perceptions of Government Colleges and Private Colleges on different aspects of Education in Manipur. So, hypothesis that there is no significant difference between the levels of B.Ed Teachers' perceptions of Government and Private Colleges on the above aspects is accepted.

Teacher's perception is quite high at the percentage of 73.34%. So, the quality of Teacher Education given at different B.Ed. colleges in Manipur is quite good at 73.34% based on the opinion given by the teachers.

To compare the level of B.Ed Teacher's perception of all Government Colleges and all Private Colleges on ten aspects

Table 4: B.Ed. Teacher's perceptions between the Govt. Colleges and Private Colleges on 10 (Aspects) of Education:

Sl. No.	Type of Teachers	N	Mean	SD	SED	t	df
1	Govt. Colleges Teachers	20	60	09.32			
2	Private Colleges Teachers	50	59	08.34	01.07	00.92	348

Interpretation : It may be observed from the table No.4 that the positive levels of teacher trainees' perception between Two Government Colleges, and Five Private Colleges are found to have mean scores of 60 and 59 with standard deviation of 09.32 and 08.34 respectively. Here, T - ratio between the mean scores is found to be 00.92, while Standard Error is 01.07, which is lesser than 0.05 (0.05 < 1.97) level of significance of T-Test table. This shows that there is In-significant difference between the levels of B.Ed Teacher's perceptions of Government Colleges and Private Colleges on different aspects of Education.

On the above reasons, the hypothesis that there is no significant difference between the levels of B.Ed Teachers' perceptions of Government and Private Colleges on the above aspects is accepted as there is no difference among the levels of teacher's perceptions of the Government Colleges and Private Colleges on different aspects of Education.

Findings of the study

The First hypothesis of the study that "There are different levels of the B.Ed. Trainees' perceptions among 7(seven) colleges towards B.Ed. course based on 9 (Nine) aspects" is accepted as the differences are found among the different levels of B.Ed Trainee's perceptions of all B.Ed colleges in Manipur. Here, it shows the overall efficiency of B.Ed Education given of all B.Ed colleges in Manipur is also high at 63.72%. The highest and lowest positive levels of B.Ed trainee's perception is found with (A) R K Santombi Devi College of Education at 66.76% and (B) Hindi Teacher Training College at 59.59%.

The second hypothesis of the study that "There is no significant difference between the levels of B.Ed Teachers' perceptions of Government and Private Colleges on the various aspects." is accepted as the testing of T-Test have found as In Significant differences among the levels of trainee's perceptions of the Government Colleges and Private Colleges on different aspects of Education.

The third hypothesis of the study that "There are different levels of the B.Ed. Teacher's perceptions among the 7 (Seven) colleges in Manipur towards B.Ed. course on the basis of 10 (Ten) aspects" is accepted as the differences are found among the levels of B.Ed Teacher's perceptions of 7 (seven) B.Ed colleges in Manipur. However, the overall level of Teacher's perception is quite high at the percentage of 73.34%. So, the quality of Teacher Education given at different B.Ed colleges in Manipur is quite good at the rate of 73.34% only. The highest and lowest positive levels of B.Ed Teacher's perception are found with Institute of Rural Institute at 80.72% and Trinity Teacher Training College at 65.08 %.

The fourth hypothesis of the study that "There is no significant difference between the levels of B.Ed Teachers' perceptions of Government and Private Colleges on the above aspects." is accepted as the testing of T-Test is found as In-Significant differences among the levels of teacher's perceptions between the Government Colleges and Private Colleges on different aspects of Education.

The remedial measures for further improvement of teacher education in Manipur state : For the improvement of quality of teacher education given at different colleges in Manipur state is possible only when there is quality in all aspects of educational aspects namely: (1) Admission process, (2) Academic activities, (3) Curriculum and syllabus, (4) Teaching-learning process, (5) Internship programme, (6) Co & Extra Curricular activities, (7) Examination and Evaluation process, (8) Infrastructural facilities

and (9) Management process etc. The overall quality of teacher education is possible by examining whole systems of education for finding out the strong and weak points of the institution based on opinions given by the students and teachers.

As far as the First hypothesis of the study, that the overall perception levels of trainees concerned, there is high as at 63.72% and different levels of trainee's perceptions levels are found among the different colleges. Here, necessary actions may be taken up to maximize the level of trainee's perception in all colleges as the overall levels of all colleges are below 70.00%.

With reference to second hypothesis of the study that "There is no difference between the levels of trainee's perceptions of the Government and Private Colleges on different aspects of Education". is accepted. It shows that the quality level given at the government and private colleges is almost same based on trainees' opinions.

As far as the third hypothesis of the study, that teacher's over all perception level concerned, it is high at 73.34 %. In addition, different levels of teachers' perceptions are found among the different colleges. So, the remedial measures must be taken up to maximize the level of teacher's perception levels as the positive levels of most of colleges are below 80.00% based on the opinions given by the teachers.

In connection with fourth Hypothesis of the study that "There is no difference between the levels of teacher's perceptions of the Government and Private Colleges on different aspects of Education". As far as the quality of teacher education given at the government and private colleges is not different.

Some of the common remedial measures for further qualitative improvement of teacher education in Manipur

(A) Admission Aspect :

The necessary information for the admission to B.Ed course should be advertised timely for the public interest through media.

The cost and quality of college prospectus should be reasonable to the candidates

The admission process should be as per NCTE and University norms based on state reservation norms.

The declaration of selection list should be free and fair and it should be notified in time.

The selection process for the admission of students to the course is the first key factor for the overall quality improvement within the institution, once there was wrong in its process, wrong selection of students leads to wrong examination result.

(B) Academic Aspect :

If possible, the duration of class period should be extended to one hour, as the course is the higher education after graduate.

The college should maintain academic calendar focusing all academic activities to be transected during the course timely.



College must have pre-planned academic calendar for all curricular and co-curricular activities at the appropriate time.

(C) Curriculum Aspect :

The syllabus should be updated after every five or three years as per UGC and NCTE guide lines, where focusing the practicum in the syllabus for more productivity.

At earliest, the course should be under the semester system as the latest trends happening in the education, which maintains regular study habit.

The curriculum reformers/planners should care of the importance of relativity between the contents of curriculum and Teacher Eligibility Test conducted by the state government as well as central government.

The involvement of teachers of the course in the formulation of syllabus is must for more practical as well as reality.

(D) Teaching Aspect :

Those teachers under qualification working at teacher training colleges and schools must be trained at earliest as per NCTE norms.

Using ICT application in the classroom transaction is must to all teacher educators as the education given at the training colleges is key point to have the quality in schools.

All teacher educators and trainees need the computer literacy and internet connectivity at the earliest, if needed.

Teachers should give more chances to the students as the system of education is learner's centered.

All teacher trainees must learn how to make different teaching aids during the training.

(E) Internships Aspect :

Careful training and supervision should be done during the internship after pre-internship programme like microteaching, team-teaching, simulation and programme instruction, and teaching machine.

During the internship, all trainees should try to utilize the use of ICT in the classroom transaction.

All trainees should try to use at least one teaching aids with every lesson, so that, they can know its importance and skill of preparing teaching aids may be developed among the trainees.

(F) Co-Curricular Aspect :

While organizing the co-curricular activities within the institution, the full chance should be given to the trainees, so that, trainees can learn how to organize and handle the programme successfully.

All teachers must be cooperative during the activities are organized and conducted for smooth conduct of the programme.

Variety of activities: cultural, literary and sports should be organised during the course for all round development of personality.

(G) Evaluation Aspect :

Activity based home assignments should be given by the teachers to the students regularly for different purposes to develop study habit and critical thinking.

Regular unit wise test/examination should be arranged and at the end of the course, annual pre-final examination should be conducted for overall quality control.

Opening up Internal Quality monitoring Cell for over quality management within the institution.

(H) Infrastructural Aspect :

Minimum infrastructure should be arranged/ available within the institute as per NCTE norms; otherwise, the recognition may be withdrawn by NCTE as teacher education is the most important education.

Updating of all necessary laboratories is must as the laboratories are the quality determinants.

Twenty-four hour internet connectivity with HI-FI facility is must within the campus with uninterrupted power supply.

All colleges must strengthen the department of educational technology under the banner of ICT.

Sufficient number of books, journals, newspapers, and reference books should be available in the college library.

Suitable area of reading rooms for trainees and teachers should be arranged in the library.

(I) Management Aspect :

The college management authority should be very cooperative towards the students' problems as to care the students is the only way to run the institution success and lasting.

College should try to get the financial aids from state government as well as UGC for the smooth conduct of the programme as the money is needed any where for any activities.

All developmental programmes may be taken up like modernization of the college buildings.

All colleges must be assessed and accredited by the NAAC, Bangalore, soon for the quality improvement after knowing the strengths and weakness of the institution.

(J) Job Satisfaction and Professional growth :

All teachers must acquire the skill of organizing state as well as national level seminar for the generation of knowledge in the state and national level to be published in the national as well as inter-national journals.

All teachers must have the habit of writing research-based articles to be published in the national as well as international journals.

All educators must complete the doctorate and other extensive talks soon for academic advancement under the need of professional growth as per Academic Performance Index of UGC.

Quality school education is possible only when, there is quality teacher education. The quality teacher education is possible only when, teacher educators have job satisfaction. So, the appointing authority must care of it by giving good and attractive service conditions to the employees of the institution. All educational planners/ higher authority/Principals/teachers must aware the importance of teacher edu-

cation in the view of Universalisation of primary and secondary education. It is time to look after carefully the teacher education as teacher education and school education are the two faces of a same coin.

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