

“Teaching Performance of Teacher Education of B.Ed. Colleges in Manipur – A Critical Study”

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Abstract

In the present context of world, education is the fundamental human rights of the country. Such right of the constitution is to be given to all citizens in the country as education is the instrumental role to make personal as well as social development. So, quality of school education can be enhanced through quality teacher education in the country as teacher's is vital role to give quality education in the schools. In order to improve quality teacher education, there is the need of study on teaching performance among the teacher trainees of the B.Ed. colleges as it will help to find out the remedial measures in order to improve the quality of teacher education in the state of Manipur as well as Nationwide.

Key words used: Education, Teacher Educator, B.Ed., & NCTE

Introduction: In the present scenario, Education is the most important priority for each and every one. It is an Age of Knowledge. Knowledge is power and every one struggles for power. Now a day's one's individual status is dignified by his/her educational qualification irrespective of gender, caste, class race, religion etc. Even the poor parents try to send their children to the private school which is very expensive through their hard effort. To provide well education, every couple plans for their better future to have one child or two children. Gender bias is reduced and even girls are better educated and qualified than boys. We obviously see how much the education is important in the present society.

Education means all round development. The chief function of education is to provide individual development to make his life happy, prosperous and rich. It develops the child's personality, spiritually and morally and significantly contributes in realizing his needs, aspirations, aims and values.

So, we know that the workshop of education is the school classroom. Kothari Commission (1964-66) has very rightly said that the destiny of India is being shaped in the school classroom. And teacher is the powerful agent for man aging and organizing educational process of human development.

Justification Of The Study: The important of the present study is an analytical study of teaching performance of Teacher Education of B.Ed. Colleges in Manipur. The finding of the study may be of great value to the University, NCTE, college authority, education planner and policy makers and also to the teachers and students in understanding the strength and weakness of the colleges thereby enabling them to provide feedback for improvement.

Statement Of The Problem: The statement of the problem is “Teaching Performance of Teacher Education of B.Ed. colleges in Manipur: A Critical Study”

Key Words Definition :

- A. **Education:** It is the discipline that is concerned with methods of teaching and learning in schools or school like environment.
- B. **Teacher Educator:** Those who educate prospective teachers and those who educate practicing teachers that is to those who initiate, guide and support teacher learning across the lifespan.
- C. **B.Ed.: Bachelor of Education:** An undergraduate professional degree which prepares students for work as a teacher in schools.
- D. **NCTE – National Council for Teachers Education.**

Objectives Of The Study:

1. To find out the overall Teaching Performance of Teacher Educations of B.Ed. College in Manipur.
2. To compare the levels of Teaching Performance between Male and Female Teacher educators in Manipur.
3. To compare the levels of Teachings Performance between Private and Government Teacher educators in Manipur.
4. To improve the levels of Teaching Performance among teacher educators of Government B.Ed. colleges in Manipur.
5. To compare the levels of Teaching Performance of teacher educators of Private B.Ed. colleges in Manipur.
6. To find out the remedial measures for further improvement of teaching performance of B.Ed. colleges of Manipur.

Hypothesis Of The Study:

1. There is no significant overall level of Teaching Performance of Teachers Educators of B.Ed. colleges in Manipur.
2. There is no significant difference between the levels of Teachings Performance of Male and Female teacher educators in Manipur.
3. There is no significant difference between the levels of Teaching Performance of Private and Government Teacher Educators in Manipur.
4. There is no significant difference between the levels of Teaching Performance of teacher educators among Government B.Ed. colleges in Manipur.
5. There is no significant difference between the levels of Teaching Performance of Teacher educators among Private B.Ed. Colleges in Manipur.

Statistical Technique of the study: The statistical techniques to be used for the tabulation and analysis of collected data are:

1. Percentage
2. T-Test and
3. Graphical representation.

Delimitation Of The Study:

1. The present study was geographically limited to B.Ed. colleges in Manipur.
2. The present study was confined to only 6 (six) B.Ed. colleges in Manipur.
3. The present study was restricted to government and private B.Ed. colleges in Manipur.
4. Data to be collected for the study was limited only during the session 2021-22.

Review of Related Literatures:

(1) Kamalpreet Kaur Toor (2014) has conducted a study on “Teacher Effectiveness, General Intelligence and Creativity of Secondary School Teachers” To study teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to type of school. The result of the study reveals that there is a significant difference in the teacher effectiveness of government and private secondary school teachers. The government school teachers are more effective than private school teachers.

(2) Ajoy Babu & Mandakini Kumari (2013) have conducted a study on “Organizational Climate as a Predictor of Teacher Effectiveness” to study the Teacher Effectiveness of Elementary School Teachers. The finding of the study was that maximum number of effective teachers is in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists.

(3) M. Chandramma (2013) has conducted a study on “Job Satisfaction and Teaching Effectiveness of Teacher Educators”. The findings of the study revealed that the Teacher Educators have better Teaching Effectiveness in the

profession. It is also found that the management of the institution has no significant influence on the overall Teaching Effectiveness of Teacher Educators. But on the basis of obtained mean score, Teaching Effectiveness of Government B.Ed. College Teacher Educators is comparatively better than that of the Private B.Ed. College Teacher Educators.

(4) **R. Renjith Kumar & Fezeena Khadir (2013) have conducted a study on “Teaching Effectiveness of Self-Financing Engineering College Teachers in Kerala”.** The findings of the study revealed that the teaching effectiveness of the engineering college teachers is proved to be medium.

(5) **Sharadha and Pareswaram (2008) in their study on “Teacher Characteristics and Learning in the Classroom”**, make an attempt to examine the role of some behavioural variations among teachers and their possible implications for effective classroom teaching and learning. The findings of the study revealed that the management of the institutions had significant impact on the behaviour variations in the level of their teaching effectiveness.

(6) **Arockia Doss (2007) conducted a study on “Teacher Effectiveness of College Teachers”.** The findings of the study revealed that majority of college teachers are effective only at moderate level. It is also found that management or nature of the institutions have significant influence on various dimensions of teacher effectiveness.

(7) **Newa, Dilliraj (2007) conducted a study on “Teaching Effectiveness and Job Satisfaction among Government and Private College Teachers of Nepal”.** The findings of this study showed that- (i) the teachers belonging to Government showed better Teaching Effectiveness than Private college teachers. (ii) Govt. Secondary school teachers were more satisfied than Private school teachers.

(8) **Vijayalakshmi, A. (2005) conducted a study on “Teacher Effectiveness and Job Satisfaction of Women Teachers”** to find out the effect of locality, management and subject of teaching on teacher effectiveness and job satisfaction. The findings of the study revealed that the management of school has significant impact on both teacher effectiveness and job satisfaction.

(9) **Kamalpreet Kaur Toor (2014) has conducted a study on “Teacher Effectiveness, General Intelligence and Creativity of Secondary School Teachers”** to study teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to type of school. The result of the study reveals that there is a significant difference in the teacher effectiveness of government and private secondary school teachers. The government school teachers are more effective than private school teachers.

(10) **Ajoy Babu & Mandakini Kumari (2013) have conducted a study on “Organizational Climate as a Predictor of Teacher Effectiveness”** to study the Teacher Effectiveness of Elementary School Teachers. The finding of the study was that maximum number of effective teachers is in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists,

(11) **M. Chandramma (2013) has conducted a study on “Job Satisfaction and Teaching Effectiveness of Teacher Educators”.** The findings of the study revealed that the Teacher Educators have better Teaching Effectiveness in the profession. It is also found that the management of the institution has no significant influence on the overall Teaching Effectiveness of Teacher Educators. But on the basis of obtained mean score, Teaching Effectiveness of Government B.Ed. College Teacher Educators is comparatively better than that of the Private B.Ed. College Teacher Educators.

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(14) **Vijayalakshmi, A. (2005) conducted a study on “Teacher Effectiveness and Job Satisfaction of Women Teachers”** to find out the effect of locality, management and subject of teaching on teacher effectiveness and job satisfaction. The findings of the study revealed that the management of school has significant impact on both teacher effectiveness and job satisfaction [58].

Literature Review in Manipur:

(1) **Soram Sonia , DMCTE, Imphal conducted a study on “ A Study on attitude of teacher towards Teaching profession: A case of Imphal East and West. Main findings of the study:** (a) The teacher of both Imphal East and West had a favourable attitude towards their teaching profession.(b) There is no difference in the attitude of teachers serving in Imphal East and West; and there is no difference in the teacher of private and government schools. (c) There is no significant difference in the attitude of the teachers in high and higher secondary school of Imphal East and West; no difference in attitude between male and female teachers of Imphal East and West.

(2) **Anita Kangabam, DMCTE, Imphal, conducted a study on “ A study of the teaching aptitude of student-teacher of B.Ed. course in DM College of Teacher Education. Main findings of the study:** (a) The teaching aptitude of male and female have approximately the same level of aptitudes towards their teaching.(b) The dimension of professional information has the highest value. (c) The teaching aptitude with their attitude towards their children has the lowest value.

(3) **S.B. Lingoching, RKSDCE, Imphal conducted a study on “ A study of Elementary Teacher Education Programme in Chandel District of Manipur”. Main findings of the study:** (a) 100% of them need for new methods of teaching and other additional subjects in the DIET programme of Chandel district in the growth and development of teacher education programme DIET in Chandel district. (b) Many of the did not hold seminar, symposium and exhibition as supplementary or complementary to teaching and it needs improvement in infrastructure of teachers’ training institute of Chandel district, DIET. (c) The various co-curricular activities imparted in the teacher training programme and the library facilities were satisfied with them in the Chandel district, DIET.

(4) **Jina Thongram, DMCTE conducted a study on “ A study of the B.Ed. programme under MU with special reference to RKSDCE”. Main findings of the study :** (a) Overall the teaching components is good as far as the trainee’s responses concerned at 89.60%, (b) Overall admission process is good as far the trainee’s responses concerned at 83.50%. (c) Overall academic programme is good as far as the trainee’s response concerned at 89.60%.

(5) **T. Biswalata. Devi. , RKSDCE conducted a study on “A study on teaching learning progress in DIET, Kakching Thoubal District, Manipur”. Main findings of the study:** (a) Kakching plays an important role in improving the quality of teaching in the elementary school of Thoubal district. (b) There is significant improvement in the efficiency of teaching provided by the DMCTE in the district. (c) There is significant difference in the participation of in-service and pre- service trainees. (d) There is full implementation of the knowledge and skill in their respective schools.

CONCLUSION: It was concluded that the topic of the research was the new venture of study as no one has conducted such topic before. The research tried to find out issues and challenges of **“Teaching Performance of Teacher Education of B.Ed. colleges in Manipur: A Critical Study”**.

METHODS AND PROCEDURES OF THE STUDY

Method of the study: The research methodology for the present study was descriptive survey method, which was to find out the different level of teachers working at secondary schools in Manipur in respect of classroom teaching performance.

Population of the Study: The population of the present study is constituted by all teachers, who are working as a teacher of Secondary schools in the state of Manipur during the session: 2021-22. The study confined to trace out of the Classroom Teaching Performance of the teachers who are working currently at the ten (10) Government and ten (10) Private Secondary Schools in Manipur, namely.

Sample of The Study: The investigator selected only 100 Trainees selected from the five colleges, out of which 02-Government and 03-Private B.Ed. Colleges, where B.Ed. trainees were selected from each of the College in the state of Manipur.

Tools of The study: Tools are those instruments employed for gathering new facts to explore field. The present study is an explorative study and Descriptive Survey Method was used for investigation. In this regard, questionnaire was used in the present study explore the levels of **Classroom Teaching Performance** of the B.Ed. Trainees from the Government and Private B.Ed. Colleges in Manipur. The questionnaire composed the statements covering various aspects/parameters of teaching.

The questionnaire contains 50 items under the 10 areas of different perspectives of Classroom Teaching Performance, Namely:

1. Five questions on personality component.
2. Five questions on Lesson Planning Component.
3. Five questions on Motivational Component.
4. Five questions on Teaching/Presentation Component.
5. Five questions on Audio-visual Teaching Aids Component.
6. Five questions on Summarization/Generalization component.
7. Five questions on Recapitulation Component.

8. Five questions on Application Component.
9. Five questions on Classroom Management Component.
10. Five questions on Home Assignment Component.

Data Collection and procedures of the study: Under the strict supervision and advice of the concerned supervisor, the actual written permission was taken from the College Principal/ G.B of the college concerned in order to proceed with the field work of the study. The investigator went personally to the concerned institutions and created a good report and talked with the Head of the institutions about the purpose of the visit. Directions and hints to answer the items to questionnaire were provided on the first page of the questionnaire itself. The respondents were made to understand on the same page that their answer to the item in the questionnaire were intended to be used for research purpose only and not for assessing their personality or performance in their work and they were also made to understanding that the response given by them would be kept confidential. Very honestly the environment was free and friendly.

Time limit of the tools used: The reasonable and actual time limit was given to the B.Ed. Trainees in order to assess the level of Classroom Teaching Performance. Most of the teachers managed to complete the questionnaire within 45 minutes positively.

Scoring procedure of the tools of the study: The scoring procedure of the given questionnaire of the study was under Thurston Method i. e: The 1 (one) point scale is YES/NO. There will be positive as well as negative questions. 1 mark is to be awarded for right response for positive question. 1 mark is to be awarded for "No" response for negative question. Thus, the scores indicated the level of Classroom Teaching Performance of 20 Government and Private Secondary Schools in Manipur.

Statistical Technique of the study: For the analysis and interpretation of data, the following Statistical Techniques were used:

- a) Percentage.
- b) The measures of central tendency (Mean and Standard deviation) and
- c) T-ratios

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis-1: There is no significant overall level of Teaching Performance of Teachers educators of B.Ed. Colleges in Manipur.

Table No: 1: Showing the overall level of teaching Performance of Teachers educators of B.Ed. Colleges in Manipur.

A. PERSONALITY					
		Right Response	%	Wrong Response	%
1	Do you agree that "teaching profession is the noblest profession among the different professions" ?.	99	99	1	1
2	Don't you think there is need of verity of teaching methods and approaches in teaching-learning process ?	19	19	81	81
3	Are you not Punctual and sincere enough towards the students ?	16	16	84	84
4	Whether the voice and manner of you are quite pleasant towards the students ?	97	97	3	3
5	Are you master over the subject that you are teaching ?	91	91	9	9
	Average	322	64.4%	178	35.60%
B. LESSON PLANNING					
6	Do you plan your lesson systematically as per rules ?	94	94	6	6

7	Don't you agree that the main purpose of lesson planning is to materialise the teaching-learning objectives ?	19	19	81	81
8	Whether you provide the room in the lesson for Collaborative learning activities among the students ?	93	93	7	7
9	Do you provide the room for Self learning among the students ?	88	88	12	12
10	Whether there is the room for using Appropriate teaching aids in the planned lesson to be used during teaching-learning process ?	88	88	12	12
Average		322	64.40%	178	35.60%
C. MOTIVATION					
11	Do you agree that motivation is most essential step in the teaching-learning process ?	100	100	0	0
12	Whether you start the teaching on the day's topic after proper motivation among the students ?	98	98	2	2
13	Whether you use knowledge relating to the previously learnt knowledge during the motivational step ?	99	99	1	1
14	Do you use at least 3 to 4 questions as far as motivational steps before actual teaching is started ?.	90	90	10	10
15	Do you frame the question for motivational steps in sequential manner: easy to difficulty ?	90	90	10	10
Average		382	76.40%	118	23.60%
D. TEACHING /PRESENTATION OF TEACHING MATERIALS					
16	Do you think that your presentation materials is quite enough and appropriate in view of learning objectives ?	80	80	20	20
17	Whether you teach the lesson in sequential manner as far as presentation step ?	98	98	2	2
18	Do you agree that the size and volume of presentation materials is quite appropriate in terms of time management ?.	88	88	12	12
19	Whether you are giving enough opportunity among the students for Interactive teaching-learning process ?.	99	99	1	1
20	Are you using teaching aids at appropriate time to clear doubts relating to the day's lesson.	99	99	1	1
Average		477	95.40%	23	4.60%
E. AUDIO – VISUAL TEACHING AIDS					
21	Do you agree that audio-visual teaching aids are essential for every lesson to have better understanding ?	98	98	2	2
22	Don't you use limited teaching aids in time with appropriate size ?	29	29	71	71
23	Have you been ever developed teaching-learning materials in the video format for more understanding and circulation among the students ?	80	80	20	20
24	Whether you have been taught the students through online mode (Whatssap/Youtube/Mail/GoSchool) during the lockdown period ?.	77	77	23	23

25	Do you find issues and challenges, while you are taking online classes ? .	88	88	12	12
	Average	464	92.80%	36	7.20%
F. SUMMARIZATION/GENERALIZATION					
26	Do you think that Summarization/Generalization is one the essential steps for lesson planning as well as teaching ?.	97	97	3	3
27	Don't you agree that generalisation will help the students in the class room for Better learning and understanding of the days' topic ?.	13	13	87	87
28	Do you check interest of the students while they are Copying the summary from the board ?.	93	93	7	7
29	Don't you ask the students to copy and get the meaning of generalization of the day's lesson ?.	20	20	80	80
30	Do you believe that Summarization/Generalization gives a great opportunity for Self learning.	100	100	0	0
	Average	323	64.60%	177	35.40%
G. RECAPITULATION					
31	Do you think that recapitulation is one the essential steps for lesson planning as well as teaching ?.	100	100	0	0
32	Do you involve maximum number of students in the class in the step of recapitulation ?.	95	95	5	5
33	Whether the questions for recapitulation are sequential manner ?.	86	86	14	14
34	Do you believe that recapitulation gives the opportunity for Critically thinking and analysis among the students ?	97	97	3	3
35	Are you not agreed that recapitulation helps the students grasped the main idea of the day's lesson?	24	24	76	76
	Average	402	80.40%	98	19.60%
H. APPLICATION					
36	Do you think that application is one of the essential steps for lesson planning as well as teaching ?.	100	100	0	0
37	Do you agree that application step of the lesson plan help the students to use the learnt knowledge in day to day life as real knowledge ?.	100	100	0	0
38	Whether application step helps the students to improve the critical thinking and analysis for the solution of day to day life problems ?	98	98	2	2
39	Do you provide enough opportunity among all students during the application step ?.	95	95	5	5
40	Don't you agree that Sense of inquiry and innovation are encouraged and developed by the application step ?	14	14	86	86
	Average	407	81.40%	93	18.60%

I. CLASSROOM MANAGEMENT

41	Are you trying to create a conducive environment inside the classroom to develop the sense of creativity and innovation among the students ?.	97	97	3	3
42	Being a teacher, Are you not able to overcome the learning problems faced by the students during the class ?.	74	74	26	26
43	Can you resolve the issues of indiscipline arise among the students inside the classroom ?	93	93	7	7
44	Do you give rewards or feedback to the students for further improvement in better understanding of the day's lesson ?	99	99	1	1
45	Don't you find the shortage of time during the transaction of lesson planned procedures ?	30	30	70	70
	Average	393	78.60%	107	21.40%
J. HOME ASSIGNMENT					
46	Do you give Home assignment based on every day's lesson ?	87	87	13	13
47	Whether home assignment is very helpful in term of self study habit as well as revision of learnt topic ?	99	99	1	1
48	Do you give regularly home assignment based on activity ?	87	87	13	13
49	Do you agree that teacher should give very difficult home assignment to the students ?.	21	21	79	79
50	Whether every students must need the help of teacher in form of coaching/home tutor as additional support.	61	61	39	39
	Average	355	71.00%	145	29.00%

Interpretation:

1. As far as Question No.1 of personality parameter 99(99%) of total sample favour that teaching profession is the noble profession among different profession. However 1(1%) of the sample is against to it.
2. In connection with Question No.2 of personality parameter, 19(19%)of total samples favour that there is need of verity of teaching method and approaches in teaching learning process. However 81(81%) of the total samples are against to it.
3. In the Question No.3 of personality parameter, 16(16%) of total samples favor that they are not punctual and sincere enough towards the students. However 84(84%) is against to it.
4. With reference Question No.4 in personality parameter, 97(97%) of total samples agreed that voice and the manner of the teacher are quite pleasant towards the students. But 3 (3%) are against to it.
5. 91(91%) of the total samples in Question No.5 of personality parameter agreed that the teacher master over the subject that they are teaching. However 9(9%) are against to it.
6. 94(94%) of the total samples agreed that the teacher plan there lesson systematically as per rules in Question No.6 of lesson planning parameter, but only 6% is against to it.
7. In Question No.7 of lesson planning parameter 19(19%) of the total sample agreed that the main purpose of lesson planning is to materialize the teaching learning objectives. And 81(81%) is against to it.

8. 93(93%) of the total samples in Question No.8 of lesson planning parameter agreed that teacher provide the room in the lesson for collaborative learning activities among the students. However 7(7%) is against to it.
9. In Question No.9 of lesson planning parameter 88(88%) of the total samples favour that the teacher provide the room for self learning among the students. But 12(12%) is against to it,
10. 88(88%) of the total samples Question No.10 of lesson planning parameter agreed that there is the room for using appropriate teaching aids in the plan lesson to be use during teaching learning process. However 12(12%) is against to it.
11. With reference to Question No.11 of motivational parameter all 100(100%) agreed that motivational is the most essential step in the teaching learning process. None of them against it.
12. 98(98%) in Question No.12 of motivational parameter of the total sample favour that teachers started the teaching on the day's topic after proper motivation among the students. However only 2(2%) is against to it.
13. In connection with Question No.13 of motivation parameter,99(99%) of the total samples favour that teacher used knowledge relating to the previous learnt knowledge during the motivational steps. However only 1(%) is against to it.
14. 90(90%) of the total sample in Question No.14 of motivation parameter agreed that the teacher used atleast 3-4 question as far as motivational steps before actual teaching is started. But 10(10%) is against to it.
15. In Question No.15 of motivation parameter 90(90%) of the total sample agreed that the teacher frame the question for motivational steps in sequential manner; easy to difficulty. However 10(10%) is against to it.
16. In Question No.16 of Teaching-Presentation parameter,80(80%) of the total samples agreed that teaching/presentation is quite enough and appropriate in view of learning objectives. However 20(20%) is against to it.
17. 98(98%) of the total sample in Question No.17 of teaching/presentation of teaching materials parameter favour that the teacher taught the lesson in sequence manner as far as presentation steps. But only 2(2%) is against to it.
18. 88(88%) of the total sample in Question No.18 of teaching/presentation of teaching materials parameter agreed that the size and the volume of the teacher's presentation materials is quite appropriate in terms of time management .However 12(12%) is against to it.
19. 99(99%) of the total sample in Question No.19 of teaching/presentation of teaching materials parameter agreed that the teacher is giving enough opportunity among the students for interactive teaching learning process. Only 1(1%) is against to it.
20. 99(99%) of the total sample in Question No.20 of teaching/presentation of teaching materials parameter favour that the teacher is using teaching aids at appropriate time to clear doubts relating to the day's lesson. Only 1(1%) is against to it.
21. In connection with Question No.21 of audio-visual parameter 98(98%) of the total sample agreed that audio visual teaching aids are essential for every lesson to help better understanding. However only 2(2%) is against to it .
22. As far as Question No.22 of audio-visual parameter 29(29%) of the total sample favour that the teacher use limited teaching aids in time with appropriate size. However 71(71%) Is against to it.
23. With reference to Question No.23 of audio-visual teaching aids parameter 80(80%) of the total sample favour that they have been ever develop teaching learning materials in the view format for more understanding and circulation among the students. But 20(20%) is against to it.
24. 77(77%) of the total samples Question No.24 of audio-visual parameter agreed that the teacher have taught the students through online mode (Whatsapp /Youtube/Mail/GoSchool) during the lockdown. However 23 (23%) are against to it.

25. In connection with Question No.25 of audio-visual parameter 88(88%) of the total samples agreed that the teacher found issues and challenges while they are taking online classes. However 12(12%) are against to it.
26. As far as Question No.26 of summarization/generalization parameter 97(97%) of the total samples agreed that summarization/generalization is one of the essential step for lesson planning as well as teaching. However 3(3%) is against to it.
27. In connection with Question No.27 of summarization/generalization parameter 13(13%) of the total samples agreed that summarization/generalization will help the students in the classroom for better learning and understanding of the day's topic. However 87(87%) is against to it.
28. With reference to Question No.28 of summarization/generalization parameter 93(93%) of the total samples agreed that the teacher check the interest of the students while they are copying the summary from the board. But 7(7%) is against to it.
29. 20(20%) of the total sample in the Question No.29 of summarization/generalization parameter agreed that the teacher asked the students to copy and get the meaning of generalization of the day's lesson. But 80(80%) against to it.
30. In connection with Question No. 30 of summarization/generalization parameter all 100(100%) of the total samples agreed that summarization/generalization gives a great opportunity for self learning. None of them against it.
31. As far as Question No.31 of recapitulation parameter all 100(100%) of the total sample agreed that recapitulation is one of the essential steps for learning fir lesson planning as well teaching. None of them against it.
32. In connection with Question No.32 of recapitulation parameter 95(95%) of the total samples favour that the teacher involve maximum number of students in the steps of recapitulation. But 5(5%) is against to it.
33. 86(86%) of the total samples in Question No.33 of recapitulation parameter agreed that the question fir recapitulation are in sequencial manner.14(14%) is against to it.
34. With reference to Question No.34 of recapitulation parameter 97(97%) of the total samples favour that recapitulation gives the opportunity for critically thinking analysis among the students. But 3(3%) is against to it.
35. 24(24%) of the total samples in Question No.35 of recapitulation parameter agreed that recapitulation helps the students grasped the main idea of the day's lesson. However 76(76%) is against to it.
36. As far as Question No.36 of application parameter 100(100%) of the total samples agreed that application is the essential step for lesson planning as well as teaching. None of them against it.
37. In connection with the Question No.37 of application parameter ,all 100(100%) of the total samples agreed that application step of the lesson plan help the students use the learnt knowledge in day to day life as real knowledge. None of them against it .
38. 98(98%) of the application parameter of Question No.38 favour that application step helps the students to improve the critical thinking and analysis for the solution of the day to day life problems. But only2 (2%) is against to it.
39. With reference to Question No.39 of application parameter 95(95%) agreed that the teacher provide enough opportunity during the application step. However 5(5%) is against to it.
40. In Question No.40 of application parameter only 14(14%) agreed that sense of enquiry and innovation are encouraged and develop by the application step. But 86(86%) is against to it.
41. As far as Question No.41 of classroom parameter 97(97%) of the total samples favour that the teacher tried to create a conducive environment inside the classroom to develop the sense of creativity and innovation among the students. Only 3 (3%) is against to it.

42. In connection with Question No.42 of classroom parameter 74(74%) of the total samples favour that the teacher is not able to overcome the learning problems face by the students during the class. However 26(26%) is against to it.
43. In Question No.43 of classroom parameter 93(93%) of the total samples favour that the teacher can resolve the issues of indiscipline arises among the students inside the classroom .But 7(7%) is against to it.
44. With reference to Question No.44 of the classroom parameter 99(99%) of the total sample favour that the teacher get rewards or feedback to the students for further improvement in better understanding of the day's lesson. However only 1 (1%) is against to it.
45. 30(30%) of the total samples in Question No.45 of the classroom parameter agreed that the teacher found the shortage of time during the transaction of lesson plan procedures. But 70(70%) is against to it.
46. With reference to Question No.46 of home assignment parameter 87(87%) of the total samples favour that the teacher get home assignment based on everyday's lesson. However 13(13%) is against to it.
47. In connection with Question No.47 of home assignment parameter 99(99%) favour that home assignment is very helpful in terms of self study habit as well as revision of learnt topic. None of them is against it.
48. 87(87%) of the total samples in Question No.48 of home assignment parameter agreed that the teacher get regularly home assignment based on activity. But 13(13%) I against it.
49. In Question No.49 of home assignment parameter 21(21%) of the total samples agreed that teacher should give very difficult home assignment .However 79(79%) is against to it.
50. As far as Question No.50 of home assignment 61(61%) of the total samples agreed that every students must need the help of teacher in form of coaching/home tutor as additional support. However 29 (29%) is against to it.

Conclusion: Hypothesis-1: There is no significant overall level of Teaching Performance of Teachers educators of B.Ed. Colleges in Manipur.

Table No: 2: Showing the overall level of Teaching Performance of Teachers educators of B.Ed. Colleges in Manipur.

SL	Parameters	Right Response %	Wrong Response %
1	Personality	64.40	35.60
2	Lesson Planning	76.40	23.60
3	Motivation	95.40	4.60
4	Teaching	92.80	7.20
5	Audio-Visual Aids	74.40	24.60
6	Summarization	64.60	35.40
7	Recapitulation	80.40	19.60
8	Application	81.40	18.60
9	Classroom Management	78.60	21.40
10	Home Assignment	71.00	29.00
	Overall	77.90%	22.10%

Overall Conclusion: Therefore, the **First hypothesis** of the study to tested that “ **There is no significant overall level of Teaching Performance of Teachers be educators of B.Ed. Colleges in Manipur**” is rejected as there is significant overall level of Teaching Performance of Teachers educators of B.Ed. Colleges in Manipur at **77.90%**.

Hypothesis-2: There is no significant difference between the levels of Teaching Performance of Male and Female teacher educators in Manipur.

Table No: 3: Showing difference between the levels of teaching Performance of Male and Female teacher educators in Manipur.

Sl. No	N	Stream	Mean	Standard Deviation	SED	T-Test	df
1.	50	Male	38.42	3.6005	2.011	-0.6533	98
2.	50	Female	38.80	2.6683			

Remarks: Insignificant at 00.05 level

Interpretation: It can be observed from the above table No.3 that the levels of teaching Performance of Male and Female teacher educators in Manipur that are found to have the mean score of 38.42 and 38.80 and with the standard deviation 3.6005 and 2.6683 respectively. T-ratios comes out as -0.6533 with the standard error 2.011, which is less than the level of significant at 0.05.

Therefore, the **2nd hypothesis** of the study to be tested that “**There is no significant difference between the levels of Teaching Performance of Male and Female teacher educators in Manipur**” is **accepted** as there is no significant difference in the level of teaching performance of male teacher educator and female teacher educator of B.Ed. colleges in Manipur.

Hypothesis-3: There is no significant difference between the levels of Teaching Performance of Private and Government teacher educators in Manipur.

Table No: 4: Showing difference between the levels of teaching Performance of Private and Government teacher educators in Manipur.

Sl. No	N	Stream	Mean	Standard Deviation	SED	T-Test	df
1.	40	Govt.	37.325	3.6152	02.00	-3.50	98
2.	60	Private	39.6333	2.5296			

Remarks: Significant at 00.05 level

Interpretation: It can be observed from the above table No.4 that the levels of teaching Performance of Govt. and Private B.Ed. Colleges in Manipur that are found to have the mean score of 37.325 and 39.6333 and with the standard deviation 3.6152 and 2.5296 respectively. T-ratios comes out as -3.50 with the standard error 02.00, which is within the level of significant at 0.05.

Therefore, the **3rd hypothesis** of the study to be tested “**There is no significant difference between the levels of Teaching Performance of Private and Government teacher educators in Manipur**” is **accepted** as there is significant difference in the levels of Teaching Performance of Private and Government teacher educators in Manipur of B.Ed. colleges in Manipur.

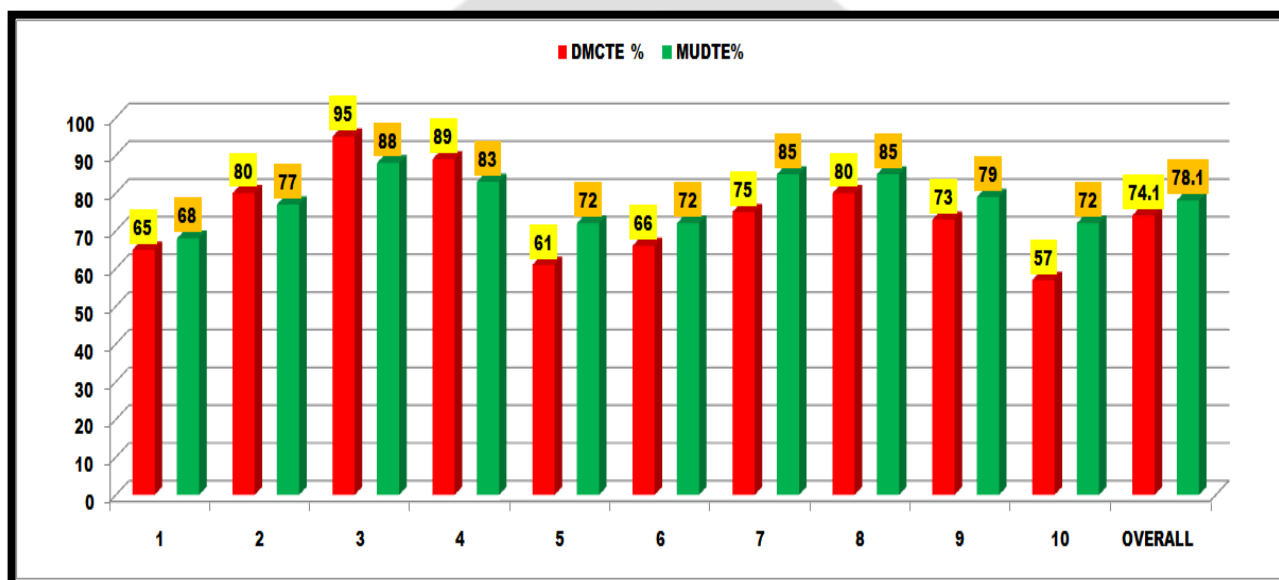
Hypothesis-4: There is no significant difference between the levels of Teaching Performance of teacher educators among Government B.Ed. Colleges in Manipur.

Table No: 5: Showing the difference between the levels of Teaching Performance of teacher educators among Government B.Ed. Colleges in Manipur

Parameter	DMCTE	Right Response %	TE, MU	Right Response %
1	13.00	65.00	13.60	68.00
2	16.00	80.00	15.40	77.00
3	19.00	95.00	17.60	88.00

4	17.80	89.00	16.60	83.00
5	12.20	61.00	14.40	72.00
6	13.20	66.00	14.40	72.00
7	15.00	75.00	17.00	85.00
8	16.00	80.00	17.00	85.00
9	14.60	73.00	15.80	79.00
10	11.40	57.00	14.40	72.00
Overall	148.20	74.10%	156.20	78.10%

Figure No: 1: Showing the difference between the levels of Teaching Performance of teacher educators among Government B.Ed. Colleges in Manipur



Interpretation: From the above table No.5 and fig. No.1, it can be observed that the overall teaching performance of teacher educator of TE, MU, 156.20 (78.10%) is more than that of the teacher educator of DMCTE, 148.20 (74.10%). Therefore, the 4th hypothesis of the study that “There is no significant difference between the levels of Teaching Performance of teacher educators among Government B.Ed. Colleges in Manipur” is rejected as there are different levels of teaching performances among the colleges.

The teaching performance of DMCTE is more as compared to the teaching performance of the teacher educator of TE, MU in the following parameters such as:

- 1) Lesson Planning
- 2) Motivation
- 3) Teaching/Presentation of teaching materials

While the teaching performance of teacher educator of TE, MU is more as compared to the teaching performance of DMCTE in the following parameters such as:

- 1) Personality
- 2) Audio-Visual teaching aids
- 3) Summarization/ Generalization

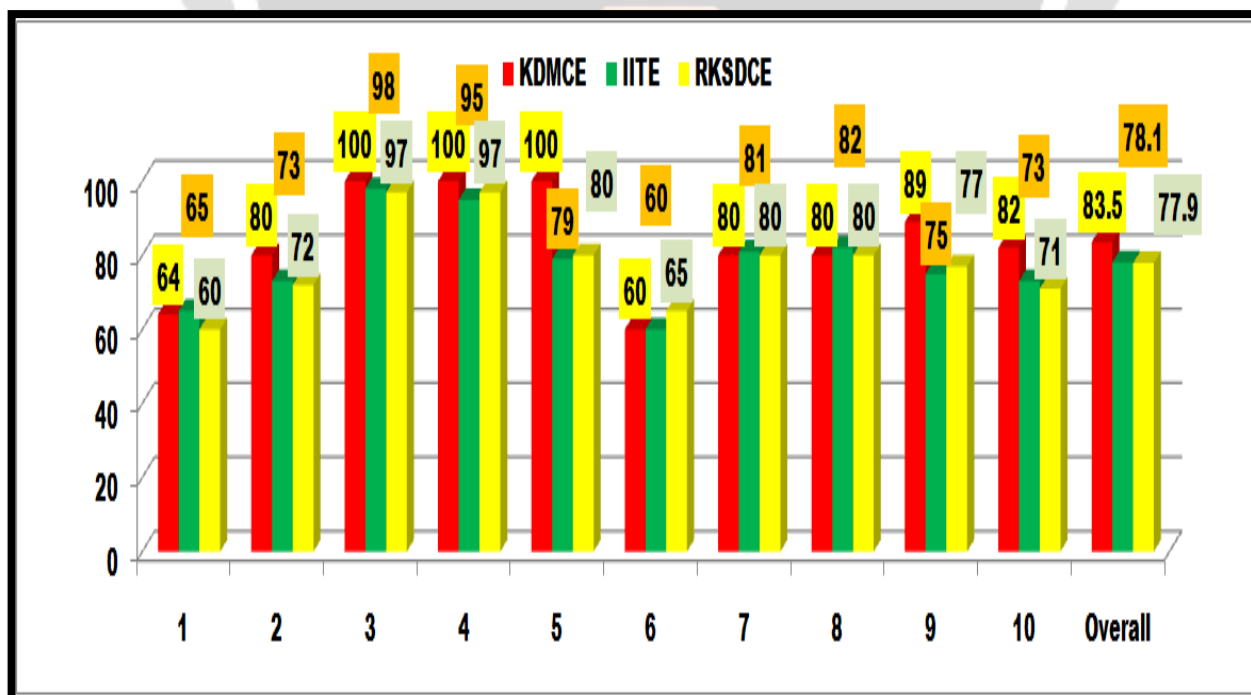
- 4) Recapitulation
- 5) Application
- 6) Classroom
- 7) Home Assignment

Hypothesis-5: There is no significant difference between the levels of teaching Performance of teacher educators among Private B.Ed. Colleges in Manipur.

Table No: 4.6: Showing significant difference between the levels of teaching Performance of teacher educators among Private B.Ed. Colleges in Manipur.

Parameters	KDMCE	IITE	RKSDCE
1	64	65	60
2	80	73	72
3	100	98	97
4	100	95	97
5	100	79	80
6	60	60	65
7	80	81	80
8	80	82	80
9	89	75	77
10	82	73	71
OVERALL	83.50%	78.10%	77.90%

Table No: 2: Showing significant difference between the levels of Teaching Performance of teacher educators among Private B.Ed. Colleges in Manipur.



Interpretation: The comparison of teaching performance of three private B.Ed. colleges are coming out at:

1. KDMCE (83.50%)
2. IITE (78.10%)
3. RKSDCE (77.90%)

Therefore, the 5th hypothesis of the study that “**There is no significant difference between the levels of Teaching Performance of teacher educators among Private B.Ed. Colleges in Manipur**” is rejected as there are different levels of teaching performances among the colleges.

List of the parameters, where KDMCE got the highest level of teaching performance of teacher educator are:

1. Lesson Planning
2. Motivation
3. Teaching/Presentation of Teaching Materials
4. Audio-Visual Teaching aids
5. Classroom
6. Home Assignment

List of the parameter where IITE got the highest level of teaching performance of teacher educator are:

1. Personality
2. Recapitulation
3. Application

List of the parameter where RKSDCE got the highest level of teaching performance of teacher educator are:

1. Summarization/Generalization

Main findings of the study:

- 1) **First hypothesis** of the study to be tested that “**There is no significant overall level of Teaching Performance of Teachers be educators of B.Ed. Colleges in Manipur**” is rejected as there is significant overall level of Teaching Performance of Teachers educators of B.Ed colleges in Manipur.
- 2) **Second hypothesis** of the study to be tested that “**There is no significant difference between the levels of Teaching Performance of Male and Female teacher educators in Manipur**” is accepted as there is no significant difference in the level of teaching performance of male teacher educator and female teacher educator of B.Ed colleges in Manipur.
- 3) **3rd hypothesis** of the study to be tested “**There is no significant difference between the levels of Teaching Performance of Private and Government teacher educators in Manipur**” is accepted as there is significant difference in the levels of Teaching Performance of Private and Government teacher educators in Manipur of B.Ed. colleges in Manipur.
- 4) It is evident that the overall teaching performance of teacher educator of MU, 156.20 (78.10%) is more than that of the teacher educator of DMCTE, 148.20 (74.10%). Therefore, Hypothesis 4th of the study to be tested that “**There is no significant difference between the levels of teaching performance of teacher educator among Government B.Ed. colleges in Manipur.**” is rejected as there is significant difference of levels of teaching performance among the teacher educators of Government B.Ed. colleges in Manipur.
- 5) Hypothesis 5th to be tested that “**There is no significant difference between the levels of teaching performance of teacher educators among private B.Ed. colleges in Manipur.**” Is rejected as there is significance difference of teaching performance among the teacher educators of private B.Ed. colleges that KDMCE got the highest level of teaching performance as compared to IITE and RKSDCE.

Remedial measures subject to main findings of the study :

- 1) **In connection with first hypothesis** of the study to tested that “ **There is no significant overall level of Teaching Performance of Teachers be educators of B.Ed. Colleges in Manipur**”, the hypothesis is rejected as there is significant difference in the **overall level of Teaching Performance of Teachers educators of B.Ed. colleges in Manipur. It needs to be improved in areas of Personality, Lesson Planning, Teaching aids, Summarisation/Generalisation, Classroom management which is low % in each area of parameter .**
- 2) **Second hypothesis** of the study to be tested that “**There is no significant difference between the levels of Teaching Performance of Male and Female teacher educators in Manipur**” is **accepted** as there is no significant difference in the level of teaching performance of male teacher educator and female teacher educator of B.Ed. colleges in Manipur. It needs more improvement in area of personality and teaching aids.
- 3) **3rd hypothesis** of the study to be tested “ **There is no significant difference between the levels of Teaching Performance of Private and Government teacher educators in Manipur**” is **accepted** as there is significant difference in the levels of Teaching Performance of Private and Government teacher educators in Manipur of B.Ed. colleges in Manipur. It also needs some improvement for overall parameter for further improvement which is low in each area.
- 4) It is evident that the overall teaching performance of teacher educator of MU, 156.20 (78.10%) is more than that of the teacher educator of DMCTE, 148.20 (74.10%).Therefore, Hypothesis 4th of the study to be tested that “ There is no significant difference between the levels of teaching performance of teacher educator among Government B.Ed. colleges in Manipur.” is rejected as there is significant difference of levels of teaching performance among the teacher educators of Government B.Ed. colleges in Manipur. DMCTE need to improve in areas of Personality, Teaching aids, Summarisation/Generalisation, Recapitulation, Application, Classroom management, Home Assignment that it secured 74.10% which is lower than MU which got 78.10%. But for MU also it needs more improvement in areas of Lesson Planning, Motivation and Teaching/Presentation of teaching materials.
- 5) Hypothesis 5th to be tested that “ There is no significant difference between the levels of teaching performance of teacher educators among private B.Ed. colleges in Manipur.” Is rejected as there is significance difference of teaching performance among the teacher educators of private B.Ed. colleges that KDMCE got the highest level of teaching performance as compared to IITE and RKSDCE. IN connection with hypothesis 5th KDMCE (83.50%) got the highest level of teaching performance of teacher educator as compared to RKSDCE (77.90%) and IIE (78.10%). So RKSDCE and IIE needs to improve in areas of Personality, Lesson Planning, Motivation, Teaching / Presentation of teaching materials , Audio/Visual aids, Summarisation/Generalisation, Recapitulation/ Application, Classroom Management and Home Assignment.

General Remedial measures for further improvements:

1. The teaching profession is the noblest profession among the different profession. So, the teacher should be committed in their profession
2. There should be verifying of teaching methods and approaches in teaching learning process.
3. The teacher should be punctual and sincere enough towards the students.
4. The voice and manner of the teacher should be quit pleasant towards the students.
5. The teacher should master over the subject that they are teaching.
6. The teacher should plan the lesson systematically as per rules.
7. The lesson planning should materialize the teaching – learning objectives.
8. The teacher should provide the room in the lesson for collaborative learning activities among the students.
9. The teacher should provide the room for self-learning among the students.

10. The teacher should use appropriate teaching aids in the planned lesson to be used during teaching – learning process.
11. The teacher should motivate the students in the teaching – learning process.
12. The teacher should start the teaching on the day's topic after proper motivation among the students.
13. The teacher should use knowledge relating to the previously learnt knowledge during the motivational step.
14. The teacher should ask the students at least 3 to 4 questions as far as motivational steps before actual teaching is started.
15. The teacher should frame the question for motivational steps in sequential manner: easy to difficulty.
16. The teacher presentation materials should be quite enough and appropriate in view of learning objectives.
17. The teacher should teach the lesson in sequential manner as far as presentation step.
18. The size and volume of presentation materials should be quite appropriate in terms of time management.
19. The teacher should give enough opportunity among the students for interactive teaching – learning process.
20. The teacher should use teaching aids at appropriate time to clear doubts relating to the day's lesson.
21. The teacher should use audio-visual teaching aids for every lesson to have better understanding.
22. The teacher should use limited teaching aids in time with appropriate size.
23. The teacher should develop teaching learning materials in the video format for more understanding and circulation among the students.
24. The teacher should teach the students through online mode (whatapps/youtube/mail/Goschool) during the lockdown period.
25. The teacher should overcome issues and challenges, while they are taking online classes.
26. The teacher should use summarization/generalization for lesson planning as well as teaching.
27. The teacher should help the students in the class room for better learning and understanding of the days' topic.
28. The teacher should check the interest of the students while they are copying the summary from the board.
29. The teacher should ask the students to copy and get the meaning of generalization of the day's lesson.
30. The teacher's summarization/generalization should give a great opportunity for self-learning.
31. The teacher should recapitulate for lesson planning as well as teaching.
32. There should be minimum number of students in the class in the step of recapitulation.
33. The questions for recapitulation should be in sequential manner.
34. The teachers' recapitulation should give the opportunity for critically thinking and analysis among the students.
35. The teachers' recapitulation should help the students grasped the main idea of the day's lesson.
36. The teacher take up application as an essential steps for lesson planning as well as teaching.

37. The teachers' application step of the lesson plan should help the students to use the learnt knowledge in day to day life as real knowledge.
38. The teachers' application step should help the students to improve the critical thinking and analysis for the solution of day to day life problems.
39. The teacher should provide enough opportunity among all students during the application step.
40. The teachers' application step should develop and encourage the sense of inquiry and innovation.
41. The teacher should try to create a conducive environment inside the classroom to develop the sense of creativity and innovation among the students.
42. The teacher should be able to overcome the learning problems faced by the students during the class.
43. The teacher should resolve the issues of indiscipline arise among the students inside the classroom.
44. The teacher should give rewards or feedback to the students for further improvement in better understanding of the day's lesson.
45. The teacher should resolve the problem of shortage of time during the transaction of lesson planned procedures.
46. The teacher should give home assignment based on every day's lesson.
47. The teacher's home assignment should very helpful in term of self-study habit as well as revision of learnt topic.
48. The teacher should give regularly home assignment based on activity.
49. The teacher should give very difficult home assignment to be students.
50. The teacher should help and support every students in time of their need.

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