CHAPTER VII

FUTURE OUTLOOK

The present chapter attempts to lay down certain important suggestions so as to make the management of Teacher Education colleges more effective in such a way that the unit cost may be reduced to the minimum and also to utilize the existing resources at the optimum. In doing so, it will be of utmost importance first to highlight the main findings of the whole analysis so that our suggestions are comprehensive and positive.

The main findings of the analysis are:

i) The Effective Unit Costs of all institutions are very high. It is as high as 265.2% in the case of DMCTE and the lowest figure comes to 131.28% in the case of KDMCE. The average effective unit cost of all five Colleges is worked out to be 183.42%, indicating that all the Colleges are not attaining its optimum point of utilization. The college has still
potentialities to utilize its resources so that the unit cost may
be reduced to the minimum.

ii) The percentage wastage (sum of failed and drop out) is as
high as 51.68 in the case of TIITET and the lowest being 21.3
in the case of KDMCE. The average percentage wastage for
all the Colleges taken together is as high as 36.28 indicating
that the institutions are poorly managed.

iii) All the institutions have full enrolment of its intake capacity
and the student teacher ratio is maintained at 1:10, at which
the optimum capacity is likely to achieve except RKSDCE
under which the optimum level is achieved at 1:11.

iv) Taking into account the explicit costs and the real monetary
benefits alone, the benefits are far greater than that of the
costs. Even if the opportunity and other implicit costs are
added on the cost side, the benefits are still higher than that of
the cost since the teacher education also renders so many non-
monetary benefits.

7.1 Verification of hypothesis

Our hypothesis can be restated for verification as follows: “The
Teacher Education colleges in Manipur have not fully utilized their
potentialities/resources to impart better teaching education at minimum cost. There is scope to reduce the unit cost per student and extend maximum benefit”.

It may be recalled that the cost is effective when the percentage average effective unit cost is equal to 100. At this point, the cost is minimum and the average wastage is nil. Higher the value of percentage average effective unit cost, higher will be the average percentage wastage indicating that the inputs or the factors of production are not fully utilized. All the institutions under our analysis still have the potentialities for better utilization. For example, the percentage average effective unit cost was as high as 22.35% with a wastage of 51.68% in the case of TIITET, the average effective unit cost regarding TTTC worked out to be 155.41% with 36.28% wastage, in DMCTE the average effective unit cost is 270.27% with 42.93% as wastage, whereas in RKSDCE the average effective unit cost is as high as 142.49% with a wastage of 29.40%. Lastly in KDMCE the average effective unit cost is 131.28% with 21.30% wastage.

The average effective unit cost for 5 colleges is worked out to be 138.42% and the average wastage is 36.28%. This means that the unit cost of producing B.Ed. is ineffective.
7.2 Suggestions

In the light of the above discussion, certain suggestions can be made to reduce cost ineffectiveness and wastage incurred by the institutions.

i) Efforts should be made to reduce the unit cost by changing the intake capacity of the colleges and the number of teachers employed given the infrastructural positions. This should be done on trial basis by changing the ratio in certain course of time. Then we should try to find out the particular combination of all the factors of production such as fixed factors like buildings, other infrastructural facilities and favourable factors like the number of teachers employed, the intake capacity of the students etc.

ii) Attempts must also be made to explore the factors responsible for causes of wastage and accordingly necessary measures should be taken up from different angles. For example, in order to reduce the drop-out rate and number of failed students, the college authority must take up steps to check the absence of both teachers and students from the regular classes. Extra/tutorial classes should be provided so as to cover the prescribed syllabus as well as to give proper
feedbacks to those students who are not at par with above-average students.

iii) The existing intake capacity of all these institutions taken together is quite inadequate to meet the growing demand. In these days, the possession of B.Ed. degree becomes an essential qualification for becoming a school teacher. In 2012-13 the total number of teachers in all types of institutions was 41,078 out of these, only 13,204 were trained. That is, about 32% being trained (details shown in appendix (1)). The remaining teachers should undergo training by making selection on the basis of the seniority cum priority basis. So it becomes imperative either to open more such colleges or to increase the intake capacity of the existing colleges.

iv) In order to reduce the cost-ineffectiveness and drop-out rate in these colleges, proper science laboratories should be developed and make the facilities available to all the teacher-students during the course of their training.

As we have investigated physically, most of the facilities available in these institutions such as science laboratories, essential instruments and equipments,
chemicals and other related materials are almost inadequate. And many of the students had very little chance to learn these practical classes by themselves. Therefore, after the completion of the training, they are unlikely to be the most efficient teacher acquainted with enough knowledge and skills.

v) The present syllabi of Teacher Education calls for revision and updating. Teacher-students should be trained more to make themselves enable to evaluate the psychological state of the students in the schools. Generally the intelligent quotients of all students are not the same. Some students do have very sharp mind and high I.Q. while some others have low I.Q. Also some have psychological problems since birth, some develop it due to the surroundings and the way they are brought up in their own family. By taking all these complicated problems into account, teacher-students should be trained properly so that the mental development of students of different psychological status can be moulded more efficiently.
vi) Methods of teaching different branches of education such as physical and biological science, social science, literature and mathematics should not be carried out in a water-tight compartmental manner. All teacher-students should be trained in such a way that their knowledge is easily accessible to the students in any branch of education especially in the lower levels.

vii) The state government must also make maximum effort to provide basic training of education to all primary and graduate teachers. Also this basic training should be made compulsory to all the teachers and aspiring teachers as well. Besides this, orientation and refresher courses should be organized from time to time so as to refresh and update their knowledge.

viii) Last but not the least, the present practical paper covering teaching practice, co-curricular activities, final practice training, social service, community and work experience etc. should be made more intensive and enlarged so that the trainee teachers can render their services more effectively and efficiently.