



---

## THE ACADEMIC ACHIEVEMENT OF B.Ed. TRAINEES OF SECONDARY TEACHER EDUCATION IN MANIPUR

**Dr.Taorem Surendra Singh**

Assistant Professor(Senior Scale)

D. M. College of Teacher Education

Manipur, India

### Abstract

Teacher education plays a pivotal role in the enrichment of school education in the country. The quality of teacher education being provided is decided by the academic achievement as academic achievement is the outcome or output of the teacher training process being provided at different institution. In order to check the quality of teacher education in the state, this study has been conducted. The study also found out the reasons for good academic achievement among the B.Ed. trainees and also suggested to improve the quality of teacher education in the state as well as nationwide too.

**Keywords:**Teacher Education, Enrichment, Systematically.

**INTRODUCTION:** Teaching has one of the oldest and most respected professions in the world. When a systematically organised human society came into existence the need to mould its children and proper lines across requiring person who could perform this role that is teachers. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour and reverence in the Indian society over the ages.

The preparation of teacher has changed with the passage of time and with the change in expectations of the society whereas in ancient India the teacher was a Guru who was well-versed in temporal knowledge and deeply steeped in spiritual knowledge and he commanded great respect for his high personal qualities of head and heart; in the medieval times the expectations of society changed his role, making him a master of his subject area; in the modern times he has come to perform yet different roles to meet the challenges of the present day demands.

The changed social, economic and political conditions after our independence necessitated the revamping of the traditional system of education as well as the teacher education programmes. It will be interesting to observed the recommendations of various commissions and committees appointed by the government of India for the improvement of teacher education in the free India.

**REVIEW OF RELATED LITERATURES:** (1): Adeyemo and Gbore (2006) reported that in the study conducted by study habits have strong relationship with the academic performance of students. A student who cultivates certain study habit will perform differently from a student who has another set of study habit. (2): Bajwa and Jindall (2005) reported that there is significant differences between high socio-economic status and low socio-economic status in academic achievement, in which students from higher socio-economic status were in a better academic performance than that of students from lower socio-economic status. (3): Cerna et al. (2015) conducted study on Influence of study habits on academic performance of International College students in Shanghai and found that unique personal ity and education experiences played roles in academic performance in college. (4): Ebele and Olofu (2017) investigated the impact of study habits on secondary school students' academic performance in the Federal Capital Territory of Abuja. The results indicated that there was a significant relationship between study habits and academic performance, in which students with good study habits are likely to perform better in their studies when compared with the students who have poor study habits. (5):Fatemebet al. (2014) reported that the relationship between the study habits and the academic achievement of students in Islamic Azad University of Jiroft Branch that 89% of students have relatively desirable study habits, between the two variables, study habits and academic achievement. There was a positive correlation with academic achievement. (6): Gupta et al. (2015) made a study on academic achievement of B.Ed. students in relations to their emotional intelligence. The results indicated that there is significant relationship between academic achievement of B.Ed. students. (7): In a study conducted by Anwar (2013) on the correlation between study habits and academic achievement, it was found that there was variation in mean score between the students having good study habits and poor study habits with 72.7046 and 57.8943 respectively. (8): In a study conducted by khan (2016) on the correlation between sex and study habits, it was reported that there was no significant impact of sex on the study habits. (9): In a study conducted by Monica (2015) on the influence of study habits on the academic achievement of students in home economics in junior secondary schools in Enugu State, Nigeria, it was found that there exists a positive significant correlation between good study habit and higher academic achievement. (10): In a study conducted by Nevadasco.S.et.al (2015), the academicachievement of B.Ed. candidates of Manipur University were high with females performing better than their male counterparts. First position or gold medalist have been bagged by female candidates in all the academic year under study. (11): In other study conducted by Bhan and Gupta (2010) on the study habits and academic achievement among the students belonging to Scheduled Caste and non-Scheduled Caste groups, it was found that gender had no significant impact on the academic achievement of students. (12):Khan (2016) studied



the impact of socio-economic status on the study habits and reported that socio-economic status, whether high or low, does not significantly affect the study habits

**Conclusion:** It can be concluded the topic of the study was not conducted by anybody before as the proofs are given above. It therefore, the topic of the study is the new area of study, which is not conducted by anybody before. The study targeted to find out the status of ICT infrastructure of Four B.Ed. Colleges within Imphal West Districts, Manipur.

**RATIONALE OF THE STUDY:** Teaching profession demands clear goals, devotion and dedication, good managerial skill and good teaching aptitude. Above all academic performance of student teacher is one of the factors responsible for a competent teacher. Academic achievement is the base for the selection, promotion or recognition in various walks of life. In our society the teacher plays vital role for promoting national development, social change, modification of individual etc. Hence academic achievement of B.Ed. student teacher is highly important in the present scenario. The effectiveness and ineffectiveness of teachers and students is measure mainly in the process of examination. Examination results help us to know the achievement of teachers and students very well. The knowledge of the academic achievement can tell something about the standard and qualification of the student teacher. It is necessary to study the academic achievement of student teacher as to provide better insight into the education process of teacher education.

**STATEMENT OF THE PROBLEM: “The Academic Achievement of B.Ed. Trainees of Secondary Teacher Education in Manipur”**

#### OPERATIONAL DEFINITION OF THE KEY TERMS USED

1. **Academic achievement:** ‘Academic achievement refers to the result of B.Ed. final examination for last three years under Manipur University.
2. **Teacher Educational Institution:** ‘Teacher Educational Institution’ refers to Government and private B.Ed. Colleges in Manipur.
3. **B.Ed. Colleges:** The colleges where B.Ed. Teacher education is being provided.
4. **Secondary teacher education:** It refers to the B.Ed. teacher education programme under Manipur University.

**OBJECTIVES OF THE STUDY:** The following were the objectives of the study

1. To find out the overall level of academic achievement among the B.Ed. trainees of four B.Ed. colleges within Imphal West District during the last three years (2017, 2018, 2019).
2. To compare the level of academic achievement of male and female B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2017, 2018, 2019).
3. To compare the level of academic achievement of arts and science B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2017, 2018, 2019).
4. To compare the college wise level of academic achievement of B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2017, 2018, 2019).
5. To suggest the appropriate measures for improvement.

#### HYPOTHESIS OF THE STUDY

1. There is significant overall level of academic achievement among the B.Ed. trainees of four B.Ed. colleges within Imphal West District during the last three years (2017, 2018, 2019).
2. There is significant difference the level of academic achievement of male and female B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2016, 2017, 2018, 2019).
3. There is significant difference the level of academic achievement of arts and science B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2016, 2017, 2018, 2019).
4. There are significant differences among the college wise level of academic achievement of B.Ed. trainees of four B.Ed. colleges within Imphal West District, during the last three years (2017, 2018, 2019).

**DELIMITATION OF THE STUDY:** The study was delimited to:

1. The study will be limited only to the final examinations results of B.Ed. trainees for the last three years, 2017, 2018, and 2019 conducted by the Manipur University.
2. The study will be limited only to the four B.Ed. colleges in Imphal west district, Manipur.

**METHODOLOGY OF THE STUDY:** The descriptive survey method was adopted in the proposed investigation, in which the data will be gathered from the respective institutions which have undergone two year B.Ed. teacher education programme.



POPULATION OF THE STUDY: There are 1100 student teacher population in teacher education Institutions in the Imphal West, in a year as shown below:

SL. No	Name of the Institution
1	D.M College of Teacher Education, Imphal
2	R.K. Sanatombi Devi College of Education, Imphal
3	Department of Teacher Education, Manipur University, Canchipur
4	Ibotombi Institute of Teacher Education, Canchipur
5	Trinity College ,Koirengei-
6	Kan Kanan Devi memorial College of Teacher Education, Pangei
7	Ideal Teacher Education Institute, Sajiwa, Imphal East

SAMPLE OF THE STUDY: All B.Ed colleges located within the districts of Imphal West and East.

SL. No	Name of the Institution
1	D.M College of Teacher Education, Imphal
2	R.K. Sanatombi Devi College of Education, Imphal
3	Department of Teacher Education, Manipur University, Canchipur
4	Ibotombi Institute of Teacher Education, Canchipur
5	Trinity College ,Koirengei-
6	Kan Kanan Devi memorial College of Teacher Education, Pangei
7	Ideal Teacher Education Institute, Sajiwa, Imphal East

PROCEDURES OF DATA COLLECTION: The related data were collected from examination section of Manipur University and the seven colleges as the examination result is the tool for data collection for the year 2017 to 2019.

STATISTICAL TECHNIQUES FOR DATA ANALYSIS: Simple statistical tools like percentage, frequency, average, and graphical representations were employed for analysis of the collected data.

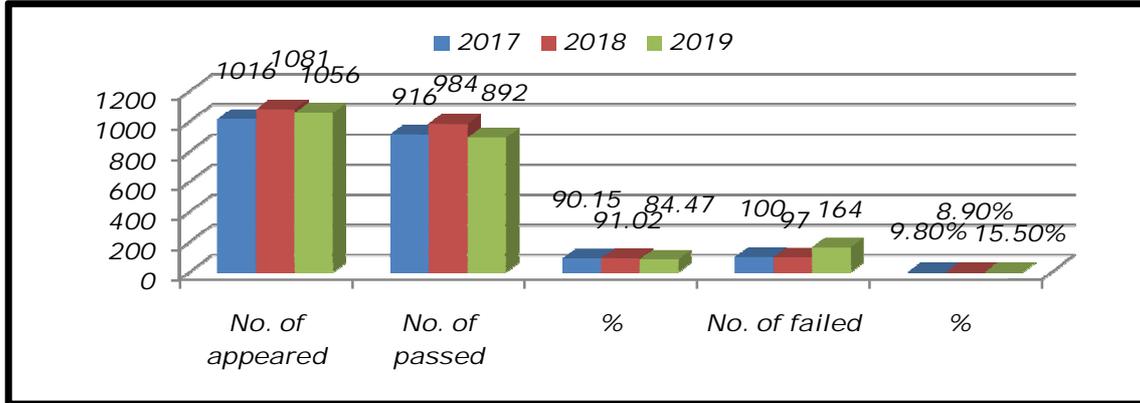
HYPOTHESIS-1: The overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University is high.

Table No: 1: Table showing the overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University.

year	No. of appeared	No. of passed	Pass %	No. of failed	Fail %
2017	1016	916	90.15	100	09.8%
2018	1081	984	91.02	97	08.9%
2019	1056	892	84.47	164	15.5%
sum	3153	2792	265.64	361	114.4%
mean	1051	930	88.54%	121	11.5%



Figure No: 1: Showing the overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University



**Interpretation:** The table No. 1 and figure No: 1 reveals the year wise academic achievement of the B.Ed. students of seven B.Ed. Colleges Under Manipur University during 2017-2019 for a period of three years. It shows the number of candidates passed and overall passes percentage. It is noticed that the pass percentage was lowest in 2019, (84.47%) and highest in 2018, (91.02%). In 2017 the lowest number of students 1016 appeared for the B.Ed. examination and the highest number of students 1081 appeared for the B.Ed. examination in 2018.

The highest and the lowest level of failed students are 15.50% in 2019 and 8.90% in 2018. The average pass and fail percentage for the last three years are 88.54% (930 out of 1051) and 11.5 % (121 out of 1051). From this we learnt that around 121 students of seven B.Ed. Colleges are failed in B.Ed. Examination conducted by Manipur University.

**Conclusion:** It can be concluded that the overall average academic achievement of all the students of B.Ed. Examination conducted by Manipur University in the last three years i.e, 2017-2019 among the seven B.Ed. colleges within the districts of Imphal East and West. is found as 88.54%. **It is therefore the first hypothesis of the present study that was constructed for testing “The overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University is high” is accepted** as the overall academic achievement is 88.54% and failed percentage is 11.50%.

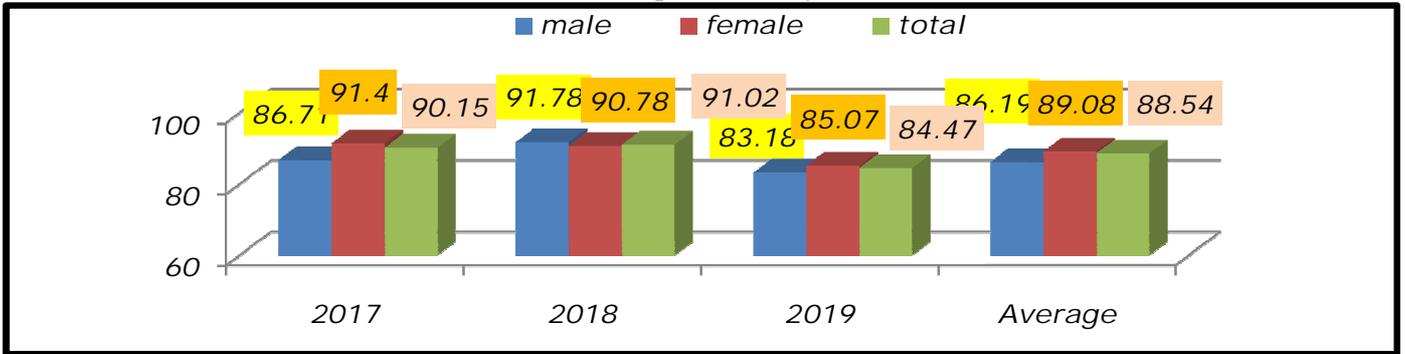
**HYPOTHESIS-2: The overall academic achievement of all B.Ed. male students is higher than female B.Ed. Colleges of all colleges under Manipur University.**

Table No: 2: Table showing the overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University.

Year	Number of student teacher appeared			Number of student teacher passed			Pass %		
	Male	Female	Total	Male	Female	Total	male	Female	Total
2017	271	745	1016	235	681	916	86.71	91.40	90.15
2018	289	792	1081	265	719	984	91.69	90.78	91.02
2019	339	717	1056	282	610	892	83.18	85.07	84.47
<b>Total</b>	899	2254	3153	782	2010	2792	258.58	267.25	265.64
<b>Average</b>	299.66	751.33	1051	260.66	670	930.66	86.19	89.08	88.54



Figure No: 2: Table showing the overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University



**Interpretation:** The highest pass percentage for female in the three years (2017-2019) is 90.78% in 2018 and lowest pass percentage is 85.07 in the year 2019. However, the average pass percentage in the last three years for female is 89.08%.

The highest pass percentage for male in the three years (2017-2019) is 91.78% in 2018 and lowest pass percentage is 83.018 in the year 2019. However, the average pass percentage in the last three years for male is 88.54%.

The average pass percentage in the last three years for male and female is 86.19 % and 89.08% respectively. The total average for both male and female is 88.54%.

**Conclusion:** The overall pass percentage of male B.Ed. trainees (86.19%) of seven colleges is lower than the academic achievement of female B.Ed. Trainees (89.08%).

It is therefore the 2<sup>nd</sup> hypothesis of the present study that was constructed for testing “The overall academic achievement of all B.Ed. male students is higher than female B.Ed. Colleges of all colleges under Manipur University” is rejected as the overall academic achievement female is higher than male.

**HYPOTHESIS-3:** All colleges have equal numbers of position holders (Rank holders and Gold medalist) in the university examination

Table No: 3: Table showing the B.Ed. college wise overall academic achievement of B.Ed. students under Manipur University.

Year	DMCTE	MU	RKSDCE	IITE	KDMCE	TRINITY	ITTCA
2017	00	00	00	03	00	02	00
2018	00	01	00	04	00	01	00
2019	00	01	01	04	00	02	00

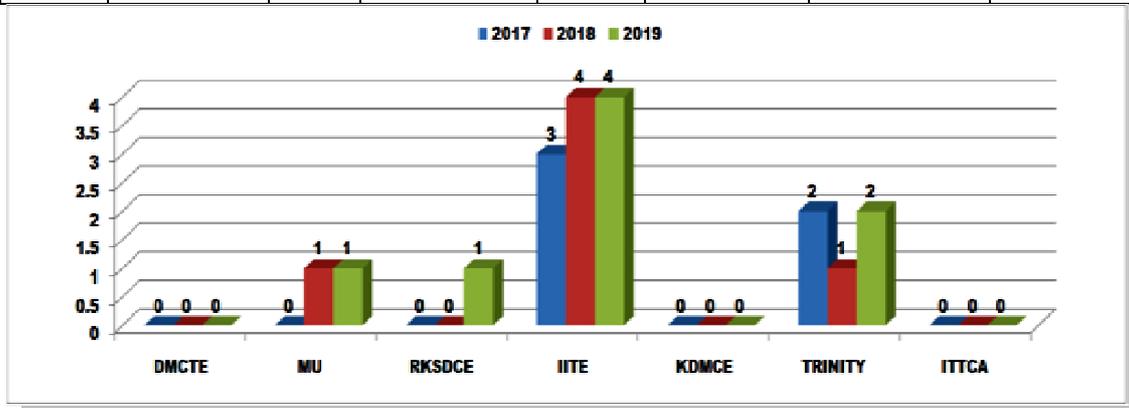


Figure No: 3: Table showing the B.Ed. college wise overall academic achievement of B.Ed. students under Manipur University



**Interpretation:** The College which produced highest number of position holders in the last three years is Ibotombi Institute of Teacher Education, Canchipur. (2017-3, 2018-4, 2019-4, total: 11).

The college which produced 2<sup>nd</sup> highest number of position holders in the last three years is Trinity Teacher Training college, Koirengai. (2017-2, 2018-1, 2019-2, total:5).

The college which produced 3<sup>rd</sup> highest number of position holders in the last three years is The Department of Teacher Manipur University. (2017-0, 2018-1, 2019-1, total:2).

The other four colleges, D.M College of Teacher Education, Imphal, RK. Sanatombi Devi College of Education, Imphal, Kanan Devi memorial College of Teacher Education, Pangei, and Ideal Teacher Education Institute, Sajiwa, Imphal East did not produced position holders in the year 2017, 2018, and 2019.

**Conclusion:** It can be concluded that there is no equal number of position holders produced by seven B.Ed. Colleges within the district of Imphal East and West. It is therefore the 3<sup>rd</sup> hypothesis “All colleges have equal numbers of position holders (Rank holders and Gold medalist) in the university examination” is rejected as there is no equal number of position holders produced by seven colleges.

**MAIN FINDINGS OF THE STUDY**

1. It can be concluded that the overall average academic achievement of all the students of B.Ed. Examination conducted by Manipur University in the last three years i.e, 2017-2019 among the seven B.Ed. colleges within the districts of Imphal East and West. is found as 88.54%. It is therefore the first hypothesis of the present study that was constructed for testing “The overall academic achievement of B.Ed. students of all B.Ed. Colleges under Manipur University is high” is accepted as the overall academic achievement is 88.54% and failed percentage is 11.50%.
2. It is therefore the 2<sup>nd</sup> hypothesis of the present study that was constructed for testing “The overall academic achievement of all B.Ed. male students is higher than female B.Ed. Colleges of all colleges under Manipur University” is rejected as the overall academic achievement female is higher than male.
3. It can be concluded that there is no equal number of position holders produced by seven B.Ed. Colleges within the district of Imphal East and West. It is therefore the 3<sup>rd</sup> hypothesis “All colleges have equal numbers of position holders (Rank holders and Gold medalist) in the university examination” is rejected as there is no equal number of position holders produced by seven colleges.

**CONCLUSION:** The academic achievement of the B.Ed. students of seven B.Ed. colleges within the districts of Imphal East and West is the need of hour for the maintenance of quality of teacher training colleges in Manipur. The academic achievement of the B.Ed. students is the success of Teacher Training college.

**REASONS FOR LOW ACADEMIC ACHIEVEMENTS OF THE STUDENTS IN GOVERNMENT B.Ed. COLLEGES:**

- 1) No free and fair selection of teachers.
- 2) Lack of proper supervision in the schools.
- 3) Lack of dedicated teachers.
- 4) No competitive academic environment in the schools.
- 5) Bag log of untrained teachers in the schools.

**REASONS FOR GOOD ACADEMIC ACHIEVEMENT OF THE B.Ed.STUDENTS IN B.Ed. COLLEGES.**

- 1) Teachers are more dedicated and dutiful than government teachers.
- 2) Good students and teachers interactions.
- 3) Good infrastructures are available.
- 4) Good spirit administration and management.
- 5) Good spirit of competition among the students.
- 6) Better cooperation among the principal, teachers, students and parents.
- 7) Regular evaluations are conducted and
- 8) Variety of co-curricular activities are organized through the year.

**REMEDIAL MEASURES FOR FURTHER IMPROVEMENT:**

- a) To maintain good academic calendar.
- b) Regular and frequent inspection to the schools.
- c) Well-built infrastructure in each school.
- d) To give the financial support from government side to the schools.
- e) To develop the better relationship between the schools and community.
- f) To impart good teaching methods in the teaching-learning process.



- g) Timely notification for the modification of syllabus should be notified to the public in time.
- h) To modify the textbooks from time to time and to make available to make in time for the quality as per NCERT.
- i) To include the practical oriented syllabus.
- j) To follow CCE pattern in evaluation process.
- k) To develop blue print of the examination question.
- l) To fix the enrolment of students not more than 50.
- m) To organize the co-curricular activities annually without fail.
- n) Formation of parent-teacher association.
- o) To treat education under essential service to be freed from any obstacles.
- p) To maintain discipline, punctuality and regularity among the students.
- q) To organize the workshops, seminars, and orientations programmes for teachers.
- r) Value education should be taught in the schools.

## REFERENCES

1. B.P, S(2017). A Study on the Academic Achievement of Different Streams of B.Ed. Students. Scholarly Research Journal for Interdisciplinary Studies. Vol-4.
2. Babita,R. et.al.(2018). NCTE as an apex body in Teacher Education. International Conference on Recent Research and Innovations in Science, Management, Education and Technology, pp.254-258.
3. Dhiren,P.(2012). Development of Education in India(2<sup>nd</sup>).Imphal, Manipur: Global Agency.
4. Dhiren.P.(2011). Educational Psychology and Pedagogy(1<sup>st</sup> ed.) Imphal, Manipur: Global Agency.
5. G.P,B.et.al. (2017). Emotional Intelligence and academic achievement of B.Ed. teacher Trainees: A Correlation Study. International Journal of Creative Research Thoughts. Vol-5.
6. Gupta, A.M. (1984). Teacher Education: Current and Future Prospects, New Delhi: Sterling.
7. Gurung, Regan A.R., Weidert,Janet., & Jeske, Amanda.(2010). Focusing on how students' study. Journal of the Scholarship of Teaching and Learning. Vol.10, No.1, January 2010, 28-35.
8. Hema,R.(2017). A study on academic achievement of B.Ed. students in relation to their self-esteem. Scholarly Research Journal for Humanity Science and English Language. Vol-4.
9. Hemlata.et.al. (2015).Academic achievement of students of B.Ed. students relation to their emotional intelligence. Journal of Humanities and Social Science,Vol.20,Issue:3, pp.21-22.
10. [http://ncte-india.org/ncte new/17/2/2020 2:05 PM](http://ncte-india.org/ncte%20new/17/2/2020%202:05%20PM)
11. Hurlock, Elizabeth B. (1981). Development Psychology, A Life- Span Approach (5<sup>th</sup> ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
12. Kaneez.F.et.al. (2011). Teaching Aptitude and Academic Achievement of B.Ed. Trainee Teachers., Vol.1,Issue:5, pp.1-4.
13. Kothari Commission 1964-66, The Report of the Education Commission, Education and National Development, Vol.4, New Delhi: NCERT, 1970.
14. Kothari, D.S. (1966). Report of the Education Commission 1964-1966, New Delhi: Govt. Of India.
15. Koul, L. (2019). Methodology of Educational Research (5<sup>th</sup> ed). Noida, UP: Vikas Publishing House.
16. Lawrence, A.S. (2014). Relationship between study habits and academic achievement of highersecondary school students. Indian Journal of Applied Research, Vol.4, Issue:6, pp.143-145.
17. Malini,L.(2014). A study on academic achievement of B.Ed. student trainees in relation to their self-concept. International Journal of Economic and Business Review. Vol-2. Issue:11.
18. Nevedasko.S.et.al. (2015). Academic achievement of B.Ed. candidates of Manipur university. International Referred Research Journal, Vol.5, Issue:6, pp.37-41.
19. Prabakar,P. et.al.(2014).A study on academic achievement of B.Ed. Trainees in Virudhunagar District. International Journal of Modern Research and Reviews.Vol-2. Issue:12.
20. Pulla,R.(2009).Development of teacher education in India: a historical perspective. Retrieved from <http://hdl.voced.edu.au/10707/10763>.
21. Reshma,K. et.al.(2018). Teacher Education in India: A Historical Perspective. International Journal of Advanced Educational Research, Vol.3.Issue:2. pp.594-597.
22. Sexena.N.R.et.al. (2009). Teacher Education. Jaidavi Nagar, Meerut: R. Lall Book Depot.
23. Shasi.P.et.al. (2004). Teacher Education in India. New Delhi:Vikas Publications.
24. Tibble, J.W. (1971). Future of Teacher Education London. Routledge and Kagan Paul.
25. Trivedi, R.S. (1969). Reading in Teacher Education Sarder Patel University. Vallabh Vidyanagar.
26. Washim, A. et.al. (2015). Achievement motivation among B.Ed. general and special education teacher trainees: A comparison. Journal of Disability Management and Rehab

Filename: 13  
Directory: C:\Users\DELL\Documents  
Template: C:\Users\DELL\AppData\Roaming\Microsoft\Templates\Normal.dotm  
Title:  
Subject:  
Author: Windows User  
Keywords:  
Comments:  
Creation Date: 4/16/2021 4:41:00 PM  
Change Number: 5  
Last Saved On: 5/1/2021 6:02:00 PM  
Last Saved By: Murali Korada  
Total Editing Time: 34 Minutes  
Last Printed On: 5/3/2021 11:32:00 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 3,601 (approx.)  
Number of Characters: 20,526 (approx.)