

B.Ed. Admission Process of Teacher Educational Institutions in Manipur: A Critical Study

Dr. TAOREM SURENDRA SINGH

Asst. Professor (Senior Scale), Department of Education
D. M. College of Teacher Education, Manipur, Manipur University
Email: surendrataoremcha@gmail.com
Mobile Phone No: 9366474528

Abstract:

Admission process is the backbone of the education process. Once something wrong with admission process, the whole process of education process will be affected. Therefore, this study was picked up for quality teacher education in the state as well as Nationwide. The study will study the process of admission process of teacher educational institutions in the Manipur. Accordingly, major suggestion can be made on the basis of findings for quality teacher education in Manipur as well as India.

Keywords — Admission process, B.Ed., Teacher Education.

INTRODUCTION

Teacher Education is a discipline which educate the progressive generation on what has gone by where we are, where we want to go and what we like to create, observing healthy, meaningful and long life. Teacher plays the most important role in shaping the mind of young student. Continuous professional development of teachers is needed to enhance the quality of education through the nation. While studying about the quality of teacher training programmed the improvement in a admission process of B.Ed. colleges is also one of the most important part to bring quality in teacher Education program.

It is therefore, worthwhile to study the prevailing system of B.Ed. colleges in Manipur so that we may understand the efficiencies and short coming of the prevailing system of admission process in Teacher Education Institution. This study will especially help to analyze the admission process and its (necessities) influences in this training program. This study will suggest the remedial measures for further improvements in connection with admission process of different colleges in Manipur.

STATEMENT OF THE PROBLEM: The problem of the study was stated as “**B.Ed. Admission process of Teacher Educational Institutions in Manipur: A critical Study**”

DEFINITION OF THE KEY WORDS USED :

- A. **Admission process:** The entire process through which students to a school/colleges/institutes. The entire process to be followed for getting admission to school/colleges/institutes.
- B. **B.Ed.:** The training program meant for preparing teachers for Secondary/senior secondary schools.
- C. **Teacher Education:** The National Council for Teacher Education (NCTE) has defined teacher education as – A program of education, research and training of persons to teach from pre-primary to higher education level.

OBJECTIVES OF THE STUDY:

1. To find out the overall level of problem faced by candidates during admission process in B.Ed. colleges.
2. To compare the level of problems faced by male and female candidates during admission process in B.Ed. colleges.
3. To compare the level of problem faced by candidates of private and Govt. colleges during admission process.
4. To compare the level of problems faced by arts and science candidates during admission process in B.Ed. colleges.
5. To compare the level of problem faced by candidates among the different colleges during admission process in B.Ed. Colleges.
6. To suggest remedial measure for improving the admission process.

HYPOTHESIS OF THE STUDY:

1. There is no significant overall level of problems faced by candidates during admission process into B.Ed. colleges.
2. There is no significant difference between the level of problem faced by the male and female candidates during admission process in B.Ed. Colleges.
3. There is no significant difference between the level of problem faced by candidates of private and Govt. colleges during admission process.
4. There is no significant difference between the level of problem faced by science and arts candidates during admission process in B.Ed. Colleges.

5. There is no significant difference between the level of problem faced by the candidates among different colleges during admission process into B.Ed. colleges.

DELIMITATION OF THE STUDY:

1. The study was limited only to six B.Ed. Colleges in Manipur.
2. It was limited to only the teacher trainees of the six B.Ed. colleges in Manipur.
3. It was limited only within the academic year 2021-2022.
4. It was limited only to the admission process of B.Ed. course only.

REVIEW OF RELATED LITERATURE:

1. **Shosh Leshem(2012), Educational faculty, Israel conducted a study on the group interview experience as a tool for admission to teacher education. The findings were:** (a)Research has identified issues as more effective indicators for the improvement of teacher education. The debates about educational reforms has led to the call for 'new' teacher education in Israel. Zimpher and Howey suggested that one of the requisites for the improvement of teacher education is the recruitment of highly qualified candidates for the teaching profession. (b) Findings among teachers in Israel and in the USA suggest that a group interview process offers much potential in the selection of promising classroom teachers. A group interview identifies three major skills and leadership skills. It has been found that candidates who have traits perform well. (c) The study found that group interview expose cultural and social subtleties that could not be ignored which clear the dilemmas among stakeholders in the program concerning the validity and reliability of group interviews in the program concerning the validity and

reliability of group interviews as a screening tool for prospective teachers. (d) The researchers in the study agreed that group interviews can identify unsuitable candidates for the teaching profession. Still, the complexities that emerged in the admission panels provoked some concerns among faculty members and gave them food for thought. Despite the complexities, the study suggests that group interview may have added value as a market device. (e) The study demonstrates that the group interview is an intensive is an intensive social encounter that weaves a complex web of communication styles that may convey ambiguous messages. The study also finds that the group interview have added the value of exposing communication indicators that may not be revealed otherwise, thus it may be effective in identifying the extreme cases that are unsuitable for teacher education.

- 2. Dr. Victoria Baxon, Dr. Katherine Board (2017), Ontario Institute for studies in education, University of Toronto conducted a study on graduate initial teacher education-A literature review. The findings were: (a)** The study suggests that there should be licensing and certification of teachers for the regulation of the profession in the public interest, and for accrediting initial and continuing teacher education programs. Ontario Regulation 347/02 within the Ontario college of Teacher Act outlines the recruitment that must be met by all providers of initial teacher education. (b) The study found that the recruitment process for entry to teacher education should aim to make teaching an attractive career option for high academic achievers and that specifically aim to build the status of teaching. (c) The teacher education institutes should set high standards for admission to teacher education program. Ingravarson et.al.(2014) further maintain that high achieving countries have regulated teacher education systems and rigorous procedures for accreditation of teacher education programs. It is also required that a period of mentored

induction coupled with rigorous assessment of readiness is supported for full entry to the profession.

- 3. A critical study of the system of teacher education at Secondary Level in Maharashtra. The Main Findings were : (a)** There are seven Universities in the state of Maharashtra. The highest number of college of education are under University of Poona(16) followed by Bombay University (15) and Shivaji University (13). Percentage of permanent affiliation to government colleges of Education is 41 and that of private aided colleges of Education is 71.36 colleges are having hostel facilities for male students and 17 colleges provide this facility to female Students. (b) Admission rules to Government and Private (aided and Unaided) colleges of education are prescribed by Government and respective universities. Percentage of seats for backward class study, for wards of defense personnel and handicapped students is prescribed by Government. Admission to B.Ed. course is made on merit basis.22 colleges interview students belong to Arts,35 percent to science and 4 percent to Commerce. Majority of the students (83%) admitted are having no teaching experience.(c) Demonstration lectures by experts (only in 14 colleges) are arranged for enthusing teachers to strive for excellence in teaching. The number of psychological experiments varies from 5 to 16, practice teaching lessons from 16 to 30 and micro-teaching lessons from 2 to 16. (d) Student-teacher ratio, as prescribed for Colleges of Education is 10:1. The number of lectures working is 645 as against 767 (number of enrolment is 7666). Teacher education (23%) mostly in private unaided colleges are working on part time basis. According to qualifications 22% teacher educations possess doctor's degree and 55% post-graduate degree. (e) Extension service centres are established in one college per district. The needs of in-service education of secondary teachers in all schools in the district cannot be met by the centre.

4. **Sukhvir Kaur International (2013) Journal of science and Research** studied on present scenario of teacher education India. **The findings were:** (a) India has one of the largest systems of teacher education in the world. Teacher education in India has a long past but a short history. Teaching learning has been undergoing drastic changes over the last half a century. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. Unlike in the past when the teacher were entrusted with transferring the content of curriculum to passive audience of students, today new experiments are being tried out in classroom that includes project based learning, development of learning skills, and discovery learning approaches. (b) The role of teacher as a process of nation building is universally recognised. Universal accessibility to quality education is considered essential for development. A teacher education department should conduct special innovative programmes. The admission procedures of teachers at various levels of B.Ed. should be completely systematised There should be a planning unit in each state education to regulate the demand and supply of teachers at various levels of schools. Correspondence courses in Teacher education should be provided, with a strict and high screen for admission and an accurate manner of assessment.

Conclusion: it was concluded that the topic of the study is new area which is not conducted by anyone before. Which will help us to solve the problems of admission process of B.Ed. colleges in Manipur.

METHODOLOGY OF THE STUDY: Method for the research work was adopted as Descriptive Cum Survey method.

POPULATION OF THE STUDY: The total population of the present study consisted of five B.Ed. colleges within Imphal East and West during 2021-2022.

SAMPLE OF THE STUDY:. For this present study is to evaluate the admission problem faced by B.Ed. trainees of the five B .Ed. colleges.

TOOL OF THE STUDY: In order to collect the necessary information from the Trainees, a self made questionnaire was framed with the help of experts. The questionnaire consisted of 20 statements covering various aspects of admission.

COLLECTION OF DATA: The investigator proceeded with the field work by visiting the selected schools. The investigator worked up a good rapport with the head of the institution and teachers of the colleges and makes them understand the purpose of his visit. That directions to answer the items in the questionnaire were provided on the first page of the questionnaire was made known to the respondent. They were also assured that their responses to the items in the questionnaire would be used for research purpose only and would be kept strictly confidential.

STATISTICAL TECHNIQUES: The analysis of data for the present study had been made in conformity with the objectives and hypothesis as formulated by the investigator during 2021-2022. After the collection of data, they were put in the tabular form to make the process of analysis easier. All the relevant data collected are compared, analysed systematically by using statistical tools and techniques. The investigator adopts the following statistical techniques:

- a) Percentage
- b) T-test and
- c) Graphical representation.

ANALYSIS AND INTERPRETATION OF DATA

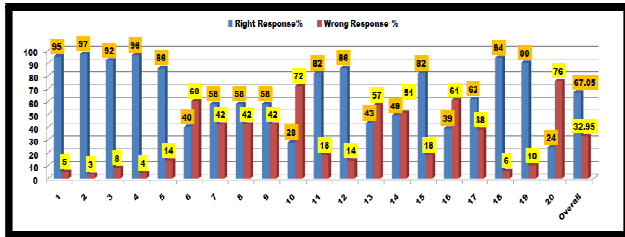
Hypothesis-1: There is no significant overall level of problems faced by candidates during admission process into B.Ed. colleges.

Table No: 1: Overall level of problems faced by candidates during admission process into B.Ed. Colleges.

S L	ITEM	Right Response %	Wrong Response %
1.	Does the college put out admission notice timely in the Admission Board?	95	05
2.	Is the admission notice circulated officially through media in time?	97	03
3.	Does the college update admission related information in their college official website?	92	08
4.	Is there proper prior notice for entrance examination to the candidates through media?	96	04
5.	Is the entrance examination based on Merit cum Mark basis?	86	14
6.	Don't they check the minimum qualifications of the candidates properly?	40	60
7.	Is there a provision for equal allotment of seats to both male and female candidates?	58	42
8.	Is there significant difference in the number of male and female candidates?	58	42
9.	Isn't there a provision for equal allotment of seats subject to Science and Arts candidates?	58	42
10.	Are previous question samples of entrance examination available to candidates?	28	72
11.	Is the entrance examination result declared timely and circulated through	82	18

12.	media? Do they give sufficient time between the declaration of entrance examination result and the last date of admission?	86	14
13.	Isn't the total amount of admission fee quite reasonable?	43	57
14.	Is the payment of total fee is with installment basis?	49	51
15.	Does the session start after a reasonable time after declaration of entrance result?	82	18
16.	Isn't there Reservation Policy for ST/SC/OBC/Disabled/S ports persons in the process?	39	61
17.	Does the college follow Reservation of seats as per the Norms of the Central/ State Government?	62	38
18.	Do you think that the qualifying mark of the entrance examination for B.Ed., admission is quite reasonable?	94	06
19.	Whether the number of applicants who likes to face entrance examination is very big?	90	10
20.	Don't you think that the overall admission process is quite good and done as per NCTE norms?	24	76
	Overall	67.05 %	32.95 %

Figure No: 1: Overall level of problems faced by candidates during admission process into B.Ed. colleges



Interpretation:

- As far as question No.1. of the questionnaire of the study, it can be stated that 95 (95%) of the total population favoured that admission notice came out on time, so that, applicants will have enough time to prepare for the submission of admission form as well as entrance examination of the course. Whereas only 05(5%) were against the question.
- With reference to question No.2 of the questionnaire of the study, it can be stated that 97 (97%) of the population favoured that the admission notice was put officially for everyone to know about the admission. However, 3 (3%) were against it.
- For question No.3 of the questionnaire of the study, it can be stated that 92 (92%) of the population favoured that the college updated admission in their official websites. However, 08(8%) were against it.
- As per question no.4 of the questionnaire of the study, we can state that 96 (96%) of the population favoured that proper prior notice for entrance examination was given for the appearing candidates to be well aware of the exam. Whereas 04 (4%) is against it.
- For question no.5 of the questionnaire of the study, it can be stated that 86 (86%) of the population agreed that the entrance exam was based on merit cum mark basis. Whereas 14 (14%) were against it.

- With reference to question no.6 of the questionnaire of the study, it can be stated that 40 (40%) of the population agreed that the minimum qualification of the candidates was checked properly. whereas 60 (60%) were against it.
- For question no.7 of the questionnaire of the study, it can be stated that 58 (58%) of the population agreed that there was equal provision for equal allotment of seats to both male and female candidates. Whereas 42 (42%) were against it.
- As for question no.8 of the questionnaire of the study, it can be stated that 58 (58%) out of the total population agreed that there is significant difference in the no of male and female candidates, whereas 42 (42%) were against it.
- For question no.9 of the questionnaire of the study, it can be stated that 58 (58%) of the population were in favoured that there was a provision for equal allotment of seats to science and arts candidates. Whereas 42 (42%) were against it.
- With reference to question no 10 of the questionnaire, it can be stated that 28 (28%) of the population favoured that there were previous question samples of entrance examination available to candidates. whereas 72 (72%) were against it.
- For question no 11of the questionnaire, it can be stated that 82 (82%) of the population favoured that the entrance examination result declared timely and circulated through media. whereas 18 (18%) were against it.
- As for question no. 12 of the questionnaire of the study, it can be stated that 86 (86%) of the population agreed that the colleges give sufficient time between the declaration of the entrance examination result and the last date of admission. Whereas 14 (14%) were against it.

13. With reference no.13 of the questionnaire of the study, it can be stated that 43 (43%) of the population agreed that the total amount of the admission fee was quite reasonable. Whereas 57 (57%) were against it.
14. As for question no.14 of the questionnaire of the study, it can be stated that 49 (49%) of the population of the study agreed that the total fee was with instalment basis. Whereas 51(51%) were against it.
15. For question no. 15 of the questionnaire of the study, it can be stated that 82 (82%) of the total population agreed that the session was started after a reasonable time after declaration of the entrance result. Whereas 18 (18%) were against it.
16. With reference to question no.16 of the questionnaire of the study, it can be stated that 39 (39%) of the total population agreed that there was Reservation Policy for ST/SC/OBC/Disabled/Sports persons in the process. whereas 61 (61%) were against it.
17. As for question no.17 of the questionnaire, it can be stated that 62 (62%) of the population of study agreed that the college followed Reservation of seats as per the Norms of the Central/State Government. Whereas 38 (38%) were against it.
18. For question no.18 of the questionnaire, it can be stated that 94 (94%) of the population of the study agreed that the qualifying mark of the entrance examination for B.Ed. admission is quite reasonable. Whereas 6 (6%) were against it.
19. With reference to question no. 19 of the questionnaire, it can be stated that 90 (90%) of the population of the study agreed that the number of applicants who likes to face entrance examination is very big. Whereas 10 (10%) were against it.

20. As for question no.20 of the questionnaire, it can be stated that 24 (24%) of the population of the study agreed that the overall admission process is quite good and done as per NCTE norms. Whereas 76 (76%) were against it.

Conclusion: It can be concluded that the overall right response comes out at 67.95%, whereas, wrong response comes out as 43.37%. So, it can be concluded that the **1st hypothesis that was constructed for testing “There is no significant overall level of problems faced by candidates during admission process into B.Ed. colleges” is rejected** as there is high level of satisfaction in regards to admission process.

Hypothesis-2: There is no significant difference between the level of problem faced by male and female candidates during admission process in B.Ed. colleges.

Table No: 3: Showing difference between the level of problems faced by male and female candidates during admission process in B.Ed. colleges.

Sl. No	N	Stream	Mean	Standard Deviation	SED	T-Test	df
1.	50	Male	13.52	1.9518	1.984	- 1.3298	49
2.	50	Female	14.02	1.8054			

Interpretation: It can be observed from the above table No.3 that the admission problems of B.Ed. course faced by Male and Female candidates in Manipur that are found to have the mean score of 1.9518 and 1.8054 and with the standard deviation 1.9518 and 1.8054 respectively. T-ratios come out as -1.3298 with the standard error 1.984, 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 level of problem faced by the male and female candidate during admission process of B.Ed. colleges in Manipur” is**

accepted as there is no significant difference in the level of admission problems faced by the Male and Female candidates during admission process of B.Ed. colleges in Manipur.

Sl. No.	N	Stream	Mean	Standard Deviation	SED	T-Test	Df
1.	50	Arts	13.9	1.8894	2.011	0.6933	49
2.	50	Science	13.64	1.8948			

Hypothesis-3: There is no significant difference between the level of problem faced by candidates of private and Govt. colleges during admission process.

Table No: 4: Showing difference between the level of problems faced by candidates of private and Govt. colleges during admission process.

Sl. No	N	Stream	Mean	Standard Deviation	SED	T-Test	df
1.	60	Private	14.333	1.795	1.987	3.9372	86
2.	40	Government	12.925	1.7232			

Interpretation: It can be observed from the above table No.4 that the admission problems of B.Ed. course faced by Government and private candidates in Manipur that are found to have the mean score of 12.925 and 14.3333 with the standard deviation 2.9694 and 1.795 respectively. T-ratios come out as 3.2222 with the standard error 1.987, which is more than the level of significant at 0.05.

Therefore, the 3rd hypothesis of the study to be tested that **“There is no significant difference between the level of problem faced by the candidates among different colleges during admission process of B.Ed. colleges in Manipur” is accepted** as there is significant difference between the level of admission problems faced by candidates among different colleges during admission process of B.Ed. colleges.

HYPOTHESIS-4: To compare the level of problem faced by the Arts and Science candidates during admission process in B.Ed. colleges in Manipur.

Table No: 5: Showing the comparison of the level of the problem faced by the Arts and Science candidates during admission process of B.Ed. colleges in Manipur.

Interpretation: It can be observed from the above table no. that the admission problems of B.Ed. course faced by Arts and Science candidates in Manipur that are found to have the mean score of 13.9 and 13.64 with the standard deviation 1.8894 and 1.8948 respectively. T-ratios comes out as - 0.6933 with the standard error 2.011, which is less than the level of significant at 0.05.

Therefore, the 4th hypothesis of the study to be tested that **“There is no significant difference between the level of problem faced by the Arts and Science candidate during admission process of B.Ed. colleges in Manipur” is accepted** as there is no significant difference in the level of admission problems faced by the Arts and Science candidates during admission process of B.Ed. colleges in Manipur.

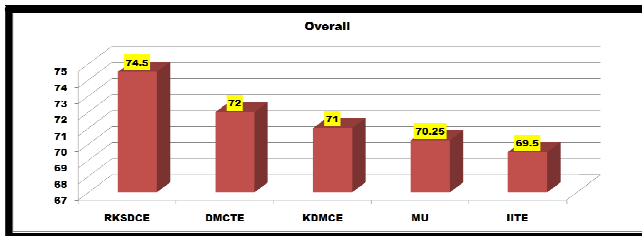
Hypothesis-5: There is no significant difference between the levels of problem faced by candidates among different colleges during admission into B.Ed. colleges.

Table No.6: Showing the levels of problem faced by candidates among different colleges during admission into B.Ed. colleges.

ITE MS	MU		DMCTE		IIE		KDMCE		RK	
	Ye s%	No %	Ye s%	No %	Ye s%	No %	Ye s%	No %	Ye s%	No %
1	85	15	90	10	100	0	100	0	100	0
2	90	10	100	0	95	5	100	0	100	0
3	95	5	85	15	100	0	80	20	100	0
4	95	5	95	5	90	10	100	0	100	0
5	75	25	95	5	90	10	85	15	85	15
6	60	40	60	40	30	70	25	75	40	60
7	55	45	60	40	45	55	75	25	55	45
8	35	65	50	50	75	25	60	40	75	25
9	35	65	55	45	75	25	90	10	60	40
10	45	55	55	45	10	90	40	60	15	85
11	70	30	90	10	80	20	75	25	95	5
12	85	15	65	35	90	10	90	10	100	0
13	45	55	50	50	35	65	50	50	75	25
14	60	40	60	40	85	15	25	75	50	50

15	85	15	50	50	85	15	100	0	90	10
16	35	65	60	40	60	40	45	55	45	55
17	95	5	100	00	65	35	55	45	85	15
18	90	10	90	10	90	10	100	00	95	5
19	95	5	100	00	75	25	80	20	100	0
20	75	25	30	70	15	85	45	55	25	75
	70.25%		72.00%		69.50%		71.00%		74.50%	

Figure No. 2: Showing the levels of problem faced by candidates among different colleges during admission into B.Ed. colleges.



INTERPRETATION:

Conclusion: It can be concluded that there are significantly differences among the overall levels of problems faced the candidates of different B.Ed. colleges in Manipur. The list of colleges having different levels of problems are shown below in descending order:

1. RK Sanatombi Devi College of Education, Imphal: 74.50%
2. D. M. College of Teacher Education, Imphal: 72.00%
3. Kanan Devi Memorial College of Education, Imphal: 71.00%
4. Department of Teacher Education, Manipur University: 70.25%
5. Ibotombi Institute of Teacher education, Imphal: 69.50%

Therefore, the 5th hypothesis of the study to be tested that **“There is no significant difference between the levels of problem faced by candidates among different colleges during**

admission into B.Ed. colleges” is rejected as there is significant differences between the levels of admission problems faced by candidates among different B.Ed. colleges during admission process.

MAIN FINDINGS OF THE STUDY:

1. It can be concluded that the overall right level of satisfaction found to be 67.05%, whereas, wrong response comes out as 32.95% which is not much high. In order to reach optimum level of more satisfaction more importance should be given during admission process of B.Ed. colleges to solve the problem faced by the students.
2. The second hypothesis of the study **“There is no significant difference between the levels of problem faced by male and female candidates during admission process in B.Ed. Colleges.”** trainees of male and female of four B.Ed. is accepted as there is no difference between the level of admission problem faced by male and female candidate during admission process. The overall level of satisfaction of male candidates is 67.6%with the mean value 13.52 and female candidates with 70% with mean value 14.02 respectively.
3. The **third hypothesis** of the study **“There is no significant difference between the level of problem faced by private and government candidates during admission process in B.Ed. Colleges”** trainees of the five B.Ed. colleges are accepted as there is no difference between the level of admission problem faced by Private and government B.Ed. Trainees of five B.Ed. Colleges. The level of admission problem faced by the private B.Ed. Trainees came out at 14.33(71.65%), whereas the level of admission problem faced by the Government B.Ed. Trainees came out at 12.92(64.6%).
4. The fourth hypothesis of the study **“There is no significant difference between the level of problem faced by arts and science candidates during admission process in B.Ed. Colleges”** trainees of the five B.Ed. colleges are accepted

as there is no difference between the level of admission problem faced by arts and science B.Ed. Trainees of five B.Ed. Colleges. The level of admission problem faced by the arts B.Ed. Trainees came out at 13.9(69.5%), whereas the level of admission problem faced by the Government B.Ed. Trainees came out at 13.64(68.2%).

5. It can be interpreted that the status of admission process among five B.Ed. Colleges is found with different levels. The highest level is found with (1) RKSDCE, with 75.50%, (2) the 2nd highest level is found at DMCTE, Imphal with 72% (3) the 3rd is found at KNDMCE (4) Department of Teacher Education, Manipur University with 70.25%. (5) the 5th IIE with 69.50% which is the lowest of all colleges. It can be concluded that **“Hypothesis-5: There is no significant difference between the levels of problem faced by candidates among different colleges during admission into B.Ed. Colleges”** is rejected as different colleges have different level of admission problem during admission process in B.Ed. colleges.

REMEDIAL MEASURES SUBJECT TO MAIN FINDINGS OF THE STUDY :

1. As far as first hypothesis concerned, Overall satisfaction level of admission process of B.Ed. colleges in Mnaipur is found at 67.05%, which is very high even though 32.95% faced the problem at the time of admission. So, the colleges need to look after in regards to (a) question sample, (b) High admission amount, (c) Reservation policy and (d) NCTE norms.
2. For 2nd hypothesis, the overall level of satisfaction faced by male and female candidate during admission process is found at 13.52 (67.6%) and 14.02(70%) respectively. Here, More improvement is required as their satisfaction level is not so high.

3. According to 3rd hypothesis, Government and Private colleges, the level of admission process was found to be 14.33(71.65%) and 12.92(64.6%) in which both are needed to give more importance at the time of admission to reach optimum satisfaction during admission process at B.Ed. colleges.

4. The fourth hypothesis of the study **“There is no significant difference between the level of problem faced by arts and science candidates during admission process in B.Ed. Colleges”** trainees of the five B.Ed. colleges are accepted as there is no difference between the level of admission problem faced by arts and science B.Ed. Trainees of five B.Ed. Colleges. The level of admission problem faced by the arts B.Ed. Trainees came out at 13.9(69.5%), whereas the level of admission problem faced by the Government B.Ed. Trainees came out at 13.64(68.2%). More improvement are required at the time of admission process for both arts and science candidates.

5. For 5th hypothesis, all the colleges do not have equal level of admission facilities being provided by the colleges. The college in which the candidates have highest satisfaction as far as admission process goes to RKSDCE with 75.50%, MU-70.25%, DMCTE-72%, IIE-69.50%, KDMCE-71.00%. All the necessary improvement as far as admission process of five B.Ed. Colleges are required as all colleges does not come to 100%.

GENERAL REMEDIAL MEASURES FOR FURTHER IMPROVEMENTS :

1. The college must put out admission notice on timely so thar the willing candidates will be able to prepare themselves and fulfill admission process on time.

2. The admission notice should be put out officially in college notice board, newspapers, media so that it will reach the unreached.
3. The college should update admission related information in their official website so that the willing candidates can checked easily with the admission related information
4. There should be proper prior notice for entrance examination so that the appearing candidates can be prepare for the exam so as to avoid problems faced by willing candidates from far flung areas.
5. The entrance exam should be based on merit basis so that the candidates will not experience any biasness in the admission process. This will also give opportunity for the students who are more likely eligible and avoid back door entry during the admission process.
6. The minimum qualifications of the candidates should be checked properly during the admission process so that preferences would be given to the more eligible candidates while seeking admission.
7. Provision for equal allotment of seats to both male and female candidates should be there so that each and every individual gets equal opportunity and it would help in avoiding gender issues.
8. There needs to be provision for equal allotment of seats to science and arts candidates so that the teaching community will have proportionate population of trained teachers in science and arts subjects.
9. The previous question samples of entrance examination should be made available to the appearing candidates so that it will help them for the preparation of entrance exam and face confidently.
10. The entrance exam result needs to be declared timely so that the candidates will be able to prepare themselves and aware of the new academic career. Timely declaration of result will boost enthusiasm among the candidates to avoid frustration.
11. The payment of fee should be in instalment mode so that it would help the candidate to reduce problem while paying because paying a huge sum once at a time is not 11. There should be sufficient time between the declaration of entrance exam result and the last date of admission so that candidates from poor financial background will not face financial issues.
12. Reasonable amount of admission fee should be there so that it will provide a room for inclusion of candidates from all backgrounds easy for everyone.
13. Special provision for differently abled persons should be there so that they should not be ignored from entering the realm of teaching profession.
14. There should be Reservation policy for ST/SC/OBC/ Disabled/Sports person in the process of admission.
15. The college needs to follow Reservation of seats as per the Norms of the Central/State Government.
16. There should be a certain number of marks to be obtained to be eligible for seeking admission to B.Ed. course in order to avoid just any one from getting admitted to the course. This will ensure better achievement and level of effectiveness amongst the student.
17. The college conduct proper induction programs before the session starts so that the candidates would be motivated and feel enthusiastic in entering

BIBLIOGRAPHY

1. Aggarwal, J.C. (1995). Teacher and Education in a developing society. Vikash Publishing House.
2. Aggarwal (1990). curriculum Reform in India. New Delhi: Neha Publisher and Distributors.
3. Abhishek Mahajan, Neetu; Teacher Education System in India after Independence. Journal of The Gujarat Research Society, (vol. 21)(2014)ISSN:0374-8588
4. Baxan, Victoria Broad & Karthryn. (2017). Graduate initial Teacher Education – literature review.
5. Bhatnagar, J.N.S.; Secondary Teacher Education Institution in India. NCERT, New Delhi, 1979
6. Demetrulias, D.M., John. J. & Diekman, J. E. (1990). Differential admission requirements and the student achievement in Teacher Education. Sage Journals. <https://doi.org/10.1177/00224879004100209>.
7. Dhiren, P. (2012). Development of Education in India (2nd). Imphal, Manipur: Global Agency.
8. Dhiren, P. (2011). Educational Psychology and Pedagogy (1st ed.) Imphal, Manipur: Global Agency
9. Gupta, A.M. (1984). Teacher Education: Current and Future Prospects, New Delhi: Sterling.
10. Kothari, D.S. (1966). Report of the Education Commission 1964-1966, New Delhi: Govt. Of India.
11. Kothari, R.G. (n.d.). Revisiting Teacher Education in the 21st Century: issues and consults. <https://www.mierjs.in/index.php/mjstp/article/download/1590/1168>
12. Koul, L. (2019). Methodology of Educational Research (th ed). Noida, UP: Vikas Publishing House
13. Luskas, M. Samardzic, D. & Strossmayer, J.J. (2015). Admission requirement for Teacher Education as a factor of achievement. Bulgaria. International Multidisciplinary Scientific Conferences on social and Arts, 2, 17-24. DOI: 10.5593/SGEMSOCIAL2015/B12/S3.003.
14. Mustafa, S. Historical development of teacher education in India.
15. Rebika, Ch. (2014). A critical study of teacher education programme in Manipur. 4(1), 67-77.
16. .Kothari Commission 1964-66, The Report of the Education Commission, Education and National Development, Vol.4, New Delhi: NCERT, 1970.
17. Nanda, G.C. and Khato, P.K. (2005): Fundamentals of Educational Research and Statistics, New Delhi: Kalyan Publishers.
18. NCERT. (2005) National curriculum Framework-2005, New Delhi.
19. NCERT. (2009). National Curriculum Framework for Teacher Education, New Delhi.
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 publication
 24. Tomba, ch. (2017). problems and prospects of Secondary Teacher Education in Manipur. IQSR Journal of Research& Method in Education(vii), n0.6 57-60
DOI:10.9790/7388-0706075760
 25. Trivedi, R.S. (1969). Reading in Teacher Education .Sarder Patel University. Vallabh Vidyanagar. Delhi
 26. Vadivelu V.M.(2007).Education System and Teacher Training in India. Education system and teacher training in India .Ethiop JEDU&SC (2007)(vol.3)NO.1
 27. Watls, D. (1980). Admission standards for Teacher preparatory program: Time for a change. Phi Delta Kappa International, 2(2), 120-122.
<https://www.jstor.org/stable/20385778>.