



ELEMENTARY TEACHER EDUCATION IN MOIRANG DIET, MANIPUR

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ABSTRACT

The present paper attempts to study the achievement and the application of the knowledge gained after the teacher training programme by the Elementary school Teachers conducted in the District Institute of Education and Training (DIETs). Descriptive-survey method was used as the methodology of the study. 50 trained teachers had been selected through the random sampling technique. A self-designed Questionnaire giving weightage of '1' for 'Yes' and '0' for 'No' responses was employed as the tool of the study. From the study, it can be concluded that there existed significant performance of the Teacher Training Programme mainly in the aspects of Teaching Methodology, Teaching Aids, Evaluation Procedure, Co-curricular activities and the proper utilization of the knowledge gained by the trained teachers in their respective schools.

KEYWORDS

Achievement, DIETs, Elementary Education, NCERT, Teacher Education, Trained Teacher.

INTRODUCTION

Education is dynamic. It is still in the process of evolution and this process will never come to end. Education is an activity or a process which transform the behaviour of a person from 'instinctive behaviour to human behaviour'. It is a conscious purpose to train the children for fulfilling the responsibility of adult life. It is the prime concern of education to direct the undeveloped capacities, attitudes, interest, urges and needs of the young people into most desirable channel. It is the duty of the teacher to direct these active tendencies properly. So, the teacher must know the goal or the end or the aim to which the child belongs. For all these reason teachers are required to train. Teacher Education has to be conceived as an integral part of educational and social system and must primarily respond to the requirement of the school system. Education of teachers needs to strengthen and stress upon the main attributes of a profession. Pursuant to the provision of NPE on Teacher Education, a centrally sponsored scheme of Restructuring and Reorganization of Teacher Education was approved in October, 1987. One of the 5 components of the scheme was the establishment of District Institute of Education and Training (DIETs). The National Council of Teacher Education (NCTE) has formulated norms and standards to be followed in the implementation of the Elementary Teacher Education program throughout the country.

In Manipur, the need for giving training to the teachers was felt by 1906. Around this time the Department of Education organized a training course for Teacher for 4 months for the important of the method of teaching. 20 (twenty) primary school teacher attended the course of which 9 (nine) teacher passed after the completion of course. This was the beginning of teacher education in Manipur. After 1947, the State Government took keen interest in teacher training programme. A humble beginning of training the elementary teachers in Manipur was made in 1950-53 by starting Normal Training Institute in 1956. Since then the Basic Training Institute (BTI) is giving training to Elementary school teachers in the State. For Teacher Education to primary teachers, BTI was established in 1956. Three more BTI Institutes were established in 1960, each at Canchipur, Kakching and Ukhrul with the establishment of the three more institution, 300 primary school teacher given training every year. The BTI at Canchipur was shifted to Imphal and was amalgamated to BTC. Now in Manipur BTI and BTC are replaced by DIETs. There are 9 (nine) districts in Manipur. At first Imphal DIET was established in 1991 by upgrading the erstwhile Basic Training Institute. After that 4 (four) DIETs were added in 4 (four) districts namely – Chura-

chandpur, Moirang, Senapati and Kakching. Then another (3) three DIETs were established in Chandel, Tamei and Ukhrul. Now there are 8 (eight) DIETs in Manipur.

They are –
Imphal DIET – 1991
Churachandpur DIET in Churachandpur district – 1992
Kakching DIET in Thoubal District – 1992
Moirang DIET in Bishnupur District – 1995
Senapati DIET in Senapati District – 1997
Chandel DIET in Chandel District – 2002-2003
Ukhrul DIET in Ukhrul District – 2002-2003
Tamei DIET in Tamenglong District – 2002-2003

The SCERT is implementing pre-service and in-service training course in 8 (eight) DIETs. The DIETs have been established as a centrally sponsored scheme. These institutions are specially for the education of primary teachers. Both pre-service and in-service course are conducted and orientation, workshop programme for Elementary stage are also imparted.

STATEMENT OF THE PROBLEM

A study on the Achievement of Trained Teachers in their school under Moirang Diet in Manipur, India.

OBJECTIVES OF THE STUDY

- To study the Teaching Methodology.
- To study the use of Teaching Aids.
- To study the Evaluation procedure.
- To study the Co-curricular activities.
- To study the Achievement of the Trained Teachers.
- To study the Effectiveness of the Teacher Training programme.
- To find ways and means for the improvement of the Teacher Training programme.

HYPOTHESES OF THE STUDY

- There is significance in the Teaching methodology.
- There is significance in the use of Teaching Aids.
- There is significance in the Evaluation procedure.
- There is significance in the Co-curricular activities.
- There is significance in the proper utilization of their knowledge gain from the Teacher Training programme.
- There is significance of the teacher Training programme.

METHODOLOGY OF THE STUDY

Descriptive Survey method is used as the methodology of the present study.

SAMPLE

For this study, 50 trained teachers are selected randomly under Moirang Diet.

TOOLS USED

A Self-designed Questionnaire giving weightage of '1' mark for 'Yes' responses and '0' mark for 'No' responses respectively is employed as the tool of the study.

ANALYSIS AND INTERPRETATION

**TABLE – 1
TEACHING METHODOLOGY**

QUESTION	YES (%)	NO (%)
1.	100	0
2.	100	0
3.	98	2
4.	90	10
5.	98	2
6.	78	22
7.	90	10
8.	82	18
9.	82	18
10.	90	10
11.	78	12
Total	89.6	10.4

Table-1 shows that 89.6% of trained teachers are in positive aspects whereas 10.4% of trained teachers are in the negative aspect. It is clear that 89.6% of trained teachers maintain Teaching Methodology properly.

Therefore, the hypothesis is accepted. It means that there is significance in the Teaching Methodology.

**TABLE – 2
TEACHING AIDS**

QUESTION	YES (%)	NO (%)
1.	100	0
2.	82	18
3.	90	10
4.	88	12
5.	24	76
6.	24	76
7.	100	0
8.	88	12
9.	98	2
10.	100	0
11.	100	0
Total	81.2	18.71

Table-2 shows that 81.2% of the trained teachers are in positive aspects whereas 18.71% are in the negative aspects respectively. It indicates that 81.2% of the trained teachers use Teaching Aids properly.

Therefore, the hypothesis is accepted. It means that there is significance in the use of Teaching Aids.

**TABLE – 3
TEACHING METHODOLOGY**

QUESTION	YES (%)	NO (%)
1.	100	0
2.	80	20
3.	0	100
4.	88	12
5.	100	0
6.	98	2
7.	96	4
8.	100	0
9.	96	4
10.	72	28
Total	83	17

Table-3 highlighted that 83% of the trained teachers are in positive whereas 17% in the negative aspects. It shows that 83% of the trained teachers conducted Evaluation procedure efficiently.

Therefore, the hypothesis is accepted. It means that there is significance in the Evaluation Procedure.

**TABLE – 4
CO-CURRICULAR ACTIVITIES**

QUESTION	YES (%)	NO (%)
1.	68	32
2.	72	28
3.	100	0
4.	98	2
5.	96	4
6.	96	4
7.	96	4
8.	72	28
9.	64	36
10.	72	28
Total	83.4	16.6

Table-4 shows that 83.4% of the trained teachers are in positive whereas 16.6% in the negative aspects. It is clear that

83.4% of the trained teachers participated in the co-curricular activities.

Therefore, the hypothesis is accepted. It indicated that there is significance in the co-curricular activities.

**TABLE – 5
PROPER UTILIZATION OF KNOWLEDGE GAINED BY THE TRAINED TEACHERS**

QUESTION	ITEMS	YES (%)	NO (%)
1.	Teaching Methodology	89.6	10.4
2.	Teaching Aids	81.2	18.71
3.	Evaluation Procedure	83	17
4.	Co-curricular Activities	83.4	16.6
Total		84.3	15.68

Table-5 highlighted that 84.3% of the trained teachers are in positive aspects whereas 15.68% of the trained teachers are in the negative aspects respectively. It indicates that 84.3% of the trained teachers maintain properly all these items.

Therefore, the hypothesis is accepted. It is clear that there is significance in the proper utilization of the knowledge gained by the trained teachers.

According to the results from the data analysis and interpretation, it is proved that there is significance of the Teacher Training programme.

SUGGESTIONS FOR IMPROVEMENT

Teachers should use teaching aids at highest possible through low cost teaching aids even though the supply from the Government is limited.

Orientation and workshop programme specially for Elementary should be done frequently.

Those persons who possess the quality of good teacher should be appointed.

Incentives and allowances should be given to the teacher.

Encouragement to students should be provided irrespective of good and poor students.

Teaching learning process should go on in hand with continuous and comprehensive Evaluation (CCE).

Co-curricular activities are much important for the growing students.

Teachers should try to draw attention of the student through motivation.

Teachers should give feedback to the students after completing every class.

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