

**STATUS, PROBLEMS AND PROSPECTS OF SECONDARY TEACHER
EDUCATION PROGRAMMES: A COMPARATIVE STUDY OF
MIZORAM UNIVERSITY AND NORTH EASTERN HILL
UNIVERSITY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

LALRAMMAWIA TOCHHAWNG

MZU REGN. NO: 4982 of 2011

Ph.D. REGN. NO.: MZU/Ph.D./1215 of 20.07.2018



DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

JULY, 2022

**STATUS, PROBLEMS AND PROSPECTS OF SECONDARY TEACHER
EDUCATION PROGRAMMES: A COMPARATIVE STUDY OF MIZORAM
UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY**

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CERTIFICATE

This is to certify that the work reported in this thesis entitled **Status, Problems and Prospects of Secondary Teacher Education Programmes: A Comparative Study of Mizoram University and North - Eastern Hill University** is a research work carried out by **Lalrammawia Tochwawng** under my supervision for his PhD Degree and the same has not been submitted previously to earn any degree in any university or institute of learning.

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DECLARATION

I, Lalrammawia Tochohng hereby declare that the subject matter of this thesis entitled **Status, Problems and Prospects of Secondary Teacher Education Programmes: A Comparative Study of Mizoram University and North-Eastern Hill University** is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other university/institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education

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ACKNOWLEDGEMENT

Firstly, I want to say my appreciation to our Heavenly Father who favoured me with great wellbeing to finish this responsibility; and to my supervisor Professor Lalbiakdiki Hnamte for her constant help and ceaseless consideration during my research and other related things for her understanding, inspiration, support and encouragement that she poured upon me. Her assistance and counsel drives my way as long as I am composing this thesis under her direction. I dare not to envision being a researcher without her essence.

Also, I am welcoming every one of my colleagues in the Department of Education, Mizoram University and all the non-teaching staff of this Department for their non-stop help and support.

I'm likewise featuring my sincerest appreciation to fellow Research Scholar in this university for loaning me their skill as and when required to assist me finish this thesis.

I also thanked Principal and staffs of College of Teacher Education (PGT) and St Marys' College of Teacher schooling (SMCTE), Shillong for their ceaseless help to my research and every one of my associates from the Department of Education, Mizoram University and District Institute of Educational Training (DIET) from Aizawl and Lunglei and, Institute of Advanced Study in Education (IASE) for their constant help.

Lastly, I thanked my wife and my son and all individuals from my family for supporting me generally in any ways feasible for them all through my research.

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ABBREVIATION

1. B.Ed : Bachelor of Education
2. BTC : Basic Training Institute
3. CC : Core Courses
4. CCA : Co-Curricular Activities
5. CD : Compact Disk
6. CD-ROM : Compact Disc- Read Only Memory
7. CTE : College of Teacher Education
8. D.El.Ed : Diploma in elementary Education
9. DERT : Directorate of Educational Research and Training
10. DIET : District Institute of Education and Training
11. DOE : Department of Education
12. EPC : Enhancing Professional Competencies
13. IASE : Institute of Advanced Studies in Education
14. ICT : Information and Communication Technology
15. M.A. : Master of Arts
16. M.Ed : Master of Education
17. M.Phil. : Master of Philosophy
18. M.Sc : Aster of Science
19. MZU : Mizoram University
20. NCERT : National Council of Educational Research and Training

- 21. NCF : National Curriculum Framework
- 22. NCFTE : National Curriculum Framework for Teacher Education
- 23. NCTE : National Council for Teacher Education
- 24. NEHU : North - Eastern Hill University
- 25. NEP : National Education Policy
- 26. NERIE : North East Regional Institute of Education
- 27. NET : National Educational Testing
- 28. NKC : National Knowledge Commission
- 29. NPE : National Policy on Education
- 30. PGTCTE : Post Graduate College of Teacher Education
- 31. Ph.D : Doctor of Philosophy
- 32. PWD : Person with Disability
- 33. SCERT : State Council of Educational Research and Training
- 34. SMCTE : St. Marys College of Teacher Education
- 35. TLM : Teaching Learning Material
- 36. TTI : Teachers' Training Institute
- 37. UGC : University Grants Commission
- 38. UGTTI : Undergraduate Teachers' Training Institute

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ABSTRACT

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ABSTRACT

Introduction

Contemporary society is becoming very challenging year by year as a dynamic characteristic of trends in the society and modern lifestyle bring unexpected evil practices. To focus on this changing society, every educational institutions are performing their best, starting with planning and developing the curricular framework and the curricula. Education is considered the most vital agent to address this rapid change which would have a severe impact on the existence of human being whether negatively or positively. At the same time, many of us are in the shadow of the darkness of ignorance, and education can play a role of giving light of knowledge to illuminate such darkness. But, the education system alone cannot be expected to make changes without the presence of human resources to transact values; and teachers are indispensable to inculcate this knowledge to enlighten us. National Policy on Education (1968), in its statement in regards to their emolument, status, and education of the teacher elucidates the possible contribution of teachers in the maintenance of quality is much undoubted and considered most important. Though, their importance and roles are highly appreciated and recognized; without proper preparation, the chances for teachers, to reduce the quality of human resources are high and are at stake. So, development at the national level is also depending on the effective contribution of the teacher as they build the future of the nation.

The educational institution has important work and functions by providing experiences through learning, to lead students from ignorance to the light of knowledge. The most important key players in the institution are teachers. Quality concerns in secondary teacher education propagated by the National Council for Teacher Education point out that to secure the future of the nation, it is wise to invest in teacher education. So, the importance of teacher education for the future of everybody in any sphere can never be over-emphasized. The document provided by the National Council of Teacher Education in 1998 (*NCTE, 1998*) revealed that *'teachers are the torchbearers in creating social cohesion and national integration by revealing and elaborating the secret of life to attain higher principles and values.'*

National advancement and the economic situation are principally dependent upon the quality of life of its citizens, and the formulation of the standard of living is depending upon the structure of education. Again, to maintain and improve the standard and good quality of education, the excellence of teachers teaching in the school needs to be monitored and maintained. Moreover, as the world is growing technologically, development in the society also has a great impact on the standard of living of the students and it can easily lead to a generation gap between teachers and students. To overcome this incompetence of the teacher, it is an unavoidable requirement to organize a training program to prepare them to be professionals. New technology has a great crush on today's young people, and teachers must update themselves with innovative teaching techniques by remembering the 21st-century learner. They need to be equipped with the most advanced system of teaching in education through teachers' training to make them versatile.

Review of Related Literature:

Review of related literature was divided into two sections naming 'Reviews related to the status of teacher education' and 'Reviews related to problems of teacher education'. These reviews ranges from national-level writings to international writing depicted from reputed journals.

Reviews related to Status of Teacher Education

The first block of reviews is related to the status of teacher education. From these reviews, findings can be summarized as follows.

- There was a positive belief in sharing of expertise and best practices can improve the standard of teacher education if the courses are run research-oriented. These researchers found the importance of producing quality teachers through teacher education institutions and to do so, they found that it was a must to upgrade the physical infrastructure of most of the institution. It was found that development in education would be largely based on the recruitment of new generation teachers who were mostly acquainted with new technology eyeing the older generation as futile. Changes in economic activities and ideologies

require shifting of educational philosophy from an idealistic school of thought to a pragmatic school, turning classroom transactions from teacher-centered lecture method to student-centered constructivist classroom. As teaching was one of the most valuable assets of the nation, teaching jobs must be given the noblest position, and to progress teaching away from secondary choices of jobs for a job hunter, admission must be strictly performed for those who have a passion for teaching as far as possible.

Exam-oriented B.Ed training should be abandoned as in-service training courses were becoming unpopular and the course should be practical-oriented to make real professionals. Job security in a teaching career in the government sector makes serving teachers lazy and stuck to get the advancement and professional growth. Teachers of the older generation were not motivated enough and the system also makes the jobs dull resulting to too much pressure on the authority. The joy of learning was exchanged with better results. These were mainly caused by the commercialization of teacher education in many parts of the country.

Lastly, findings from these reviews indicated that as teaching is a profession, there should be proper training where hands-on practice was required. Correspondence or part-time training without effective practice was not enough to become an effective and successful teacher. Besides, one study felt the need of upgrading the curriculum to the standard of the international arena.

Review related to Problems of Teacher Education

The second section of reviews related to problems faced by secondary teacher education and teacher education in general. The major findings of previous studies highlighted here found problems that can be completely detrimental to the advancement of teacher education in their preparation for upcoming teachers.

From the above reviews, it was found that in-service teacher training caused a serious concern for the improvement of teaching in schools as many serving teachers of the country were politically recruited before their professional

training and this can be harmful to the teaching community and schools. Curriculums used in the institution were a bit outdated to address current demand. Though the policy and regulations point out by the controlling institution NCTE expects the best outcome, the diverse situation of the country causes difficulties in maintaining the standard and regulation equally as a nation as demands and needs vary in every part of the country.

Besides, there were finding related to the promotion of life skills where the investigated area of the researcher lacks abundant and prospective teachers passing out from these institutions were dull and depressing and the institution does not provide them the zeal to cope with their job and; most of the institution and the prospective teacher does not give such an importance to their practice teaching. Poor supervision during the internship brings a serious threat to the success of the training and the course introduces many incompetent teachers. Selection of teachers or prospective teachers was not done purposefully in a good way and many institutions carried out the admission process by political nepotism. Poor attendances in most private institutions and the commercialization of teacher education in some establishments cause serious problems to the secondary teacher education system. Two years duration of the B.Ed course was introduced based on NCTE regulation 2014 but this extension of duration also causes serious concern as prospective teachers and teacher educators need to spend much more years compared to their counterparts in other streams. When others stream is completing their requirement mostly after Bachelor and master. B.Ed demand a Bachelor's degree and another two years of professional training.

After all these reviews of studies, secondary teacher education courses and institutions face problems from multiple fronts and this study needs to be conducted.

Rationale of the Study:

It is never wise to compromise the quality of teacher education despite infrastructural progress due to competition in regards to ranking. Teacher education plays a pivotal

role in making a better world in the wake of globalisation where liberalisation leads the mind to actively privatise institutions and businesses to have better positive returns. Some institutions were getting recognition from authorities to run teacher education institutions without having even minimum requirements concerning infrastructure and faculty; leading to the deterioration of educational standards. When quality was compromised due to love for growth, it never lasts for a long time as quality brings status.

North-Eastern Hill University is a parent institution for Mizoram University. Thus, the advancement and development of Mizoram University may be assessed and measured from its parent in one way or the other. It is always wise to adopt and appreciate good practices from one or another to make progress in education. Both, these universities provide affiliation to secondary teacher education institutions, and both universities are located in the northeastern region. It is important to see how these two universities have progressed in the field of secondary teacher education by examining their physical standards, academic venture, practical professionalism, problems encountered, and their prospects as these institutions are moulding prospective teachers who would become valuable resources of the country. So, it is a must to study secondary teacher education at these universities who were preparing our future through their institution. Besides these, there has been no study conducted so far on secondary teacher education at Mizoram University and North Eastern Hill University, thus the present study has been conducted.

Research Questions:

The quality of teacher education, to some extent, depends on the competencies of the teacher and the quality of infrastructure. To find out the status and problems faced by these institutions, the investigator was curious to find the answer to the following questions:

1. Do these institutions meet the minimum requirement in terms of physical infrastructure as per NCTE norms?
2. How do these institutions get funds to run the program?
3. How do they manage the financial system and administration?

4. What is the structure of the course of study?
5. How is the internship program organized to enhance student-teacher competencies in the field?
6. What is the regular enrolment during the last three years?
7. Are there any gender biases in process of admission?
8. What are the qualifications of teachers?
9. What are the main methods used for transaction and evaluation

Statement of the Problem:

The problem with the research is,

Status, Problems and Prospects of Secondary Teacher Education Programmes: A Comparative Study of Mizoram University and North Eastern Hill University

Operational Definitions:

Status: Status in this study means the present position of secondary teacher education institutions and their program, their physical infrastructure, instructional material, and the administration.

Problems: Problems in this study focuses on inconvenience and difficulties faced by stakeholders such as teacher educators, student-teacher, and administrators who are engaging with secondary teacher education.

Prospects: Prospects here mean future possibilities and expected improvements.

Secondary Teacher Education Programme: Secondary Teacher Education Programme here means institutions that were offering the course of Bachelor of Education (B.Ed) based on National Council of Teacher Education regulation -2014.

Objectives of the Study:

The study has been taken up with the following objectives:

1. To trace the development of Secondary Teacher Education under Mizoram University and North Eastern Hill University
2. To find out the status of secondary teacher education under Mizoram University and North Eastern Hill University on:-
 - a. Infrastructure and instructional resources
 - b. Financial system and administration
 - c. Students' enrolment in terms of gender
 - d. Profile of teachers
 - e. Structure of the course of studies
 - f. Teaching-Learning process
3. To find out problems faced by teacher educators of secondary teacher education institutions under Mizoram University and North Eastern Hill University.
4. To find out problems faced by student-teachers of secondary teacher education institutions under Mizoram University and North Eastern Hill University.
5. To find out problems faced by administrators of secondary teacher education institutions under Mizoram University and North Eastern Hill University.
6. To identify the prospects of secondary teacher education under Mizoram University and North Eastern Hill University.
7. To suggest measures for improvement of Secondary Teacher Education under Mizoram University and North Eastern Hill University

Methodology

For the present study, a descriptive-survey method was used.

Population:

The population of the study comprises all the existing secondary teacher education institutions recognized by NCTE, affiliated with Mizoram University and North Eastern Hills University. There are four secondary teacher education institutions under both Mizoram University and North Eastern Hill University.

Sample:

The investigator used a simple random sampling technique with a lottery method where each member of the population was assigned a number and was selected randomly. Two secondary teacher education institutions each are selected as sample institutions under both universities.

Tools for data collection:

1. A checklist prepared by the investigator that contains 57 items was used to find out infrastructural and instructional resources available in the secondary teacher education program under Mizoram University and North Eastern Hill University.
2. A questionnaire developed by the investigator for teacher educators that contains 17 items, that focuses on problems that can confront teacher educators in the institutions was used.
3. A questionnaire developed by the investigator for Student-teachers (Prospective teachers) containing 23 items focussing on problems that can confront prospective teachers who are pursuing their Bachelor of Education Courses was used.
4. A questionnaire developed with 25 items developed for administrative personnel of the institution was used to find out problems that can arise at the institution to hamper the teaching-learning process

Method of Data Collection:

The investigator used checklists and questionnaires for Teacher Educators, prospective teachers, and administrators to find out the status of these institutions in regards to their infrastructural and instructional resources, problems faced by the administrator, teacher educator, and prospective teacher.

Statistical Techniques used for Analysis:

For the analysis of the collected data, the investigator used descriptive statistical techniques that measure frequency and percentage.

MAJOR FINDING:

The following present major findings of the present study, discussion, and Suggestions based on the study. It was purely an analysis made through the collected data and direct observation of the researcher. These findings were divided into different areas based on the objectives framed, and incorporation of responses to the research questions are also made inside different objectives and findings in regards to that.

The following are the major findings of the present study:

Objective No. 1: to trace the developments of secondary teacher education under Mizoram University and North Eastern Hill University.

FINDINGS OF THE DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY:

The following paragraph is discussing on the development of Secondary Teacher Education at Mizoram University and North Eastern Hill University. It reveals the history of Teacher Education from its initial stage, starting with basic teachers training up to secondary teachers' training to date.

DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY:

Table No. 1

Chronological order of the development of teacher education at Mizoram University

| Year | Development or Establishment |
|--------------------------|--|
| ¹ 1901 | The teacher Education Programme was established by Christian missionaries for middle school graduates to improve in teaching aptitudes. Government preserves this institution to formalize it in the |

¹ Lalthlimpuii, 2020

| | |
|--------------|--|
| | name of BTC (Basic Training Centre) |
| 1953 | BTC was formally re-established and upgraded to the Undergraduate Teachers' Training Institute (UTTI) |
| | The nomenclature of UTTI into Teachers Training Institute (TTI) |
| 1989 | Under the ninth plan of the Indian finance commission's restructuring and reorganization of teacher education, the teachers' training institute in Aizawl was upgraded into the District institutes of Educational Training (DIET) |
| 1993 | Under the ninth plan of the Indian finance commission's restructuring and reorganization of teacher education, the New District institutes of Educational Training (DIET) was established at Lunglei |
| 1975 | Establishment of Mizoram Institute of Education (MIE) |
| 1997 | Change of nomenclature of Mizoram Institute of Teacher Education into College of Teacher Education (CTE) |
| 2005 | District Resource Centre was established in six different districts that do not have teachers' training institutes at that time. |
| 2005 | The College of Teacher Education (CTE) was upgraded into the Institute of Advanced Study in Education (IASE) |
| 2012 | College of Teacher Education (CTE) started performing the role of both College of Teacher Education (CTE) and the Institute of Advanced Study in Education (IASE) |
| 2016 | Department of Education, Mizoram University opened new batches of Bachelor of Education (B.Ed) based on the National Council for Teacher Education (NCTE) Regulation 2014. The first opening was on two units enrolling 100 students |
| 2018 | Two District Institutes of Educational Training (DIET) in Aizawl and Lunglei were upgraded to offer degrees leading to Bachelor of Education (B.Ed) |
| Today | Currently, the following are institutions that offer Bachelor of Education (B.Ed) based on the National Council for Teacher Education (NCTE Regulation – 2014): |

1. Institute of Advanced Study in Education, Aizawl
2. Department of Education, Mizoram University, Aizawl
3. District Institutes of Educational Training (DIET), Aizawl
4. District Institutes of Educational Training (DIET), Lunglei

DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER NORTH EASTERN HILL UNIVERSITY:

Table No. 2: Chronological order of the development of teacher education under North Eastern Hill University

| Year | Development or Establishment |
|-------------|---|
| 1897 | The first teacher education institution was set up by Welsh missionaries under a theological college to cater to primary education named Cherra Teacher Training Centre |
| 1937 | Establishment of St Marys College of Teacher Education (SMCTE) by RNDM sisters to provide training to school teachers |
| 1940 | Basic Training Centre was established at Malki. It was started by Annie Margaret Barr, an educationist and social activist from Great Britain, and the training was based on Gandhiji's Basic Education |
| 1955 | The government found the importance of teacher education institutions and started establishing a new Basic Training Centre (BTC) at Rongkhon and |
| 1967 | Establishment of Basic Training Centre (BTC) at Thadlaskein |
| 1974 | Establishment of Basic Training Centre (BTC) at Resubelpara |
| 1967 | Post Graduate Training College (PGT) was formed to cater to pre-service teachers and teachers training programs for untrained teacher |
| 1968 | The government established Normal Training Schools (NTS) at Cherapunji and Tura |
| 1993 | The government of Meghalaya felt the need as established a new College of Teacher Education (CTE) at Tura for untrained Secondary Teachers from West Garo Hills |
| 1997 | Post Graduate Training College was upgraded to Post Graduate |

| | |
|-------|---|
| | College of Teacher Education (PGTCTE) |
| 2000 | Basic Training Centre from Thadlaskein and Resubelpara was upgraded to the District Institute of Educational Training (DIET). In this same year, Normal Training Schools (NTS) established by the Government at Cherrapunji was upgraded to DIET, Sohra |
| 2005 | Normal Training Schools (NTS) established by Government at Tura was upgraded to DIET, Tura |
| Today | <p>Currently, the following are institutions that offer Bachelor of Education (B.Ed) based on the National Council of Teacher Education (NCTE Regulation – 2014):</p> <ol style="list-style-type: none"> 1. Post Graduate College of teacher Education, Shillong 2. St Mary's College of Teacher Education, Shillong 3. Government College of Teacher Education, Tura (It was deactivated by NCTE due to the non-fulfillment of norms and standards prescribed by NCTE at the time of data collection) 4. Don Bosco College of Teacher Education, Tura 5. North East Regional Institute of Education, Shillong |

Objective No. 2: to find out the status of secondary teacher education under Mizoram University and North Eastern Hill University on:

- a) Infrastructure and instructional resources*
- b) Financial system and administration*
- c) Students' enrolment in terms of gender*
- d) Profile of teachers*
- e) Structure of the course of studies*
- f) Teaching-Learning Process*

FINDINGS OF THE STATUS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

A. INFRASTRUCTURE AND INSTRUCTIONAL RESOURCES

This paragraph will show the status of secondary teacher education institutions under Mizoram University and North Eastern Hill University concerning their acquisitions of physical infrastructure as per NCTE Regulation – 2014.

FINDINGS RELATED TO PHYSICAL INFRASTRUCTURE AVAILABLE IN THE INSTITUTIONS UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

Regarding the physical infrastructure acquired by institutions under Mizoram University and North Eastern Hill University in parallel to National Council for Teacher Education Regulation -2014 was measured by the investigator. So, the present study found the following:

1. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have a multipurpose hall with a 200 seating capacity
2. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have library-cum-reading rooms.
3. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have an ICT resource center
4. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University do NOT have curriculum laboratories
5. 100% of the secondary teacher education institutions under Mizoram University have health and physical resource center while only 50% of secondary teacher education institutions under North Eastern Hill University have health and physical resource center
6. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have arts and crafts resource centers.
7. 50% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have a yoga center

8. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have separate principal/head office
9. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have separate staff rooms
10. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have an administrative office
11. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have separate visitors' room
12. 100% of the secondary teacher education institutions under Mizoram University do NOT have a separate common room for male and female students while 100% of the secondary teacher education institutions under North Eastern Hill University have a separate common room for male and female students
13. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have a seminar room
14. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have a canteen
15. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have separate toilets for male and female students
16. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have separate toilets for staff
17. 100% of the secondary teacher education institutions under Mizoram University have open space for accommodation. At the same time, 100% of secondary teacher education institutions under North Eastern Hill University do NOT have open spaces for accommodation.
18. 100% of the secondary teacher education institutions under Mizoram University have barrier-free campus and buildings while 50% of institutions under North Eastern Hill University does NOT have barrier-free campus and buildings

19. 100% of the secondary teacher education institutions under Mizoram University have separate toilets for PWD. On the other hand, 100% of secondary teacher education institutions under North Eastern Hill University does NOT possess separate toilet for PWD.
20. 100% of the secondary teacher education institutions under Mizoram University have more than one parking space while 100% of the secondary teacher education institutions under North Eastern Hill University have one small parking space that can accommodate a few numbers of vehicles.
21. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have a proper storeroom
22. 100% of the secondary teacher education institutions under Mizoram University have a multipurpose playfield. While only 50% of the secondary teacher education institutions under North Eastern Hill University have a multipurpose playfield.
23. 100% of the secondary teacher education institutions under Mizoram University have playgrounds While only 50% of the secondary teacher education institutions under North Eastern Hill University have a playground
24. 50% of the secondary teacher education institutions under Mizoram University have small courts. At the same time, 100% of the secondary teacher education institutions under North Eastern Hill University do NOT have a small court.
25. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have indoor games facility
26. 100% of the secondary teacher education institutions under Mizoram University and North Eastern Hill University have to safeguard against fire hazards in all parts of the building

FINDINGS RELATED TO OTHER AMENITIES AVAILABLE IN THE INSTITUTIONS UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY BASED ON NCTE REGULATION -2014

1. All of secondary teacher education institutions under Mizoram University and North Eastern Hill University possess enough furniture for all admitted students
2. All of secondary teacher education institutions under Mizoram University and North Eastern Hill University provided an access to safe drinking water for everybody
3. All of secondary teacher education institutions under Mizoram University and North Eastern Hill University have arranged for cleaning of campus regularly
4. All of secondary teacher education institutions under Mizoram University and North Eastern Hill University possess proper water facilities
5. All of secondary teacher education institutions under Mizoram University and North Eastern Hill University have arranged repair/replacement of broken or non-functional pieces of equipment.

FINDINGS RELATED TO INSTRUCTIONAL RESOURCES AVAILABLE IN THE INSTITUTIONS UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY BASED ON NCTE REGULATION -2014

The following shows the status of secondary teacher education institutions understudies from both Universities in regards to the availability of instructional resources based on the expectation laid down by the National Council of Teacher Education in its regulation -2014.

Internship

1. Hundred Percent of secondary teacher education institutions under Mizoram University and North Eastern Hill University have a sufficient number of secondary schools for conducting internship programs and these schools are at reasonable distances for students.
2. Hundred Percent of secondary teacher education institutions under Mizoram University and North Eastern Hill University took an undertaking from their

practicing schools to make them willing to provide facilities for practice teaching during the internship.

3. Hundred Percent of secondary teacher education institutions under Mizoram University have allotted not less than ten (10) secondary schools each for conducting internships while secondary teacher education institutions under North Eastern Hill University have allotted less than ten (10) secondary schools for conducting internship

Library-Cum-Reading room

1. 100% of secondary teacher education institutions under Mizoram University and North Eastern Hill University have a library with 50% of the seating capacity of students admitted for the course
2. 100% of the library at secondary teacher education institutions under Mizoram University and North Eastern Hill University have at least 3000 books with 1000 titles (including text, references, encyclopedia, yearbook
3. 100% of the library at secondary teacher education institutions under Mizoram University and North Eastern Hill University have electronic publications such as CD ROM along with online resources
4. 100% of the library at secondary teacher education institutions under Mizoram University and North Eastern Hill University subscribed to more than five refereed journal
5. 100% of the library at secondary teacher education institutions under Mizoram University and North Eastern Hill University possess photocopying facilities, computer facilities along with internet facilities

Curriculum Laboratory

No institutions under Mizoram University and North Eastern Hill University have a Curriculum laboratory.

ICT Facilities and Others

1. 100% of secondary teacher education institutions under Mizoram University have proper ICT facilities but none of them are equipped with internet facilities while 50% of secondary teacher educations under North Eastern Hill University possess ICT facilities equipped with internet connectivity.
2. 100% of secondary teacher education institutions under Mizoram University and North Eastern Hill University do NOT have television as per NCTE-regulation 2014
3. 50% of secondary teacher education institutions under both Mizoram University and North Eastern Hill University do NOT have whether still or video cameras as per NCTE-regulation 2014
4. 100% of secondary teacher education institutions under Mizoram University have proper musical instruments as per NCTE-regulation 2014

B. FINANCIAL SYSTEM AND ADMINISTRATION

- This study found that 100% of secondary teacher education institutions under Mizoram University received grants from the government whether it is the central government or state government as all institutions are government-run secondary teacher Education institutions. Management of funds also followed the government pattern of financial management through concern department or authority following proper channels as per government norms.
- Secondary Teacher Education institutions under North Eastern Hill University also received lump-sum grants from the government whether it was state government or central government agencies as these institutions enjoy deficit or Adhoc status. Institutions followed government norms of the financial management system as far as possible.

C. STUDENTS' ENROLLMENT IN TERMS OF GENDER

This study found that the enrolment of students under Mizoram University and North Eastern Hill University was fairly mixed up. There was a sharp decline in the enrolment of male prospective teachers under Mizoram

University while female enrolments were on the rise. At the same time, Secondary Teacher Education institutions under North Eastern Hill University also show signs of a declining trend in enrolment of male prospective teachers.

D. PROFILE OF TEACHERS

This study found that:

- 45.9% of respondents from Mizoram University and North Eastern Hill University hold a Ph.D. degree. Out of which 45.45 % were from Mizoram University while North Eastern Hill University accounts for 46.6%.
- 43.24 % of respondents from Mizoram University and North Eastern Hill University hold Master of Arts as their highest academic degree. Out of which 40.90 % were from Mizoram University while North Eastern Hill University records 46.6%.
- 10.8 % of respondents from Mizoram University and North Eastern Hill University hold Master of Science (M.Sc) as their highest academic degree. Out of which 13.6 % were from Mizoram University while North Eastern Hill University stated for 6.6%.

E. STRUCTURE OF THE COURSE

1. The duration of the course of Secondary Teacher Education (Bachelor of Education, B.Ed) under both universities was for two years based on NCTE Regulation – 2014.
2. Both universities follow the semester system
3. The total mark value under Mizoram University is 2000 Marks whereas North Eastern Hill University had total marks as 1600.
4. The value of total marks per semester was 500 Marks under Mizoram University whereas it was 400 Marks under North Eastern Hill University
5. Internship was conducted during the third semester in Mizoram University while it was conducted in the fourth semester under the North-Eastern Hill University

6. The duration of pre-internship for prospective teachers in Mizoram University lasted four weeks while it was only two weeks under North Eastern Hill University.
7. The duration of the school internship was 12 weeks at Mizoram University and North Eastern Hill University.
8. Post internship duration was not mentioned under Mizoram University while it was one week for North Eastern Hill University.
9. The length of the internship as a whole was for 16 weeks under Mizoram University whereas North Eastern Hill University dedicated 15 weeks for the same.

F. TEACHING-LEARNING PROCESS

Attendances:

As the course of Bachelor of Education was two years, both universities divided the duration of the course into four semesters each. These semesters were divided into various parts for conducting theory classes, activities, and practicum. Students under both universities were expected to attend 80% of theory classes and 90% of practicum as per the regulation of NCTE. Failing this can lead to objection for appearance in the final examination and result.

Classroom Interaction:

1. Both Mizoram University and North Eastern Hill University followed traditional idealist schools where the lecture method predominantly played a major role.
2. Modern Pragmatic philosophy with constructivist schools was propagated but the level of success to implement the same was very discouraging in both universities.
3. During the period of data collection i.e., 2020-2021, due to Covid -19 pandemic and total lockdown restrictions, the physical classroom was not permitted by regulation of both Mizoram and Meghalaya states, and interaction between teacher educators and prospective teachers was conducted online during this period.

Activity:

Activity plays a very important role in the Secondary Teacher Education Institution of both Mizoram University and North Eastern Hill University.

- Mizoram University offered one week, purely for conducting activity in the first semester while North Eastern hill University offered two weeks for activity in the first semester
- There was also one week for activity in the second semester under Mizoram University while North Eastern Hill University kept two weeks for activities in the second semester.
- Third semester was completely dedicated to pursuing an internship at Mizoram University; only one week is projected for activities under North Eastern Hill University in the third Semester.
- In the fourth semester, Mizoram University dedicated one week to different activities while this fourth semester was devoted to 15 weeks of internship program under the North-Eastern Hill University. NEHU offered one Core Course in the fourth semester along with school internship

Pre –internship: Pre-internship program under Mizoram University lasted for four consecutive weeks while it lasted for two weeks only under the North-Eastern Hill University. Activities relating to this pre-internship are motioned below:

Demonstration class:

- One demonstration lesson was delivered by each pedagogy teacher in each methodology under Mizoram University
- North-Eastern Hill University demand two demonstration lesson each from different pedagogy to be observed by prospective teachers.

Micro Teaching Class:

- Under Mizoram University, the course demanded at least five teaching skills, a micro-lesson plan; and practice for each skill under the supervision of concerned pedagogy teachers.
- North-Eastern Hill University also required only five micro-teaching skills for both pedagogies under the supervision of the concerned teacher. There were two practice sessions for the integration of these skills.
- Both universities evaluated micro-teaching sessions internally.

Simulated Teaching/Macro Teaching:

- Delivery of six lessons, three each from both pedagogies was required by Mizoram University in a simulated class setting under the supervision of the concerned pedagogy teachers.
- North-Eastern Hill University on the other hand, required four lessons i.e., two lessons each from both pedagogies to be delivered in simulated settings under the supervision of the concerned pedagogy teachers.
- Both universities evaluated simulated or Macro teaching internally.

Teaching Learning Material (TLM):

Both universities required all prospective teachers to prepare ten (10) Teaching Learning Material (TLMs) for pedagogy which must include one model.

Internship semester:

- The duration of the school internship was for twelve (12) weeks.
- Twenty lessons from both pedagogies totalling forty (40) lessons must be delivered in a real school classroom at Mizoram University
- The duration of the school internship is for twelve (12) weeks under NEHU.
 - North-Eastern Hill University fixed the number of lessons to be delivered in the real classrooms to sixty (60) lessons; thirty (30) lessons each from pedagogies.

- School internship was conducted in the third semester under Mizoram University while the fourth semester was dedicated to school internship under North Eastern Hill University

Post Internship:

Post internship activities under Mizoram University consisted of:

- Preparation and critical examination of existing school time-table
- Participation in CCA/ Sports/ Scout and guides/ recreation/ NSS/ Picnic etc
- Critical report on school library for social science and critical report on science lab for science student
- Detail writing on management, physical assets, and other amenities of the school.
- Preparation of school profile and swot analysis

Whereas post internship activities under North Eastern Hill University consisted of the following:

- Delivery of two criticism lessons
- Maintenance of Teacher's Diary
- Report on school internship work
- Preparation of Timetable
- Address to School Assembly
- Preparation of Students' Portfolio
- Attendance to the Staff meeting and Minute writing

The number of Core courses:

- Mizoram University offered 12 papers with 100 Marks under Core Course while North Eastern Hill University offers 9 (Nine) papers with 100 marks designated as Core Course.
- At the same time, North Eastern Hill University had four papers with 50 Marks under Core-courses while Mizoram University does not have 50 Marks papers under Core-courses.

Number of Soft Courses and EPC:

Mizoram University offered one paper under the designation of Soft Course while North Eastern Hill University does not have a Soft course Paper.

- No of EPC: Secondary Teacher Education under Mizoram University offers one EPC paper with 100 marks along with four (4) EPC papers with 50 marks. North-Eastern Hill University offered three (3) EPC papers with 50 marks.
- Both universities evaluated these papers internally and they were graded.

Other Teaching- Learning Activities:

- Total Marks available under Mizoram University assigned 2000 Marks which was divided into 1250 marks of theory and 750 Marks of Practicum.
- North-Eastern Hill University assigned 1600 Marks as total Marks, divided into 1100 Marks for theory and 500 marks for practicum.

Objective No. 3: to find out the problems faced by teacher educators of secondary teacher education institutions under Mizoram University and North Eastern Hill University

FINDINGS OF THE PROBLEMS OF TEACHER EDUCATORS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

The following are problems found in this study that encounter teacher educators serving in the secondary teacher education institutions under Mizoram University and North Eastern Hill University.

There were similarities and variations with regards to problems confronting teacher educators, and the teacher educators serving under the Mizoram University and the North Eastern Hill University accepted that physical infrastructure as per the norms

set out by NCTE in its regulation 2014 for the opening of Two Years Bachelor of Education (B.Ed) programme. It was available evident that these institutions acquired physical infrastructure at par with the regulation and there was no mention of problems in this regard as per the responses collected from the sample.

No teacher educators under both Mizoram University and North Eastern Hill University had any problems with the unavailability of instructional resources in their institution. Moreover, all of them opined that the available instructional resources were at par with NCTE Regulation -2014.

However, problems that confronted teacher educators as per their responses were:

- Inadequate separate toilet for male and female teachers
- Fewer organization of Refreshers course for teacher educators to update themselves up to the standard of social and economical changes
- Unavailability of fast and reliable internet connectivity as Covid – 19 pandemic forces these teacher educators to take classes online
- Inadequate supply of water in the institution which led to sanitary problems and unclean toilet facilities.
- Inadequate appointment of non-teaching staff which resulted in problems with smooth running of their institution
- 75% of the respondents responded that the condition of the library was acceptable while 25% of the respondent have found it as an ‘Average’ claiming that the availability of books and their content needed to be evaluated and upgraded based on the syllabus of the class. 12% of the respondents said that the library needed rapid improvements.

Objective No. 4: to find out the problems faced by Student-teachers of secondary teacher education institutions under Mizoram University and North Eastern Hill University

FINDINGS OF THE PROBLEMS OF STUDENT-TEACHERS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

The present study found the following problems were encountered by student-teachers of secondary teacher education institutions under Mizoram University and North Eastern Hill University. Prospective teachers under both universities had problems with poor connectivity of the internet/wi-fi on the campus to have an effective teaching-learning process before the pandemic. After the Covid-19 pandemic, this problem became more serious as all teaching-learning processes were running through internet connectivity and poor connection greatly hampers the process of teaching and learning. Besides this problem, there was no mention of difficulties in any specific manner in responses.

Objective No. 5: to find out the problems faced by administrators of secondary teacher education institutions under Mizoram University and North Eastern Hill University

FINDINGS OF THE PROBLEMS OF ADMINISTRATORS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

The following paragraph highlighted problems that encounter administrators of secondary teacher education institutions under Mizoram University and North Eastern Hill University as per founded by the present study.

After careful assessment and analysis made by the investigator, secondary teacher education institutions under the Mizoram University and the North Eastern Hill University did not mention any problems that encounter institution and its administration with regards to the availability of the physical infrastructure and instructional material, and they do accepted that all resources available in these

institutions were at par with the regulation 2014 of the National Council of Teacher Education (NCTE) from responses received from the sample.

Regarding financing of the institutions, secondary teacher education institutions under the Mizoram University were fully financed by the government, they did not have any problems in allocation of funds. On the other hand, institutions under the North Eastern Hill University were run and administered with both the Lump-sum grant received from the government and the collection of funds through tuition fees and admission fees. There were possible ways of making deficit in monetary expenses that could be harmful to the institution. These institutions were enjoying deficit and ad-hoc status from the government.

There were similarities between the two universities regarding another problem. No institutions under have problems with the teaching-learning process such as attending classes, internships, deployment of students for internships, etc. But after the outbreak of the covid-19 pandemic, everything became difficult for both universities. The most common problems for Secondary Teacher Education institutions these two universities were:

- Internet connectivity issues
- Less interaction among teacher educators,
- Lesser cooperation between teacher and teacher educators.
- Irregular water supplies and
- Poor Sanitation of toilets

Objective No. 6: to identify the prospects of secondary teacher education institutions under Mizoram University and North Eastern Hill University

IDENTIFICATION OF THE PROSPECTS OF SECONDARY TEACHER EDUCATION

The following paragraphs are solely dedicated to depict out the prospects of Secondary Teacher Education under Mizoram University and North Eastern Hill University. Even when the country was affected by the pandemic and all the physical

interactions were closed down, all institutions under Mizoram University and North Eastern Hill University were trying their best to cope with a new system of the teaching-learning process which was running through online mode. As many teacher educators had no expertise in this regard, they were facing new challenges in the wake of the pandemic. It was an arduous task for an elderly teacher.

Even though enough difficulties were confronting institutions that were under study, they have left some plans and proposals for the institution and prospective teachers who were currently pursuing their training. General prospects were listed below:

1. 100% of the institution under Mizoram University and North Eastern Hill University were preparing to address the new teacher education system that demand four years integrated teacher education program. Besides, the minimum professional teaching degree required to teach in schools was proposed to be four years of integrated teacher education course by 2020 as per NCTE proposal; the said institutions were planning to address the same. ²The HRD Minister RP Nishank informed the house that the latest four-year integrated course for Bachelor of Education was formulated and it will commence as soon as possible, and the notification for which was issued. Secondary Teacher Education under Mizoram University and North Eastern Hill University were observing the new system of teacher education very closely and were preparing themselves for the same.
2. The covid-19 pandemic changed all teaching-learning processes in Mizoram University and North Eastern Hill University. It changes the method of teaching from offline mode to online mode suddenly. After the ease of pandemic restrictions made by the government through regulation, institutions used blended model of the offline-online teaching-learning process. There was a very good prospect in these institutions making online classes or blended classes in the future. Despite unavoidable circumstances such like the covid-19 pandemic,

² <https://timesofindia.indiatimes.com/home/education/news/new-four-year-integrated-b-ed-course-formulated-hrd-minister/articleshow/70379548.cms>

institutions under Mizoram University and North Eastern Hill University have objectives to cope with any circumstances.

3. Physical attendance to institutions was not possible. The teaching-learning process was going on with the help of modern electronic devices along with internet connectivity. Institutions faced several difficulties relating to connectivity, they felt the need to improve their ICT facilities with a proper fast internet connection to make the online class possible with better functionality. So, they agree that it was one of the most important steps to be taken to address the problems during a short period.
4. Since all institutions under Mizoram University and North Eastern Hill University did not have Curriculum Laboratory, there was a strong desire from administrative authorities to have this facility as soon as possible. But most of the teacher educators, prospective teachers, and administrators serving there at the institutions did not know much about Curriculum Laboratory. This facility may help them in the teaching-learning process in the future.
5. The Teaching-Learning processes of all institutions were still engaging with the traditional method of teaching and changing to a more constructive approach is very likely.
6. After the initiation of four years of integrated Bachelor of Education programs, the entry qualification will become a class – XII pass. All teacher education institutions need to prepare for upcoming students who would be younger compared to the current prospective teacher under their watch. The prospects of Secondary Teacher Education would be more students with lower qualifying degrees, lesser experience, and a younger generation.
7. In case of unavoidable circumstances like the current pandemic that disrupts the ongoing teaching-learning process; extra classrooms were needed in all of the institutions to maintain social distancing in the classroom to enable physical class interaction rather than the online mode of transaction. Besides, the need was felt to find a new system to club both online and offline modes of transaction in case of a similar situation to make the teaching-learning process more effective.

Objective No. 7: to suggest measures for improvement of secondary teacher education institutions under Mizoram University and North Eastern Hill University.

SUGGESTION FOR IMPROVEMENT

After the study, the investigator suggested the following points for improvement.

1. As NCTE is planning to transform the teacher education system in the country from two years of integrated Bachelor of Education courses to Four years of Integrated Teacher Education Programme (ITEP), institutions under Mizoram University and North Eastern Hill University must prepare to meet the demand of the new system. Physical facilities and instructional material acquired by institutions must be improved for the same. As the new proposed regulation intended to keep four years of integrated teacher education degrees as a minimum requirement to have teaching jobs in the institution by 2030, all teacher institutions under this study may find ways to improve their standard to meet the new regime as per NEP 2020.
2. As Teacher Eligibility Tests (TET) would be divided into four parts by replacing a two-part system to meet the demand of school curricular structure, the institution under Mizoram University and North Eastern Hill University must adapted with regards to teaching-learning process to address Teacher Eligibility Test. The competency level of prospective teachers undergoing teacher education training needed to be improved to sharpen their ability to address Teacher Eligibility Test
3. The syllabus prepared based on NCFTE-2010 was holistic to meet global demand and to raise the standard of schooling and Teacher Education. At the same time, from the evaluation of the curriculum of both universities, there were no such fundamental values to change the morale of upcoming teachers and teacher educators themselves. This indicated that teachers can no longer be

considered value makers; labelling them as a trainer in a corporate company. It looks like +

4. curriculum was taming prospective teachers to make them fit for the job. Corporate jobs maybe like an academic record; a professional job like teaching requires dedication and enthusiasm for the job.
5. Poor connectivity of the internet was a hot problem mentioned by all stakeholders such as administrators, teacher educators, and prospective teachers. All institutions under Mizoram University and North Eastern Hill University must have an absolute finding through research or case study to check these problems. ITC laboratories without proper internet connection were not effective enough. All institutions needed effective connectivity.

SUGGESTIONS FOR FURTHER STUDIES

After this study is conducted, the following areas are suggested for further studies in the future.

1. Comparison of the effectiveness of internship in the third semester and fourth semester may be taken up
2. Assessment of the importance of Enhancing Professional Capacities EPC papers and their relevance can be a significant topic.
3. Research study seeking answers to the ineffectiveness of two years Bachelor of Education Programme would be highly appreciated
4. Analysis on the expectation of Integrated Teacher Education Programme and its effectiveness would be a topic of interest. There must be a clear reason for shifting the system from the previous course to the new course.
5. A research to know the rate of success of pass out from these institutions are suggested for further studies
6. Placement of the trainees/prospective teachers after the completion of the course shall be undertaken at least as a Case Study. It can be done by each institute to have introspection.

CHAPTER - 1

CONCEPTUAL FRAMEWOK

CHAPTER - 1

CONCEPTUAL FRAMEWORK

“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high-quality teachers to the teaching profession, providing them the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”

Indian Education Commission (1964-66)

‘Education breeds confidence. Confidence breeds hope. Hope breeds peace.’

- Confucius

‘Teaching is the one profession that creates all other professions.’

- Unknown

‘Education is not preparation for life; education is life itself.’

- John Dewey

The above statements explain the meaning of education which is viewed as an important factor for progress and development. Education has been regarded as the mother of all professions and it certainly brings hope to everyone. To have a progressive norm and powerful interaction in life through education, teacher education plays a very important role and the importance of professional development they receive through teacher education can never be exaggerated.

Contemporary society is becoming very challenging year by year as a dynamic characteristic of trends and modern lifestyle bring unexpected evil practices. To focus on this changing society, every educational institution is trying its best to perform in a most satisfying manner, starting with planning and developing the curricular framework and the curricula. Education is considered the most vital agent to address this rapid change which would have a severe impact on the existence of a human being whether negatively or positively. At the same time, many of us are in the shadow of the darkness of ignorance, and education is selected without contestation to play the role of giving the light of knowledge to illuminate such darkness. The education system alone cannot be expected to make change without the presence of human resources to transact the values; teachers are indispensable to inculcate this knowledge to enlighten everyone around them. National Policy on Education (1968), in its statement with regards to their emolument, status, and education of the teacher elucidates the possible contribution of teachers in the maintenance of quality is without a doubt and considered most important. Though, their importance and roles are highly appreciated and recognized; without proper preparation, the chances for teachers, to reduce the quality of future human resources are high and are at stake. So, development at the national level is also depending on the effective contribution of the teacher as they build the future of the nation.

Educational institutions have important works and functions by providing experiences through learning, to lead students from ignorance to the light of knowledge. The most important key players in these educational institutions are teachers. Quality concerns in secondary teacher education propagated by the National Council for Teacher Education pointed out that to secure the future of the nation; it is wise to invest in teacher education. Thus, the importance of teacher education for the future of everybody in any sphere can never be over-emphasized. The document provided by the National Council of Teacher Education in 1998 (*NCTE, 1998*) revealed that *'teachers are the torchbearers in creating social*

cohesion and national integration by revealing and elaborating the secret of life to attain higher principles and values.'

National advancement and the economic situation are principally dependent upon the quality of life of its citizens, and the formulation of the standard of living depends upon the structure of education. Again, to maintain and improve the standard and good quality of education, the excellence of teachers teaching in the school needs to be monitored and maintained. The quality of education provided will produce different capacities, and competencies among students based on the quality of teachers universally; and it is highly important to have the best teachers to transact in the classroom for a better tomorrow. The quality of textbooks or syllabus, and curriculum wrap-up may be improved to the highest level competing international standard, but if the quality of teachers does not match the up-gradation, advancement made in the structure will become futile.

The world now is growing rapidly in science and technology and this has led to the development in the society which also has a great impact on the standard of living of the students and this can easily lead to a generation gap between teachers and students. To overcome this incompetence of the teacher with new technologies, it is an unavoidable requirement to organize a training program with the latest technologies so as to prepare them to be better in their profession. New technology has a great crush on today's young people, and teachers must update themselves with innovative teaching techniques by remembering the 21st-century learner. They need to be equipped with the most advanced system of teaching in education. Without appropriate training, the knowledge gained by man through his normal experience has to have more and more add-ons to make his teaching skills well-suited with further possibilities to make them versatile.

Education helps us to understand the reality of life as a man since ancient times. Different societies had teachers such as Guru or philosophers, and most of them had their origin tracing back to Indian, Chinese, Arab, or Greek communities, etc. These

wise men taught their young students in their convenient time about values, existence, and the sustenance of creation. This shows that teaching is a tool to transfer or transmit knowledge from one person to another, and teaching can be accepted universally as an instrument to build the character of an individual in the society and also produce good citizens who are expected to address the needs of the nation. Without the presence of good citizens, a nation cannot survive. So, the existence of a nation and its economic sustainability largely depends upon the quality of education that is provided to its citizens.

While elaborating on the importance of education, it is not appropriate if we turn our heads away from the role played by the teacher. Without efficient teachers with motivational teaching-learning skills and processes, learning cannot be successful. Teachers' role in the transaction of information and transmission of knowledge is highly significant. Without the presence of a teacher with words of encouragement or inspiration, teaching is barely successful. Many teachers of today enter the class and deliver only what is written in the textbook, without proper intention to instill values and knowledge into the fertile cognition of the students. Many teachers enter the classroom trying to accomplish their job for a day to draw remuneration at the end of the week or month without any care that a teacher is supposed to have towards his/her students. In addition, a teaching job is considered a second-class job in India by many people. It may be to a certain extent, right as many teachers who are teaching in the institution never give priority to their teaching job before they enter into the world of employment. After many attempts and failures for other jobs, as teaching opened several vacant posts in the government sector, many teachers of today have entered the world of teaching. This clearly supports the notion that teachers currently teaching in modern schools need to be professionally trained as they do not know or understand the significance of the teacher and the profession.

Not only in schools, but even in the higher institution as well, it is harmful to steer education through teachers who are recruited based on the NET qualification, having no adequate skills for interaction with their students. After passing out their masters with NET, they enter the classroom and start teaching without experience and

appropriate training. It is like an ordinary man doing electrical wiring of a house without technical training; he may complete the work but it is dangerous and unsafe to be in a house like that. It will be safer to live in a house that is completed by an electrical engineer.

1.1: Significance of teachers' training:

Every profession requires proper training to master the work in his/her workplace. As teaching is also accepted as a profession by NCTE (National Council for Teacher Education) rather than a mere job trying to wage out some amount of salary, it also requires appropriate training. Many teachers of modern education are recruited based on political will and power where the recruited teacher does not possess minimum standard operating skills and procedures to enter the field, and these difficulties pose a threat to the production of skilful future citizens in the country. With the announcement of the NCF-2005 (National Curriculum Framework-2005) and the provision of UEE (Universalisation of Elementary Education) and USE (Universalisation of Secondary Education) only, professional training and degree became an essential requirement to become a teacher in most of the schools. But still, many private schools in the country are being run mostly with untrained teachers.

There is an unending debate within the community at large, on the quality of the trained and untrained teachers with a conclusion drawn from a comparison of the result of the students passing out from government schools where all teachers are expected to be trained teachers and private schools, where most of the teachers serving in the institution are untrained teachers. According to the Board Examination results in some states, especially in the states covered for this study, i.e. Mizoram and Meghalaya, private-run institutions are having better results. This has also been an accepted fact for the elementary stage of education and not only in the secondary stage. This has created controversies about the reliability of professional training in comparison to dedication and commitment to the profession. Most of the teachers serving in the private institutions are not having proper job security as most of the private institutions follow the capitalist system of administration since their institution is largely based on business. On the flip side, government schools have the

best teachers in town but their products are not better when compared to students passing out from private institutions.

Even when the government of India, with the policy document and regulation tries to make progress in education; satisfaction in the job and hesitation to leave one post cause harm to the welfare of the society. Generally, teachers employed by the government, who are reluctant to go to their post, were at least trained in basic teacher training institute; but they seem not to understand their own value and importance to the society as teachers. Societies also still do not understand how things work as many of our parents are brought up in the socialist regimes. But after the liberalization of the economy (LPG), the mind-set of the citizens changed and learning styles and teacher techniques also changed. This indicates the importance of teacher education and training, to become effective teachers in this globalized world. So, going through a teacher education programme is a must as this profession requires much more serious knowledge.

Teacher education plays an important role to shape the destiny of the nation, and the success or failure rate of education and its system in the country depends largely upon the curriculum frame of the teacher education. The aptitude, confidence, and competence of teachers or prospective teachers need to be moulded to ensure that it results in a positive impact and also that the right kind of teachers are engaged in the field of teaching to make the future more promising. It should be remembered that teachers are one of the most valuable assets the country have and they are like the backbone of the nation, equipping future citizens to form brighter prospects. India, a country that is changing economic principle needs to have an enormous change in teacher education, and as the constitution of India said in the preamble, socialism has a big influence on the principle of the nation and most of the educational policies and styles also depend on idealistic structure giving a tendency towards values which are a bit philosophical; but after liberalization, globalization, and privatization of the economy, the system of education also change its view to capitalist mindset by following a pragmatic school of thought and its constructivist approach. As mentioned above, providing training to teachers so that they become competent

enough to address changing needs and introduce innovation is essential. Senior teachers who were brought up in a complete socialist structure of government always have difficulties in adapting themselves to India's mixed economy where socialism and capitalism come together. This mixed economy leads to a mixed educational system of idealism and pragmatism having a traditional school with a constructivist setup. However, this problem can be tackled by providing a relevant and right kind of teacher education programme.

1.2: History of Teacher Education in Mizoram:

1.2.1. State Profile of Mizoram:

Located in the North-Eastern corner of India, Mizoram lies between 21.95 N and 24.39 N latitude and 92.16 E and 98.40 E longitudes with the Tropic of Cancer passing directly through it. Mizoram was previously known as the Lushai Hills region while it was a part of the Assam state. It was given the status of Union Territory in January 1972. On the twentieth of February 1987, it was given Statehood following the Peace Accord signed between the Mizo National Front and the Government of India. The State had 8 administrative districts till 2019 when three more districts started functioning, making the number into 11 districts with 26 Rural Development Blocks. As per the 2011 report, there is a total number of 830 towns. Mizoram has 23 Notified Towns spread over the different 8(11) Districts.

The 2011 statistic showed the populace of Mizoram at 10,91,014. The decadal development rate is 22.78 per cent. Out of the total population, 552,339 (52.16%) were males and 538,675 (50.88%) were females. The sex ratio was 975 females for every 1000 males and the literate rate was 91.58 as per the latest census.

The two districts of Lawngtlai and Siahla have three Autonomous District Councils - Lai Autonomous District Council with a base camp at Lawngtlai, Mara Autonomous District Council with a base camp at Siahla and Chakma Autonomous District Council with central command at Chawnge (Kamalanagar). By the arrangements of the Constitution, these Autonomous District Councils oversee the rudimentary instruction inside their particular regions.

1.2.2. Teacher Education in Mizoram:

Teacher Education in Mizoram was started in 1901 by the Christian Missionaries with a couple of young men, who were Middle school graduates, who were regarded as having a fitness for education. Knowing the need and significance of educator preparation, it was then taken up by the Government and Basic Training Centre was established in 1953 which later on was renamed as Under Graduate Teacher Training Institute (UGTTI) and was upgraded to Teacher Training Institute (TTI) to enable entry of graduate instructors. Under the Restructuring and Reorganization of Teacher Education in the Ninth Plan, the two TTIs were redesigned into District Institute of Educational Training (DIET) in 1989 (Aizawl) and 1993 (Lunglei). In the year 2005, District Resource Centres were set up in the other six districts having no DIETs and were subsequently upgraded to DIETs on April 15, 2013. The only College of Teacher Education has been redesigned into an Institute of Advanced Study in Education which now functions in the double capacity of IASE and CTE as there is no other CTE in the state. SCERT was set up in 1980 as one wing under the Directorate of School Education. It was later on given a separate directorate in 2008.

1.2.3. State Council of Educational Research and Training (SCERT):

The State Council of Educational Research and Training (SCERT) was set up in 1980 as the scholarly wing of the School Education Directorate and has been bifurcated from the Department of School Education to become a separate Directorate on 22nd May 2008. It was established as the Academic Authority for the Elementary Education of the State following the implementation of the RTE Act on 22nd Sept 2010 and it is mainly responsible for the preparation of educational plans and reading materials at the rudimentary stage. Teacher Education and Training is one unit among its numerous projects.

SCERT manages the academic parts of various levels of education like Primary Education, Secondary Education, Teacher Education, In-administration direction programs, and organizes different kinds of in-service training of teachers. It likewise is responsible for the Curriculum and Textbook turn of events, Science Promotion,

Vocational Education, Special Education, Social Science and Humanities, Computers and Information Technology, and Educational Research.

There are two significant functions of SCERT - (i) Training and (ii) Research. Educational Training identifies with giving expansion and in-administration preparing projects to Teachers, Teacher Educators, Educational supervisors, and educational administrators like CEO, DEO, SDEO, and Headmasters and Principals of High Schools and Higher Secondary Schools.

1.2.4. Department of Education, Mizoram University:

By an Act of Parliament (Reference No. 8 of 2000) Mizoram University was established and it started functioning from 2nd July 2001. It is situated at Tanhril at the outskirts of Aizawl city; the capital of the territory of Mizoram covering the space of over 978.1988 acres of land.

The Department of Education at Mizoram University is one of the three oldest Departments established in 1979 under NEHU in the then Mizoram Campus. Presently, the Department offers courses like B.Ed., M.Ed., M.A., M. Phil. and Ph. D. in the discipline of Education. The most recent addition to the courses offered was M.Ed which was started in 2018-2019. The office has its perpetual structure since the year 2016 and routinely directs scholastic exercises like a workshop, project examination, and expansion exercises. According to the institution's official website, the department has a significant vision like - to progressively provide academic leadership in the regional and national circles and to have a global impact on society through continual innovation in Education, Teacher Preparation, and Research.

The Department began its journey in 1980 with an M.Ed program of one year duration and it was changed into two years of M.Ed. programme from the academic session 1985-86. After this, the teacher educator program of M.Ed. was changed into an M.A. Education course of four semesters. The Department also offers a PhD; and the M.Phil program was also introduced along with the rest of the course from

academic 2009 - 2010. The Department was upgraded into a School of Education when UGC accorded sanction for the Establishment of School of Education in the year 2013.

1.2.5. Institute of Advanced Study in Education (IASE):

The Institute of Advanced Study in Education (IASE) was established in 1975. First known as Mizoram Institute of Education (MIE), it later became the College of Teacher Education (CTE) in 1997, the only CTE in the State, and has been further upgraded to its present status in 2005. The IASE began functioning on the 3rd March 2012 and it is performing the dual function of IASE and CTE.

1.2.5.1. Roles of IASE, Mizoram

- Pre-service Secondary teacher education programs (B.Ed.)
- Program for preparing teacher educators (M.Ed.)
- In-service training of teacher educators (mainly DIET faculty)
- Develop resource material for teachers and teacher educators
- Conduct advanced level fundamental and applied research & experimentation in education
- Research and Material development in Curriculum Studies, Pedagogic Studies, etc

1.2.5.2. Present Structure of IASE, Aizawl, Mizoram

The present structure of IASE is the structure inherited from the erstwhile CTE. Since the upgraded Institute has to take on the dual role of CTE and IASE, the need to strengthen and build the capacity of the Institute to function effectively is essential. In the present structure, the Principal is the head of the College. There is no post of Vice-Principal. The Faculty consists of Professors, Associate Professors, and Assistant Professors. The institution has some staff to run the course as of now.

1.2.5.3. Status of IASE Mizoram:

The IASE/CTE is under the Department of Higher and Technical Education, Government of Mizoram and it is affiliated with Mizoram University, Aizawl. The Institution was permanently affiliated with NEHU till 2000 when Mizoram University, a Central University started functioning as a full fledged University the same year and the College became automatically affiliated to Mizoram University. The Bachelor of Education program thus followed the course of study prescribed by the University following the NCTE Curriculum Guidelines. The Master of Education programme had been approved by the School Board and the Board of Studies, Mizoram University in 2011. The M.Ed. and B.Ed. curriculum and syllabus were revised in 2013 and 2014 respectively in alignment with the NCFTE 2009 by the affiliating body - Mizoram University. Approval for conducting the B.Ed. Multimode Programme in ODL mode for clearing the backlog of untrained in-service teachers of high schools and higher secondary schools was granted in November 2014

1.2.6. District Institutes of Educational Training (DIET):

As discussed before, Teacher Training in Mizoram initiated in 1901 by the British was continued by the Government and a Basic Training Centre was established in 1953 which later on was upgraded to Under Graduate Teacher Training Institute. Under the Restructuring and Reorganisation of Teacher Education in the Ninth Plan, the two TTIs were upgraded into DIETs in 1989 (Aizawl) and 1993 (Lunglei). Chhimitupui district (later divided into Siaha and Lawngtlai district) at that time was the only district in Mizoram which did not have a DIET on its own.

As per the provision for setting up of 'smaller sized' or 'Telescopic DIET' in the guidelines of Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education 1989 and consequently to the creation of five (5) new revenue districts in Mizoram, the Ministry of Human Resources Development, Govt. of India approved sanction for setting up of six (6) new Telescopic DIETs in the districts of Saiha, Lawngtlai, Serchhip, Champhai, Kolasib and Mamit in the year 2003-04.

Thus, Telescopic DIETs were established in the year 2005 in the six Districts of Mizoram where no DIET existed. These Telescopic DIETs have been formally known as District Resource Centres (DRCs) and the main function was focused on In-Service Teacher Training in the Elementary stage and Action Research. DRCs do not undertake pre-service teacher education as this course has been conducted by the two full-fledged DIETs of Aizawl and Lunglei. The chief mission of the institution was to uplift the quality of district elementary education through in-service teacher training, on-site academic support to schools, and organizing workshops, seminars, etc.

The new Guidelines for Restructuring and Re-organisation of the Centrally Sponsored Scheme on Teacher Education June 2012 have made a provision that the existing District Resource Centres (DRCs) can be upgraded into full-fledged DIETs on a need basis. Acting upon this provision, the state government proposed all six DRCs for up-gradation to DIETs, and consequent to the approval by the central government, all six DRCs of Mizoram were upgraded to full-fledged DIET on 15th April 2013.

1.2.6.1. Roles and Functions of DIETs:

A DIET's mission could be in brief stated in the following terms: To provide academic and resource support at the grass-root level for the success of the various strategies and programs being undertaken in the areas of elementary and adult education, with special reference to the following objectives: -

- Universalization of Primary/Elementary Education.
- To provide education to adult illiterates (Adult Education)
- NLM targets concerning functional literacy in the 15-35 age group.

DIETs are meant to be the nodal institutions for improving Elementary Education in the district and their functions can broadly be categorized as follows:

1.2.6.1.1. Conducting Training and orientation Programmes:

- Organize specially designed courses for Head Masters, Officers of the Education Department up to Block level, members of the Village Education Committees (VEC), Community Leaders, and elected Heads of the Panchayati Raj Institutions, Block and Cluster Resource Coordinators.
- Conducting bridge courses for untrained/under qualified in-service teachers

1.2.6.1.2. Providing Academic and Resource Support:

- Preparation of District Plans for UEE
- Development of district-specific curricula and teaching-learning material
- Provision of support to Block and Cluster Resource Centres
- Acting as evaluation centres for elementary schools and programs of UEE

1.2.6.1.3. Action Research:

- To actively engage in Action Research and experimentation for an improved understanding of Elementary Education in the district.

DIETs are responsible for activities relating to teacher education and school quality/school improvement in the district and work with the block institutes for teacher education. The functions of DIET as spelt out in the Guidelines for Teacher Education in the 12th Plan are as follows:-

- Organizing and conducting a high-quality pre-service teacher education program for elementary school teachers;
- Organizing and supporting teacher professional development (including head teachers);
- Academically monitoring and supervising schools, school improvement, and school development;
- Serving as an educational resource centre for the district extended to reach teachers in conjunction with the BRCs and CRCs;

- Meeting district-specific needs in areas such as district-specific material development, research, and action-research programs for specialists in the district; and
- Developing the district academic plans and monitoring the quality of schools and teaching in the context of the RTE Act, and coordinating the work of other agencies which may be working and contributing to the strengthening of the public education system in the district.

1.3. The State of Meghalaya

1.3.1. State Profile of Meghalaya:

Meghalaya which means "abode of clouds" from Sanskrit Megha, "cloud" and ā-laya, "abode" is a state in Northeast India. It was shaped by cutting out some regions from the province of Assam i.e. the United Khasi Hills and Jaintia Hills and the Garo Hills on 21st January 1972. The number of inhabitants in Meghalaya in 2016 is recorded to be 3,211,474. The state covers an area of 22,430 square kilometers.

The state is bound toward the south by the Bangladeshi divisions of Mymensingh and Sylhet, toward the west by the Bangladeshi division of Rangpur, and toward the north and east by the State of Assam. The capital of Meghalaya is Shillong. During the British rule of India, the British magnificent specialists nicknamed it the "Scotland of the East". Meghalaya was a significant part of Assam; however, on 21 January 1972, the areas of Khasi, Garo, and Jaintia hills was formed into the new province of Meghalaya. English and Khasi is the official language of Meghalaya. In contrast to numerous Indian states, Meghalaya followed a matrilineal framework where the genealogy and legacy are followed through ladies.

Meghalaya is the wettest state in India, with the wettest regions in the southern Khasi Hills recording a normal of 12,000 mm (470 inches) of rainfall a year. About 70% of the state is forested. The timberlands are remarkable for their biodiversity of warm-blooded creatures, birds, and plants.

Meghalaya is overwhelmingly an agrarian economy with a significant business service industry. The significant yields are potatoes, rice, maize, pineapples, bananas, papayas, and so forth. The state is geographically plentiful in minerals and it has around 1,170 km (730 mi) of public roadways.

Meghalaya is one of the Seven Sister States of northeast India, with stretches of valley and it is geographically rich. Resources deposits contain rich stores of significant minerals like coal, limestone, uranium, and sillimanite. The state has numerous streams. A large portion of these are rain-fed and seasonal and these streams have made profound gorges and a few waterfalls.

The height of the level reaches between 150 m (490 ft) to 1,961 m (6,434 ft). The central piece of the level including the Khasi Hills has the most noteworthy heights, trailed by the eastern segment involving the Jaintia Hills district. The most noteworthy point in Meghalaya is Shillong Peak, which is a conspicuous IAF station in the Khasi Hills sitting above the city of Shillong. It has an elevation of 1961m. The Garo Hills area in the western part of the level is almost plain. The most noteworthy point in the Garo Hills is Nokrek Peak with a height of 1515 m.

Tribal people make up most of Meghalaya's populace. The Khasis are the biggest in number, followed by the Garos and then the Jaintias. These were among those referred to by the British as "hill tribes." Other inhabitants are the Hajongs, the Biates, the Koches, and related Rajbongshis, the Boros, Dimasa, Kuki, Lakhar, Tiwa (Lalung), Karbi, Rabha, and Nepali.

Meghalaya recorded the most noteworthy growth rate of 27.82% among the seven northeastern states according to the temporary report of enumeration 2011. [2]The number of inhabitants in Meghalaya starting in 2011 has been recorded as 29,64,007 of which females were 1,492,668 and males were 1,471,339. [3]Presently, the state has a similar number of regions with Mizoram having 11 regions with 46 RD Blocks.

1.3.2. Brief History of Teacher Education in Meghalaya:

Teacher education in Meghalaya has gradually developed since the first teacher education institution was set up by Welsh missionaries under the theological college at Cherrapunji to cater to the teachers at the primary level. According to teachersofindia.org, the government decided to amalgamate some training institutions and attached them to mission schools in 1861. In 1947, after India got independence, the government of India requested the Welsh mission to extend their service to lower primary school teacher education which resulted in the creation of Cherra Teachers' Training Centre which was under Presbyterian Church management.

Before Basic Training College was established, the government started Guru Training schools at Tura in 1906 with an intake capacity of thirty (30) students. This institution was the main source of wisdom for some time but due to administrative uncertainty, the institution was closed a few decades later. A few years later, St Edmund's BT College was established in 1934 but with verbal instructions received from St Edmund's College, the institution was closed down in 1942.

After all these difficulties and progress under British missionaries and the newly formed Indian government, teacher education improved year by year in different areas to meet the needs of the state. Though growth was not a speedy situation, it gradually developed to reach today's teacher education status in the state. Though some of these are government teacher education institutions, some are run by private owners and these institutions have affiliation mostly to North - Eastern Hill University, which is the apex body of academic institutions in the state. At the same time, some of the institutions, which are not taken as sample in this study, have their affiliation with other affiliating institutions but all of them function under the recognition of the National Council of Teacher Education

1.3.3. Directorate of Educational Research and Training (DERT)

To give guidance and push to School Education and Teacher Education, the State Council of Educational Research (DERT) was set up in the Directorate of Public Instruction (DPI). In 1997 the Directorate of Public Instruction was trifurcated and SCERT became a full fledged Directorate of Educational Research and Training (DERT) with its Director. The principal element of this Directorate is to help achieve subjective improvement in the field of School Education through quality Teacher Education Programs, as the Government relies upon the proficient capability of teachers.

1.3.3.1. Aims and Objectives of DERT

DERT is a specialist body. Its principal job is to achieve subjective improvement in Education, formal and non-formal, and Teacher Education which is essential for the advancement of HR required for the all-around advancement of the State. Its wide points and targets have been plainly expressed by the Education Commission, Meghalaya (1976-77) as follows:

- To review and revise the Curriculum
- To Prepare syllabus
- To prepare instructional materials such as Textbooks, Guides for teachers, Supplementary Reading Materials, Resource Books, Content Enrichment Materials, Handbooks, etc)
- In-Service Training of Teachers and Extension Programmes
- Research and Development
- Dissemination of information and other functions as defined by the Government

1.3.3.2. Duties of the DERT

As per information provided on the government's official website, DERT is expected to perform the following duties:

- Conducting training to enhance and update the knowledge, skills, and competencies of the existing teachers continuously and improvement and promotion of existing facilities in Teachers Training Institutes including the Directorate of Educational Research & Training (DERT).
- To organize academic activities such as Training, workshops, seminars, and meetings for teachers, Heads of institutions, Teacher Educators, Education Officers, Principals of Teacher Training Institutes, and other Education functionaries.
- Conducting Research and Studies in the areas where education needs proper advancement and giving suggestions to the state government to propose remedial measures.
- To support Innovations in Education and to provide academic and professional guidance to schools, Meghalaya Board of School Education (MBSE), Teachers, Training Institutes (TTIs'), and the Education Department.
- Providing Extension services to School and Non-Government Agencies involved in the development and promotion of Education as well as acting as a clearinghouse of ideas and information.
- To prepare Textbooks, instructional materials, and guide books.
- Collaborating with Agencies, Institutions, and organizations in the country and outside for the development and promotion of education.
- Preparation of Talent Search Examination for Students, for the tribal students of Meghalaya for Award of Talent Incentive and Scholarship, Conducting of Career Conferences to provide Career Guidance and Vocational information to students.
- To provide grant-in-aid to Meghalaya Board of School Education to other Non-Government Teacher Training Institute.

1.4. Growth and Development of Teacher Education after Independence:

After India got independence, there was enormous progress in the area of teacher education. India was underdeveloped when it got independence with less number of literates but the dawn of independence open a new age for education. Commissions and committees were established to put stress on the use of modern innovative strategies and methods to bring advancement in the domain of teacher education. These commissions and committees tried their level best to lift India towards growth and they imposed all possible tasks to make development. Besides, teacher education was largely influenced by the emerging economy and political situations but those commissions and committees were expected to chalk out policies and plans to address various issues that existed at that time. The major concern in teacher education was always quality and quantity because India did not have many qualified people in those times, to be served as a teacher as most of them were just literate, and quantity and quality were given utmost importance. In 1948, two institutes were established named Central Institute of Education (CIE) in Delhi and Government Training College (GTC) at Allahabad to work as pedagogical institutes.

To accelerate teacher education in India, some commissions and committees were established. The following are the summary and main objectives of those commissions and committees:

1.4.1. University Education Commission (1948 – 1949):

It was the first commission established in independent India and it scrutinized and reviewed the courses at that time within teacher education and suggested preparing courses that were more adjustable and flexible; it also suggested closer alignment of theory and practical part in teachers' training. As a result of the recommendation of this commission, the first conference was convened in 1950 at Baroda to deliberate and discuss about teacher education, and the teacher training programme was given fresh nomenclature called Teacher Education.

1.4.2. Secondary Education commission (1952 – 1953):

This commission was constituted to recommend necessary changes in the secondary education system and the commission recommended a one-year teacher training program where a teacher can master two pedagogies. The Commission's suggestion regarding practical sessions was not only teaching delivery, but includes observation of peers, demonstration and analysis of lesson plan, administration of tests, and maintenance of cumulative records and organization of supervised study, library periods was also recommended to be incorporated in the program.

1.4.3. Ford Foundation Term (1954):

An international team named Ford Foundation which comprised of eight members and officials representing the government of India studied in detail the condition of education in India along with the suggestions made by the Secondary Education Commission. It suggested that teacher training institutions should have laboratory schools where students can experiment in a real-time situation.

1.4.4. Pires Committee:

The Committee suggested that both theory and practice should be given equal importance. It was believed that practical activity would make the trainees easily acquainted with a lesson learned and would develop thorough understanding by carrying out task practically. The committee reduced examination papers only to the following domains - principles of education and school organization, pedagogy of two school subjects, problems in Indian education, educational psychology, and health education.

1.4.5. Kothari Commission (1964 – 1966):

The Education Commission of 1964 – 1966 showed much interest in teacher education. It was believed that the competency and professionalism of the serving teacher have the best chance of changing the scenario of the education system in the country and to bring about improvement in the national education system,

qualitative improvements in teacher education should be given priority importance.

1.4.6. National Policy of Education (NPE -1968):

This national-level policy on education wholeheartedly agreed to all factors determining the national advancement and growth in education and reiterated the importance of teachers and recommended that professional growth of the teachers must be considered at the utmost level. The Commission accepted that the teaching job is the noblest job lifting the posts to high esteem. The recommendation of this commission included teacher pay which was suggested to be fixed according to their responsibilities and qualification.

1.4.7. National Commission on Teachers (1983 – 1985):

This Commission recommended four years of training after the completion of senior secondary and five years of training leading to graduation and professional degree together. This integrated course of training is designed to meet both professional degrees along with a degree in general education. But for the elementary school teaching, the commission suggested two years training package after completion of senior secondary level giving importance to the inculcation of language and communication skills. It also suggested that to become a teacher educator in an institution, one must possess a master's degree in his line of education along with a professional master's degree and for elementary teacher training institute; teachers are expected to possess a graduate degree with B.Ed. Besides these, the Commission suggested having an internship rather than just mere practice teaching.

1.4.8. National Policy of Education (NPE – 1986):

The National Policy of Education (NPE-1986) gave priority to the progress of teacher education accepting that the development of education depends upon the quality of teachers. The policy believed that pre-service and in-service teachers' training is inseparable and gave equal importance to bringing improvements in

school education. Program of Action (POA) suggested the opening of District Institutes of Education and Training (DIETs) in each district of the country and up-gradation of the College of Education to CTEs (College of Teacher Education), stronger support and strengthening of SCERT (State Council of Educational Research and Training) and establishment of fifty IASEs' (Institute of Advanced Studies in Education).

1.4.9. Acharya Ramamurti Committee (1990):

This committee observed that teacher education is essential for the progress of education as a whole in India and it suggested that internship for the practical model should be adopted. Practical experience through an internship would help trainees in a realistic situation and field experience and internship should have a focus on teaching skills and practice. Besides this practical experience through an internship, the committee also suggested an evaluation and follow-up programmes to check the progress of skills of trainees.

1.4.10. Yashpal Committee (1993):

Yashpal Committee gave much importance to proper teacher education structure and programme with a belief that inappropriate teacher education programmes lead to unsatisfactory quality in schools. The committee wanted that the B.Ed programme must offer specialization in nursery, elementary and secondary levels of education and it also proposed the duration of one-year B. Ed training for graduate students and four years of training for secondary school pass out. The course and its contents should also be modified and restructured to meet the changing demands of society and the system of schools. These changes were made with the objectives of developing independent thinking and outsourcing critical thinking to the teacher-trainee. While there was a big suggestion of a change in the arena of education through this committee, the statutory body NCTE (National Council of Teacher Education) came out with the National Curriculum Framework (1998) which provided proper guidelines for the methodology to be used for teacher education and also chalked out contents of the

course. Because of this framework, institutions around the country reviewed and revised their curricula.

1.4.11. National Curriculum Framework (NCF -2005):

NCF-2005 has changed the scenario of teaching and teacher education to a more moderate and open interaction admitting the role of a teacher in the schools as a facilitator, mentor, or supporter. The traditional schooling where teachers were acting like a king, making the classroom teacher-centered has to be changed into a student-centered classroom. The NCF advocated the preparation of teachers to understand the concept of personal objectives and help them to achieve their professional goals rather than a mere transfer of knowledge. Teachers should be trained to help student-teacher to put more effort, into tasks, actions, and processes to master their skills and to experience what their students were expected to master.

The NCF-2005 suggested a longer duration of teacher education to incorporate observation of the students with pedagogic content knowledge such as theory and practice during the internship. It also suggested that teacher education must offer health education, physical education, and yoga education in pre-service elementary and secondary teacher education. Besides these subjects, it also advised the institution to offer peace education as an optional subject of study. Teacher education was moulded to address the changing needs of society and to make students adapt themselves to the paradigm shift of the Indian economy that leads to the shifting of the educational system from traditional idealist schooling to constructivist pragmatic schools. Teachers under this framework were expected to be more approachable, encouraging, and supportive.

1.4.12. National Knowledge Commission (NKC – 2007):

The National Knowledge Commission took a great step towards the advancement of school education in the country. The Commission gave importance to areas such as overall literacy, infrastructure, universal access, and enrolment in schools.

1.4.13. NCTE regulation (2009):

National Council for Teacher Education (NCTE) has issued a regulation to be followed by teacher education institutions all over India. Secondary teacher education leading to possession of a B.Ed degree also comes under this strict regulation. The regulation proposed the duration of the course to be one academic year or two hundred days divided into two academic semesters with thirty-six (36) working hours per week (within five or six days in a week), out of which forty(40) days shall be utilized for practical teaching sessions. The physical availability of student-teacher must be monitored properly. Admission should be opened for one hundred (100) selected candidates who would be divided into two sections. Due to the growing competition economically and academically, experts in the country felt the need to improve the system to cope with growing demand based on international economic and financial competition and pressures. They felt that having only one academic year to prepare upcoming teachers who prepare future citizens of the country was not enough. Besides, during this short duration, they have difficulties in possessing professional proficiencies and they fail to acquire interest in the job. Because of that, based on National Curriculum Framework for Teacher Education - 2010, the National Council of Teacher Education again developed a new model called as NCTE Regulation (2014)

1.4.14. National Curriculum Framework for Teacher Education (NCFTE – 2010):

The National Curriculum Framework for Teacher education also took into account that the preparation of prospective teachers will be most effective if they are trained and prepared by fully equipped and competent teacher educators. When someone who is meant to do their profession inculcates their skills and values to the prospective teacher, it will be most beneficial for the trainees as modern teachers need to be trained to address the changing economic and social scenario. To bring changes even in teacher education, National Council for Teacher Education (NCTE) also took several measures and necessary initiatives for this purpose. To upgrade the quality of teacher education, NCTE collaborated with National Assessment and Accreditation Council (NAAC) to have quality institutions. Right to Education Act, 2009 which was operational since April 2010 also has much impact on the framework and proposal for teacher education. Another regulation made under NCTE was also prepared in the light of NCFTE-2010 as this framework is prepared to keep education aligned with global development. It was formulated to go together with the Universalisation of Education policy which is strengthened by the Right to Education Act of 2009.

To maintain the quality of teachers serving in the schools, the Teacher Eligibility Test (TET) for teachers and the Principal Eligibility Test (PET) are conducted at the national and state level. The main reason for conducting these tests is to maintain the quality of teachers and school administrators. Teachers play a leading role in the dynamic situation of society and they need to have the sharpest mind. The recruitment of the teacher also cannot be initiated just by possessing educational qualifications; it required professional competencies or tests to be appointed in the teaching job. For the teacher educators serving in teacher education institutions also, University Grants Commission regularly conducted a test, which is National Eligibility Test (NET) to perform teacher job in higher education.

1.4.15. NCTE Regulation -2014:

In the regulation 2014 of NCTE, there was a slight change in comparison to the previous regulation. The new regulation opens a course for two academic years which is to be divided into four academic semesters. The expected working day per year is two hundred (200) days per academic year just like regulation 2009. There was not much change in comparison to regulation 2009 regarding this regulation except for the duration of the course. The course is recommended to be opened as one basic unit of 50 seats as minimum capacity. The regulation did not permit an institution to have more than two basic units of hundred seats. It demanded 80% attendance for regular class and 90% attendance for practicum for student-teachers. The regulation again demanded a maximum of twenty-five (25) students per method paper and any practical session to make it more lively and interesting

1.4.16. National Education Policy -2020:

National Education Policy - 2020 which was approved by the Cabinet of the Government of India in July 2020 projected universalization of education starting from pre-school to the secondary stage. This policy will substitute the National policy on education – 1986 and the new policy is considered very inclusive as it focuses on all stages of schooling. The policy is designed to bridge gaps in participation, outcomes of learning, and access to education to reduce learning crises.

The policy gave importance to the quality and dedication of the teachers to make improvements in education. It went side by side with Kothari Commission with regards to teacher education and the importance of teachers in some areas but the structural design of this policy is completely different. It elaborated the formation of better standards for the teachers at different levels merging with competencies in digital learning processes. NEP-2020 recognised the importance and power of teachers and suggested reforms in the system to make the teaching job an attractive profession; it tried to restore the status with higher respect and the

professional training for teachers should also be inclined not only to academic but also vocational and other streams

The policy suggested an integrated 4 years B.Ed degree as a qualification for school teachers to have the capacity in multidisciplinary or a dual major subject and it also suggested that entry into 4 years B. Ed integrated course will be conducted through National Testing Agency (NTA) in suitable subjects and aptitude tests. The policy expected the multidisciplinary university to run B.Ed programme in collaboration with other departments to enhance the quality of B.Ed so that teachers will have speciality in many different areas to teach school subjects. Expertise in every area is expected from a teacher in the domain of schools. Post-B.Ed course will also show special ways for teachers for professional growth and they can have specialization in some other areas such as management as career growth. One of the most important recommendations made by NEP-2020 concerning education was that all PhD entrants are required to take a credit-based course in education like teaching, pedagogy, etc relating to their PhD subject. It is compulsory to know part of education during their doctoral study.

1.5. Rationale of the Study:

It is never wise to compromise the quality of teacher education for infrastructural progress due to competition regarding ranking. Teacher education plays a pivotal role in making a better world in the wake of globalization where liberalization leads the mind to actively privatise institutions and businesses to have more positive returns. Some institutions are getting recognition from authorities to run teacher education programmes without having even minimum requirements concerning infrastructure and faculty; leading to the deterioration of educational standards. When quality is compromised due to the desire for quantitative growth, it can never last for a long time as maintenance of quality is essential to raise the level of status of any institution.

North-Eastern Hill University is a parent institution for Mizoram University. Therefore, the growth, advancement and development of Mizoram University may be assessed and measured from its parent in one way or the other. It is always wise to adopt and appreciate good practices from one or another to make progress in education. Both of the universities which are taken up for the present study, are affiliating universities for secondary teacher education institutions and both universities are located in the northeastern region. It is important to see how these two universities have progressed in the field of secondary teacher education by examining their physical standards, academic venture, practical professionalism, problems encountered, and their prospects as these institutions are moulding prospective teachers who will be teaching future citizens of the country. Thus, it is a must to study secondary teacher education under these institutions that prepare teachers for our future through their institution. Besides these, there has been no study conducted so far on secondary teacher education at Mizoram University and North - Eastern Hill University, thus the present study has been conducted.

1.6. Research Questions:

The quality of teacher education, to some extent, depends on the competencies of the teacher and the quality of infrastructure at least as per minimum requirements. To find out the status and problems faced by these institutions, the investigator is curious to find answers to the following questions:

1. Do the institutions meet the minimum requirement in terms of physical infrastructure as per NCTE norms?
2. How do the institutions get funds to run the program?
3. How do they manage the financial system and administration?
4. What is the structure of the course of study?

5. How is the internship program organized to enhance student-teacher competencies in the field?
6. What is the regular enrolment during the last three years?
7. Are there any gender biases in the process of admission?
8. What are the qualifications of the teachers, their age, and experience?
9. What is the structure of fees per semester inclusive of admission?
10. What are the main methods used for transaction and evaluation

1.7. Statement of the Problem:

In order to find out answers to the research questions stated above, the present study is stated as –

‘Status, Problems, and Prospects of Secondary Teacher Education Programmes: A Comparative Study of Mizoram University and North - Eastern Hill University’

1.8. Operational Definition:

Status: Status in this study means the present position of secondary teacher education institutions - their physical infrastructure, instructional material, and condition of administrative matters.

Problems: Problems in this study focuses on inconvenience and difficulties faced by stakeholders such as teacher educators, student-teacher, and administrators who are engaged with secondary teacher education.

Prospects: Prospects here means future possibilities and expected improvements.

Secondary Teacher Education Programme: Secondary Teacher Education Programme here means institutions that are offering the course of Bachelor of Education (B.Ed) based on National Council of Teacher Education regulation - 2014.

1.9. Objectives of the Study:

The study has been taken up with the following objectives:

1. To trace the development of Secondary Teacher Education under Mizoram University and North - Eastern Hill University
2. To find out the status of secondary teacher education under Mizoram University and North - Eastern Hill University on:-
 - a. Infrastructure and instructional resources
 - b. Financial system and administration
 - c. Student's enrolment in terms of gender
 - d. Profile of teachers
 - e. Structure of the course of studies
 - f. Teaching-Learning process
2. To find out the problems faced by teacher educators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
3. To find out the problems faced by student-teachers of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

4. To find out the problems faced by administrators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
5. To identify the prospects of secondary teacher education under Mizoram University and North - Eastern Hill University.
7. To suggest measures for improvement of Secondary Teacher Education under Mizoram University and North - Eastern Hill University

CHAPTER - 2

REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

A review of related literature helps a researcher to acquaint himself with the existing knowledge in the area where he will be conducting his research. The review helps the researcher to find his limitation in the area of study and without it, the research cannot be perfected. One of the significant steps in the research study is a careful review of previous studies, books, papers, proposals, and different collections of data on the issue to be researched. A review of related writing permits the researcher to familiarise himself with subjects in the field or area in which he conducts his research, and it empowers the researcher to find out the limitations and the restrictions of his field, keep away from unfruitful and futile points, unexpected duplication of findings, know past suggestions and helps in the understanding of the research philosophy. Every essential research study starts with a review of literature related to the study to be taken up. The reason for writing review is to provide observation of the problems to be studied. It serves to clarify the subject of the exploration and to produce the issue and find any points for extra examination.

This chapter is a presentation of the review of literature which has been divided into two sections -

SECTION – A:

2.1. REVIEW RELATED TO STATUS OF TEACHER EDUCATION

According to Hoban (2005) “teaching how to teach” is a very delicate and multifaceted task; and because of this reason, there is a huge demand for quality qualified teacher educators to prepare an effective teacher to produce quality human resources for future development of the country. Besides, the institutional and curricular effectiveness, the qualities and character of the teacher, his educational decoration and professional reliability and competence impact the achievement of all educational efforts; to have resulted in the outcome of being honoured in their

respective society as they carry the light of knowledge to enlighten the ignorance of darkness of the society.

Attri and Chandel (2009) in their paper “Teacher education in Himachal Pradesh” analysed the status of teacher education in Himachal Pradesh and found that teacher education in the state of Himachal Pradesh faced a lot of problems since most the teacher educators are deputed teacher educators from senior teachers serving in Government affiliated secondary schools. They faced problems in terms of facility and infrastructure and seats allotted in the B.Ed course were highly dependent on a quota basis and there was division with regards to their stream of expertise such as medical stream, non-medical stream, arts stream, and commerce stream. Since, there was only one government college of education at Dharamshala, seats provided in this training college were not sufficient. At the same time, there were 72 (seventy-two) private B.Ed colleges that existed in the state and some of them offered a course on correspondence basis as they are self-financing colleges. This study revealed that teacher education programme in Himachal Pradesh faced problems due to inadequate infrastructural facilities

Upadhyaya and Desai (2009) in their study entitled “Teacher education in Daman and Diu” assessed the status and problems that existed in the teacher education institutions and found that theory and practical areas of curriculum were carried out with the help of local infrastructure as per the expectation of the course. There were two types of management in the teacher education sector - institutions affiliated to Veer Narmad South Gujarat University that followed NCTE regulations were mainly Grant – in –Aid institutions paying salary as government pay scale, and self-financed colleges. The Grant in Aid College in this study had better infrastructure and human resources and it also faced the process of NAAC accreditation getting a Grade B. While the academic progress in the institution was satisfactory, students from SNTD B.Ed College secured more marks compared to the institution affiliated with Veer

Narmad South Gujarat University. The colleges faced problems regarding the difference in the evaluation system and marking. The students of the self-financed institution usually get more marks compared to the grant-in-aid college. It was also found that students from different institutions secured marks differently as their affiliating institution were different. Students who were enrolled in an institution, which has affiliation from outside the state, secured more marks compared to an institution that has affiliation from within the state.

Avalov (2010) in a study titled “teacher identity construction in reform-driven context: A Chilean study” highlighted three different forms of school management in Chile. Municipal schools where poor pupils enrolled themselves; a private subsidized school where they enrolled mixed group of pupils and purely private schools that enrolled only students from elite and a well to do family. Most of the teachers serving in these schools were less inclined to the teaching profession as there was no scope for advancement, but they chose to be in their profession because of job security, salary, and vacations. Teachers with vast and long experience were not motivated in their profession because of the monotony of stagnant work culture but a teacher with lesser experience possessed a more pedagogic commitment, teaching capacity, and self-fulfilment. Teachers serving in these three different managements had similar levels of motivation in the teaching-learning process. These teachers believed that work after school timing forced them to postpone the time to be rendered for their families and they felt that it is not worth that much sacrifice.

Gupta and Fisher (2011) in their study entitled “Teachers-students interaction in a technology-supported science classroom environment in relation to selected learner outcomes: An India study” found that there is a positive relationship between students’ perception of their teacher-student interaction and their attitude towards science along with their academic efficacy and achievement in a technology-supported teaching-learning environment. Learners accepted that their teacher

instilled the quality of leadership and were helpful; possessing friendly nature, a sense of understanding, and employing the capacity of students to accomplish some task. Their findings indicated that students observed less uncertainty, dissatisfaction, and wrong behaviour from their teacher but found their ability to be fully adapted to a technology-supported classroom. Besides, there was no such gender difference in their perception of their teacher in a technology-supported classroom. The finding can apply to all to improve teachers' interpersonal skills as it provided relevant steps through students' perception as to what behaviour students can be best acquainted with, to lead to day-to-day progress in the classroom setting to make the process more meaningful.

Goel and Goel (2012) in their study "teacher education scenario in India: current problems and concerns" found that there is a brand inequality among teacher education institutions due to commercialization of the institutions which indicated that educational management aptitude has an impact in a negative manner; living competencies and techno-pedagogic competencies are not significant predictors. Some of the institutions could not fulfill the expectations imposed by NCTE through its regulations and suggested revisions or shift parameters. They also observed some quality crises by degenerating teacher education quality due to the private sector. Besides, their studies identified rare humane and professional standard procedures. Beautiful ideas die out due to non-incubation and there was rare innovation in the area and even the stakeholders also did not have the urge to show their concern for the failure of the institution. Their findings exposed the mismatch between reality and the vision of the regulations.

Gupta (2012) in his study of "Styles of teaching" believed that we require a new generation of teachers or facilitators who can produce an intellectually strong, creatively inclined, and resourceful workforce. He mentioned that, a paradigm shift of knowledge from authoritarian teaching to joyful and lively, participative, and self-

governing learning opportunities is bound to happen in the near future. He also stressed that there is a need to re-examine the teacher education curriculum to humanize it to eliminate the inhuman activities and incidents, but after reorganizing the teacher education curriculum, his stand was not fully fulfilled yet as of framework 2014. According to him, teacher education has faced many challenges due to contemporary socio-economic and political compulsions. If we want to continue our march towards an enlightened and humane society, many more possibilities have to be explored to prepare teachers who can fittingly face challenges posed by the forces of modernization, globalization, and consequent rising aspirations.

Rana (2012) evaluated “the attitude toward technology integration in the classroom” to assess teacher educators with the help of 21 participants from a teacher education institution in North India. The study revealed that almost all the teacher educators had a positive attitude towards the integration of information technology in the classroom to make their courses more effective and understandable for the learner. The result, in general, favoured the utilization of information and communication technology. The study found that there is little variation among the younger age group and middle age group and it has a significant difference in respect to potential in the use of technology but at the same time, gender is not considered a deciding factor. The study suggests that new teacher-educator must be conducive enough to be competent in acquainting information and communication technology skills.

Sahoo and Chandra (2013) in their study of “learning styles of B.Ed trainees of Indira Gandhi National Open University (IGNOU)” found that distance learners who possessed independent nature mostly adopted collaborative and participative behaviour in their practice in their study centre and in the practising schools. Most of the students enrolled in this course were largely dependent upon materials provided by IGNOU itself. Though the distance learners adopted collaborative learning styles

in different teaching-learning situations, the study revealed their competitive behaviour in the pattern of studies. As B.Ed course prepared them to be a prospective teacher to mould prospective citizens. Correspondence practice and learning are not enough for the preparation of people to be entrusted with noble work that must have such a great contribution to the future. Since students cared about securing high marks and grades, semi-skilled workers in the arena of the teaching community are not welcome. So, the study believed in the need for further studies in this regard.

Salifu and Agbenyega (2013) in their paper titled “Teacher Motivation and identity Formation: Issues affecting Professional Practice” explored how motivation and identity issues affect the professional practices of teachers on a global scene from scholarly writings and views through a narrative literature review approach. After searching for the possible reasons for writing globally, their studies concluded that two layers such as psychological processes and situations that influence the working status of teachers and the behaviour of teachers towards the achievement of their educational goals and freedom to enjoy their teaching rights to promote their commitment to the profession. Their study revealed that teachers’ interest in their profession largely depended upon the remuneration and benefits showered by their job. Passion and enthusiasm in the profession also added fuel to their processes but sometimes the authority never understood their motivation level as power has been exercised on their subordinate. They believed that if the teacher is provided with wider liberty to enjoy his profession to fulfill his educational goals based on his psychological status, there is a chance of getting better results in inculcating educational values and goals can be more successful.

Gafoor (2014) in his paper titled “Status of research in teacher education: Go ahead, chase, cherish or perish” expressed that inquiry-oriented exercise required proven and scientific groundwork, through cautiously designed programs of Initial Teacher Education, which allow trainees to integrate knowledge from academic study and

research with practical experience in the school and classroom. The focus on proven practice then needs to be sustained throughout teachers' professional careers. He believed that research-oriented teacher education will sustain a constructive, progressive, and realistic teacher education rooted in culture to raise the standard of this beautiful profession.

Mohammed (2014) in his paper entitled "Teacher eEducation in India: Innovative strategies to strengthen- A critical analysis of National curriculum framework for teacher education" expressed that to tackle the hurdles, some strategies like the following should be implemented – admission criteria should be strictly controlled, the introduction of a variety of courses to the curriculum, addition of local subject in the course, giving weightage to education for affective development in both pre-service and in-service program, better infrastructure should be directed and development of teaching competencies by using multi-media.

Mondal et.al (2015) in their paper "national curriculum framework for teacher education, 2009: A review of its perspectives and relevanceness" observed that teacher education programs of today are exam-oriented and should be changed immediately. Besides, they observed that this beautiful national curricular framework for teacher education 2009 will remain as just paperwork if different states do not try to address the issues mentioned in the document. They also believed that there should be flexibility for the in-service teachers. They concluded that the NCFTE, 2009 is relevant enough in the present scenario of the teacher education in India and the dilemma is in the area of implementation. They requested all the stakeholders in the arena of education to look into the framework, exchange their ideas, make positive approaches and pave the way for a positive change in the area of teacher education without which the future generation could not be groomed properly.

Toor (2014) conducted a study of “teacher effectiveness, general intelligence, and creativity of secondary school teachers about gender differences” with a sample of 850 in the state of Punjab by using the Teachers’ effectiveness Scale prepared by Kumar and Murtha (1999), The Standard General Progressive Matrices (SPM, 1939) and Divergent Production Abilities by Sharma (2006). His study found that there is no such difference in the effectiveness of teachers based on gender as the status of government teachers showed that both males and females were effective in their job. At the same time, the study revealed that female teachers were more intelligent than male teachers both in the case of government management and private management schools. His findings indicate that male teachers are more creative compared to female teachers and government teachers are more creative than their counterparts in private manage schools. It is indicated that teachers’ effectiveness is largely dependent upon the intelligence level and creativity of the school teacher. In his recommendation, the researcher exclaimed that, as government secondary school teachers are recruited based on merit with a new teacher eligibility test under the right to education act, they have a better result in the search. He believed that teachers’ effectiveness is largely based on benefits and suggested that even privately run schools also should enhance the salary of their teachers.

Dutta et.al (2015) in their study entitled “curriculum of teacher education program: what do teacher educators say?” explained that teacher educator has the best chance of changing the value system and mindset of future prospective citizens. Their importance is unending and pivotal for the future of the country. Their study is conducted with the help of an attitude scale prepared by them with a five-point scale having 107 teacher educators who are of having 5.62 years of average experience and again average of 31.86 years of age as a sample. The study found that 1 year B. Ed curriculum was not sufficient to develop competencies among teachers. They found that the duration of one year was not sufficient enough to develop knowledge. At the same time, time rendered on practice teaching was not enough to master their skills; and the theory part was decorated with practical supplements and the program

itself also need to have a reflective outlook rather than promoting cognitive affiance. The study also indicates the limit of time to practice presentation and weakness of scoping evaluation skills was also identified. There was no linkage between the real-time schools in the one-year B. Ed curriculum. From the response of the sample population, the study found that most the teacher educator felt the need of renewing the curriculum by enriching courses to meet the needs of the society with a longer duration to have more inclusive, giving more time to teaching and practices with liberty to innovate new techniques as NCF (2005) said teacher education program need to provide space for engagement with issues and concerns of contemporary Indian society, its pluralistic nature and issues on equity, gender, poverty and identity

Khan (2015) in his study of “the relationship between teaching competencies and attitude towards creative teaching of B. Ed trainees in Aurangabad city” investigated the relationship between the attitude and teaching competencies towards creative teaching with the sample of 120 B.Ed. trainees in Aurangabad by using a tool of General Teaching Competency Scale (GTCS) developed by Passi and Lalitha and the Attitude Scale of Creative Thinking (ASCT) prepared by Shukla. His study found that there is a low but positive attitude and competencies among prospective teachers toward creative teaching; it reveals the teaching competencies, in general, are high and there is a positive attitude toward creative teaching among prospective teachers. The result of the study led to the conclusion that teachers in the schools were appointed to sharpen the creativity level of the student and it suggested that teacher trainees must be given ample time to expose themselves to prepare for creative teaching. It was suggested that a positive attitude toward creative teaching should be developed in the teachers’ training institute of the country as it was expected that the well-equipped creative teachers can contribute to the development of a positive and healthy learning environment on the school premises to foster creativity in the school and enhance learning skills.

Farswan (2017) in his research entitled “Innovative Practices in Teacher Education in India” identified different practices in teacher education such as team teaching, cooperative or collaborative teaching, reflective teaching, blended learning, soft skills, and constructivist approach to teaching and he found the current teacher education system needs to be overhauled and revamped and he suggested that the department of education offering teachers’ training require innovative research in their area and it has to be available in the worldwide web, and institution should learn from the best practices of one another. He found that it is very crucial to cover not only the cognitive area but emotional and psychomotor areas to develop upcoming teachers

SECTION – B:

2.3. REVIEW RELATED TO PROBLEMS OF TEACHER EDUCATION

Bhattacharjee (2011) in his paper on “Teacher Education in North East India: Status, weaknesses, and alternatives” discussed the status and weaknesses of teacher education institutions in the eight north-eastern states. In his paper, he found that there was no real pre-service teacher training in the states. Though the qualification required for a teacher is mentioned properly, teachers were recruited first and most of them were deputed to attend training courses after joining the job. He called the practice a delayed pre-service training of teachers. He also mentions that the curriculum of the teacher training institute was outdated, and there was no revision of contents and methodology of the training as per the guidelines of NCF -2005 or NCFTE 2009. He also found that there was no attempt to integrate proper ICT skills and training of untrained teachers lately after joining is a huge task and challenge faced by these institutions. Besides, the infrastructure available in the institution was also inadequate and he suggests that it would be better to find a solution as early as possible.

Jamwal (2012) in his paper “Teacher Education: Issues and their Remedies” discussed issues challenging teacher education and he found that there are many issues to be addressed to make improvements in the field of teacher education. He observed that the development of creativity among the learner is hardly given importance to it and the learning process is running with an obsession with the completion and obtaining of marks alone. He also observed that even if NCTE is trying to regulate all institutions to maintain standard and quality, due to the diverse situation of the country, difficulty in regulation is faced by NCTE and many institutions become commercial institution. Due to the new economic policy of globalization and advancement in technology, the world become smaller and closer, access to all kinds is very easy, and beautiful values are eroded leaving our books in the corner with specks of dust.

His research also found that the teacher education institution lacks developing proper life skills and one of the main issues in the arena is the institutions are running to give memory level knowledge without real skills and interest. He also mentions that democratic values in the constitution such as equality, liberty, fraternity, and justice need to be promoted again rather than showing favour to some group.

He criticize the curriculum as not addressing contemporary society and teacher education has not come up with requisite quality and standards and the duration of the course was not enough. Suggestions like provision of value education revision of curriculum, up-gradation of quality, strict regulation of the institution, etc were also discussed.

Kahn (2013) in his paper entitled “problems and suggestions related to teacher education” exclaimed that the overall picture of teacher education in India is dull and very depressing. He said that the program is useless and not to the mark modern school of life. The student-teacher who passed out from the institution used to be very active and efficient as they completed the course at the beginning, but he claimed that the program needs to be refreshed on the following ground:

Teacher: His finding implies that completing the training course is not enough to meet the standard needs of modern school life, he expects the professional teacher to be smart, intelligent, and have a positive attitude toward the profession. Teachers are to be expected to have zeal with their subject with absolute interest, to have the confidence to inspire students and to have many abilities to be called themselves professionals.

Theory course: He found that the theory courses taught in the classrooms were outdated and obsolete and it needs revision to the standard of modern needs.

Selection Procedure: To have an effective teacher and teacher education program, the selection procedure for the admission should be based on teaching competencies and interest in the job

Students' Teaching: He does care about the practical way of training students – teachers instead of mastering theory only. He wants to perform all the skills required to become an effective teacher.

Dixit (2014) in a research entitled “teacher education in India – Problems and Suggestions” focused on the emerging trends and issues in the teacher education sector. In the paper, problems that occur in the system were highlighted by mentioning issues related to the procedure of selection, the short duration of the course which will hamper the inculcation of right spirit and interest to the trainees, teacher education program does not match the real-time classroom and course offered were obsolete to tackle the existing problems that existed in the schools. The paper also discusses the practical situation of the program and it concludes that the trainees are hardly serious in their practical activity due to short duration, aimlessness, and sense of duty irresponsibility.

Supervision during practice teaching is meant for improvement and correction but most of the institution engaged teacher who were not method specialist causing defective outcome to the learner; saying the institutions were not serious at all in the

practical course. Besides, learners have no adequate subject knowledge and the teacher themselves are unwilling to innovate and experiment in today's classrooms which were filled with modern technology. Suggestions were also made regarding the teacher education to have pragmatic research, conduct innovative programs, equipped with modern technology, systematic steps, provision demonstration schools, moderation of practice teaching, etc.

Paul (2015) in his study entitled "Challenges of secondary teacher education in the new millennium – with special reference to Meghalaya" found that all B.ed colleges in the state follow the new pattern of two years B.ed based on NCTE regulation 2014 with an intake capacity of 50 (Fifty) students per unit. He found that the new curriculum design was still general and it lacks professional development for the trainees, and courses were too theoretical with less practical oriented work. The method of teacher used was still traditional and it was ineffective and practice teacher organized was also discouraging and it disrupts the normal teaching of the intern schools. He also found that building up of professional attitude was not given priority and students who were admitted to the course had a poor academic background.

Ahmad et. al. (2016) in their study on "the Pros and cons of Two year B. Ed program for in-service teachers on deputation basis of ODL mode B.Ed with special reference to West Bengal (India)" exclaimed that the regulation 2014 and its two-year course will chase many of aspirants to become students like the extra time required to needed to qualify teacher is too much comparing with another stream of education. At the same time, most of the teacher trainees are not from well-to-do family backgrounds and they have financial instability. There is a great chance of losing prospective interested teachers shortly. They discussed that a two-year course will develop better practical preparation and experience to overcome difficulties in a real-time situation. It also helped in gaining more content knowledge with wider

psychological awareness about the learning students. It also added a lot of experience in project work and other practical involvement. Skills development can also be benefitted by the trainees as there is ample time to address and adapt to the practice. There are also cons as teaching is a professional course; it is much appreciated to have the course in regular mode. Gaining knowledge of how to do it alone without practical activity is never enough. It is just like an idealistic approach that is knowledge-based and not competent enough to survive in professional courses which are mainly practical-based learning. B. Ed in distance mode does not have a much positive impact on the professional development of the trainees and it is used as a tool to make unqualified personnel qualified for the certificate.

Azad and Kumar (2016) in the study entitled “Teacher Education in India: Some Policy issues and challenges” discussed existing problems in teacher education and they found that certain skills need to be integrated and the time frame for training is too short. They also observe that process of selection for admission needs to be improved. Most of the student-teacher passed out from the institution have incomplete competencies and inadequate practice teaching as they lack interest and brief duration of the practical session. Subject knowledge was not mastered and the methods of teaching used were mostly inappropriate to address the needs of modern society. More empirical research needs to be conducted to have satisfactory quality. Most of the candidates were poor in motivation because of their diverse backgrounds in the academic stream.

They also suggest improvements by mentioning updating of curriculum and proper monitoring of private institutions. Value education has to be given priority to have management of stress and to develop critical thinking and life skills. Their study suggests that the development of competencies in the institution and the study also encourage quality research and improvements in teacher educators. Maintenance of academic uniformity is also favoured in their suggested solution.

Chakrabarty (2016) in his study entitled “implementation of internship in two years B. Ed course – A Challenge or routine task” revealed the difficulties and challenges posed by two years B. Ed course in the process of internship and any other practicum to make the prospective teacher master their choice of profession. This longer duration of the internship with more engagement in practicum helps the institution produce a well-qualified teacher to teach in our classroom. The practicum in this two years course is much tougher than the one-year B.Ed practicum. The internship plays a very crucial role in enhancing the student-teacher to efficiently grasp the important skills. The development of different layers of skills during the internship and their practices in real-time situations make the course more professional. Its objectives are the incorporation of different teaching skills required for the real classroom, it helps them integrate the utilization of theory learned and their practical use in the schools. The mingling of theory, practical, planning of the lesson, delivery of lessons, and critical analysis from their peer and feedback from their supervisors helps improve the student-teacher to achieve their goals in mastering their expectations. Besides, they also learn the administrative setup of education in the state, and the responsibility division and power structure of the institution and their management are glued in the trainees.

Richard (2016) in his study of “problems of teacher education in India” stated that existing problems that confronted the system are a threat to the development. His study reveals some of the problems that hamper the quality and growth of teacher education in India. Problems such as incompetency of student-teacher, unrealistic practice teaching and poor supervision of practical works, poor subject knowledge of the trainees and lack of innovation in methods of teaching to address modern school, segregation of teacher education from the department of education, narrow scope of teacher education poor regulation system and academic background of the student-teacher, etc. can be very devastating for the future of India. If teacher education quality is diminished by some artificial factors such as commercialization, the future of the country can be doomed. He also suggests in his paper that pragmatic research

must be conducted to see the course structures and innovative programs must be conducted. Development of a professional attitude is required while systematic completion alone cannot offer progress. Demonstration school is necessary and practising school has to be taken seriously with confidence and teacher educators must be engaged actively with the school. He concludes his study with a word saying, *'Teacher education has not come up with requisite standard'*

Sharma and Gill (2016) in their study on the “conceptualization of a two-year bachelor of education (B. Ed program” exposed that when the course was offered for one year, people take a chance of opting for teaching as a promising profession. Hoping to have an enthusiastic upcoming teacher, NCTE extended the duration to two years. But this extension skips many of the desiring job seekers not to take advantage of selecting teaching as their future profession since the risk is borne by a longer period of training to make themselves fit for the said job. When the duration of the course was short, many people want to keep B.Ed as their additional degree to open a wider route for their path in seeking employment. It leads to having admission from only interested people to jump in into the stream. In their conceptualization, this course will be able to produce only a well-trained teacher who has a positive mindset for the student to deliver effective teaching. Through this program, it is hoped that both teacher educators and student-teacher who enrolled themselves have clarity of the curricula and content to bring overall growth to the country and to provide quality education.

Smiksha (2016) in her paper “problems facing teacher education today” mentioned several problems that existed in today's teacher education program. Describing curriculum as a faulty curriculum which continuously rigid and very traditional. The theory was still given priority rather than practical inputs. The paper mentions the procedure of selecting students as there is no clear-cut process to be followed. It is considered too easy to be selected for the course even if without interest in the area.

Because of that, the institutions produce a lot of incompetent teachers who have no such interest in the profession making the arena dirty and not attractive. Today teacher education institutions and their systems lack modern technology and information capacities while students who are in our classrooms are more advanced than the teacher who taught them in the classroom. So, the institution needs to be upgraded in the area of technological capacities. The paper also discussed the sudden increase of teacher education institutions that cause difficulties in maintaining and monitoring the quality and standard of the institution for the regulating body such as NCTE which degrade the standard of the institutions. Besides, the teacher training program was a little isolated from universities, real-time schools, and other training colleges, and most of the institutions still used the traditional method of teaching and which suppresses the creativity and life skills of the teacher trainees to develop in their self. This paper also discussed the importance of supervision to student-teacher during their practical work and proper evaluation is always needed. As teacher education is an integral part of education, everybody must take good care of the quality and enhancement of the teacher education.

Sushma (2016) conducted a study on “the attitude of teacher educators towards two years B.Ed programs” with the objective of finding out whether there is any significant difference in the attitude towards two years B.Ed program of teacher educators based on gender, type of institution, and experience. This study found that most of the teachers' education have a positive attitude towards two years B. Ed program as it enhances stronger ability in teaching, and there is more time to mould student-teacher perfectly to give more skills but some few teachers deny improvements brought by two years B. Ed course because they believed that more time in the course bored student-teacher. As there is another requirement to fulfil the criteria for teaching jobs such as TET, a B.Ed degree does not promise employment. So, student-teacher is not in favour of investing more time to get these necessary skills. Most teacher educators suggest education subjects in undergraduate courses to become efficient teachers. This study again observes that excessive spending of time

like three years of degree course along with two years master degree, two more years B. Ed course with another two more years spending for M.Ed course will minimize enrolment in teacher educators' program. The study found that teacher educators' wonder against two years after graduation leading to undergraduate professional course deteriorates interest among prospective teacher-educator. Most of the respondent suggests that if B.Ed and M.Ed course in for two years, exemption of undergraduate bachelor's degree is appreciated.

Khan (2017) in his study on the “implementation of two years B.Ed program: Issues and concerns” discussed many important features of the B.Ed program and revealed situations that can pose threat or make challenges to the course. His study was conducted with two objectives trying to expose the experience gained by the student and teacher separately it has two main hypotheses and both hypotheses were having three sub-hypotheses each and the research was conducted based on a descriptive survey method through the purposive sampling technique. The sampling is done with one hundred and ten (110) B.Ed students and thirty-seven (37) teachers. The study found that two years B. Ed program does not have a positive impact on the growth and revolution of skill and knowledge among students and teachers. The course expects to give favourable progress as there is more time to practice and more content in the curricula But from the feedback of students and teachers, more content in the curricula and more timely results in an unfavourable experience which is of very vast without proper mastery and too much of divided work throughout the course diverted the concentration of getting skills and knowledge. Instead, completion of the course and meeting of criteria takes more time and an arduous road for the learner and the teacher. It proposes a wide range of curricular activities and involvement, a lengthy internship program creates difficulties in practising schools and students are not welcomed and there is no proper facility to practice in a complete package like the regular teacher in the schools. Too much content in the course creates monotony of work and lose interest and enjoyment in the program.

Singh (2017) in his study of “problems and prospects of secondary teacher education in Manipur” found that teacher education in Manipur requires vision and direction. Many of the colleges in the state have no financial, administrative, etc bodies to function properly and out of 11 (eleven) colleges, only two of them have accreditation from NAAC. He also found that the curriculum is overloaded and there is a defective examination system too. Most of the institutions have infrastructural deficiencies and student-teacher enrolled in the institutions are obsessed with promising jobs rather than interest in the profession. Attendances in most of the private colleges were poor and affiliated private colleges do not care about the welfare of the teacher too. Most of all, the investigator found that many of the institutions have poor library facilities.

He suggests that institutions in the states need proper direction and vision to grow and they also need proper planning and effective strategies to improve he felt the need of revising the overloaded curriculum for the welfare of the whole institution.

Srivastava (2017) in her study of a “two-year B.Ed course and school internship” analysed every aspect of the B.Ed course starting from the regulation and framework proposed by NCTE and its importance to address modern societal needs. This study also mentions in the abstract the inclusiveness of engineering students to pursue B.Ed courses to be able to teach in the school and she mentions improvements made in the new regulation of B.Ed prepared by NCTE. The importance of engagement with the school as a field practicum for 16 weeks and the opportunity to the maintenance of school activities and records were considered arduous tasks. This article found that pursuance of B.Ed course can change and mold upcoming teachers to be mature with full of empathy skills. Her study indicates the type of course and how to proceed with the plan projected by NCTE in the light of Regulation 2014, and values raised by NCFTE -2010 among the future students. She concluded her study with the importance of an updated curriculum in teaching and learning processes and the sustainability of the course. Besides, quality of education and skill-based training is given priority and it demands the university and its affiliated institutions to make

such efforts to ensure the advancement of the overall quality of education. The integration of ICT is also given utmost importance to tackle the growing technology and minds of the youth.

Mahato et al. (2018) in their study entitled “attitude of B.Ed student-teacher towards practicum discussed the situation in Purulia District of West Bengal” having forty-seven (47) from the government-aided institution and two hundred and three (203) from the private institution as a representative sample. This study tried to know the actual attitude of student-teacher pursuing B.Ed course by using different variables such as locale, gender, management type, experience, in-service and pre-service, etc. The study introduces itself citing the importance of internship and practicum in B.Ed course to train student-teacher professionally to master their prospective profession. Without the engagement of the student-teacher with a practical situation such as an internship, a B.Ed course cannot be considered a professional course. In their study, they found that B.Ed student-teacher in the Purulia district of West Bengal have significant differences with special reference to their gender, locale, and management system. On the other hand, there is no significant difference in the attitude of student-teacher in this area on the ground of their experience, stream of study, caste, etc. This study is conducted with ten objectives and hypotheses.

Das et al. (2019) in their “analytical study on practice teaching of B.Ed students in the B.Ed department, Gobardanga Hindu College, under WBSU in India” focussed on the practice teaching, its problems and issues, and challenges. Their study believes that teacher education can play an important role to change society and f the whole world scenario. Their study concentrated on the internship part of the B.Ed course which lasted for about sixteen weeks of practicum, and this can be the turning point for the prospective teachers. This study found that the investigating university neglected the one-month internship proposed by NCTE guidelines in the first year. Besides this, students fulfil most of the requirements such as the number of lessons

delivered, attendance, etc. And they conclude their study with the narration mentioning the importance of internship in B.Ed course and appreciation of two years B. Ed course rather than one year.

Rao and Wedajo (2018) in their study entitled “reforms in Indian teachers education curriculum: Examining a two-year B. Ed curriculum concerning teachers” competencies and commitment try to discover the possibility of building up competencies and commitment to teacher trainees in Andhra Pradesh state based on teacher education curricula. The measurement is made in the areas selected by NCTE where there are ten competency areas and five commitment areas. The study found that the curriculum of teacher education integrated the so-called ten competency areas selected by NCTE.

Das and Roy (2019) conducted a study on “infrastructural facilities faced by trainee teachers in the new two years B. Ed program in West Bengal” and the study highlighted the implementation of National Policy (Recognition norms and Procedure) 2014 formulated by NCTE where the compulsory requirement of B.Ed course is demanded. It makes a professional degree mandatory to teach in schools and to become a qualified teacher. In their research, they try to find out the condition of two years B.Ed course by measuring through five different dimensions such as instructional resources, fees, library material, administration, and physical infrastructure that are available as per the NCTE norms. Data have been collected through five different questionnaires prepared by the researcher having all trainees of the B.Ed program at West Bengal State University but sixty (60) samples were drawn from government colleges and two hundred and fourteen samples were drawn from private colleges. Their study was conducted with six different objectives regarding teacher education programs based on NCTE regulation 2014. The study found that from all five dimensions, respondent has negative aspects on five levels. They have problems relating to physical infrastructure, any forms of fees, instructional material,

and administration. These two years B. Ed program is inducted with greater hope of progress and development but till now, most of the stakeholders have negative opinions about the program and find the possible reason for false attitude against it.

Najmuddeen et.al. (2019) in their study titled “what do mentors and supervisors do? An analysis” in the light of the NCTE school internship framework and guidelines for two years B. Ed course mentions the importance of internships given by NCTE in their plan and proposal. Their study is based on the revision made named regulation 2014 by the National Council of Teacher Education, an internship is meant for twenty weeks and has to be started in the year 2016. Their study is executed with two objectives stressing the responsibility of the supervisor and mentor to the student-teacher and it is measured by the framework put forward by NCTE in its framework. It was conducted by using a normative survey approach with the help of an interview. This study found that while the framework suggests competent teachers become a supervisor or mentors of their will as a volunteer and they should be equipped with proper orientation. But no institution or the head of the institution asked permission from any faculty to supervise students as per their will. So, the expectation of the framework which expects the willingness and voluntary aspects were compromised. Besides, no institution organized any sort of orientation program for this supervision of the trainees.

At the same time, institutions are expected to give proper orientation to mentor teachers but this guideline is again compromised. The study revealed that mentor teachers were provided assessment tools at the beginning of the internship and they do not give such importance to it and most the institutions do not consider marks given by the mentor to reflect in the sheets of marks. The framework urges institution or their faculty to have regular intimation with the mentor teacher of their students but most the institutions hardly connect themselves with their students and leave them in the hands of the supervisor or a mentor in the schools.

2.2. SUMMARY OF THE STUDIES REVIEWED

From the reviews of related studies, it can be found that there is a positive belief in sharing of expertise, and best practices can improve the standard of teacher education if the courses are run research-oriented. These researchers found the importance of producing quality teachers through teacher education institutions and to do so, they found that it is a must to upgrade the physical infrastructure of most the institutions.

Some studies found that development in education will be largely based on the recruitment of new generation teachers who are mostly acquainted with new technology eyeing the older generation of teachers as futile. Changes in economic activities and ideologies require shifting of educational philosophy from an idealistic school of thought to a pragmatic school, turning classroom transactions from teacher-centered lecture method to student-centered constructivist classroom. As teaching is one of the most valuable assets of the nation, teaching jobs must be given the noblest position, and to move teaching away from secondary choices of jobs for a job hunter, admission must be strictly performed for those who have a passion for teaching as far as possible.

Research findings showed that exam-oriented B.Ed training should be abandoned as in-service training courses are becoming unpopular and the course should be practical-oriented to make real professionals. Job security in a teaching career in the government sector made serving teachers lazy and stuck to get the advancement and professional growth. Teachers of the older generations were not motivated enough and the system also makes the jobs dull with too much expectation from the authority. The joy of learning is exchanged with better results. These are mainly caused by the commercialization of teacher education in many parts of the country. Lastly, findings from these reviews indicated that as teaching is a profession, there should be proper training where hands-on practice is required. Correspondence or part-time training without effective practice is not enough to become an effective and

successful teacher. Besides, one study felt the need of upgrading the curriculum to the standard of the international arena.

With regards to studies related to problems faced by secondary teacher education and teacher education in general, found many problems that can be completely detrimental to the advancement of teacher education were highlighted by the studies reviewed, in their preparation to prospective teachers. Some studies reported that in-service teacher training caused a serious concern for the improvement of teaching in schools as many serving teachers of the country were politically recruited before their professional training and this could be harmful to the teaching community and schools. The curriculum used in the institutions was a bit outdated to address current demand. Though the policy and regulations laid out by the controlling institution NCTE expects the best outcome, the diverse situation of the country causes difficulties in maintaining the standard and regulation equally as a nation as demands and needs vary in every part of the country.

Besides, there were findings related to the promotion of life skills where the investigated area of the researcher lacked abundance and prospective teachers passing out from these institutions are dull and depressing and the institution did not provide them the zeal to cope with their job and; most of the institution and the prospective teachers did not give importance to their practice teaching. Some found that poor supervision during the internship brought a serious threat to the success of the training and the course would produce many incompetent teachers.

Selection of teachers or prospective teachers was not done objectively and some institutions were found to make admission influenced by political nepotism. Poor attendances in most private institutions and the commercialization of teacher education in some establishments caused serious problems to the secondary teacher education system.

After all these review of related studies, the relevance of empirical study about secondary teacher education courses and the problems faced by the stakeholders from multiple fronts was felt. So far, this type of study which has a comparison between two universities was not conducted yet. Thus, the investigator is convinced that this present study would add to the existing body of knowledge about secondary teacher education. The review section was arranged in chronological order and it was narrative and argumentative in nature.

CHAPTER - 3

METHODOLOGY

CHAPTER – III

METHODOLOGY

Research Methodology:

According to Oxford Languages Dictionary, methodology means ‘a system of methods used in a particular area of study or activity’. Cambridge Dictionary defines it as “a system of ways of doing, teaching or studying something’. The rules or procedures practiced to find solutions for a problem of study can be termed as methodology and it can be different based on the solution that was required for the problems. Polit & Hungler (2014) said “Methodology refers to ways of obtaining, organising, and analysing data”. Mouton & Marais (1996) also explained it as “Methodology in research could be considered the theory of correct scientific decisions”.

Methodologies differ according to each vertical in translation. A research methodology is a system or outline arranged by an analyst for directing an exploration. It gives insights regarding all of the strategies vital for getting the data expected to be collected and analyses and also take care of all probable issues. It was accepted as the overall arrangement of how one approach his/her research.

A research design can, to a great extent, guarantee that the necessary data according to the issue to be examined are collected as precisely as can be expected. It is the system, an outline for the exploration study which directs the assortment and examination of information. There could be two general classifications of exploration dependent on the requirements of the researcher. A design of research helped in the smooth working of the research activity, and if it is appropriately arranged and planned, it can assist the researcher to acquire a great measure of data. One of the huge effects of selection of the design in research is that it welcomed a significant impact on the firm quality of the exploration discoveries. It might be considered a strong establishment for finishing any research work.

Selecting a suitable research design helps a researcher to have fewer mistakes, greater effectiveness, and resolute quality, eradicate preferences and minor mistakes, refrain from wastage of time, and it also help in the collection of research material and also guide the researcher to the objectives of the research.

This chapter is devoted to discuss the methodology used for the inquiry made in this study. The methodology adopted for the present research is being presented under five sections - method of study, population and sample, tools for data collection, method of data collection, and statistical techniques used to conduct this research.

3.1. Method of Study:

For the present study, a Mixed Method was applied as the main objectives are related to finding out the status of the institutions on different aspects such as - physical infrastructure as per NCTE Regulation- 2014, instructional resources, problems faced by the administrator of the institution, problems faced by teacher educators, and problems faced by prospective teachers. Mixed method with descriptive nature mainly aims at describing things, situations, or events under investigation. It interpreted the nature of the subject(s) and what it was. The study employed both qualitative and quantitative approach.

3.2. Population and Sample:

Best & Kahn (2011) noted that “A population is any group of individuals (or objects) that has one or more characteristics in common and that is of interest to the researcher.” It should have at least one common characteristic to distinguish the group from others. “A population is the pool of people from which a measurable example is drawn for an investigation. Along these lines, any determination of people gathered by a typical component could be a population.”

The population for the present study consisted of the following:

1. The first category of population for this study is all the existing secondary teacher education institutions affiliated Mizoram University and North - Eastern Hill University. There are four institutions affiliated with Mizoram University offering secondary teacher education while there are five NCTE-recognized secondary teacher education institutions affiliated with North-Eastern Hill University.
2. The second category of population is all teacher educators who are serving in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
3. The third category of population is all administrators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
4. All prospective teachers enrolled in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University form the fourth category of population.

A sample is a statistically significant portion of a population, not an entire population but accepted to represent the total population. For the present study, samples are selected to represent all the four categories of the population specified. The sample consisted of the following:

1. Two secondary teacher education institutions affiliated to Mizoram University and two secondary teacher education institutions affiliated to North - Eastern Hill University

2. All teacher educators from the selected two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University who were present on the day of visit of their institutions.
3. All administrators from two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University
4. All Prospective Teachers enrolled from two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University who were available during the time of collection of data.

Simple random sampling technique was used to select the sample in the category of secondary teacher education institutions. The lottery method was used to ensure randomization in the process of sample selection. However, as the other categories of samples were taken in clusters, no such technique was employed as all the available subjects were taken as sample and data were collected from them.

The sample institutions for the present study were:

Under Mizoram University:-

1. Department of Education, Mizoram University (DOE, MZU)
2. District Institute of Educational Training, Lunglei (DIET)

Under North - Eastern Hill University:-

1. College of Teacher Education (PGT)
2. Saint Mary's College of Teacher Education (SMCTE)

3.3. Tools for data collection:

As the objectives of the study include problems faced by stakeholders such as teacher educators, administrators, and prospective teachers, the opinions and experiences of

these stakeholders were collected. The investigator prepared the following tools for data collection -

1. A checklist with 57 items to find out infrastructural and instructional resources available in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University. This tool was meant for checking the status of institutions under study with regards to their physical infrastructure and Instructional resources.
2. A questionnaire developed for teacher educators with 17 items was developed to find out the prospects of the institution. A questionnaire for teacher educators meant to focus on prospects and problems that could confront teacher educators in the institutions was also constructed.
3. A questionnaire for prospective teachers containing 23 items was constructed to find out the prospects of the institution. This questionnaire focused on prospects, teaching-learning process and problems that could confront prospective teachers who were pursuing their Bachelor of Education Courses.
4. A questionnaire was also developed for administrative personnel of the institution which comprised of 25 items to find out their perception of the training course, financial system and administration, enrollment of students, profile of teachers, teaching-learning process, prospects and problems of the institution.

3.4. Administration of Tools and Data Collection:

The investigator visited all the sample institutions personally and observed the infrastructure and instructional materials possessed by them. He had communicated with teacher educators and administrators in these institutions. Due to the covid-19 pandemic and restrictions through Standard Operating Procedure (SOP), detailed

personal engagement with the subjects and close observation of resources were difficult. Abiding by the SOP of the covid-19 pandemic, and with the assistance of the institution's administrators, the investigator had spot verification of the institutions. Since the pandemic restricted students from attending classes, questionnaires to prospective teachers were distributed online through Google forms, and responses were kept with the help of Google drive. Besides, current prospective teachers studying in these institutions did not have enough knowledge of the course of secondary teacher education as the pandemic hit them hard and did not permit them to proceed with their practicum, questionnaire was distributed to students who were enrolled during the session 2018 -2020 as they had complete experience of the same.

The investigator used checklists and questionnaires for prospective teachers, teacher educators, and administrators to find out the status of these institutions with regards to their infrastructural and instructional resources, and problems faced by the administrator, teacher educator, and prospective teacher. Responses received through checklists and questionnaires from administrators, teacher educators, and prospective teachers were used as a source of information. Responses for administrators regarding financial system and administration, enrolment of students, profile of teachers and teaching learning process and prospects were collected.

3.5. Statistical Techniques used for Analysis:

For the analysis of the collected data, the investigator used descriptive statistical techniques such as frequency distribution and percentage as and when necessary.

CHAPTER - 4

STATUS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

CHAPTER – IV

STATUS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTER HILL UNIVERSITY

Teacher Education plays an important role to make a positive change in society and its significance to affect growth and development in the field of economic, social, psychological, etc could not be ignored. It is a storehouse of national wealth from which the prospective teachers were fed to be able to give back to the society in the field education by becoming efficient teachers. Whenever there were new educational policies framed to change the system, teacher education played the first and foremost significant role in the success of the change. This chapter discusses the development of teacher education and the status of the current teacher education institutions with regards to their physical infrastructure and instructional resources under Mizoram University and North Easter Hill University.

The status of secondary teacher education institutions under Mizoram University and North - Eastern Hill University is presented as per the objectives framed.

Objective No 1: *To trace the development of secondary teacher education under Mizoram University and North - Eastern Hill University.*

4.1. Development of secondary teacher education under Mizoram University and North - Eastern Hill University

4.1.1. Teacher education in Mizoram

Teacher education in Mizoram could be traced back to its first establishment in the year 1901 by Christian missionaries for middle school graduates to improve their aptitude for teaching (Pachau,2020). The legacy of that teacher education was preserved by the government with the name of Basic Training Centre (BTC) which was formally re-established in 1953 and again was upgraded to the Undergraduate Teachers' Training Institute (UGTTI). The nomenclature was changed to the Teacher Training Institute (TTI) to cater to graduate teachers. After the proposal was made under the Ninth plan of the Indian Finance Commission's restructuring and

reorganisation of Teacher Education, two teachers' training institutes from Aizawl and Lunglei were upgraded to District Institutes of Educational Training (DIET) in the year 1989 (Aizawl) and 1993 (Lunglei). Out of eight districts as of 2005, District Resource Centres were established for these six districts without DIET in 2005. These DRCs were again upgraded to DIETs on 15th April 2013. These institutes were fully operational to date as DIETs (Joint Review Mission of Teacher Education, 2013).

The only College of Teacher Education (CTE) under Mizoram University was established in 1975. It was first named as Mizoram Institute of Education (MIE) and the nomenclature was changed to CTE in 1997. It was the only CTE under Mizoram University and again the institute was upgraded to the Institute of Advanced Study in Education (IASE) in 2005 but it became fully functional as an IASE on 3rd March 2012 and the institute dually performed the role of College of Teacher Education (CTE) and Institute of Advanced Study in Education (IASE).

Lastly, the Department of Education, Mizoram University offered the course of Bachelor of Education (B.Ed) from the year 2016. The institution was started based on NCTE regulation 2014 and the newly opened teacher education institution started with two basic units of B.Ed with an enrolment of 100 students. Due to some unavoidable circumstances, the department with the authorization of the Vice-chancellor of the university opened B.Ed for one unit for two consecutive sessions. Currently, it opened two units of B.Ed course with one hundred (100) seats.

Currently, four Secondary Teacher Education institutions offered B.Ed courses based on NCTE regulation-2014 and their names were listed below with their intake capacity:

- | | |
|---------------------------------|--------------------------|
| 1. Department of Education, MZU | - 100 students (2 Units) |
| 2. IASE, Aizawl | – 120 students (2 Units) |
| 3. DIET Aizawl District | – 50 Students (1 Unit) |
| 4. DIET Lunglei District | – 50 students (1 Unit) |

4.1.2. Teacher Education in Meghalaya

Teacher education in Meghalaya dated back to the 19th century and it gradually developed since the first teacher education institution was set up by Welsh missionaries in the year 1897 (Nongbri, 2015) under the theological college at Cherrapunji to cater to teachers at the primary level. The government decided to amalgamate some training institutions and attached them to mission schools in 1861. In 1947, after India got independence, the government of India requested the Welsh mission to extend their service to lower primary school teacher education, which led to the creation of Cherra Teachers' Training Centre under Presbyterian Church management.

Before the Basic Training College was established, the government started Guru Training schools at Tura in 1906 with an intake capacity of thirty (30) students (Nongbri, 2015). This institution was the main source of wisdom for teachers for some time. But due to administrative uncertainty, the institution stopped a few decades later. A few years later, St Edmund's BT College was formed in 1934 but due to verbal information received from St. Edmund's college, the institution ceased to function by 1942 (Nongbri, 2015).

After all these difficulties and progress under British missionaries, the then newly formed Indian government changed teacher education and it improved year by year in different areas to meet the needs of the states. Though growth was not a speedy situation, it gradually developed to make modern teacher education status in the states. Though some of the teacher training institutions were government teacher education institutions, some of them were run by private owners and these institutions were affiliated mostly with North Easter Hill University, which is the apex body of academic institutions in the state. At the same time, the institution which was excluded in this study acquired affiliation from another institution but all of them existed under the recognition of the National Council of Teacher Education.

At the time of data collection, there were five Secondary Teacher Education institutions offering B.Ed courses based on NCTE regulation 2014 and their names are listed below with their intake capacity:

- | | |
|---------------------------------------|-------------------------|
| 1. NERIE | - 50 students (1 Unit) |
| 2. College of Teacher Education (PGT) | – 50 students (1 Units) |
| 3. ST Mary’s CTE | – 50 Students (1 Unit) |
| 4. Don Bosco CTE Tura | – 50 students (1 Unit) |
| 5. CTE Tura | - 50 students (1 Unit) |

Objectives No 2: To find out the status of secondary teacher education under Mizoram University and North - Eastern Hill University on:

4.2. Status of secondary teacher education under Mizoram University and North - Eastern Hill University

The status of secondary teacher education under Mizoram University and North - Eastern Hill University was studied using different parameters which is presented separately as mentioned below -

- 4.2.1. Infrastructure and Instructional resources
- 4.2.2. Financial System and Administration
- 4.2.3. Students' Enrolment in terms of gender
- 4.2.4. Profile of teachers
- 4.2.5. Structure of the course of studies
- 4.2.6. Teaching-Learning Process

4.2.1. Infrastructure and Instructional Resources:

The NCTE regulation 2014 listed necessary resources which were under the infrastructure set of the institution and instructional resources required to run classes smoothly. All institutions affiliated and recognized by the National Council for Teacher Education are expected to fulfil the requirement recommended by the

NCTE, and only after the acquisition of these required resources, these institutions are expected to open the course.

To verify the status of the sample institutions, the investigator used checklists prepared for the collection of information regarding the status of infrastructure and instructional resources. Administrators of these institutions were personally contacted for necessary information and requested to respond to the questionnaires prepared by the investigator which was used as a tool for collecting data. All administrators of these institutions gave their responses as requested. The following table indicates how administrators of the institutions responded to questionnaires relating to the status of their institution.

4.2.1.1. Infrastructural Resources of institutions affiliated with Mizoram University

The NCTE guideline 2014 wrote that an institution having two Units of B.Ed should have land space of no less than 3500 Sq.m for the appropriate working of the teaching-learning process and other academic works. Simultaneously, the guideline also wrote that just 2400 Sq.m was considered a sufficient land plot for one unit of the B.Ed course.

According to institutional records, institutions under Mizoram University met the criteria for a land plot with a space of more than 3500 square metres to run two units of B.Ed course. Simultaneously, an institution that offers one unit of B.Ed also met the requirement mentioned in the regulation to run one unit of B.Ed with more than 2400 square metres of land to run the course. All institutions under Mizoram University have classrooms that could accommodate enrolled students in their respective classrooms. Besides the land plot requirement mentioned by the NCTE regulation 2014, there were certain requirements to be fulfilled for the opening of the Secondary teacher education (Bachelor of Education) course.

Table No. - 4.1

Infrastructural availability of institutions under Mizoram University

**PHYSICAL INFRASTRUCTURE AVAILABLE IN THE INSTITUTIONS
UNDER MIZORAM UNIVERSITY. (Based on NCTE Regulation-2014)**

| SN | Particulars | MZU |
|----|---|-------------|
| 1 | Multipurpose Hall with 200 seating capacity | 100% |
| 2 | Library-cum-reading room | 100% |
| 3 | ICT Resource Centre | 100% |
| 4 | Curriculum Laboratory | 0% |
| 5 | Health and Physical Resource Centre | 100% |
| 6 | Art and Craft Resource Centre | 100% |
| 7 | Yoga Centre | 50% |
| 8 | Principal's/Head office | 100% |
| 9 | Staff Rooms | 100% |
| 10 | Administrative Office | 100% |
| 11 | Visitor's Room | 100% |
| 12 | Separate Common Room for male and female students | 0% |
| 13 | Seminar Room | 100% |
| 14 | Canteen | 100% |
| 15 | Separate toilets for male and female student | 100% |
| 16 | Separate hostels for male and female student | 100% |
| 17 | Separate toilet for staff | 100% |
| 18 | Open Space for accommodation | 100% |
| 19 | Is campus, buildings, furniture, etc. Barrier-free | 100% |
| 20 | Separate toilet for PWD | 50% |
| 21 | Parking Space | More than 1 |
| 22 | Store Room | 100% |
| 23 | Multipurpose playfield | 100% |
| 24 | Playground | 100% |
| 25 | Small Courts | 50% |
| 26 | Indoor Games Facility | 100% |
| 27 | Safeguard against fire hazards in all parts of the building | 100% |

The above table reveals that certain requirements to be fulfilled by an institution were met by all institutions based on regulation 2014 of the National Council for Teacher Education except on the following aspects:

- 100% of Secondary Teacher Education Institutions under Mizoram University did not have a Curriculum Laboratory.
- 100% of Secondary Teacher Education Institutions under the Mizoram University did not have Separate common room for male and female students.
- 50% of Secondary Teacher Education Institutions under Mizoram University did not have a yoga centre.
- 50% of Secondary Teacher Education Institutions under the Mizoram University did not have a separate toilet for Persons with Disability (PWD)
- 50% of Secondary Teacher Education Institutions under the Mizoram University did not have Small court

Except for the above inadequacy, secondary teacher education institutions under Mizoram University met the recommended requirement.

Other Amenities under Mizoram University

The table below shows the status of institutions under Mizoram University in the domain of other amenities as per the regulation of 2014 of the National Council for Teacher Education.

Table No. - 4.2.

Status of institutions under Mizoram University in other Amenities/ facilities

| OTHER AMENITIES/ FACILITIES | | |
|------------------------------------|---|-----------------|
| SN. | Particulars | Response |
| INSTITUTIONS | | MZU |
| 1 | <i>Enough furniture for all admitted students</i> | 100% |
| 2 | <i>Access to safe drinking water for everybody</i> | 100% |
| 3 | <i>Arrangement to clean the Campus</i> | 100% |
| 4 | <i>Water facilities</i> | 100% |
| 5 | <i>Arrangements for repair/replacement of equipment</i> | 100% |

The above table shows that all secondary teacher education institutions under Mizoram University met the norms as per the expectation of the NCTE Regulation-2014 in the section of Other Amenities:

1. 100% of the secondary teacher education institutions under the Mizoram University had enough furniture for all admitted students.
2. 100% of the secondary teacher education institutions under the Mizoram University had provided safe drinking water for everybody.
3. Arrangement for cleaning of the campus was made by 100% of the secondary teacher education institutions under the Mizoram University.
4. 100% of the secondary teacher education institutions under the Mizoram University had proper water facilities
5. Arrangement for repair/replacement of equipment was made by 100% of the secondary teacher education institutions under the Mizoram University.

4.2.1.2. Infrastructural Resources of institutions affiliated with North-Eastern Hill University

All institutions under the North - Eastern Hill University offered one unit of B.Ed with 50 students each. These institutions had a proposed land area of 2400 Square metres to run the Bachelor of Education course as per the National Council for Teacher Education regulation - 2014. The area was properly demarcated with neighbours and the classrooms and institutional area could accommodate students admitted to these institutions.

Besides the land plot requirement mentioned by the NCTE regulation 2014, there were certain things institutions needed to make available for the opening of the Secondary teacher education leading to the Bachelor of Education course. The following table shows an assessment of the same.

Table 4.3

Infrastructural availability of institutions under North - Eastern Hill University

PHYSICAL INFRASTRUCTURE AVAILABLE IN THE INSTITUTIONS

UNDER NORTH - EASTERN HILL UNIVERSITY

(Based on NCTE Regulation-2014)

| SN | INSTITUTIONS | NEHU |
|----|---|-----------------|
| 1 | Multipurpose Hall with 200 seating capacity | 100% |
| 2 | Library-cum-reading room | 100% |
| 3 | ICT Resource Centre | 100% |
| 4 | Curriculum Laboratory | 0% |
| 5 | Health and Physical Resource Centre | 50% |
| 6 | Art and Craft Resource Centre | 100% |
| 7 | Yoga Centre | 100% |
| 8 | Principal's/Head office | 100% |
| 9 | Staff Rooms | 100% |
| 10 | Administrative Office | 100% |
| 11 | Visitor's Room | 100% |
| 12 | Separate Common Room for male and female students | 100% |
| 13 | Seminar Room | 100% |
| 14 | Canteen | 100% |
| 15 | Separate toilets for male and female student | 100% |
| 16 | Separate hostels for male and female student | 100% |
| 17 | Separate toilet for staff | 100% |
| 18 | Open Space for accommodation | 0% |
| 19 | Is campus, buildings, furniture etc. Barrier free | 50% |
| 20 | Separate toilet for PWD | 0% |
| 21 | Parking Space | 100% (One each) |
| 22 | Store Room | 100% |
| 23 | Multipurpose playfield | 50% |
| 24 | Playground | 50% |
| 25 | Small Courts | 0% |
| 26 | Indoor Games Facility | 100% |
| 27 | Safeguard against fire hazards in all parts of the building | 100% |

The above table revealed that institutions under the North - Eastern Hill University had most of the facilities recommended to be available in the institutions. Institutions did not meet the criteria acquired as per NCTE regulation - 2014. As one of the sample institutions was meant for only female students, several facilities were not applicable as per the norms in the institution. Because of that, some of the criteria laid down for the institution of secondary teacher education were not applicable enough. Though the institution had almost everything as per the rules, there were certain areas where these institutions were short of the rules made by the NCTE. They were:

- 100% of secondary teacher education institutions under the North - Eastern Hill University did not have a Curriculum Laboratory.
- 100% of secondary teacher education institutions under the North - Eastern Hill University did not have a Small Court.
- 100% of secondary teacher education institutions under the North - Eastern Hill University did not have Separate toilets for Persons with Disabilities (PWD).
- 100% of secondary teacher education institutions under the North - Eastern Hill University did not have an Open Space for accommodation.
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have a Barrier-free campus, building, and furniture.
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have a separate toilet for PWD.
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have a multipurpose playfield.

- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have Playground.
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have Separate Common Room for male and female students
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have separate toilets for male and female student
- 50% of secondary teacher education institutions under the North - Eastern Hill University did not have Separate hostels for male and female students.

Other Amenities/Facilities under North - Eastern Hill University

The below table shows the status of institutions under North - Eastern Hill University in the domain of “other facilities” as per the regulation the National Council for Teacher Education – 2014

Table No. - 4.4

Status of institutions under NEHU in other Amenities/ facilities

Other Amenities/Facilities

| OTHER AMENITIES/ FACILITIES | | |
|------------------------------------|--|-----------------|
| S.N. | Particulars | Response |
| 1 | Enough furniture for all admitted students | 100% |
| 2 | Access to safe drinking water for everybody | 100% |
| 3 | Arrangement to clean the Campus | 100% |
| 4 | Water facilities | 100% |
| 5 | Arrangements for repair/replacement of equipment | 100% |

The above table reveals that all Secondary Teacher Education Institutions under North - Eastern Hill University meet the norms as per the expectation of the NCTE Regulation- 2014 in the section of other amenities.

- 100% of the secondary teacher education institutions under the North - Eastern Hill University had enough furniture for all admitted students.
- 100% of the secondary teacher education institutions under the North - Eastern Hill University provided safe drinking water for everybody.
- 100% of the secondary teacher education institutions under the North - Eastern Hill University had arranged for cleaning of the campus.
- 100% of the secondary teacher education institutions under the North - Eastern Hill University had proper water facilities.
- 100% of the secondary teacher education institutions under the North - Eastern Hill University had arranged for repair/replacement of equipment.

4.2.1.3. Instructional resources of the institution affiliated under Mizoram University:

Institutions play a vital role in equipping society with ability and knowledge. But, if those institutions were not regulated and controlled by other higher institutions, it could lead to destruction of the minds of the people. Without any regulations, institutions could indulge themselves with the ambition of having monetary gain moulded by the business mind. Teacher education is very much needed to shape the society and people in the community, and these institutions are indispensable to provide a better quality of life in the modern world. To open an institution offering a degree of Bachelor of Education leading to B.Ed, the national level regulatory body named the National Council for Teacher Education (NCTE) made certain criteria or norms to be fulfilled by the institutions. These institutions are expected to have the instructional resources necessary to run the course smoothly based on NCTE regulation – 2014.

The following data represents the condition of Secondary Teacher Education institutions under Mizoram University.

Table No. - 4.5.

Instructional resources available in the institutions under Mizoram University

(Based on NCTE Regulation-2014)

| INSTRUCTIONAL RESOURCES | | |
|--------------------------------|--|---------------------|
| | <i>Items</i> | <i>Availability</i> |
| Internship | | |
| 1 | <i>Sufficient number of secondary schools for internship</i> | 100% |
| 2 | <i>If yes, are the schools at a reasonable distance.</i> | 100% |
| 3 | <i>Do you take an undertaking from practising schools to make them willing to provide facilities for practice teaching?</i> | 100% |
| 4 | <i>How many schools have you allotted for an internship?</i> | Approx.10 |
| Library | | |
| 1 | <i>If you have Library-Cum-Reading room as per A7 (b) of this checklist: Does the library have a 50 % seating capacity for a student admitted?</i> | 100% |
| 2 | <i>Does your Library-Cum-Reading room have at least 3000 books with 1000 titles (including Text, reference, encyclopedia, yearbook)</i> | 100% |
| 3 | <i>Does your Library-Cum-Reading room have an electronic publication (CD- ROMs), online resources)</i> | 100% |
| 4 | <i>Does your Library-Cum-Reading room have online resources)</i> | 100% |
| 5 | <i>How many refereed journals have you subscribed to?</i> | More than 5 |
| 6 | <i>Does the library has photocopying facilities</i> | 100% |
| 7 | <i>Does the library have a computer facility?</i> | 100% |
| 8 | <i>Does the library have an internet facility?</i> | 100% |
| Curriculum Laboratory | | |
| 1 | <i>If you have a curriculum laboratory as per A7 (d), does your laboratory have material and resources relating to a different school of the curriculum?</i> | 0% |
| ICT Facilities | | |
| 1 | <i>Is your ICT Resource centre equipped with an internet facility?</i> | 0% |
| 2 | <i>Does the institutional ICT resource centre have a Television?</i> | 0% |
| 3 | <i>Does the institutional ICT resource centre have a Camera whether still or video?</i> | 0% |
| 4 | <i>Does the institution have equipment for indoor and outdoor games?</i> | 100% |
| 5 | <i>Does the institution have any number of musical instruments?</i> | 100% |

The above table No.4.5 indicated the status of institutions under Mizoram University with regards to their internship program, Library-Cum-Reading room, Curriculum laboratory, and ICT facilities.

- **Internship:**

- Cent per cent (100%) of Secondary Teacher Education Institutions under Mizoram University had sufficient number of schools to pursue an internship for their students and these practising schools were at reasonable distances.
- Cent per cent (100%) of the institutions took proper undertaking from government authorities and respective practising school administration and these practising schools had a ‘will’ to coordinate and share facilities with B.Ed interns when they performed their internship activities.
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had selected approximately ten (10) schools to conduct internships for their students but the number of schools engaged for the said purpose can vary depending on the needs and permission granted by the authorities.

- **Library-Cum- Reading Room:**

- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had a Library-Cum- Reading Room with a seating capacity of fifty percent (50%) of students admitted to the institution.
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had Library-Cum-Reading Room that had 3000 books with 1000 titles including text, references, encyclopedias, and yearbook.
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University also had an electronic publication in CD –

ROM and other online resources in their Library-Cum-Reading Room.

- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had more than five refereed journals accessible in their Library-Cum-Reading Room and all institutions were equipped with photocopying facilities, computer facilities, and internet facilities

- **Curriculum Laboratory:**

- As per NCTE Regulation -2014 clause A7 (d), 100% of secondary teacher education institutions under Mizoram University did not have any separate curriculum laboratory resource for use in teaching-learning processes.

- **ICT Resources:**

The analysis made from responses and spot verification made by the investigator revealed that:

- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had ICT resources without internet facilities, television, camera (whether still or video) as per NCTE Regulation – 2014
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University did not have television as per NCTE Regulation – 2014
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University did not have camera (whether still or video) as per NCTE Regulation – 2014
- Cent per cent (100%) of secondary teacher education institutions under Mizoram University had equipment for indoor and outdoor games.
- All institutions under Mizoram University possess musical instruments for teaching-learning processes.

4.2.1.4. Instructional Resources of the institutions affiliated under North-Eastern Hill University

Table No. - 4.6

Instructional resources available in the institution under North - Eastern Hill University (Based on NCTE Regulation-2014)

| INSTRUCTIONAL RESOURCES | | |
|------------------------------|---|--------------|
| SN | Enquiries | Availability |
| Internship | | |
| 1 | Does the institution have easy access to a sufficient number of secondary schools for an internship? | 100% |
| 2 | If yes, are the schools at a reasonable distance. | 100% |
| 3 | Do you take an undertaking from practising schools to make them willing to provide facilities for practice teaching? | 100% |
| 4 | How many schools have you allotted for an internship? | Approx 10 |
| Library | | |
| 1 | If you have Library-Cum-Reading room as per A7 (b) of this checklist: Does the library have a 50 % seating capacity for a student admitted? | 100% |
| 2 | Does your Library-Cum-Reading room have at least 3000 books with 1000 titles (including Text, reference, encyclopedias, yearbook) | 100% |
| 3 | Does your Library-Cum-Reading room have an electronic publication (CD-ROMs), online resources) | 100% |
| 4 | Does your Library-Cum-Reading room have online resources) | 100% |
| 5 | How many refereed journals have you subscribed to? | More than 5 |
| 6 | Does the library have photocopying facilities | 100% |
| 7 | Does the library have a computer facility? | 100% |
| 8 | Does the library have an internet facility? | 100% |
| Curriculum Laboratory | | |
| 1 | If you have a curriculum laboratory as per A7 (d), does your laboratory have material and resources relating to different schools of curriculum? | 0%. |
| ICT Facilities | | |
| 1 | Is your ICT Resource centre equipped with an internet facility? | 0% |
| 2 | Does the institutional ICT resource centre have Television? | 0% |
| 3 | Does the institutional ICT resource centre have cameras, whether still or video? | 50% |
| 4 | Does the institution have equipment for indoor and outdoor games? | 100% |
| 5 | Does the institution have any number of musical instruments? | 50% |

The above table No. 4.6 shows the status of secondary teacher education institutions under North - Eastern Hill University with regards to their internship program, Library-Cum-Reading room, Language laboratory, and ICT facilities.

- **Internship:**

- Cent per cent (100%) of Secondary Teacher Education Institutions under North - Eastern Hill University had sufficient number of schools to pursue an internship for their students and these practising schools were at reasonable distances.
- Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University have taken a proper undertaking from government authorities and respective practising school administration and these practising schools had the ‘will’ to coordinate and share facilities with B.Ed interns when they perform their internship activities.
- Cent per cent (100%) of Secondary Teacher Education Institutions under North - Eastern Hill University had allotted approximately ten (10) schools to conduct internships for their students but the number of schools engaged for the said purpose can vary due to needs and permission granted by the authorities.

- **Library-Cum- Reading Room:**

- Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University had Library-Cum- Reading Room with a seating capacity of 50 % (fifty Percent) of students admitted to the institution.

- Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University had a Library-Cum-Reading Room that contained 3000 books with 1000 titles including text, references, encyclopedias and yearbooks.
 - Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University had an electronic publication in CD – ROM and other online resources in their Library-Cum-Reading Room.
 - Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University had more than five refereed journals accessible in their Library-Cum-Reading Room and facilities of both all institutions were equipped with photocopying facilities, computer facilities, and internet facilities
- **Curriculum Laboratory:**
 - As per NCTE Regulation -2014 clause A7 (d), 100% of secondary teacher education institutions under North - Eastern Hill University did not have a Curriculum laboratory.
- **ICT Resources:**
 - The analysis made through responses and spot verification made by the investigator revealed that (fifty percent (50%) of secondary teacher education institutions under North - Eastern Hill University had ICT resources without internet facilities, television, camera (Whether still or video) as per NCTE Regulation – 2014 while another fifty percent (50%) had ICT Resource centre equipped with internet facility, television, and camera of both still and video.

- Cent per cent (100%) of secondary teacher education institutions under North - Eastern Hill University had equipment for indoor and outdoor games.
- With regards to availability of musical instruments in the institution, fifty percent (50%) of secondary teacher education institutions under North - Eastern Hill University did not have any sort of these equipment while the rest of fifty percent (50%) had these musical instruments to be used for the teaching-learning process.

4.2.1.5. Comparison of Secondary Teacher Education Institutions under Mizoram University and North - Eastern Hill University with special reference to physical infrastructure

After a detailed analysis, a comparison of secondary teacher education institutions under Mizoram University and North - Eastern Hill University was made on the basis of the physical infrastructure available in the institutions. This analysis was made based on NCTE Regulation – 2014 for the two years Bachelor of Education Programme. The comparisons between the two universities are revealed below:

- 100% of secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a Multipurpose Hall with a 200 seating capacity.
- All of secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had proper Library-Cum-Reading rooms.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had an ICT Resource Centre as per NCTE Norms.

- None of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University have a Curriculum Laboratory.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a Health and Physical Resource Centre.
- All of the secondary teacher education institutions under both Mizoram University and North-Eastern Hill University had the Arts and Crafts Resource Centre.
- Fifty percent (50%) of the secondary teacher education institutions under Mizoram University had a Yoga Centre. At the same time, Hundred Percent (100%) All of the secondary teacher education institutions under North - Eastern Hill University had Yoga Centre
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a separate Principal/Head Office.
- All of the secondary teacher education institutions under both Mizoram University and North-Eastern Hill University had a separate Staff Room.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a Visitors' room.
- None of the secondary teacher education institutions under Mizoram University had a separate common room for male and female students. On the other hand, fifty percent (50%) of the secondary teacher

education institutions under North - Eastern Hill University had a separate common room for male and female students.

- 100% of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a Seminar room.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had Canteen for students, teacher educators, and staff.
- Hundred Percent (100%) of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had separate toilets for male and female students.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had separate hostel facilities for male and female students.
- Hundred Percent (100%) of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had separate toilets for staff.
- All of the secondary teacher education institutions under Mizoram University had open spaces while none of the secondary teacher education institutions under North - Eastern Hill University had open space as per the norm..
- Fifty percent (50%) of the secondary teacher education institutions under Mizoram University had separate toilet facilities for PWD while none of the secondary teacher education institution under North - Eastern Hill University and North - Eastern Hill University had it.

- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had parking spaces.
- All of the secondary teacher education institutions under both Mizoram University and North-Eastern Hill University had a storehouse.
- All of the secondary teacher education institutions under Mizoram University had a multipurpose playfield while no Secondary Teacher Education Institution under North-Eastern Hill university had this kind of resource.
- Fifty percent (50%) of the secondary teacher education institution under Mizoram University had a small court whereas none of the secondary teacher education institutions under North - Eastern Hill University had this resource.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had indoor games facilities
- Hundred Percent (100%) of the secondary teacher education institution under both Mizoram University and North - Eastern Hill University had facilities of safeguard against fire hazards in all parts of the building.

4.2.1.6. Comparison of secondary teacher education institutions under Mizoram University and North - Eastern Hill University with special reference to other amenities.

- Hundred Percent (100%) of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had enough furniture for all admitted students.
- Hundred Percent (100%) of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had provided safe drinking water for everyone.
- All of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had arranged for cleaning of the campus.
- All of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had proper water facilities.
- Hundred Percent (100%) of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had arrangement for repair/replacement of equipments.

4.2.1.7. Comparison of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University with reference to the availability of Instructional Material/Resources

- **Internship:**

- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a

sufficient number of schools for the pursuit of an internship for their students and these practicing schools were at reasonable distances.

- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University and North - Eastern Hill University took a proper undertaking from government authorities and respective practicing school administration and these practicing schools had the 'will' to coordinate and share facilities with B.Ed interns when they perform their internship activities.
- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had allotted approximately ten (10) schools to conduct internships for their students but the number of schools engaged for the said purpose can vary due to needs and permission granted by the authorities.

- **Library-Cum- Reading Room:**

- Hundred Percent (100%) of secondary teacher education Institutions under Mizoram University and North - Eastern Hill University had Library-Cum- Reading Room with a seating capacity of 50 % (fifty percent) of students admitted to the institution.
- All of the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had a Library-Cum-Reading Room that contained 3000 books with 1000 titles including text, references, encyclopaedias, and yearbooks.
- Hundred Percent (100%) of secondary teacher education institutions under both Mizoram University and North - Eastern Hill University had an electronic publication in CD – ROM and other online resources in their Library-Cum-Reading Room.

- All of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had more than five refereed journals accessible in their Library-Cum-Reading Room and facilities of all institutions were equipped with photocopying facilities, computer facilities, and internet facilities

- **Curriculum Laboratory:**

- None of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had any Curriculum laboratory as per NCTE Regulation -2014 clause A7 (d).

- **ICT Resources:**

- The analysis made through responses and spot verification made by the investigator revealed that:
 - i. Hundred Percent (100%) of secondary teacher education institutions under Mizoram University did not have an ICT Resource centre with an internet facility while only fifty percent (50%) of the secondary teacher education institutions under North - Eastern Hill University have ICT resources without an internet facility.
 - ii. Hundred Percent (100%) of secondary teacher education institutions under Mizoram University did not have an ICT Resource centre with an internet facility whereas only fifty percent (50%) of secondary teacher education institutions under North - Eastern Hill University had ICT resources without Television.

- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University did not have an ICT Resource centre with an internet facility while only fifty percent (50%) of secondary teacher education institutions under North - Eastern Hill University had ICT resources without a Camera (Whether still or video).
- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had equipment for indoor and outdoor games.
- Hundred Percent (100%) of secondary teacher education institutions under Mizoram University had several musical instruments. But fifty percent (50%) of secondary teacher education institutions under North - Eastern Hill University did not have any sort of this equipment to be used for the teaching-learning process.

4.2.2. Financial System and Administration

The following table shows a comparison of the financial sources of institutions under Mizoram University and North - Eastern Hill University. Their source of funding was found to be completely varied and the administrative system employed for maintaining financial resources was also varied.

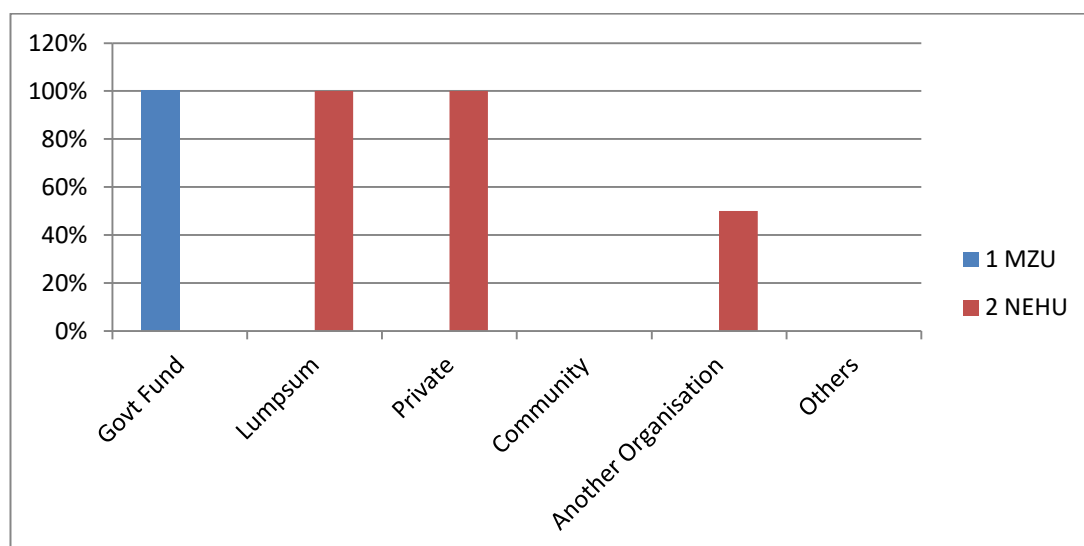
Table No - 4.7

Financial System and Administration of Secondary Teacher Education Institutions under Mizoram University and North - Eastern Hill University

| <i>Sl No</i> | <i>University</i> | <i>Govt. Fund</i> | <i>Lump sum</i> | <i>Private</i> | <i>Community</i> | <i>Another Sources</i> |
|--------------|-------------------|-------------------|-----------------|----------------|------------------|------------------------|
| 1 | MZU | 100% | 0 | 0 | 0 | 0 |
| 2 | NEHU | 0 | 100% | 100% | 0 | 50% |

Figure No - 4.1

Financial System and Administration of Secondary Teacher Education Institutions under Mizoram University and North - Eastern Hill University



4.2.2.1. Financial System and Administration of Secondary Teacher Education Institutions under Mizoram University:

The above table revealed that 100% of secondary teacher education institutions under Mizoram University were run and administered by the Government, be it the state or central government. Because of that 100% of the fund flow to run these institutions were fully controlled and sanctioned by the government. Financial management was also under the strict scrutiny of the government and these institutions followed state/central government financial rules and obligations.

4.2.2.2. Financial system and administration of secondary teacher education institutions under North - Eastern Hill University:

After a careful examination of the responses to the questionnaire and interviews with administrators and non-teaching staff of secondary teacher education institutions under North - Eastern Hill University, it was found that 50% of the institutions were considered semi-government/semi-private institutions and they were of deficit status from the government. Salaries of the working personnel in these institutions were paid through government funds and these institutions also received Lump-sum grants from the state government.

At the same time, the other 50% of the institutions under study were private institutions recognized by the state government and the government gave Lump-sum grants to the institution. Moreover, the institution was run and administered by Catholic Church and thus funds were also received from the church.

Over all, since these secondary teacher education institutions under North - Eastern Hill University were semi-private, 100% of these institutions were largely dependent on Admission fees, semester fees or tuition fees etc.

4.2.2.3. Comparisons of Financial System and Administration of Secondary Teacher Education Institution under Mizoram University and North - Eastern Hill University

100% of secondary teacher education institutions under Mizoram University were run and administered by government and all the inflow of funds were controlled and sanctioned by the government exchequer whereas 100% of secondary teacher education institutions under North - Eastern Hill University were private or semi-private that received Lump-sum grants from the government and they were recognized by the state government through their respective procedure. Their main source of income of these institutions was Lump-sum grants from the government, admission fees, semester fees and grants from the sponsoring organisation like church. So, the investigator

found that 50% of these institutions were currently run with the fund provided by both the government through lump-sum grants, collection of fees and from other sources contributed by churches.

4.2.3. Students' Enrolment in terms of gender under Mizoram University and North - Eastern Hill University

The following table shows the status of the institution with regards to their admission and enrolment based on gender. This data reveals the trend of enrolment and their differences based on gender. Data has been collected from the institution taking into consideration the last three academic sessions i.e. 2018 -2020, 2019 -2021, 2020 – 2022 as the District Institute of Educational Training (DIET) Lunglei started the course only from 2018 onward; and the institution has only these last three batches.

Table No. - 4.8

*Enrolment of secondary teacher education institutions under Mizoram University
based on gender*

| Session | Institution | Total Units | Male | % of Male | female | % of Female | Total Enrolled |
|-------------|-------------|-------------|------|-----------|--------|-------------|----------------|
| 2018 – 2020 | MZU | 2 | 60 | 61.20% | 38 | 37.80% | 98 |
| 2019 – 2021 | | 2 | 50 | 50.50% | 49 | 49.50% | 99 |
| 2020 - 2022 | | 3 | 64 | 43.20% | 84 | 56.80% | 148 |
| Total | | 7 | 174 | 50.30% | 171 | 49.70% | 345 |

4.2.3.1. Enrolment of Secondary Teacher Education under Mizoram University based on gender.

The above table clearly showed that by the session 2018 – 2020, enrolment of males in secondary teacher education institutions under Mizoram University was 61.2% while females accounted for only 37.8%. Contrary to that, by the session 2019 – 2020, male enrolment no longer dominated the table sheet with a percentage of 50.5 while female enrolment had increased to 49.5%. Again by the session 2020 – 2022, the trend of enrolment was found to be in favour of female students as females completely dominated the enrolment with 56.8% against 43.2% of their male counterparts.

Looking at the percentage of enrolment based on gender, male enrolment in the secondary teacher education institutions under Mizoram University had declined year by year from 61.2 % to 50.5 % and again to 43.2% consecutively. At the same time, female enrolment was rising quickly following a mark of 37.8% to 49.5 % and again to 56.8%. After having interaction with faculties and students pursuing their studies from these institutions, they believed that females became more interested in teaching jobs and inclined to it than their male counterparts.

4.2.3.2. Enrolment in the secondary teacher education institutions under North - Eastern Hill University based on gender.

The following table shows enrolment in the secondary teacher education institutions under North - Eastern Hill University based on Gender. The analysis was done based on data collected from the secondary teacher education institutions in the state of Meghalaya that had an affiliation with the North-Eastern Hill University.

Table No. - 4.9.

Enrolment of secondary teacher education institutions under North - Eastern Hill

University based on gender

| <i>Sl No</i> | <i>Session</i> | <i>University</i> | <i>Units</i> | <i>Male</i> | <i>% of Male</i> | <i>female</i> | <i>% of Female</i> | <i>Total Enrolled</i> |
|--------------|----------------|-------------------|--------------|-------------|------------------|---------------|--------------------|-----------------------|
| 1 | 2018 – 2020 | NEHU | 2 | 23 | 23.20% | 76 | 76.76% | 99 |
| 2 | 2019 – 2021 | | 2 | 19 | 19% | 81 | 81% | 100 |
| 3 | 2020 - 2022 | | 2 | 17 | 17.17% | 82 | 82.82% | 99 |
| Total | | | 6 | 59 | 19.79% | 239 | 80.20% | 298 |

All institutions offered one unit of Bachelor of Education with 50 students per session. Data had been collected from a frame of three consecutive academic sessions i.e. 2018 – 2020, 2019 – 2021, 2020 – 2022. By the session of 2018 – 2020, there were 23.2% male students admitted to the course while females accounted for 76.76%. In the academic session 2019 – 2021, male enrollment decreased to 19% whereas the female enrolment increased to 81%. In the academic session 2020 – 2022, male enrolment again decreased, counting only 17.17% while female enrolment increased to 82.82%.

Taking an average of the three sessions, there were only 59 male students (19.79%) being enrolled from the total seats of 298 while enrolment of female students increased up to 239 students (80.20%) from 298 seats. The above data depicted that there was a sharp decline in the enrolment of male students year by year. At the same time, female enrollment in the secondary teacher education institutions leading to a Bachelor of Education increased rapidly.

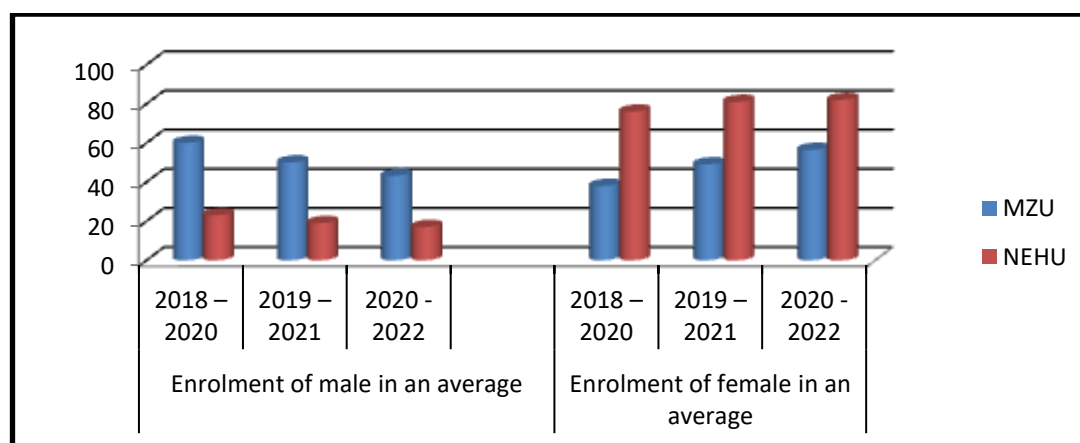
4.2.3.3. Comparison of Enrolment in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University based on gender

Table No: 4.10 (Comparison of enrolment under MZU and NEHU based on gender)

| SN | Institution | Enrolment of Male in Average | | | | | Enrolment of Female in Average | | | | |
|----|-------------|------------------------------|-------------|-------------|-------|-------|--------------------------------|-------------|-------------|-------|------|
| | | 2018 – 2020 | 2019 – 2021 | 2020 - 2022 | Total | % | 2018 – 2020 | 2019 – 2021 | 2020 - 2022 | Total | % |
| 1 | MZU | 60 | 50 | 64 | 174 | 50.3 | 38 | 49 | 84 | 171 | 49.7 |
| 2 | NEHU | 23 | 19 | 17 | 59 | 19.79 | 76 | 81 | 82 | 239 | 80.2 |

The above table no 4.10 shows that the enrolment of students in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University was fairly mixed up. There was a sharp decline in the enrolment of male prospective teachers at Mizoram University while female enrolments are on the rise. At the same time, the secondary teacher education institutions under the North - Eastern Hill University also showed a sign of declining trend in enrolment of male prospective teachers while female enrolment had a positive trend. The representation of enrolment based on gender is displayed below:

Figure No: 4.2 (Comparison of Enrolment under MZU and NEHU based on gender)



4.2.4. Profile of secondary teacher educators under Mizoram University and North - Eastern Hill University.

The highest academic degree possessed by teacher educators in these institutions was Ph.D. The following table showed the academic degrees held by teacher educators of the secondary teacher education institutions under Mizoram University and North-Eastern Hill University

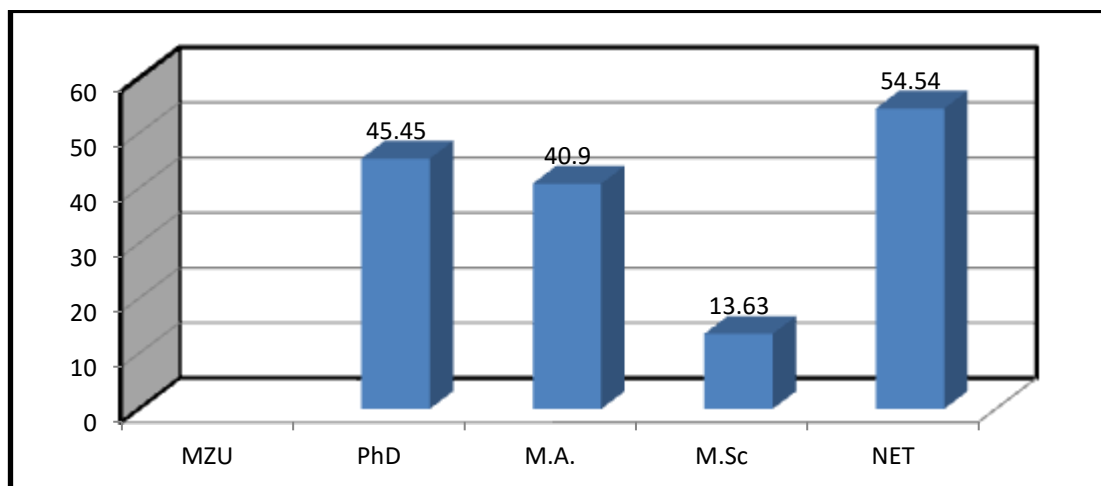
4.2.4.1. Highest academic degree possessed by teacher educators under Mizoram University:

Table No: 4.11.

Academic degree of teacher educators of the STEI under MZU

| Sl No | MZU | PhD | M.A. | M.Sc | Total | NET |
|-------|------------|-------|------|-------|-------|-------|
| 1 | Total | 10 | 9 | 3 | 22 | 12 |
| 2 | Percentage | 45.45 | 40.9 | 13.63 | 100 | 54.54 |

Fig:4.3 (Academic degree of teacher educators of the STEI under MZU)



The above table 4.11 reveals the academic degree possessed by secondary teacher educators in Mizoram University.

- 45.5% out of 22 respondents of teacher educators in the secondary teacher education institutions under Mizoram University had a Ph.D. degree.
- 40.9% of teacher educators had a Master of Arts in Education as their highest academic degree.
- 13.63% of the teacher educators under Mizoram University had a Master of Science (M.Sc) as their highest academic qualification.

National Educational Testing (NET) was used as one parameter of assessment with regards qualification of teachers to be appointed in higher education institutions but the validity of this parameter was uncertain as NET was not a mandatory qualification needed to become teacher educators teaching in secondary teacher education institutions. 54.54% of teacher educators under Mizoram University acquired NET but some of them were exempted from NET due to possession of Ph.D.

4.2.4.2. Highest Academic Degree possessed by Teacher Educators in the secondary teacher education institutions under North - Eastern Hill University:

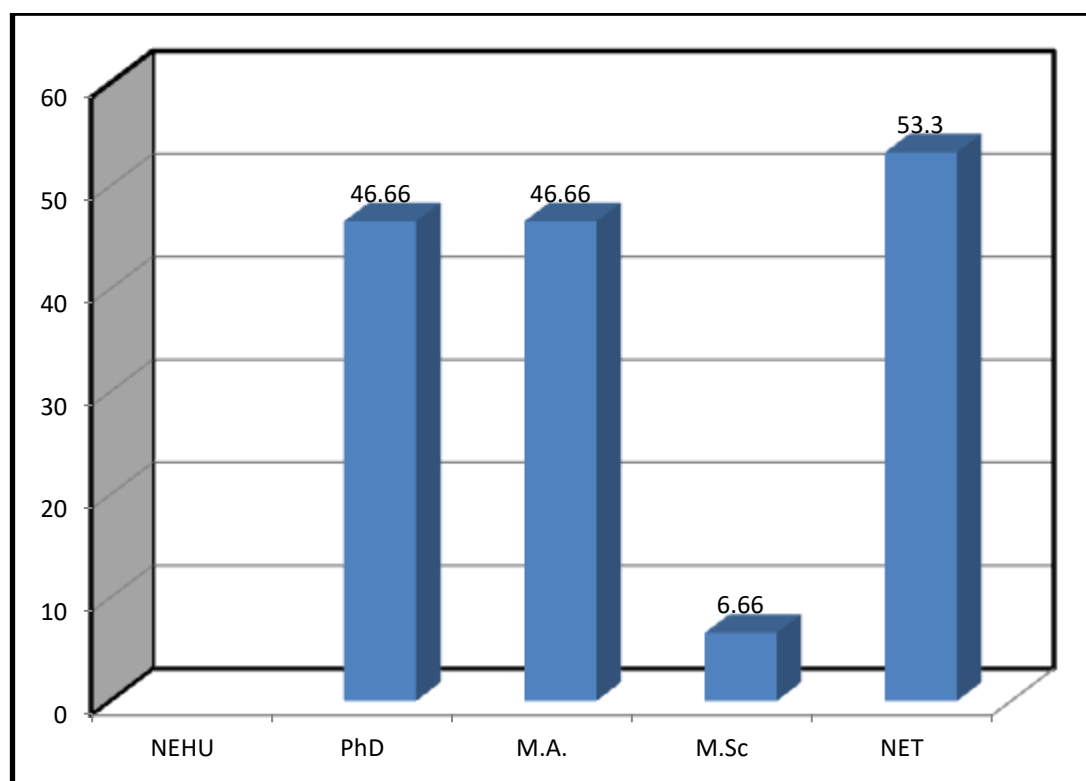
Table No: 4.12

Academic degree of teacher educators of STEIs of North - Eastern Hill University

| SI No | NEHU | PhD | M.A. | M.Sc | Total | NET |
|-------|-------------------|--------------|--------------|-------------|------------|-------------|
| 1 | Total | 7 | 7 | 1 | 15 | 8 |
| 2 | <i>Percentage</i> | <i>46.66</i> | <i>46.66</i> | <i>6.66</i> | <i>100</i> | <i>53.3</i> |

Fig:4.4.

Academic degree of secondary teacher educators of STEIs under NEHU



The above table 4.12 shows the academic degree possessed by secondary teacher educators in the North-Eastern Hill University.

- 46.66 % of teacher educators under North - Eastern Hill University possessed a Ph.D. degree as their highest academic qualification.
- 46.66% of teacher educators had a Master of Arts (M.A.) in Education as their highest academic degree.
- 6.66 % of teacher educators had a Master of Science (M.Sc) as their highest academic degree.

4.2.4.3. Comparison of academic degrees possessed by teacher educators under Mizoram University and North - Eastern Hill University:

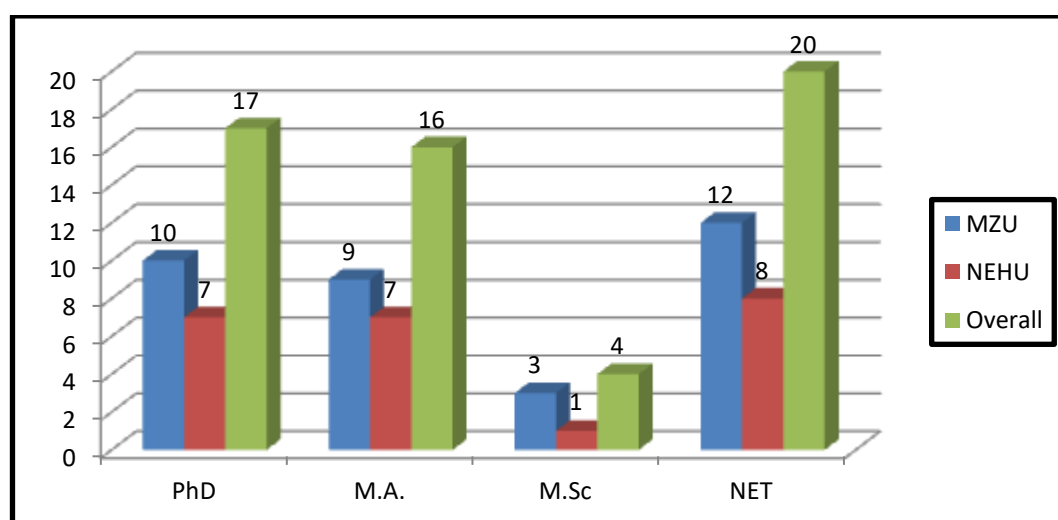
Table No: 4.13

Comparison of academic degree of secondary teacher educators of STEIs under Mizoram University and North - Eastern Hill University

| Sl No | University | PhD | % | M.A. | % | M.Sc | % | NET | % |
|-------|------------|--------------|--------|-------|-------|------|----|-------|-------|
| 1 | MZU | 10 | 58.52 | 9 | 56.25 | 3 | 75 | 12 | 54.54 |
| 2 | NEHU | 7 | 41.176 | 7 | 43.75 | 1 | 25 | 8 | 53.3 |
| 3 | Total | 17 out of 37 | | 16/37 | | 4/37 | | 20 | |
| 4 | Percentage | 45.9 | | 43.24 | | 10.8 | | 54.05 | |

Fig No 4.5.

Comparison of academic degrees of secondary teacher educator of STEIs under Mizoram University and North - Eastern Hill University



From the above table 4.13, it can be seen that:

- 45.9% of respondents from Mizoram University and North - Eastern Hill University (Both Universities) had a Ph.D. degree. Out of this 45.9 % (17 out of 37) of teacher educators with PhD degree, 58.82 % (10) were from Mizoram University while North - Eastern Hill University accounted for 41.18 %. (7)
- 43.24 % (16 out of 37) of respondents from Mizoram University and North - Eastern Hill University had Master of Arts as their highest academic degree. Out of this 43.24% of teacher educators who has Master of Arts (M.A.) as their highest academic degree, 56.25 % (9 out of 16) were from Mizoram University while North - Eastern Hill University recorded 43.75 % (7 out of 16).
- 10.8 % (4 out of 37) of respondents from Mizoram University and North - Eastern Hill University had Master of Science (M.Sc) as their highest academic degree. Out of this 43.24% of teacher educators who has Master of Science (M.Sc) as their highest academic degree, 75.0 % (3 out of 4) were from Mizoram University while North - Eastern Hill University stated for 25 % (1 out of 4).

4.2.4.4. Professional Qualifications of secondary teacher educators under Mizoram University and North - Eastern Hill University

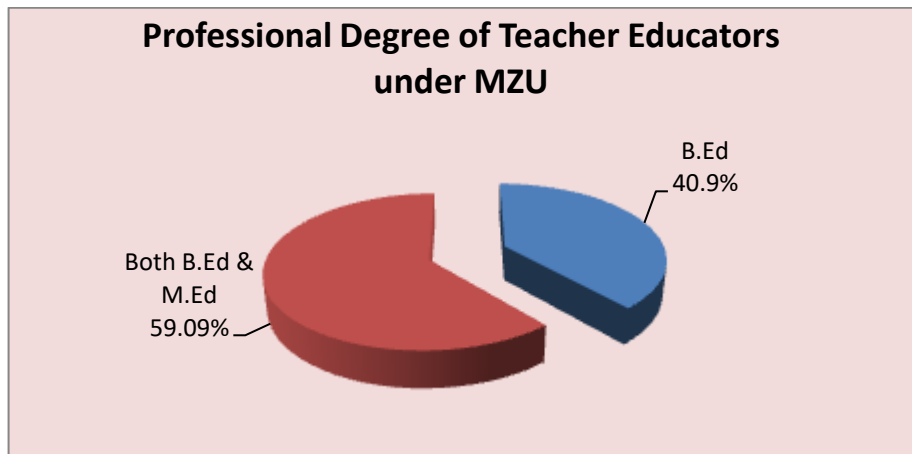
To serve in a Secondary Teacher Education institution, NCTE Regulation -2014 set certain qualifications to be met academically and professionally. As a result, academic qualification alone is not sufficient to become a teacher in any teacher training institutions of any level, as per the norms laid down by the regulating body of teacher education. NCTE framed the necessary qualifications to become teacher educators teaching in the institutions affiliated under their supervision. The following analysis was purely made on the professional degree acquired by teacher educators currently serving in the institutions of both universities.

4.2.4.5. Professional Qualification possessed by Teacher Educators under Mizoram University

The NCTE Regulation for Secondary Teacher Education leading to a Bachelor of Education of two years duration demanded that those who were to be appointed as as teacher educators must have a Master's degree in their specialised area of teaching along with a Master of Education (M.Ed) as their professional degree. At the same time, for those recruited to teach perspectives in education, if they had a Master of Arts in education as their academic degree, the regulation specified a Bachelor of Education as their qualifying professional degree.

Figure: 4.6.

Professional Degree of Secondary Teacher Educators under Mizoram University



The above figure No 4.6 shows that 59.09% secondary teacher educators appointed in the secondary teacher education institutions under Mizoram University had both a Master of Education (M.Ed) and Bachelor of Education (B.Ed) as their professional degree to qualify for teaching in the institution. At the same time, 40.9% of them had only a Bachelor of Education (B.Ed as their professional degree. The reason for having a Bachelor of Education (B.Ed) degree was that these teacher educators had Master of Arts in Education as their academic degree. As per the regulation, it was

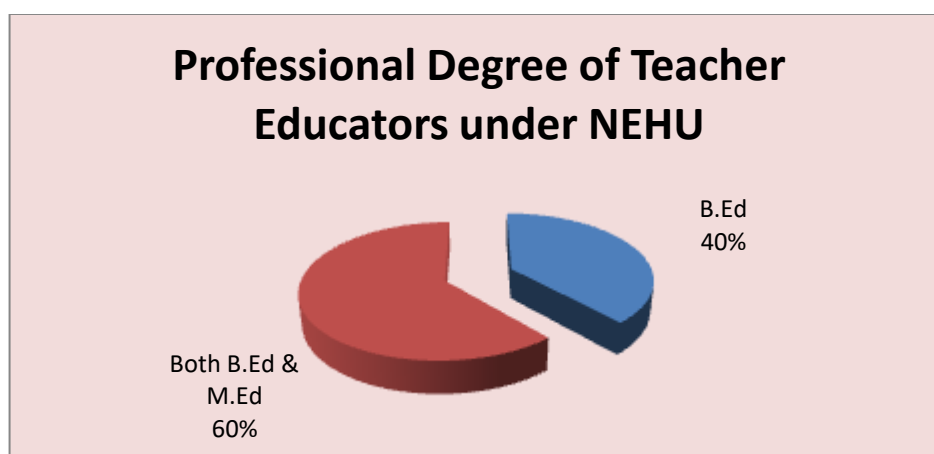
not necessary to have a Master of Education (M.Ed) as their professional degree since they already have a Master's degree in education.

4.2.4.6. Professional Qualification possessed by Teacher Educators under North - Eastern Hill University

The following data indicates the status of teacher educators under North - Eastern Hill University with regards to their professional degrees. The data collected was analysed to assess whether teacher educators who were appointed in these institutions had the essential qualification as per NCTE Norms.

Figure: 4.7.

Professional Degree of secondary teacher educators under North - Eastern Hill University



The above figure 4.7. shows that 60% of secondary teacher educators appointed in the secondary teacher education institutions under the North - Eastern Hill University had a Master of Education and Bachelor of Education as their professional degree to qualify for their post. At the same time, 40% of them had only a Bachelor of Education (B.Ed) as their professional degree. This variation was caused by the regulation itself as it permitted teacher educators for Perspective in Education to

have a Bachelor of Education (B.Ed) as their qualifying degree if they possess a Master of Arts in Education as their academic degree.

4.2.4.7. Comparison of professional qualification possessed by teacher educators of the secondary teacher education institutions under the Mizoram University (MZU) and the North-Eastern Hill University (NEHU)

The following Figure 4.8. indicated that, 59.09% of teacher educators under Mizoram University had Master of Education (M.Ed) degree while 60% of teacher educators who served under the North - Eastern Hill University had Master of Education (M.Ed) degree.

At the same time, 40.90 % of teacher educators in Mizoram University had a Bachelor of Education (B.Ed) as their professional degree to qualify for the post as per NCTE Regulation -2014 whereas 40 % of teacher educators under the North - Eastern Hill University had a Bachelor of Education (B.Ed) degree.

Fig. No- 4.8

Professional degree possessed by Teacher Educators under Mizoram University and North - Eastern Hill University based on institutions by percentage

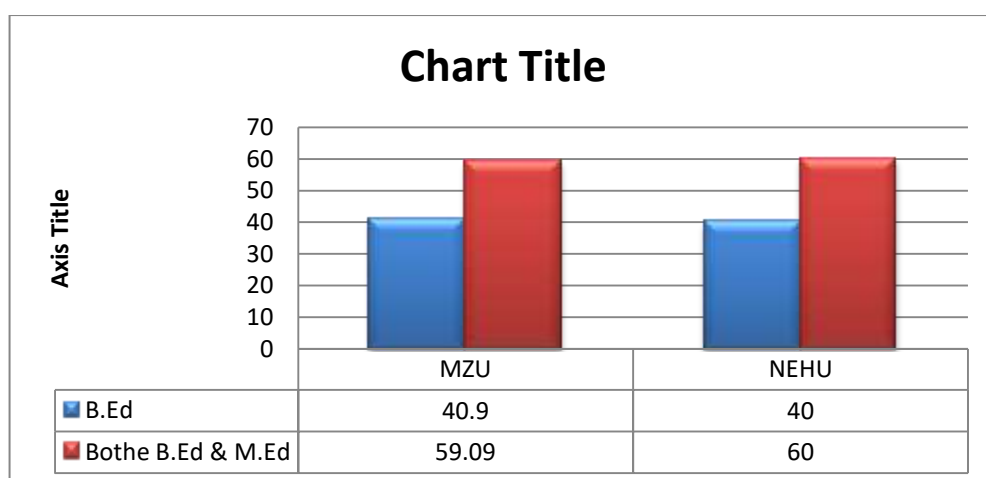


Table No. 4.14

Professional degree possessed by Teacher Educators under Mizoram University and North - Eastern Hill University based on institutions by percentage

| Sl No | Institution | M.Ed | % | B.Ed | % | Total |
|-------|-------------|------|-------|------|--------|-------|
| 1 | MZU | 13 | 59.09 | 9 | 40.91% | 12 |
| 2 | NEHU | 9 | 60 | 6 | 40% | 8 |

4.2.5. Structure of the course of studies of secondary teacher education under Mizoram University and North - Eastern Hill University

The following paragraphs explain the curricular structure of the Bachelor of Education programme in Mizoram University and North - Eastern Hill University. It presents an analysis of the structure of the whole package from all possible angles. The analysis was done separately for each university and it is followed by a comparison between the two curricular structures.

4.2.5.1. Curricular structure of Bachelor of Education under Mizoram University

As soon as the new regulation of NCTE-2014 was published, the Department of Education, Mizoram University tried its best with all its resources to have one of the best curriculum packages in the country. The intention was the construction of a curricular structure based on the NCTE framework, without missing-out the core values and structural design, Mizoram University prepared a secondary teacher education curricular structure. It was seen as one of the best curricular packages that cover the maximum of the NCTE framework. On the other hand, as all universities were new to the structural design based on the new framework, there were many similarities rather than differences in the curricular structural design of both

universities. The overall structure of the course of B.Ed (two years) under Mizoram University was presented in the following:

Table No.: 4.15
Structure of the course of B.Ed Two years under Mizoram University

| Paper | Sem - I | Sem-II | Sem - III | Sem – IV | Total Marks |
|--------------|---|---|---|---------------------|-------------|
| Theory | B.Ed./2/CC/101 | B.Ed./2/CC/201 | Internship 16 Weeks Internship (Including 4 Weeks of Pre-Internship) | B.Ed./4/CC/401 | |
| Core Course | B.Ed./2/CC/102 | B.Ed./2/CC/202 | | B.Ed./4/CC/402 | |
| | B.Ed./2/CC/103 | B.Ed./2/CC/203 | | B.Ed./4/CC/403 | |
| | B.Ed./2/CC/104 | B.Ed./2/CC/204 | | B.Ed./4/CC/404 (½) | |
| Soft Courses | | | | B.Ed./4/SC/406 | |
| Marks | 400 | 400 | | 450 | |
| Practicum | 1 Week Field Work for activities under Semester-I | School Internship and Field Work (2) Weeks) | 1 Week of Field Work for activities under Semester-IV | B.Ed/2/EPC/405 (½) | |
| | | B.Ed./2/EPC/205 (½) | | | |
| | | B.Ed./2/CC/206(½) | | | |
| Marks | 100 | 100 | 500 | 50 | 750 |
| GT | 500 | 500 | 500 | 500 | 2000 |

The above table shows the division of the course into four-semesters with 500 marks each every semester and the course was divided into core courses, soft courses, enhancement of professional competencies (EPC), and an internship. Besides the internship during the specified semester, there was some fieldwork/activity in some papers which is to be evaluated internally. The course for the first semester consisted of five full papers with 100 Marks each and the

value of the total mark of the first semester was 500 Marks. This semester had four core courses and one Enhancement of Professional Competencies (EPC) paper. Besides these papers, there was one week of fieldwork that has to be evaluated internally under the domain of core courses.

The course for the second semester also had four core papers with a mark of 100 each and two EPC half-papers which carried 50 marks each making the total marks for the semester to 500 marks. There was a provision for engaging student-teachers in the fieldwork activity for two weeks, and these activities would be assessed and evaluated internally. The third semester was fully devoted to school internship which lasted for 16 weeks. The duration might seem quite long, but these 16 weeks were divided into different activities such as pre-internship, internship, and post-internship. The overall value of the internship was 500 marks having 20 credits; marks were divided between internally earned and externally assigned and the details are shown below:

Table No. 4.16.

Distribution of marks in the third semester i.e. internship

| Course | Course Name | Marks | Credit | Internal | External |
|---------------|-------------------------------|------------|-----------|------------|-----------------------------------|
| B.Ed/3/CC/301 | Pre-internship | 100 | 4 | 50 | Viva voce(50) |
| B.Ed/3/CC/302 | School Internship Method –I | 150 | 6 | 75 | Final Teaching & Viva voce (75) |
| B.Ed/3/CC/303 | School Internship Method – II | 150 | 6 | 75 | Final Teaching and Viva-voce (75) |
| B.Ed/3/CC/304 | Post Internship | 100 | 4 | 50 | Viva Voce (50) |
| Total | | 500 | 20 | 250 | 250 |

Pre-Internship:

The Pre-internship consisted of four weeks and several activities were conducted during this period to prepare the student-teachers for their placement in schools for a real-time schooling situation. During pre-internship, one demonstration lesson (per pedagogy) from the teacher was observed and every student had to write a proper report. Development of at least 5 micro-teaching skills in each method paper and delivery of six lessons (3+3) under simulated settings, development of teaching-learning material (TLM) covering all types of teaching aids, and school exposure i.e. visits to the school where they were deputed as an intern was the main component of pre-internship. The pre-internship part carried -100 marks.

Internship:

Student-teachers were attached to a particular school and each student had a teaching practice for twelve weeks. During this period, they were expected to deliver a minimum of 20 lessons each in both pedagogy papers under the supervision of the concerned teacher and a mentor in the practicing school. They had to make 15 lesson plans each from both pedagogies and observation of peer teaching for mutual benefits and the construction and administration of achievement tests were a must. The internship carried 300 marks.

Post-internship:

Under this phase, the student-teacher submitted comprehensive reports based on school experiences during the internship duly countersigned by the teacher educator in-charge. They were also assigned to observe the school timetable and to prepare a critical examination of the timetable. Participation in other school activities such as CCA, Sports, etc., were also assessed. Writing of reports on the library or any laboratory available in the school, on physical assets and beautification of campus were included in the report. Post-internships had a value of 100 marks.

The fourth semester course had three core courses with 100 marks each, one core half-paper having 50 marks, one soft course which was under optional papers to be chosen from four options carrying 100 marks, one half EPC paper with 50 marks making a total value of 500 in the fourth semester. There was another week of fieldwork activity this semester.

The two years B. Ed program spread over four semesters had 12 core courses, one soft course, and 4 Enhancement of Professional Competencies courses. The total score of the programme was 2000 marks, of which 1250 marks were for core and soft courses, and the remaining 750 marks for school internship (500) marks and enhancement of Professional Competencies courses (250) marks. The total marks for internal and external assessments were 1000 marks each. The total credit for the course was 80 credits and all four semesters had 500 marks and 20 credits each and the third semester was fully devoted to an internship. The B.Ed program under Mizoram University included theory-based learning activities and practicum on an almost 50:50 ratio. The total number of credits allotted to theory-related teaching was 40 credits (1000 marks) and practicum plus internship have 40 credits (1000 marks). It was done to do justice to the professional program of B.Ed.

4.2.5.2. Curricular Structure of Bachelor of Education under North - Eastern Hill University:

North - Eastern Hill University followed the curricular framework published by NCTE as far as possible. It followed the semester system and the B.Ed course was covered in four semesters; the duration offered was at par with the NCTE regulation 2014 that required secondary teacher education institutions to conduct classes at least 200 working days per year. The general course structure for Bachelor of Education under NEHU is presented below:

Table No: 4.17

Structure of the course of B.Ed Two years under North - Eastern Hill University

| Semester Papers | | Sem - I | Sem-II | Sem - III | Sem - IV | Total Marks | Grand Total |
|--|--|--|---|--|-------------------------------|-------------|-------------|
| THEORY | Core Papers | B.Ed.101 B.Ed. 102 B.Ed. 103 | B.Ed. 201 B.Ed. 202 (½) B.Ed. 203 (½) | B.Ed. 301 B.Ed. 304(½) | B.Ed. 401 | | 1100 |
| | Marks | 300 | 200 | 150 | 100 | 750 | |
| | Elective/ Optional Papers | B.Ed. 104 (½) | B.Ed. 204 | B.Ed. 302 B.Ed. 303 | NIL | | |
| | Marks | 50 | 100 | 200 | - | 350 | |
| School Internship, Field Work and EPC Activities | School internship and fieldwork for 20 weeks | 2 Weeks Field Work Under B.Ed. 101, B.Ed. 103, B.Ed. 105(½), (EPC – 1) | 2 Weeks of Field Work under B.Ed. 201, B.Ed. 203, B.Ed. 205(½), (EPC -2) B.Ed. 206(½) (EPC – 3) | 1 Week Fieldwork under B.Ed 302, B.Ed 303, B.Ed. 305(½) (EPC -4) | 15 Weeks of School Internship | | 500 |
| | Marks | 50 | 100 | 50 | 300 | 500 | 1600 |
| Total Marks | Marks | 400 | 400 | 400 | 400 | NA | |

The above table shows the course structure for the Bachelor of Education in the North - Eastern Hill University which indicated that the course was divided into four semesters and had a total mark of 400 in each semester. The total value for the whole course was 1600 marks. Each semester was divided into three layers such as

theory/optional, practicum and EPC course. The first semester consisted of three core papers with 300 marks and one optional half-paper with 50 marks along with one EPC paper of 50 marks making the first semester worthy of accumulating 400 marks.

The second semester had three core papers, out of which only one was a full paper and the rest were half papers with $(100+50+50)$ 200 marks in core papers along with one optional full paper carrying 100 marks. This semester also had two weeks of fieldwork under two core papers (*Fieldwork marks go along with core papers*) along with two EPC half-papers carrying 100 marks to make a total of 400 marks in the second semester. (Core - $100+50+50$ and optional 100 and EPC $50+50=400$)

The third semester consisted of two core papers i.e. one full paper having 100 marks and one half-paper having 50 marks (Core $100+50$) . It also has two optional papers in the third semester and these papers were full papers having 100 marks each (Optional - $100+100=200$). It has one week of fieldwork under two of the optional papers; and one EPC half-paper carrying 50 marks, again making this semester with 400 marks. ($100+50+200+200+50=400$)

The fourth semester had only one theory paper under core courses and the rest were under practicum/internship. This semester is divided into several parts. The internship is divided into three areas such as pre-internship, internship and post-internship and the internship period lasts for fifteen weeks. The internship carries 300 marks (210 Marks External and 90 Marks Internal) and it is again divided into smaller parts as below:

Pre-internship:

The pre-internship conducted by secondary teacher training institutions under North - Eastern Hill University lasted for two weeks and there were two observation lessons delivered by the teacher and student-teachers were expected to write a report on it. Micro-lesson teaching practice was conducted and it was recorded for assessment and correction for further improvements, Macro-lesson teaching practice was

administered during this pre-internship period too. It was a period of preparation to enter into the domain of actual school to be deputed as an intern.

Internship:

The school internship which exposed student-teachers to a real-time situation in the real school lasted for twelve weeks. During this internship, the student-teachers were expected to deliver 30 lessons each from both pedagogies they opted to have practice in their teaching skills. They were also expected to observe their peers' delivery of lectures to suggest and propose improvements to them. The final teaching practice, viva-voce on the lesson plan, teaching practice and their teaching aids were assessed and evaluated by both external and internal evaluators simultaneously. During this period, the student-teacher must prepare ten teaching aids including one model each from both method subjects.

Post-internship:

After completion of the internship, the student-teacher presented two criticism lessons from their selected pedagogies to showcase their competencies and improvements in teaching after their internship which was evaluated by the concerned teachers as an internal assessment. This post-internship was for one week. Besides teaching, student-teachers were involved in some school activities as part of their training. They had to maintain the teacher's diary, prepare a timetable, address school assembly, and prepare student's portfolios and attendance of staff meetings along with the writing of meeting minutes.

4.2.5.3. Comparison of the course structure between Mizoram University and North - Eastern Hill University:

Both universities followed guidelines prepared by NCTE through its framework. But there were several variations within its pattern and in the practice of the four semesters mandated to the institution. These were:

1. The total score value per semester was different with as much as 400 marks, with North - Eastern Hill University assigning only 400 marks per semester while Mizoram University assigned 500 marks per semester.
2. The division between the values of internal/external mark values also differed. North - Eastern Hill University assigned 20% of the marks to be assessed internally while Mizoram University assigned 40% of the marks to be assessed through internal assessment.
3. Lastly, there was a slight difference in the process of internship. The division into three layers such as pre-internship, internship and post-internship was the same. North-Eastern Hill University conducted an internship in the fourth semester with one core paper within 15 weeks (2 weeks pre-internship, 12 weeks school internship, 1-week post-internship) whereas Mizoram University conducted an internship period in the third semester. The practicum lasted for 16 weeks (4 weeks of pre-internship, 12 weeks of school internship; post-internship works offered were expected to go correspondingly with school internship).

4.2.6. Comparison of Teaching-Learning Process under Mizoram University and North - Eastern Hill University.

The teaching-Learning process here means any activities leading to the educational process. The course of Bachelor of Education was for two years and both the universities divided the duration of the course into four semesters each. These semesters were divided into various parts for conducting theory classes, activities and practicum. Students under both universities were expected to attend 80% of theory classes and 90% of practicum as per the regulation of NCTE. Failure in achieving the specified number of classes could lead to denial of appearance in the final examination and result.

Classroom Interaction:

Secondary Teacher Education Institutions under Mizoram University and North - Eastern Hill University followed the traditional idealist principle of educational philosophy. Though there was an intention to facilitate the modern pragmatic type of constructivist school, the success rate was still very unpromising. So, classrooms were filled with the Lecture method of teaching where teachers took the leading role. At the same time, assignments and activities were rolled above the burden of these prospective teachers to show their ability and creativity. But, the lecture method was still predominantly a process used for teaching-learning in the classroom. But, due to the Covid-19 pandemic, classroom interaction cannot be conducted as the pandemic disrupts the ongoing process of the teaching-learning process in the institutions. Both universities suffered a lot because of the Covid-19 lockdown. So, instead of classroom teaching, the online method of teaching was conducted from March 2020 to the time that this study was completed.

Activity:

Activity played a very important role in the secondary teacher education institutions of both Mizoram University and North - Eastern Hill University.

- Mizoram University offered one week purely for conducting activity in the first semester while North - Eastern Hill University offered two weeks for activity in the first semester
- There was also one week for activity in the second semester under Mizoram University while North - Eastern Hill University saved two weeks again for activities in the second semester.
- The third semester was completely dedicated for the pursuit of an internship at Mizoram University; only one week was projected for activities under North - Eastern Hill University in the third Semester.
- In the fourth semester, Mizoram University dedicated one week to different activities whereas this fourth semester was dedicated to 15

weeks of internship under the North-Eastern Hill University. NEHU offered one Core Course in the fourth semester along with a school internship.

Pre –internship:

Pre-internship program under Mizoram University lasted for four consecutive weeks while it lasted for two weeks only under the North-Eastern Hill University. Activities relating to this pre-internship are mentioned below:

Demonstration class:

One demonstration lesson was delivered by each pedagogy teacher and prospective teachers observed demonstration lessons in each methodology under Mizoram University while North - Eastern Hill University demanded two demonstration lessons each from different pedagogies to be observed by prospective teachers.

Micro Teaching Class:

Under Mizoram University, the course demanded that each prospective teacher must develop at least five teaching skills, micro-lesson plans and practice for each skill were demanded under the supervision of concerned pedagogy teachers. On the other hand, North - Eastern Hill University demanded only two micro-teaching sessions for each pedagogy under the supervision of the concerned teacher. Both universities evaluated micro-teaching sessions internally.

Simulated Teaching/Macro Teaching:

Prospective teachers were demanded that they should deliver at least six lessons in a simulated class setting, three each from both pedagogy; and they were demanded to observe at least ten lessons delivered by their peers. On the other hand, North - Eastern Hill University demanded only two lessons each from both pedagogies to be delivered in simulated settings under the supervision of the concerned pedagogy teachers. Both universities evaluated simulated or Macro teaching internally.

Teaching Learning Material (TLM):

Both universities added preparation of Teaching-Learning Material (TLM) to help students audio-visually in their training. These activities were considered very important by both Mizoram University and North - Eastern Hill University. Both universities demanded ten TLM for pedagogy which must include at least one Model.

Internship semester:

The duration of the school internship at Mizoram University lasted for 12 weeks. During which, at least forty (40) lessons must be delivered in the real-time school classrooms. Twenty lessons each from two pedagogies. On the other hand, North - Eastern Hill University fixed the number of lessons to be delivered in the real classrooms to sixty (60) lessons; thirty (30) lessons each from pedagogies. School internship was conducted in the third semester under Mizoram University whereas the fourth semester was dedicated to school internship under North-Eastern Hill University

Post Internship:

Post internship activities under Mizoram University contained:

- Preparation and critical examination of existing school time-table
- Participation in CCA/ Sports/Scout and guides/ recreation/ NSS/Picnic etc
- Critical report on school library for social science and critical report on science lab for science student
- Detailed writing on management, physical assets, and other amenities of the school.
- Preparation of school profile and SWOT analysis

Post internship activities under North - Eastern Hill University consisted of the following:

- Delivery of two criticism lessons
- Maintenance of Teacher's Diary
- Report on school internship work
- Preparation of Timetable
- Address to School Assembly
- Preparation of Students' Portfolio
- Attendance to the Staff meeting and Minute writing

Number of Core Course:

Mizoram University offers 12 papers with 100 Marks under Core Courses while North Eastern Hill University offers 9 (Nine) papers with 100 marks designated as Core Courses. At the same time, North - Eastern Hill University had four papers with 50 Marks under Core-Courses while Mizoram University did not have 50 Marks papers under Core-courses.

Number of Soft Courses:

Mizoram University offers one paper under the designation of Soft Course while North - Eastern Hill University did not have a Soft course Paper.

Number of EPC:

Secondary teacher education under Mizoram University offered one EPC paper with 100 marks along with four (4) EPC papers with 50 marks. On the other hand, secondary teacher education under North-Eastern Hill University offered three (3) EPC papers with 50 marks. Both universities evaluated these papers internally and they were graded.

Other Teaching- Learning Activities:

Total Marks secondary teacher education course under Mizoram University has 2000 Marks which was divided into 1250 marks of theory and 750 Marks of Practicum. On the other hand, the two years course of Bachelor of Education under North - Eastern Hill University has 1600 Marks as total, divided into 1100 Marks for theory and 500 marks for practicum.

CHAPTER - 5

PROBLEMS FACED BY STAKEHOLDERS IN THE SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

CHAPTER –V
PROBLEMS FACED BY STAKEHOLDERS IN THE SECONDARY
TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH -
EASTERN HILL UNIVERSITY

This chapter is purely dedicated to a presentation of the findings on problems faced by Secondary Teacher Education institutions under Mizoram University and the North-Eastern Hill University. The findings were analysed from the data collected from the stakeholders.

This chapter discusses problems faced by teacher educators, administrators, and prospective teachers separately. Problems were mainly concentrated on the availability of physical infrastructure in the institution, feasibility of instructional material available in the classroom and other laboratories, and any other difficulties faced by these stakeholders and the presentation is made according to the objectives of the research as follows:

Objective – 3: To find out problems faced by teacher educators of the Secondary Teacher Education Institutions under Mizoram University and North-Eastern Hill University.

5.1. Problems faced by teacher educators under Mizoram University and North-Eastern Hill University:

The following paragraphs discuss problems faced by teacher educators under the Mizoram University and the North-Eastern Hill University regarding difficulties addressed in the matter of physical infrastructure, instructional material, and any other problems confronting serving teacher educators. The investigator collected data through a self-prepared questionnaire and these questionnaires were sent to all teachers who were serving in the institutions. 100% of the teacher educators under Mizoram University responded to the Questionnaires while 93.3% of teacher

educators under North-Eastern Hill University responded. Besides, the investigator personally interviewed as many teachers as he could to find the problems that confront teacher educators in these institutions which they felt caused harm to the teaching-learning process.

5.1.1. Problems faced by Teacher Educators under Mizoram University

From the data collected through questionnaires and interviews of the teacher educators, the following results were found with regards to difficulties and problems faced by Teacher Educators of Mizoram University.

Physical Infrastructure:

100% of respondents of Teacher Educators from the Mizoram University did not face any problems regarding the availability of physical infrastructure as per NCTE Regulation-2014. However, all of them opined that appointment of non-teaching staff was not up to the standard of NCTE. At the same time, the deputation of staff, based on requirements, was not at par with the regulation set by the National Council for Teacher Education (NCTE) which, according to them, hampered the smooth running of the Department in certain areas.

Instructional Resources:

Hundred percent (100%) of the respondents from the Department of Education, Mizoram University found no problems with regards to the availability of instructional materials in the institution. The Department did not have any curriculum laboratory but this inexistence caused no problem regarding the teaching-learning process. As the Department of Education was an important part of the university, the Department shared every possible infrastructure and instructional resources of the University. This helped in the availability of resources in all areas where and when needed.

Other Problems:

On other problems in certain areas associated with ‘other amenities’ or other areas, the teacher educators serving under the Mizoram University mentioned the following problems:

- **Scarcity of water supply:**

84% of the respondents felt the irregular supply of water as a serious problem with respect to the sanitation of the urinals and other infrastructures while the rests of 16% gave no response.

- **Availability of relevant books in the library:**

92% of the respondents had problems with the unavailability of books in the library based on the content of the books and their relation with the existing course in the curricula. They felt the need for a collection of more books based on the content of the syllabus to serve the need of the teacher educators better. At the same time, 8% of the respondents saw the condition of the library as an average.

- **Accessibility of non-teaching staff:**

20% of the institution has problems regarding inaccessibility of their non-teaching staff. It was found that non-teaching staff were not cooperative enough.

- **Availability of toilets:**

30% of the respondents mention problems related to toilet facilities in the institution with regards to its poor sanitation and irregular supply

of water. They also felt the need to make more separate toilets for males and females.

5.1.2. Problems faced by Teacher Educators under North-Eastern Hill University:

The investigator collected data by visiting these institutions and some of the teacher educators available during his visits were also interviewed. The following paragraphs present an analysis of the problems faced by teacher educators serving in the secondary teacher education institutions under North-Eastern Hill University. Criteria were divided into physical infrastructure, instructional resources, and other problems that might have arise in the workplace. The following analysis explained the status of the Secondary Teacher Education Institution under North-Eastern Hill University regarding their problems related to physical infrastructure, instructional resources, and any other problems that caused difficulties in the institution based on NCTE Regulation- 2014.

Physical infrastructure:

Cent per cent (100%) of the respondents opined that their institution met the criteria set out by the Regulation of NCTE in the year 2014 for two years Bachelor of Education institutions. They did not mention any problem that faced the teacher educators relating to their physical infrastructure. They also believed that the availability of the physical infrastructure was at par with the regulation of 2014.

Instructional Resources:

Hundred percent (100%) of the respondents again did not have any problems with the availability of instructional resources in the institution. As far as responses to these questions were concerned, those teacher educators did not

have any problems in the teaching-learning process due to the unavailability of instructional resources on their premises.

Other Problems:

- **Instructional resources:**

No response was received with regards to unavailability of instructional resources from the teacher educators. Thus it may be concluded that there was no problem related to this aspect.

- **Non-teaching staff:**

42.9% of the respondents believed that the appointment of the non-teaching staff was not as per the NCTE norms. Fifty seven point one (57.1%) were not aware of the norms set out by the NCTE in its regulation -2014 concerning the non-teaching staff. The investigator found no response mentioning problems with the accessibility of the non-teaching staff for teacher educators.

- **Library:**

Seventy five percent (75%) of the respondents said that the condition of the library was acceptable while twenty five percent (25%) of the respondents found it as 'average' claiming that the availability of books and their content needed to be evaluated and upgraded based on the syllabus of the class. 12% of the respondents said that the library needed rapid improvements.

5.1.3. Comparison of problems faced by teacher educators under Mizoram University and the North-Eastern Hill University:

After careful analysis of the responses from the sample of both the universities, it was found that there were similarities and variations with regards to problems confronting teacher educators. The teacher educators serving under the Mizoram University and the North - Eastern Hill University accepted that the availability of physical infrastructure met the norms set out by NCTE in its regulation 2014 for the opening of Two Years Bachelor of Education (B.Ed) programme. It was evident that these institutions acquired physical infrastructure at par with the regulation and there was no mention of problems in this regard from all responses received by the investigator.

No teacher educators had any problems with the availability of the instructional resource in their institution and again believed that the availability of instructional resources was at par with NCTE Regulation -2014.

With regards to any other problems that confronted teacher educators, the following problems were mentioned by the teacher educators from both the universities:

- Inadequate separate toilet for male and female teacher educators.
- Lack of organisation of Refreshers' Course for teacher educators to update themselves based on social and economical changes and challenges.
- Unavailability of fast and reliable internet connectivity was an issue. It became worse as Covid – 19 pandemic forced these teacher educators to take classes online.
- Inadequate supply of water in the institution leads to sanitary problems and unclean toilet facilities.

- Inadequate appointment of non-teaching staff caused difficulties to the smooth running of their institution.
- Seventy five percent (75%) of the respondents said that the condition of the library was acceptable while twenty five percent (25%) of the respondents found it as an ‘average’ claiming that the availability of books and their content need to be evaluated and upgraded based on the syllabus of the class. twelve percent (12%) of the respondents said that the library needed rapid improvements.

Objectives No – 4: To find out the problems faced by Student-Teachers (Prospective Teachers) of the Secondary Teacher Education Institution under Mizoram University and the North-Eastern Hill University.

5.2. Problems faced by Student-Teachers (Prospective Students) of Secondary Teacher Education under Mizoram University and North-Eastern Hill University

After careful analysis done by the investigator, the following paragraphs reveal the problems faced by prospective teachers under Mizoram University and the North-Eastern Hill University. The analysis is done as per the items listed in the questionnaire such as - on the availability of physical resources, instructional Resources, the Teaching-learning process, and other problems that could be found as per NCTE Regulation – 2014 for Two Years Bachelor of Education programs for prospective teachers in the institution.

5.2.1. Problems faced by student-teachers (prospective teachers) of secondary teacher education institutions under Mizoram University

Physical Infrastructure:

59.9% of the respondents from prospective teachers under Mizoram University agreed that physical infrastructure was as per norms while 40.1% disagreed with the availability of physical infrastructure as per NCTE Regulation 2014. Contrary to the responses given by teacher educators and administration of institutions, prospective teachers did not accept that their institution match the norms set out for themselves in the regulation.

Instructional Resources or Material:

There was no mention of problems regarding the unavailability of instructional material from responses submitted by prospective teachers under Mizoram University. But 14.2% of the respondents agreed that the condition of the library in the institution was 'Poor' while 58.15% of them accepted it as an 'Average' quality library. 27.75% considered the library condition as 'Good'

Teaching-Learning Process:

- 20.2% of the prospective students responded that teachers were not regular enough to engage the class.
- 5.7% of the respondent accepted that teachers were not helpful enough outside the classroom.
- 14.3% of the respondents again accepted that teacher educators were not taking the class on time. It caused minor problem to the management of the classroom teaching-learning process.

- Prospective teachers felt the need to organise classes on the making of Teaching-Learning materials or Teaching Aids.

Other Problems:

There were some other problems mentioned by prospective teachers through questionnaires and interviews with the investigators. Problems faced by prospective teachers as per the data collected were as follows:

- Official information was not passed to the students properly and the last-minute rush always caused big problems for prospective students.
- The engagement of teacher educators in some other government official activities resulted in irregular engagement of classes. This, according to the prospective teachers hampered the teaching-learning process of the institution. Engagement like election duties, different types of training, etc was felt by the prospective teachers as activities which are needed to be minimised.
- Prospective teachers felt that credits of internal marks were not properly managed and this could lead to wide variation based on the institution. This, according to them was a problems for their final exam and could result in absence of fair justice to all.
- As many prospective students were from different academic backgrounds, proper guidance was required but institutions did not care much about giving guidance especially to minute problems that caused difficulties for some students, especially from students with a science background.

- Institutions were considered under-staffed by prospective teachers to solve non-academic activities such as payment of fees, admission fees, inquiries of any kind, etc. to be responded to.
- The class routine needed to be revised as afternoon classes were not engaged seriously by teachers, wasting valuable time on prospective students.
- Teacher educators who were posted outside station availed their leave too frequently and their absence caused problems for prospective teachers.
- Excessive fees, much higher than other institutions of the same standard, especially under the Department of Education, Mizoram University was felt problematic for 100% of prospective students under the institution specifically.
- The institutions were a bit isolated from the center of the city, so transportation became an issue for prospective students.
- Prospective students also felt scarcity of water supply for general stakeholders of the institutions was a big problem for them.

5.2.2. Problems faced by student-teachers (prospective teachers) of secondary teacher education institutions under North-Eastern Hill University

Physical Infrastructure:

25.55% of the respondents from prospective students under the North - Eastern Hill University disagreed that the physical infrastructure acquired by their institution was at par with NCTE Regulation 2014 whereas 74.45% of

them agreed that it was in line with the NCTE Norms. There was no such big complaint about their library but 100% of them did not classed their library as 'Very Good' but 44.4% with an "Average" and 55.6% with 'Good' in their ratings.

Instructional Resources:

There was no mention of problems regarding instructional resources possessed by each institution under the North - Eastern Hill University; as all students admitted could be accommodated.

Teaching Learning Process:

A few numbers of respondents accepted that some teachers were irregular to engage classes. 10% of the students have problems with the regular visits of supervisors during the internship. They believed that it caused problems to them.

Other Problems:

Besides problems highlighted by respondents relating to physical infrastructure, instructional material, and the teaching-learning process, other problems which were discussed by the prospective teachers during the interview with the investigator and through their questionnaires are presented as follows:

- Too much activity and assignments assigned to the prospective teachers became a burden for them.
- Poor internet connectivity, before and after the pandemic caused serious problems for prospective teachers.

- As the subject learned was more to the tune of arts stream of studies, most of the prospective teachers from science background admitted that they lacked confidence in the course.
- Teacher-educators, who were not full-time workers, caused problems for prospective teachers who underwent training professionally.
- Too much theory classes during the first two semesters made the course monotonous.
- Simulated Teaching and Micro-teaching sessions that prepare prospective teachers were insufficient. Prospective teachers were not ready enough to go to the field for real school experience through an internship.
- Less group discussions organized in the classroom led to poor participation of prospective teachers in those activities, which hinders the development of the real potential of the prospective teachers.
- Some prospective teachers felt some teacher educators were not approachable enough to seek help in the matter of academic and non-academic purposes.

5.2.3. Comparison of Problems faced by student-teachers (prospective teachers) of secondary teacher education institutions under Mizoram University and North-Eastern Hill University

After a careful analysis, the investigator found that some problems were similar between Mizoram University and the North - Eastern Hill University. Prospective teachers under both universities had problems with poor connectivity of the internet/wi-fi on the campus to enjoy an effective

teaching-learning process even before the pandemic. After the Covid-19 pandemic, this problem became more serious as all teaching-learning processes were taken up through online which required internet connection and poor connection greatly hampered the process of teaching and learning. Besides this problem, difficulties faced by prospective teachers at Mizoram University and the North-Eastern Hill University were varied.

Objectives No – 5: *to find out the problems faced by administrators of secondary teacher education institutions under Mizoram University and the North-Eastern Hill University*

5.3. Problems faced by administrators of secondary teacher education institutions under Mizoram University and North-Eastern Hill University

An analysis was made from the responses given by the administrators of secondary teacher education institutions under Mizoram University and the North - Eastern Hill University through questionnaires prepared by the investigator and interviews administered by the same. The following paragraphs show problems that were encountered by the administrators of secondary teacher education institutions under Mizoram University and the North - Eastern Hill University

5.3.1. Problems faced by administrators of secondary teacher education under Mizoram University:

Physical Infrastructure:

Since all of secondary teacher education institutions under Mizoram University were governed and owned by the government i.e. state government or central government, there was no problems relating to the acquisition of physical infrastructure and all institutions reported that the

availability of physical infrastructure in the institutions was at par with the NCTE Regulation 2014 for the opening of Two Years Bachelor of Education institutions.

Finance:

Institutions under Mizoram University had no problem with the funding of the institutions as they were funded by the government.

Instructional Resources:

Cent per cent (100%) of the institutions under the Mizoram University responded that instructional resources available in the Secondary Teacher Education institution were again at par with the NCTE Regulation -2014 and they could accommodate several students enrolled as per permissible.

Teaching-Learning Process:

Cent per cent (100%) of the institutions under Mizoram University did not face any problem with their internship programme, deputation of students for internship, or access to practicing schools before the pandemic during which period, physical placement of prospective teachers in schools was not feasible. No big issues were confronted at normal times when classes were running smoothly. But after the onset of the Covid – 19 pandemic, problems such as internet connectivity, lack of interaction with students, less interaction among teacher educators, practical internships and report writing of the students became a concern for the administrator.

5.3.2. Problems faced by Administrator of Secondary Teacher Education under North-Eastern Hill University

Physical Infrastructure:

No secondary teacher education institutions under the North - Eastern Hill University mention problems of any kind regarding the availability of physical infrastructure. The administration believed that physical resources existed as per NCTE Regulation -2014 to run Two Years Bachelor of Education course. At the same time, administrators under the North - Eastern Hill University felt the need of updating books available in the library as per the content in the syllabus.

Instructional Resources:

Secondary teacher education institutions under the North - Eastern Hill University did not mention any problems with regards to the availability of instructional resources in the institutions and they believed that their possessions were at par with the NCTE norm as was evidenced from the responses received by the investigator. At the same time, all administrators of Secondary Teacher Education institutions felt the need for improvements in acquisitions of instructional resources to challenge the changing society.

Finance:

Secondary teacher Education institutions in the study were privately run and administered by a Church-based organization. These institutions had problems with the inflow of funds to run the institution with the Lump-sum grants received from the government which was not sufficient to meet the demand of the institution to run parallel with institutions run with the help of 100% government funds. At the same time, they mentioned no problems regarding the unavailability of any physical resources.

Teaching-Learning Process:

Cent per cent (100%) of the institutions under the North - Eastern Hill University did not have problems with the conduct of an internship, the deputation of students for internship in schools, allocation of practicing schools, and seeking of permissions from the authority as before the outbreak of Covid19 pandemic. There were no such big problems confronting them at normal times when classes were running smoothly. But after the outbreak of the Covid – 19 pandemic, problems such as internet connectivity, lack of interaction with students face to face in the class, lesser interaction of teacher educators to discuss important matters, practical internships, and report writing of the students become an alarm for the administrator.

5.3.3. Comparison of Problems faced by administrator of secondary teacher education institutions under Mizoram University and North-Eastern Hill University

After careful assessment and analysis, secondary teacher education institutions under the Mizoram University and the North - Eastern Hill University did not mention any problems with regards to the the physical infrastructure and instructional material. They claimed that all resources available in these institutions were at par with the Regulation 2014 of the National Council for Teacher Education (NCTE).

Regarding the funding of the institutions, as secondary teacher education institutions under the Mizoram University are financed completely through government fund, they did not have any serious issues in allocation of funds. On the other hand, institutions under the North - Eastern Hill University which were run and administered with the Lump-sum grant received from the government and collection of funds through tuition fees and admission fees faced lots of problems and were usually on deficit in the expenses which was harmful to the institution.

There were similarities between the two universities regarding another problem. Before the pandemic (Covid -19), no institutions under study had problems with the teaching-learning process such as attending classes, internships, deployment of students for internships, etc. But after the outbreak of the covid-19 pandemic, everything became difficult for both universities. The most common problems of secondary teacher education institutions under both universities were:

- Poor internet connectivity.
- Less interaction among teacher educators.
- Lesser cooperation between teacher and teacher educators.
- Irregular water supplies and
- Poor sanitation of toilets

CHAPTER - 6

PROSPECTS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY

CHAPTER – VI

PROSPECTS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH - EASTERN HILL UNIVERSITY

The following section is solely dedicated to carve out the prospects of secondary teacher education in MZU and NEHU. After a close examination by the investigator, it was found that the covid-19 pandemic broke the on-going teaching-learning process that was going on in full swing. All institutions under Mizoram University and North - Eastern Hill University tried their best to cope with a new system of the teaching-learning process which was taken up through online mode. As many teacher educators have no prior experience in the field of online classes and lacked expertise in this regard, they had to face this new challenge. This was an arduous task for the senior teachers.

Even though the situation posed enough problems for the secondary teacher education institutions, these institutions made some plans and proposals for the institution to tackle the problems. The prospects highlighted by secondary teacher education institutions under Mizoram University and North - Eastern Hill University through administrative personnel, teacher educators, and prospective teachers are listed below:

- Cent per cent (100%) of the institutions under Mizoram University and North - Eastern Hill University prepared themselves to address the new teacher education system that demand four years integrated teacher education program. Besides, the minimum professional teaching degree required to teach in schools was proposed to be four years of integrated teacher education course by 2030 as per NCTE proposal; the institutions were planning to address the same. The HRD Minister RP Nishank informed the house that the latest four-year integrated course for Bachelor of Education which had been formulated will commence as soon as possible, and the notification for which had been issued (Nishank, 2019). Secondary teacher education institutions

under Mizoram University and North - Eastern Hill University closely observed and followed every new development in the new system of teacher education and prepared themselves for the same.

- The covid-19 pandemic changed all teaching-learning processes at Mizoram University and North - Eastern Hill University. It changed the method of teaching from offline mode to online mode suddenly. After the ease of pandemic restrictions made by the government through regulation, institutions under study used blended model of the offline-online teaching-learning process. There were very good prospects in these institutions making online classes or blended classes in the future. Despite unavoidable circumstances such as the covid-19 pandemic, institutions under Mizoram University and North - Eastern Hill University had prepared themselves satisfactorily to cope with any circumstances whether it be online or offline .
- Physical attendance at the institution was not possible during the time of collection of data for this study. The teaching-learning process was going on with the help of modern electronic devices which required strong internet connectivity. The institutions faced difficulties related to the internet connectivity. It was felt that their ICT facilities the need to be improved with proper internet connection to make the online class function better. So, they agreed that it was one of the most important steps to be taken to address the problems within a limited period.
- Since all institutions under Mizoram University and North - Eastern Hill University did not have Curriculum Laboratory, there was a strong desire from administrative authorities to acquire this facility as soon as possible. At the same time, most of the teacher educators, prospective teachers, and administrators serving at the institutions did not know much about the Curriculum Laboratory. This facility would positively help them in the teaching-learning process in the future.

- Fifty percent (50%) of Secondary Teacher Education institutions under Mizoram University have prepared themselves to add one more unit of Bachelor of Education Course at the time of data collection. It is expected that institutions from both universities will have the vision of increasing the existing units in the future.
- Teaching-Learning processes of all institutions were mainly interactions with the traditional method of teaching and a gradual change to a more constructive approach was found which is very encouraging and a change for improvement.
- It is a known fact that after the implementation of four years of integrated Bachelor of Education programs, the entry qualification will be a class – XII pass. All teacher education institutions need to prepare for the future students who would be much younger in age and less matured as compared to the current prospective teachers. The prospects of secondary teacher education would be more students with lower qualifying degrees, lesser experience, and a younger generation.

With the new experiences gained and the different approaches adopted by the secondary teacher education institutions, the investigator found that the prospects of these institutions are very good to meet the growing demand of the changing society in the digital world, and also to meet the desired changes in the whole approach of teacher education from traditional method to more constructive method using digital mode and a blend of offline and online approach.

CHAPTER - 7

SUMMARY, MAJOR FINDINGS, DISCUSSION, AND SUGGESTIONS.

CHAPTER – VII

SUMMARY, MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS

Introduction

Contemporary society became more challenging year by year as its dynamic characteristics and modern lifestyle bring unexpected practices. To take care of this evolving society, each educational institution played out its best, beginning with arrangement and advancement of the curricular structure and educational plans. Education was viewed as the most essential specialist to address this dynamism which would seriously affect the presence of a man in a positive manner. Simultaneously, large numbers of men were in the shadow of the obscurity of obliviousness, and training was chosen without contestation to assume the part of giving the light of information to enlighten such confusion. Be that as it may, schooling alone cannot be handled without the presence of human resources to execute the qualities and advantages of its blessing; and teachers are key to inculcating this information to illuminate the uninformed circle of dimness. NPE (1968), in its explanation concerning their salary, status, and schooling of the educator clarify the conceivable commitment of instructors in the upkeep of value is much undoubted and considered generally significant. However, their significance and jobs are exceptionally valued and perceived; without legitimate planning, the odds of educators diminishing the nature of future human assets are in question. In this way, advancement at the public level is additionally relying upon the successful commitment of the teacher as they construct the eventual fate of the country.

Quality Apprehension in Secondary Teacher Education of National Council of Teacher Education (1998) expressed the significance of teachers in instructive interaction and program since they are fundamentally liable for the execution of proposed arrangement and program at any degree of schooling that prompts administration of India adequately brave to contribute more planning of forthcoming instructor to get the future circumstance of the country. Also, NCF (2005) places

claims and prospects on the instructor, for now, tomorrow, and their expert up degree and recharging.

To challenge this powerful contemporary society that changes much of the time by flipping around, the National Council of Teacher Education plans national level Curricular Framework for Teacher Education in 2009 named NCFTE - 2009 having the accompanying dreams like- Teachers should be ready to worry about kids, to notice students as powerful participants, to keep with hypothesis alongside field encounters, to prepare themselves in the administration of student-focused, functional movement and participatory opportunities for growth, to engage teachers with the curriculum, syllabi, and textbooks, to bear the cost of the chance for opportunities and articulation and free review, to interface teachers with youngsters in genuine settings, to help teachers to foster social inclination and mindfulness and better human sensibilities.

Besides, Teacher education programs need to expand the educational plan and teacher education programs need to help teachers to appreciate the potential of hands-on experience. They need to re-conceptualize citizenship education in terms of human rights.

Recalling the above qualities and dreams, NCTE, in the year 2014 distributed a new guideline for Teacher Education Program across the country named NCTE Regulation - 2014 where the execution of the dreams of NCFTE-2009 was upheld through it. Submitting to the previously mentioned guideline, Teacher Education establishments in the nation offer two years B. Ed Program intended to set up an instructor for optional schooling.

Review of Related Literature:

The review of related literature was divided into two sections - 'Review related to the status of Teacher Education' and 'Review related to problems of teacher education. The former has content of 17 different reviews ranging from national-level writings

and international writing depicted from reputed journals. On the other hand, the latter has a content of 20 reviews of writings from national and international scholars extracted from different journals.

Review related to Status of Teacher Education

The first category of reviews was related to the status of teacher education. Status here means the condition of an institution concerning its possession of physical infrastructure, instructional material or places, and administrative capacity. Findings from these reviews can be summarized as follows.

- There was a positive belief in sharing of expertise and best practices can improve the standard of teacher education if the courses were run research-oriented.
- These researchers found the importance of producing quality teachers through teacher education institutions and to do so, they found that it was a must to upgrade the physical infrastructure of most the institution.
- It was found through reviews that development in education was largely based on the recruitment of new generation teachers who were most acquainted with new technology eyeing the older generation of a teacher as futile.
- Changes in economic activities and ideologies require shifting of educational philosophy from an idealistic school of thought to a pragmatic school, turning classroom transactions from teacher-centered lecture method to student-centered constructivist classroom.

As teaching was one of the most valuable assets of the nation, teaching jobs were accepted as one of the noblest positions, and to move teaching away from secondary choices of jobs for a job hunter, admission should be strictly performed for those who have a passion for teaching as far as possible.

- Exam-oriented B.Ed training should be abandoned as in-service training courses became unpopular and the course became practical-oriented to make real professionals.
- Job security in a teaching career in the government sector makes serving teachers lazy and stuck to get the advancement and professional growth. Teachers of the older generation were not motivated enough and the system also makes the jobs dull, and as result gave too much pressure on the authority.
- The joy of learning was exchanged with better results. These were mainly caused by the commercialization of teacher education in many parts of the country.

Lastly, findings from these reviews indicated teaching as a profession, where there should be proper training where hands-on practice is required. Correspondence or part-time training without effective practice was not enough to produce an effective and successful teacher. Besides, one study felt the need of upgrading the curriculum to the standard of the international arena.

Review related to Problems of Teacher Education

The second section of reviews was related to problems faced by secondary teacher education and teacher education in general. The major findings of previous studies highlighted here found many problems that could be completely detrimental to the advancement of teacher education in their preparation for upcoming teachers.

- There was a study which found that in-service teacher training caused a serious concern for the improvement of teaching in schools as many serving teachers of the country were politically recruited before their professional training and this could be harmful to the teaching community and schools.
- Curriculums used in the institution were a bit outdated to address current demand. Though the policy and regulations point out by the controlling

institution NCTE expects the best outcome, the diverse situation of the country caused difficulties in maintaining the standard and regulation equally as demands and needs vary in every part of the country.

- Besides, it was found that the promotion of life skills where the investigated area of the researcher lacks abundant and prospective teachers passing out from these institutions were dull and depressing and the institution did not provide them the zeal to cope with their job and; most of the institution and the prospective teacher did not give such an importance to their practice teaching.
- Poor supervision during the internship brings a serious threat to the success of the training and the course produces many incompetent teachers.
- Selection of teachers or prospective teachers was not done purposefully in a good way and many institutions carried out the admission process by political nepotism.
- Modern teacher education was not having a clear vision and direction to meet the demand of the nation and courses were moreover general to complete the training.
- Poor attendances in most private institutions and the commercialization of teacher education in some establishments caused serious problems to the secondary teacher education system.
- Two years B. Ed course was introduced based on NCTE regulation 2014 but this extension of duration also causes serious concern as prospective teachers and teacher educators need to spend much more years compared to their counterparts in other streams. While other streams were completing their requirement mostly after their Bachelor's and masters. B.Ed demand a Bachelor's degree and another two years of professional training. For teacher Educator, after possession of a master's degree, two more years to be spent for B.Ed and another two years for

M.Ed and this requirement chased away many aspirants from the domain of teaching fraternity.

After all these review of studies, secondary teacher education courses and institutions were found to have faced problems from multiple fronts and the present study was felt to be essential as this type of study having a comparison between two universities has not been conducted yet.

Rationale of the Study:

Quality of teacher education should not be compromised despite infrastructural progress and competition for ranking. It played a pivotal role in making a better world under globalisation where liberalisation led the mind to actively privatise institutions where businesses have positive returns. Some institutions were getting recognition from authorities to run teacher education institutions without having even minimum requirements for infrastructure and faculty, leading to the deterioration of educational standards.

North-Eastern Hill University was a parent institution for Mizoram University. Thus, the advancement and development of Mizoram University may be assessed and measured from its parent in one way or the other. It is always wise to adopt and appreciate good practices from one or another to make progress in education. Both of these universities have affiliated secondary teacher education institutions and both universities were located in the North-Eastern region. It is thus important to see how these two universities progressed in the field of secondary teacher education by examining their physical standards, academic venture, practical professionalism, problems encountered, and their prospects as these institutions were moulding prospective teachers who would be teaching future citizens of the country. So, it was a must to study secondary teacher education at these universities who prepared our future through their institution. Besides these, there had been no study conducted so

far on secondary teacher education under Mizoram University and North - Eastern Hill University, thus the present study had been conducted.

Research Questions:

To find out the status and problems faced by these institutions, the investigator was curious to find the answer to the following questions:

1. Do these institutions meet the minimum requirement in terms of physical infrastructure as per NCTE norms?
2. How do these institutions get funds to run the program?
3. How do they manage the financial system and administration?
4. What were the structures of the course of study?
5. How was the internship program organized to enhance student-teacher competencies in the field?
6. What was the enrolment during the last three years?
7. Were there any gender biases in process of admission?
8. What were the qualifications of teachers, their age, and experience?
9. What are the main methods used for transaction and evaluation?

Statement of the Problem:

The problem of the research is,

Status, Problems and Prospects of Secondary Teacher Education Programmes: A Comparative Study of Mizoram University and North - Eastern Hill University

Operational Definition:

Status:

Status in this study means the present position of secondary teacher education institutions through their physical infrastructure, instructional material, and condition of administrative matters.

Problems:

Problems in this study focused on inconvenience and difficulties faced by stakeholders such as teacher educators, student-teacher, and administrators who were engaging with secondary teacher education.

Prospects:

Prospects here mean future possibilities and expected improvements.

Secondary Teacher Education Programme:

Secondary Teacher Education Programme here means institutions offering the course of Bachelor of Education (B.Ed) based on National Council of Teacher Education regulation -2014.

Objectives of the Study:

The study had been taken up with the following objectives:

1. To trace the development of Secondary Teacher Education under Mizoram University and North - Eastern Hill University.
2. To find out the status of secondary teacher education under Mizoram University and North - Eastern Hill University on-
 - A. Infrastructure and instructional resources
 - B. Financial system and administration
 - C. Students' enrolment in terms of gender
 - D. Profile of teachers
 - E. Structure of the course of studies
 - F. Teaching-Learning process
3. To find out the problems faced by teacher educators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

4. To find out the problems faced by student-teachers of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
5. To find out the problems faced by administrators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.
6. To identify the prospects of secondary teacher education under Mizoram University and North - Eastern Hill University.
7. To suggest measures for improvement of Secondary Teacher Education under Mizoram University and North - Eastern Hill University

Methodology

For the present study, a mixed method was used.

Population:

The population of the study comprises all the existing secondary teacher education institutions recognized by NCTE, and affiliated with Mizoram University and North Eastern Hills University. There were four secondary teacher education institutions under both Mizoram University and North - Eastern Hill University.

Sample:

A sample was a statistically significant portion of a population, not an entire population but accepted to represent the total population. The samples for this study were:

- Four secondary teacher education institutions have an affiliation to Mizoram University and North - Eastern Hill University, selecting two institutions each from Mizoram University and North - Eastern Hill University as per the permission of the synopsis.
- All Teacher Educators from two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University
- All administrators from two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University
- All Prospective Teachers enrolled from two secondary teacher education institutions each under Mizoram University and North - Eastern Hill University

The investigator used a simple random sampling technique where samples were selected randomly. It is a subset of a numerical population in which each set of the subset has the same probability of being selected. It was meant to have an unbiased representation of a population. It takes a small, random portion of the entire population to represent the whole data set. An error could occur with this sampling technique if the sample did not end up precisely representing the population it was supposed to represent.

The simplest technique of randomization for the selection of the sample, the simple random sampling technique was used to draw out sample for the population. The lottery method was utilised to have randomization in the process of sample selection

The sample institutions for the present study were:

Under Mizoram University:-

1. Department of Education, Mizoram University (DOE, MZU)
2. District Institute of Educational Training, Lunglei (DIET)

Under North - Eastern Hill University:-

1. College of Teacher Education (PGT)
2. Saint Mary's College of Teacher Education (SMCTE)

As the objectives of the study include problems faced by stakeholders such as Teacher educators, administrators, and Prospective Teachers, the opinions and experiences of these stakeholders were collected. Tools for data collection such as questionnaires and checklists were given to each stakeholder and analysis was done by the investigator through these responses.

Tools for data collection:

- A checklist prepared by the investigator with 57 items was used to find out infrastructural and instructional resources available in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University. This tool was meant for checking the status of institutions under study with regards to their physical infrastructure and Instructional resources.
- A questionnaire developed for teacher educators by the investigator with 17 items was used to find out the prospects of the institution. Questionnaires for teacher educators were also meant to focus on prospects and problems that could confront teacher educators in the institutions
- A questionnaire developed by the investigator for Prospective teachers containing 23 items was used to find out the prospects of the institution. The questionnaire for prospective teachers focussed on prospects, teaching-learning process and problems that could confront prospective teachers who were pursuing their Bachelor of Education Courses.
- A questionnaire developed for administrative personnel of the institution by the investigator with 25 items was used to find out their perception of the training course, financial system and administration, enrollment of students,

the profile of teachers, teaching-learning process, prospects and problems of the institution.

Method of Data Collection:

The investigator used checklists and questionnaires for prospective teachers, teacher educators, and administrators to find out the status of these institutions concerning their infrastructural and instructional resources, and the problems faced by the administrator, teacher educator, and prospective teacher. Responses received through checklists and questionnaires from administrators, teacher educators, and prospective teachers were employed as a source of information. Responses for administrators regarding the financial system and administration, enrolment of students, a profile of teachers, and the teaching-learning process and prospects were collected.

The investigator visited these institutions personally and observes the infrastructure and instructional materials possessed by them and he had communication with teacher educators and administrators in the institution. Due to the covid-19 pandemic and restrictions through Standard Operating Procedure (SOP), detailed engagement personally and close observation of resources were difficult. Abiding by the SOP of the covid-19 pandemic, with the assistance of administrators, the investigator had spot verification of the institution. The pandemic restricted students from attending classes, questionnaires to prospective teachers were distributed online through Google forms, and responses were kept with the help of Google drive. Besides, current prospective teachers studying in these institutions did not have enough knowledge of the course of secondary teacher education as the pandemic hit them hard not to proceed with their practicum, questionnaire was distributed to students who were enrolled during the session 2018 -2020 as they have a complete experience of the same.

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Statistical Techniques used for Analysis:

For the analysis of the collected data, the investigator used descriptive statistical techniques such as frequency distribution and percentage as and when necessary.

7.1. MAJOR FINDINGS:

The following presented major findings of the present study, discussions, and suggestions based on the study. It was purely an analysis made through the collected data and direct observation of the researcher. These findings were divided into different areas based on the objectives framed, and incorporation of responses to the research questions was also made inside different objectives and findings with regards to that.

The following were the major findings of the present study:

Objective No. 1: to trace the developments of secondary teacher education under Mizoram University and North - Eastern Hill University.

7.1.1. FINDINGS CONCERNING THE DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH - EASTERN HILL UNIVERSITY:

The following paragraph discusses the development of Secondary Teacher Education at Mizoram University and North - Eastern Hill University. It reveals the history of Teacher Education from its initial stage, starting with basic teachers training up to secondary teachers' training to date.

**DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER
MIZORAM UNIVERSITY:**

Table No. 7.1: Development of teacher education at Mizoram University

| Year | Development or Establishment |
|-------------|--|
| 1901 | The teacher Education Programme was established by Christian missionaries for middle school graduates to improve their teaching aptitudes. Government preserves this institution to formalise it in the name of BTC (Basic Training Centre) |
| 1953 | BTC was formally re-established and upgraded to the Undergraduate Teachers' Training Institute (UGTTI) |
| | The nomenclature of UGTTI into Teachers Training Institute (TTI) |
| 1989 | Under the ninth plan of the Indian finance commission's restructuring and reorganisation of teacher education, the teachers' training institute in Aizawl was upgraded into the District institutes of Educational Training (DIET) |
| 1993 | Under the ninth plan of the Indian finance commission's restructuring and reorganisation of teacher education, the New District institutes of Educational Training (DIET) was established at Lunglei |
| 1975 | Establishment of Mizoram Institute of Education (MIE) |
| 1997 | Change of nomenclature of Mizoram Institute of Teacher Education into College of Teacher Education (CTE) |
| 2005 | District Resource Centre was established in six different districts that do not have teachers' training institutes at that time. |
| 2005 | The College of Teacher Education (CTE) was upgraded into the Institute of Advanced Study in Education (IASE) |
| 2012 | College of Teacher Education (CTE) started performing the role of both College of Teacher Education (CTE) and the Institute of Advanced Study in Education (IASE) |
| 2016 | The Department of Education, Mizoram University opened new batches of Bachelor of Education (B.Ed) based on the National Council for Teacher Education (NCTE) Regulation 2014. The first opening was on two units enrolling 100 students |
| 2017 | Two District Institutes of Educational Training (DIET) in Aizawl and Lunglei were upgraded to offer degrees leading to Bachelor of Education (B.Ed) |
| 2022 | Currently, the following are institutions that offer Bachelor of Education (B.Ed) based on the National Council of Teacher Education (NCTE Regulation – 2014): 1. Institute of Advanced Study in Education, Aizawl 2. Department of Education, Mizoram University, Aizawl 3. District Institutes of Educational Training (DIET), Aizawl 4. District Institutes of Educational Training (DIET), Lunglei |

**DEVELOPMENT OF SECONDARY TEACHER EDUCATION UNDER
NORTH - EASTERN HILL UNIVERSITY:**

Table No.7. 2:

Development of teacher education under North - Eastern Hill University

| Year | Development or Establishment |
|-------------|--|
| 1897 | The first teacher education institution was set up by Welsh missionaries under a theological college to cater to primary education named Cherra Teacher Training Centre |
| 1937 | Establishment of St Mary's College of Teacher Education (SMCTE) by RNDM sisters to provide training to school teachers |
| 1940 | The Basic Training Centre was established at Malki. It was started by Annie Margaret Barr, an educationist and social activist from Great Britain, and the training was based on Gandhi's Basic Education |
| 1955 | The government found the importance of teacher education institutions and started establishing a new Basic Training Centre (BTC) at Rongkhon and |
| 1967 | Establishment of Basic Training Centre (BTC) at Thadlaskein |
| 1974 | Establishment of Basic Training Centre (BTC) at Resubelpara |
| 1967 | Post Graduate Training College (PGT) was formed to cater to pre-service teachers and teacher training program for untrained teacher |
| 1968 | The government established Normal Training Schools (NTS) at Cherapunji and Tura |
| 1993 | The government of Meghalaya felt the need as established a new College of Teacher Education (CTE) at Tura for untrained Secondary Teachers from West Garo Hills |
| 1997 | Post Graduate Training College was upgraded to Post Graduate College of Teacher Education (PGTCTE) |
| 2000 | The Basic Training Centre from Thadlaskein and Resubelpara was upgraded to the District Institute of Educational Training (DIET). In this same year, Normal Training Schools (NTS) established by the Government at Cherrapunji was upgraded to DIET, Sohra |
| 2005 | Normal Training Schools (NTS) established by Government at Tura was upgraded to DIET, Tura |
| 2022 | Currently, the following are institutions that offer Bachelor of Education (B.Ed) based on the National Council of Teacher Education (NCTE Regulation – 2014): <ol style="list-style-type: none"> 1. College of teacher Education (PGT), Shillong 2. St Mary's College of Teacher Education, Shillong 3. Government College of Teacher Education, Tura 4. Don Bosco College of Teacher Education, Tura 5. North East Regional Institute of Education, Shillong |

Objective No. 2: To find out the status of secondary teacher education under Mizoram University and North - Eastern Hill University on-

- a) Infrastructure and instructional resources***
- b) Financial system and administration***
- c) Students' enrolment in terms of gender***
- d) Profile of teachers***
- e) Structure of the course of studies***
- f) Teaching-Learning Process***

7.1.2. . FINDINGS WITH THE STATUS OF SECONDARY TEACHER EDUCATION UNDER MIZORAM UNIVERSITY AND NORTH - EASTERN HILL UNIVERSITY

A. INFRASTRUCTURE AND INSTRUCTIONAL RESOURCES

This paragraph showed the status of secondary teacher education institutions under Mizoram University and North - Eastern Hill University concerning the availability of physical infrastructure as per NCTE Regulation – 2014.

Findings related to physical infrastructure available in the institutions under Mizoram University and North - Eastern Hill University

Regarding the physical infrastructure available in the institutions under Mizoram University and North - Eastern Hill University with regards to the specifications of the National Council for Teacher Education Regulation -2014, the following table reveals the finding of the present study:

**COMPARISON BETWEEN MIZORAM UNIVERSITY AND NORTH -
EASTERN HILL UNIVERSITY WITH REGARDS TO AVAILABILITY OF
PHYSICAL INFRASTRUCTURE AS PER NCTE REGULATION – 2014**

Table No 7.3.

Comparision between MZU and NEHU with regards to physical infrastructure

| SN | PARTICULARS | MZU | NEHU |
|-----------|--|------------|-------------|
| 1 | <i>Multipurpose Hall with 200 seating capacity</i> | 100% | 100% |
| 2 | <i>Library-cum-reading room</i> | 100% | 100% |
| 3 | <i>ICT Resource Centre</i> | 100% | 100% |
| 4 | <i>Curriculum Laboratory</i> | NIL | NIL |
| 5 | <i>Health and Physical Resource Centre</i> | 100% | 50% |
| 6 | <i>Art and Craft Resource Centre</i> | 100% | 100% |
| 7 | <i>Yoga Centre</i> | 50% | 100% |
| 8 | <i>Principal's/Head office</i> | 100% | 100% |
| 9 | <i>Staff Rooms</i> | 100% | 100% |
| 10 | <i>Administrative Office</i> | 100% | 100% |
| 11 | <i>Visitor's Room</i> | 100% | 100% |
| 12 | <i>Separate Common Room for male and female students</i> | NIL | 100% |
| 13 | <i>Seminar Room</i> | 100% | 100% |
| 14 | <i>Canteen</i> | 100% | 100% |
| 15 | <i>Separate toilets for male and female student</i> | 100% | 100% |
| 16 | <i>Separate hostels for male and female student</i> | 100% | 100% |
| 17 | <i>Separate toilet for staff</i> | 100% | 100% |
| 18 | <i>Open Space for accommodation</i> | 100% | NIL |
| 19 | <i>Is campus, buildings, furniture etc. Barrier-free</i> | 100% | 50% |
| 20 | <i>Separate toilet for PWD</i> | 50% | NIL |
| 21 | <i>Parking Space</i> | 100% | 100% |
| 22 | <i>Store Room</i> | 100% | 100% |
| 23 | <i>Multipurpose playfield</i> | 100% | 50% |
| 24 | <i>Playground</i> | 100% | 50% |
| 25 | <i>Small Courts</i> | 50% | NIL |
| 26 | <i>Indoor Games Facility</i> | 100% | 100% |
| 27 | <i>Safeguard against fire hazards in all parts of the building</i> | 100% | 100% |

The above table no 7.3 shows the status of Mizoram University and North - Eastern Hill University with regards to the availability of physical infrastructure.

1. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a multipurpose hall with a 200 seating capacity.
2. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had library-cum-reading rooms.
3. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had an ICT resource center.
4. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University did not have curriculum laboratories.
5. 100% of the secondary teacher education institutions under Mizoram University had health and physical resource centers while only 50% of secondary teacher education institutions under North - Eastern Hill University had health and physical resource center.
6. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had an arts and crafts resource centers.
7. 50% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a yoga center.

8. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a separate office for principal/head.
9. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had separate rooms for staff.
10. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had an administrative office.
11. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a separate visitors' room.
12. 100% of the secondary teacher education institutions under Mizoram University did not have a separate common room for male and female students while 100% of the secondary teacher education institutions under North - Eastern Hill University had a separate common room for male and female students.
13. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a seminar room.
14. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a canteen for students and staff.
15. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had separate toilets for male and female students.
16. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had separate toilets for staff.

17. 100% of the secondary teacher education institutions under Mizoram University had an open space for accommodation. At the same time, 100% of secondary teacher education institutions under North - Eastern Hill University did not have open spaces for accommodation.
18. 100% of the secondary teacher education institutions under Mizoram University had a barrier-free campus and buildings while 50% of institutions under North - Eastern Hill University did not have a barrier-free campus and buildings.
19. 100% of the secondary teacher education institutions under Mizoram University had separate toilets for PWD. On the other hand, 100% of secondary teacher education institutions under North - Eastern Hill University did not possess a separate toilet for PWD.
20. 100% of the secondary teacher education institutions under Mizoram University had more than one parking space while 100% of the secondary teacher education institutions under North - Eastern Hill University had one small parking space that can accommodate a few number of vehicles.
21. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a proper storeroom.
22. 100% of the secondary teacher education institutions under Mizoram University had a multipurpose playfield. At the same time, only 50% of the secondary teacher education institutions under North - Eastern Hill University had a multipurpose playfield.
23. 100% of the secondary teacher education institutions under Mizoram University had a playground While only 50% of the secondary teacher education institutions under North - Eastern Hill University had a playground.

24. 50% of the secondary teacher education institutions under Mizoram University had small courts. At the same time, 100% of the secondary teacher education institutions under North - Eastern Hill University did not have a small court.

25. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had facility for indoor games.

26. 100% of the secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a safeguard against fire hazards in all parts of the building.

Findings related to other amenities available in the institutions under Mizoram University and North - Eastern Hill University based on NCTE regulation -2014

Table No. 7.4.

Comparison between MZU and NEHU with regards to other amenities/facilities

| OTHER AMENITIES/ FACILITIES | | | |
|------------------------------------|---|-----------------|------|
| SN | Enquiries | Response | |
| | INSTITUTIONS | MZU | NEHU |
| 1 | <i>Enough furniture for all admitted students</i> | 100% | 100% |
| 2 | <i>Access to safe drinking water for everybody</i> | 100% | 100% |
| 3 | <i>Arrangement to clean the Campus</i> | 100% | 100% |
| 4 | <i>Water facilities</i> | 100% | 100% |
| 5 | <i>Arrangements for repair/replacement of equipment</i> | 100% | 100% |

The above table no 7.4 shows the status of Mizoram University and North - Eastern Hill University with regards to the availability of other amenities/facilities as per NCTE regulation -2014.

1. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had sufficient quantity of furnitures for all admitted students
2. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University provided access to safe drinking water for everybody
3. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had arrangements for regular cleaning of campus.
4. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had proper water facilities
5. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had provisions for repair or replacement of broken or non-functional equipments.

Findings related to instructional resources available in the institutions under Mizoram University and North - Eastern Hill University based on NCTE regulation -2014

The following paragraphs gives the status of secondary teacher education institutions from both Universities with regards to the availability of instructional resources based on the expectation laid down by the National Council of Teacher Education in its regulation -2014.

Internship

1. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had sufficient numbers of secondary

schools for conducting internship programs and these schools were at reasonable distances for students.

2. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University took an undertaking from their practicing schools to ensure their willingness to provide facilities for practice teaching during an internship.
3. 100% of secondary teacher education institutions under Mizoram University allotted not less than ten (10) secondary schools each for conducting internships while secondary teacher education institutions under North - Eastern Hill University allotted less than ten (10) secondary schools for conducting internship

Library-Cum-Reading room

1. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University had a library with 50% of the seating capacity of students admitted for the course.
2. 100% of the library at secondary teacher education institutions under Mizoram University and North - Eastern Hill University had at least 3000 books with 1000 titles (including text, references, encyclopedias, and yearbook.
3. 100% of the library at secondary teacher education institutions under Mizoram University and North - Eastern Hill University had electronic publications such as CD ROM along with online resources.
4. 100% of the library at secondary teacher education institutions under Mizoram University and North - Eastern Hill University subscribed to more than five refereed journal.

5. 100% of the library at secondary teacher education institutions under Mizoram University and North - Eastern Hill University provided photocopying facilities, computer facilities along with internet facilities.

Curriculum Laboratory

Curriculum laboratory was not available in the secondary teacher education institutions under both Mizoram University and North - Eastern Hill University.

ICT Facilities and Others

1. 100% of secondary teacher education institutions under Mizoram University had proper ICT facilities but none of them were equipped with internet facilities while 50% of secondary teacher education institutions under North - Eastern Hill University had ICT facilities equipped with internet connectivity.
2. 100% of secondary teacher education institutions under Mizoram University and North - Eastern Hill University did not have television as per NCTE-regulation 2014
3. 50% of secondary teacher education institutions under both Mizoram University and North - Eastern Hill University did not have still or video cameras as per NCTE-regulation 2014
4. 100% of secondary teacher education institutions under Mizoram University had proper musical instruments as per NCTE-regulation 2014

B. FINANCIAL SYSTEM AND ADMINISTRATION

- This study found that 100% of secondary teacher education institutions under Mizoram University received grants from the government whether it was the central government or state government as all institutions were government-run secondary teacher Education institutions. Management of funds also followed the government pattern of financial management through concern department or authority following proper channels as per government norms.
- Secondary Teacher Education institutions under North - Eastern Hill University also received lump-sum grants from the government whether it is state government or central government agencies as these institutions enjoy deficit or Ad-hoc status. Institutions followed government norms of the financial management system as far as possible.

C. STUDENTS' ENROLLMENT IN TERMS OF GENDER

This study found that the enrolment of students under Mizoram University and North - Eastern Hill University was fairly mixed up. There was a sharp decline in the enrolment of male prospective teachers under Mizoram University while female enrolment was on the rise. Similarly, secondary teacher education institutions under North - Eastern Hill University also showed signs of a declining trend in enrolment of male prospective teachers in co-educational college of teacher education institutions while female enrolment increased.

D. PROFILE OF TEACHERS

This study found that:

- 45.9% of respondents from Mizoram University and North - Eastern Hill University (Both Universities) had a Ph.D. degree. Out of this 45.9 % of

teacher educators with PhD degree, , 58.82 % were from Mizoram University while North - Eastern Hill University accounted for 41.18 %.

- 43.24 % of respondents from Mizoram University and North - Eastern Hill University had Master of Arts as their highest academic degree. Out of this 43.24% of teacher educators who has Master of Arts (M.A.) as their highest academic degree, 56.25 % were from Mizoram University while North - Eastern Hill University recorded 43.75 %.
- 10.8 % of respondents from Mizoram University and North - Eastern Hill University had Master of Science (M.Sc) as their highest academic degree. Out of this 43.24% of teacher educators who has Master of Science (M.Sc) as their highest academic degree, 75.0 % were from Mizoram University while North - Eastern Hill University stated for 25 %.

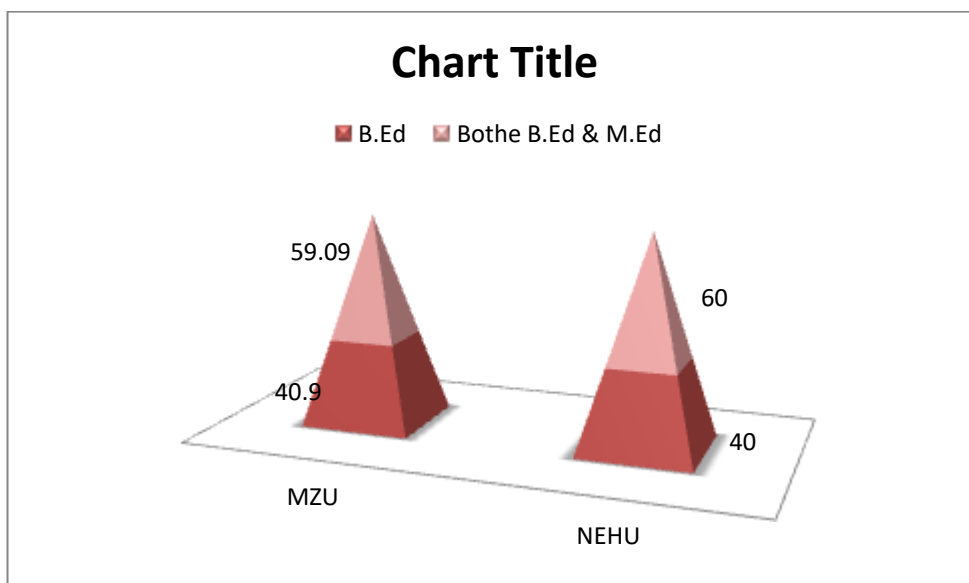
Comparison of professional qualification possessed by Teacher Educators under Mizoram University (MZU) and the North-Eastern Hill University (NEHU)

- 59.09% of teacher educators under Mizoram University had Master of Education (M.Ed) degree while 60% of teacher educators who served under the North - Eastern Hill University had Master of Education (M.Ed) degree.

At the same time, 40.90 % of teacher educators in Mizoram University had a Bachelor of Education (B.Ed) as their professional degree to qualify for the post as per NCTE Regulation -2014 whereas 40 % of teacher educators under the North - Eastern Hill University had a Bachelor of Education (B.Ed) degree.

Fig. No- 7.1

*Highest Professional degree possessed by Teacher Educators under MZU
and NEHU*



E. STRUCTURE OF THE COURSE

1. The duration of the course of Secondary Teacher Education (Bachelor of Education, B.Ed) under both universities was for two years based on NCTE Regulation – 2014.
2. Both universities divided the course into four semesters
3. The total marks value under Mizoram University was 2000 Marks while North - Eastern Hill University's total marks were 1600 Marks
4. The value of total marks per semester was 500 Marks under Mizoram University while it was 400 Marks under North - Eastern Hill University

5. Internship was conducted during the third semester at Mizoram University while it was conducted in the fourth semester under the North-Eastern Hill University
6. The duration of pre-internship at Mizoram University lasted four weeks while it was only two weeks under North - Eastern Hill University.
7. The duration of the school internship was 12 weeks at both Mizoram University and North - Eastern Hill University.
8. Post internship duration was not mentioned under Mizoram University while it was one week for North - Eastern Hill University.
9. The length of the internship as a whole was for 16 weeks under Mizoram University while North - Eastern Hill University dedicated 15 weeks for the same.

F. TEACHING-LEARNING PROCESS

Attendance:

As the course of Bachelor of Education was two years, both universities divided the duration of the course into four semesters. These semesters were again divided into various parts for conducting theory classes, activities, and practicum. Students under both universities were expected to attend 80% of theory classes and 90% of practicum as per the regulation of NCTE. Failing this would lead to difficulties for appearance in the final examination and result.

Classroom Interaction:

1. Both Mizoram University and North - Eastern Hill University followed traditional idealist schools where the lecture method predominantly played a major role.
2. Modern Pragmatic philosophy with constructivist schools was propagated but the level of success to implement the same was very unpromising in both universities.
3. The number of assignments and activities were rolled above prospective teachers to enhance their creativity and ability but the lecture method still played its role significantly in both universities.
4. Due to Covid -19 pandemic restrictions, attendance in the physical classroom was not permitted by regulation of both Mizoram and Meghalaya states, and interaction between teacher educators and prospective teachers was conducted online.

Activity:

Activity played a very important role in the Secondary Teacher Education Institution of both Mizoram University and North - Eastern Hill University.

- Mizoram University offered one week, purely for conducting activity in the first semester while North - Eastern Hill University offered two weeks for activity in the first semester
- There was also one week for activity in the second semester under Mizoram University while North - Eastern Hill University kept two weeks for activities in the second semester.

- The third semester was completely dedicated to the pursuit of an internship at Mizoram University while only one week was projected for activities under North - Eastern Hill University in the third Semester.
- In the fourth semester, Mizoram University dedicated one week to different activities while this fourth semester was devoted to 15 weeks of internship program under the North-Eastern Hill University. NEHU offered one Core Course in the fourth semester along with a school internship

Pre –internship:

Pre-internship program under Mizoram University lasted for four consecutive weeks while it lasted for two weeks only under the North-Eastern Hill University. Activities relating to this pre-internship are mentioned below:

Demonstration class:

- One demonstration lesson was delivered by each pedagogy teacher in each methodology under Mizoram University which was observed by the prospective teachers.
- North-Eastern Hill University demanded two demonstration lessons each from different pedagogy to be observed by prospective teachers.

Micro Teaching Class:

- Under Mizoram University, the course demanded at least five teaching skills, a micro-lesson plan; and practice for each skill under the supervision of respective pedagogy teachers.

- North-Eastern Hill University also demanded only five micro-teaching skills for both pedagogies under the supervision of the concerned teacher. There should be two practice sessions for the integration of these skills.
- Both universities evaluated micro-teaching sessions internally.

Simulated Teaching/Macro Teaching:

- Delivery of six lessons, three each from both pedagogies were organised in a simulated class setting under the supervision of the respective pedagogy teachers.
- North-Eastern Hill University organised four lessons, two lessons each from both pedagogies to be delivered in simulated settings under the supervision of the respective pedagogy teachers.
- Both universities evaluated simulated or Macro teaching internally.

Teaching Learning Material (TLM):

Both universities demanded ten TLM for pedagogy inclusive of at least one Model.

Internship:

- The duration of the school internship was for twelve (12) weeks under Mizoram University. Twenty lessons from both pedagogies totalling forty (40) lessons was to be delivered in a real school classroom setting.

- The duration of the school internship was for twelve (12) weeks under NEHU. North-Eastern Hill University fixed some lessons to be delivered in the real classroom situation.

Other Teaching- Learning Activities:

- Total Marks allotted under Mizoram University for completion of B.Ed programme was 2000 Marks out of which 1250 marks was for theory and 750 Marks for Practicum.
- North-Eastern Hill University counted 1600 Marks as total Marks, divided into 1100 Marks for theory and 500 marks for practicum.

Objective No. 3: To find out the problems faced by teacher educators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

7.1.3.. Problems of stakeholders

The following paragraph indicates problems of stakeholders such as teacher educators, prospective teachers and administrators of secondary teacher education institution under Mizoram University and North - Eastern Hill University.

7.1.3.1. Findings with the problems of teacher educators of secondary teacher education under Mizoram University and North - Eastern Hill University

The following were problems found in this study that encounter teacher educators serving in the secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

There were similarities and variations with regards to problems confronting teacher educators, and the teacher educators serving under Mizoram University and North -

Eastern Hill University accepted that the availability of physical infrastructure met the norms specified by NCTE in its regulation 2014 for the opening of Two Years Bachelor of Education (B.Ed) programme. It was evident from the physical verification that these institutions acquired physical infrastructure at par with the regulation and there was no mention of problems in this regard from all responses received by the investigator.

No teacher educators under both Mizoram University and North - Eastern Hill University mentioned problems with the unavailability of instructional resources in their institution and they also believed that the availability of instructional resources were at par with NCTE Regulation -2014.

At the same time, the following problems confronted teacher educators:

- Inadequate separate toilet for male and female teachers.
- Less number of Refresher Course for teacher educators to update themselves to cope with social and economical changes.
- Problems with slow and unreliable internet connectivity as Covid – 19 pandemic imposed these teacher educators to take classes online.
- Inadequate supply of water in the institution which led to sanitary problems and unclean toilet facilities.
- Inadequate non-teaching staff which adversely affected the smooth running of their institution
- Although majority of the respondents were satisfied with the condition of the library some of the respondents found it as ‘Average’ claiming that the availability of books and their content needs to be evaluated and upgraded based on the syllabus of the class. 12% of the respondents said that the library needed rapid improvements.

Objective No. 4: To find out the problems faced by Student-teachers of secondary teacher education institutions under Mizoram University and North - Eastern Hill University

7.1.3.2. Findings with the problems of prospective teachers (student-teachers) of secondary teacher education under Mizoram University and North - Eastern Hill University

The present study found the following problems encountered by student-teachers of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

Problems with Teaching-Learning Process:

Other problems faced by prospective teachers were listed below:

- Irregular attendance of teacher educators to engage the class.
- Inaccessibility of teacher educators outside the classroom.
- Poor engagement of classes on time by teacher educators.
- Poor organisation of special classes related to the making of Teaching-Learning materials or Teaching Aids.

Other Problems:

There were some other problems mentioned by prospective teachers through questionnaires and interviews with the investigators. Problems faced by prospective teachers as per the data collected were as follows:

- Lack of official information created problem to the students as information not announced properly always caused last-minute rush which resulted in big problems for prospective teachers.

- The engagement of teacher educators in some other government official activities made classes irregular. This hampered the teaching-learning process of the institution. Engagement like election duties, different types of training, etc needs to be minimised.
- Credits of internal marks were not properly managed. There could be wide variation based on the institution. This caused problems for prospective teachers in their final exam and gave no fair justice.
- Prospective teachers with science background had difficulties in adjustment to arts stream of education.
- Institutions were considered under-staffed by prospective teachers to solve non-academic activities such as payment of fees, admission fees, inquiries of any kind, etc. to be responded to.
- Teacher educators who were posted outside their town have availed their leave too frequently and their absence caused problems for prospective teachers.
- Excessive fees, much higher than other institutions of the same standard, especially under the Department of Education, Mizoram University was felt problematic for 100% of prospective students under the institution specifically.
- Prospective teachers under Mizoram University had issues with transportation or conveyance as institution was at far distance from residential area or city.
- Prospective students also felt scarcity of water supply for general stakeholders of the institutions.

- Too much activity and assignments assigned to the prospective teachers was felt as a burden by them.
- Poor internet connectivity, before and after the pandemic caused serious problem for prospective teachers.
- As majority of the papers for the course was mainly from arts stream of studies, most of the students who were from science background lacked confidence in the course.
- Engagement of teacher-educators on a purely temporary tenure , caused problems for prospective teachers who felt serious gaps when taught by different teachers within a very short period of time.
- Too much theory classes during the first two semesters led to the monotony of the course.
- Simulated Teaching and Micro-teaching sessions that prepare prospective teachers were found to be insufficient. Prospective teachers were not prepared enough to go to the field for real school experience for their internship.
- Less group discussions organised in the classroom led to poor participation of prospective teachers in those activities, which did not allow finding the real potential of the prospective teachers.
- Some prospective teachers felt some teacher educators were not approachable enough to seek help in the matter of academic and non-academic purposes.

Objective No. 5: to find out the problems faced by administrators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University

7.1.3.3. Findings with the problems of administrators of secondary teacher education under Mizoram University and North - Eastern Hill University

The following paragraph highlighted problems faced by the administrators of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

Secondary teacher education institutions under the Mizoram University and the North - Eastern Hill University did not mention any problems regarding the unavailability of the physical infrastructure and instructional material. They accepted that all resources available in these institutions were at par with the Regulation 2014 of the National Council of Teacher Education (NCTE) from responses received.

Regarding the financing of the institutions, secondary teacher education institutions under the Mizoram University were completely funded from the government fund; they did not face any problems in allocation of funds. On the other hand, institutions under the North - Eastern Hill University were administered with the Lump-sum grant received from the government and the collection of funds through tuition fees and admission fees. These institutions felt inadequacy of funds to meet the norms set by the NCTE causing difficulties to the institution. These institutions enjoyed deficit and ad-hoc status from the government.

There were similarities between these two universities as Covid-19 pandemic caused inconvenience to teaching-learning process such as physical attendance to classes, proceeding of internships, deployment of students for internships, etc. The most common problems for secondary teacher education institutions under both universities were:

- Poor internet connectivity issues

- Less interaction among teacher educators,
- Lesser cooperation between teacher and teacher educators.
- Irregular water supplies and
- Poor sanitation of toilets

Objective No. 6: To identify the prospects of secondary teacher education institutions under Mizoram University and North - Eastern Hill University

7.1.4. FINDINGS RELATED TO PROSPECTS OF SECONDARY TEACHER EDUCATION INSTITUTIONS UNDER MIZORAM UNIVERSITY AND NORTH - EASTERN HILL UNIVERSITY

The following section is solely dedicated to carve out the prospects of secondary teacher education in MZU and NEHU. After a close examination by the investigator, it was found that the covid-19 pandemic broke the on-going teaching-learning process that was going on in full swing. All institutions under Mizoram University and North - Eastern Hill University tried their best to cope with a new system of the teaching-learning process which was taken up through online mode. As many teacher educators have no prior experience in the field of online classes and lacked expertise in this regard, they had to face this new challenge. This was an arduous task for the senior teachers.

Even though the situation posed enough problems for the secondary teacher education institutions, these institutions made some plans and proposals for the institution to tackle the problems. The prospects highlighted by secondary teacher education institutions under Mizoram University and North - Eastern Hill University through administrative personnel, teacher educators, and prospective teachers are listed below:

- Cent per cent (100%) of the institutions under Mizoram University and North - Eastern Hill University prepared themselves to address the new teacher education system that demand four years integrated teacher education

program. Besides, the minimum professional teaching degree required to teach in schools was proposed to be four years of integrated teacher education course by 2030 as per NCTE proposal; the institutions were planning to address the same. The HRD Minister RP Nishank informed the house that the latest four-year integrated course for Bachelor of Education which had been formulated will commence as soon as possible, and the notification for which had been issued (Nishank, 2019). Secondary teacher education institutions under Mizoram University and North - Eastern Hill University closely observed and followed every new development in the new system of teacher education and prepared themselves for the same.

- The covid-19 pandemic changed all teaching-learning processes at Mizoram University and North - Eastern Hill University. It changed the method of teaching from offline mode to online mode suddenly. After the ease of pandemic restrictions made by the government through regulation, institutions under study used blended model of the offline-online teaching-learning process. There were very good prospects in these institutions making online classes or blended classes in the future. Despite unavoidable circumstances such as the covid-19 pandemic, institutions under Mizoram University and North - Eastern Hill University had prepared themselves satisfactorily to cope with any circumstances whether it be online or offline .
- Physical attendance at the institution was not possible during the time of collection of data for this study. The teaching-learning process was going on with the help of modern electronic devices which required strong internet connectivity. The institutions faced difficulties related to the internet connectivity. It was felt that their ICT facilities the need to be improved with proper internet connection to make the online class function better. So, they agreed that it was one of the most important steps to be taken to address the problems within a limited period.

- Since all institutions under Mizoram University and North - Eastern Hill University did not have Curriculum Laboratory, there was a strong desire from administrative authorities to acquire this facility as soon as possible. At the same time, most of the teacher educators, prospective teachers, and administrators serving at the institutions did not know much about the Curriculum Laboratory. This facility would positively help them in the teaching-learning process in the future.
- Fifty percent (50%) of Secondary Teacher Education institutions under Mizoram University have prepared themselves to add one more unit of Bachelor of Education Course at the time of data collection. It is expected that institutions from both universities will have the vision of increasing the existing units in the future.
- Teaching-Learning processes of all institutions were mainly interactions with the traditional method of teaching and a gradual change to a more constructive approach was found which is very encouraging and a change for improvement.
- It is a known fact that after the implementation of four years of integrated Bachelor of Education programs, the entry qualification will be a class – XII pass. All teacher education institutions need to prepare for the future students who would be much younger in age and less matured as compared to the current prospective teachers. The prospects of secondary teacher education would be more students with lower qualifying degrees, lesser experience, and a younger generation.

With the new experiences gained and the different approaches adopted by the secondary teacher education institutions, the investigator found that the prospects of these institutions are very good to meet the growing demand of the changing society in the digital world, and also to meet the desired changes in the whole approach of

teacher education from traditional method to more constructive method using digital mode and a blend of offline and online approach.

Objective No. 7: to suggest measures for improvement of secondary teacher education institutions under Mizoram University and North - Eastern Hill University.

7.2. SUGGESTIONS FOR IMPROVEMENT:

After a very detailed analysis of the status, problems and prospects of secondary teacher education under Mizoram University and North - Eastern Hill University, the following suggestions for improvement are made on different aspects.

1. As NCTE planned to transform the teacher education system in the country from two years of Bachelor of Education programme to four years of Integrated Teacher Education Programme (ITEP), institutions under Mizoram University and North - Eastern Hill University have to prepare themselves to meet the demand of the new system. Physical facilities and instructional material acquired by these institutions would need improvements for the same. As the new proposed regulation intended to keep four years of integrated teacher education degrees as a minimum requirement to enter teaching jobs by 2030, all teacher education institutions must find ways to improve their standard to meet the new regime as per NEP 2020. The improvements and changes made in the field of teacher education is need of the hour now.
2. Course related to Teacher Eligibility Tests (TET) has to be included to meet the demand of school curricular structure. Institutions under Mizoram University and North - Eastern Hill University have to adapt and make necessary revision in regards to their teaching-learning process to address this new Teacher Eligibility Test. To improve the competency level of prospective teachers undergoing teacher education training to sharpen their ability to face Teacher Eligibility

Test, regular revision and change in the syllabus, to address any change is a must.

3. The syllabus prepared based on NCFTE-2010 was holistic to meet global demand and to raise the standard of schooling and teacher education. At the same time, from the evaluation of the curriculum of both universities by the investigator, there were no such fundamental values to change the morale of upcoming teachers and teacher educators themselves. This indicated that teachers can no longer be considered value makers; labeling them as a trainer in a corporate company. It looked like the curricula were taming prospective teachers to make them fit for the job. Corporate jobs may be like an academic record; a professional job like a teacher requires dedication and enthusiasm for the job. Placement of the trainees/prospective teachers after the completion of the course must be taken at least as a Case Study to understand the relevance of the course provided. It can be done by each institute to have as introspection.
4. Poor connectivity of the internet was a hot problem mentioned by all stakeholders such as administrators, teacher educators, and prospective teachers. All institutions under Mizoram University and North - Eastern Hill University must have an absolute finding through research or case study to check these problems as all institutions possessed ITC laboratories without proper internet connection. Availability of the internet connection as wi-fi or LAN was not enough, as all institutions needed effective connectivity.
5. Institutions from Mizoram University and North - Eastern Hill University faced problems relating to dearth of non-teaching staff to have a smooth running institution. It is suggested that this problem must be addressed urgently to enable administration and teaching-learning to commence at full speed.
6. The Universities must conduct refreshers' courses regularly to meet the demand of serving teacher educators. If this demand was met by both universities, there would be an assurance of quality improvements for each institution.

7.3. DISCUSSIONS:

Research of any kind, will have more meaning when possible reason for certain findings are made after understanding and analyzing the data so collected. Just a presentation of facts found, although it would add to the existing body of knowledge, would be able to arouse more interest and provoke the thoughts of the readers by adding valid points in the form of discussion. The following few paragraphs are devoted to a discussion of the findings of this study:

1. Regarding the available infrastructure as per the NCTE norms, all the administrators of secondary teacher education institutions of both the Universities reported it in the affirmative. At the same time, among the respondents from teacher educators as well as the student teachers, there were quite a good number who felt that the physical infrastructure available was not at par with NCTE norms. The difference in the opinion maybe because of ignorance on the part of the teacher educators or student teachers about the norms set by NCTE. What this finding also could mean is that teacher educators and student teachers were not aware of the importance of NCTE and its regulations. Moreover, with regards to the availability of physical infrastructure and instructional resources in the institutions, the finding that Mizoram University scored better, even though the institution is much younger compared to North - Eastern Hill University may also be because these institutions were established recently and all possible measures were taken to ensure that all physical and other resources were prepared based on that only.
2. From the analysis, it is evident that there were more Ph.D degree holders in numbers among the teacher educators of Mizoram University comparing to the North - Eastern Hill University although in terms of percentage, NEHU was higher. The reason for this maybe because of the late establishment of the institution in Mizoram University; which resulted in the advantage of recruiting fresh faculty with higher qualification.

3. The study found that 100% of the institutions under both universities have close connection with government with regards to funding. The secondary teacher education institutions under Mizoram University were fully funded and owned by government whether it is state government or central government. However, a detailed analysis of the admission process and trends revealed that there was rapid increase in number of applicants there was a very high demand of seats for the pursuit of Bachelor of Education in Mizoram. These institutions admitted approximately 10% of the applicants only every year. But the fact remained that there was no private secondary teacher education institution as of now. The absence of private run secondary teacher education institution may not be because of lack of interest as the University often received enquiries on opening of the same, but maybe because of the strict regulation laid down by NCTE and excessive requirements put forth in the regulations. Besides, difficulties caused by process of affiliation and granting of permission became serious issues for opening of new secondary teacher education institutions.
4. From this study, the investigator found that school internship was conducted at different semester under these two universities. Mizoram University conducted school internship in the third semester, whereas, fourth semester was dedicated for an internship under North - Eastern Hill University. The duration of school placement and other aspects within the internship also differed between the Universities. The effectiveness of this difference in semester of the school internship maybe discussed at the national level and it is very crucial to make decisions with regards to this. Both the universities must be having their own valid justification for conducting the activities as per their practice, however, the investigator felt that when institutions are conducting same programme within the framework of one regulating body, these differences must be avoided to ensure that all students are exposed to similar curricular activities so that growth and quality of the course remain

the same throughout the country and that no institution is allowed to compromise with quality education.

5. The responses from all the stakeholders of MZU and NEHU showed that Curriculum Laboratory was not available in the sample institutions. Since curriculum laboratory is one requirement given by NCTE, this zero response is found to be a cause for worry. At the same time, discussions with the respondents revealed that no one was clear about the concept of curriculum laboratory. It is therefore felt that NCTE also must review its regulations and make modifications or definition of certain terms so that all teacher education institutions would have clear understanding about every aspect of the regulations.
6. “B.Ed curriculum of Assam and Tezpur university of Assam: A comparative study of NCTE curriculum framework for two years B.Ed programme found that Tezpur University offered seven pedagogical courses along with three optional papers in their two years B.Ed syllabus while Assam University offered ten optional papers and twenty pedagogical courses (Das and Gogoi, 2020). Both these universities followed NCTE curriculum framework for B.Ed as far as possible but there were great variability in the structure of the course. At the same time, MZU and NEHU also followed the same curricular framework prepared by NCTE but variations in the course were seen at great extent. One nation proposes to have similarities and workforce of the nation spread and mobilised. Can these variations be avoided to make teaching learning follow similar path.?”

7.4. SUGGESTIONS FOR FURTHER STUDIES

The following research areas were suggested for further studies.

1. Comparison of One Year B.Ed Course and Two Year B.Ed Course may be taken up to find out its effect on teacher effectiveness.
2. Comparative study of teacher education institutions with regards to management may be taken up with variables like teachers, infrastructure and performance of the student-teachers.
3. A study of the performance/effectiveness of trained teachers in comparison with untrained teachers in terms of classroom teaching and other aspects may be taken up.
4. A critical analysis of NCTE regulations – past and present may be taken up

APPENDICES

APPENDIX - 1
QUESTIONNAIRE/INTERVIEW SCHEDULE
For Principal of the Institution/Administration

Institution at a Glance

Name of Institution :

Year of Establishment :

Year of Recognition by NCTE :

Year of Affiliation to University :

Affiliating University :

Address of Institution :

Name of Respondent (Optional) :

Designation of respondent :

Please tick (✓) as per your assessment.

| Sl No. | Items | Responses | |
|--------|---|--|--------------|
| 1 | The physical infrastructure available in our institution is at par with NCTE regulation | Agree () | Disagree () |
| 2 | Appointment of Non-teaching staff is as per NCTE requirement | Yes () | No () |
| 3 | Appointment of Faculty as per NCTE requirement | Yes () | No () |
| 4 | Facilities available for student-teacher is sufficient | Yes () | No () |
| 5 | Financial grants received for our institution are sufficient | Yes () | No () |
| 6 | Visits and supervision during internship is done regularly | Yes () | No () |
| 7 | Co-curricular activities are organized regularly | Yes () | No () |
| 8 | Classroom material such as benches, desks etc. are sufficient | Yes () | No () |
| 9 | Updating of curriculum by institution or affiliating university is done on time | Yes () | No () |
| 10 | Refresher course for teacher educators are organized regularly | Yes () | No () |
| 11 | Our institution faced problems in practice teaching or internship | Yes () | No () |
| 12 | Sources of Funding | Government () Private () Others, specify: _____ _____ _____ | |
| 13 | Teaching faculty as per the regulation 2014 of the NCTE | Yes () | No () |
| 14 | The curriculum package currently used is good enough | One () | Two () |
| 15 | Students' attendance is usually as per norms i.e. 80% | Agree () | Disagree () |
| 16 | Number of unit (seating capacity) offered | One () | Two () |
| 16 | Number of students enrolled | Session : 2015 – 2017 Male: _____ Female: _____ Session : 2016 – 2018 Male: _____ Female: _____ Session : 2017 – 2019 Male: _____ Female: _____ Session : 2018 – 2020 Male: _____ Female: _____ Session : 2019 – 2021 Male: _____ Female: _____ Session : 2020 – 2022 Male: _____ Female: _____ | |

17. Do you have any problems in acquiring physical infrastructure as per NCTE Norms?

a) Yes () b) No ()

18. If Yes, Specify in brief.

.....
.....
.....

19. Did you face difficulties in financing of the institution?

a) Yes () b) No ()

20. If Yes, Specify in brief.

.....
.....
.....

21. Have you faced any difficulties in conducting internship?

a) Yes () b) No ()

22. If Yes. Specify in brief

.....
.....
.....

23. Is the institution able to organize Study Tours annually for students?

a) Yes () b) No ()

24. If No. Please mention the reason.

.....
.....
.....

25. Any problems other than the above, please specify briefly

.....
.....
.....
.....
.....
.....
.....

**Profile of Secondary Teachers Educator
(Bachelor of Education)**

No. 29

| | | |
|----------------------------|-----------|---------------------------|
| Name of the Institution | : | _____ |
| Address of the Institution | : | _____ |
| Name | : | _____ |
| Qualification | : | _____ |
| Professional Qualification | : | _____ |
| Experience (In years) : | | _____ |
| Gender : | 1. Male | () |
| | 2. Female | () |
| | 3. Others | () |
| Age | : | _____ |
| Date/Year of Joining | : | _____ |
| Appointment | : | 1. Permanent () |
| | | 2. Guest () |
| | | 3. Ad-hoc () |
| | | 4. Others (Specify) _____ |
| Specializations | : | 1. _____ |
| | | 2. _____ |
| | | 3. _____ |
| | | 4. _____ |

APPENDIX – 2

QUESTIONNAIRE/INTERVIEW SCHEDULE

For student-teacher (Prospective Teacher)

Details of Respondent

- i. Name of Institution :
- ii. Year of Establishment :
- iii. Affiliating University :
- iv. Address of Institution :
- v. Name of Respondent(Optional) :
- vi. Academic qualification :

Please tick (✓) as per your assessment

| Sl No. | Items | Responses | | |
|--------|---|---------------------|---------------------|----------|
| 1 | Are the physical infrastructure available in your institution is at par with the NCTE regulation? | Agree () | Disagree () | |
| 2 | Are the teacher educators regular in taking class? | Yes () | No () | |
| 3 | Do the teacher educators take class on time? | Yes () | No () | |
| 4 | Are classroom materials such as benches, desks etc. sufficient for all student | Yes () | No () | |
| 5 | Quality of library facility available | Poor() | Average() | Good() |
| 6 | Students in the schools react positively when they see you deputed as intern? | Yes () | No () | |
| 7 | Do you feel that you are welcome when you are attached in school as intern? | Yes () | No () | |
| 8 | Is the time-table reframed to include interns in the routine? | Yes () | No () | |
| 9 | If No, how many periods have been allotted? | Less than 3/Day () | More than 3/Day () | |
| 10 | Does supervisor visits student-teacher regularly during internship? | Yes () | No () | |
| 11 | What language is used as medium of instruction during internship? | English () | Local () | Both () |
| 12 | Does a regular visit of Supervisor help and clear your doubts during internship? | Yes () | No () | |
| 13 | Does a regular visits of supervisor disturb teaching-learning process of the schools | Yes () | No () | |
| 14 | Absence of supervisors' visit leads to carelessness and laziness to interns | Yes () | No () | |
| 15 | How many lesson plans are required to fulfill the criteria | Less than 20 plans | More than 20 plans | |
| 16 | Are the toilet facilities sufficient? | Yes () | No () | |
| 17 | Are the Non-teaching staffs approachable for any kind of consultation? | Yes () | No () | |
| 18 | Are the teacher helpful outside the classroom | Yes () | No () | |
| 19 | Is the timing of the library suitable to meet your requirements? | Yes () | No () | |
| 20 | Are the books available in the library sufficient as per your syllabus? | Yes () | No () | |
| 21 | Have you face any problem regarding payment of fees | Yes () | No () | |
| 22 | If yes, what is the reason? | Staff problem | Fee is too high | other |

23. If Yes in No. 22. Specify in brief

.....

.....

.....

Please mention any kind of problems you have as a Student in your institution:

.....

.....

APPENDIX – 3

QUESTIONNAIRE/INTERVIEW SCHEDULE For Teacher Educator

Details of Respondent

- i. Name of Institution :
- ii. Affiliating University :
- iii. Address of Institution :
- iv. Name of Respondent(Optional) :
- v. Designation of respondent :

Please tick (✓) as per your assessment

| Sl No. | Items | Responses | | |
|--------|---|------------------------|------------------------|--------------|
| 1 | Are the physical infrastructure available in your institution is at par with NCTE regulation? | Agree () | Disagree () | |
| 2 | Are the appointment of Non-teaching staff is as per NCTE requirement? | Yes () | No () | |
| 3 | If No, does this situation cause problems? | Yes () | No () | |
| 4 | Are classroom material such as benches, desks etc. sufficient? | Yes () | No () | |
| 5 | Condition of library facility in the department or institution is- | Poor () | Average () | Good () |
| 6 | Do the schools provide your students proper accommodation when they go for internship? | Yes () | No () | |
| 7 | Are the intern allotted same number of classes as regular teachers while doing internship? | Yes () | No () | |
| 8 | Is the time-table reframed to include interns in the routine? | Yes () | No () | |
| 9 | If No, how many periods have been allotted? | Less than 3/Day () | More than 3/Day () | |
| 10 | Do regular visits of Supervisor to student-teacher help and clear doubt during internship? | Yes () | No () | |
| 11 | How long are the interns been deputed in schools? | Less than 16 weeks () | More than 16 weeks () | |
| 12 | Are practicing schools happy when interns are deputed in their school? | Yes () | No () | Not sure () |
| 13 | Number of pedagogy offered by the institution | One () | Two () | |
| 14 | Visits of the supervisors have positive impact on student-teachers. | Agree () | Disagree () | |
| 15 | . Do you ever face any problems in regards to curriculum transaction in your institution? | Yes () | No () | |

16. If Yes in No 15, Specify in brief

.....

.....

.....

17. Please mention any kind of problems you have as a professional in your area:

.....

.....

APPENDIX – 4
CHECKLISTS ON
STATUS, PROBLEMS AND PROSPECTS OF SECONDARY TEACHER EDUCATION
PROGRAMME: A COMPARATIVE STUDY OF MIZORAM UNIVERSITY AND NORTH
EASTERN HILL UNIVERSITY
(For Institution)

Dear friend,

Please, observe the following checklists related to *Status, Problems and Prospects of Secondary Teacher Education: A comparative Study of Mizoram University and North Eastern Hill University* for the purpose of my research and I request you to spare your valuable time and give your response truthfully.

There are 51 items which have been divided into three dimensions namely Infrastructural Resources, Instructional Resources and Other facilities in the checklists cum observation schedule. Each statement is expected to reveal the situation faced by you or your institution. Please read the statement carefully and give correct response to each of items.

Your response and identity will be kept confidential and it will be used only for the said research purpose.

Details of Institution

- | | | | |
|-------|-----------------------------------|---|-------|
| i. | Name of Institution | : | |
| ii. | Year of Establishment | : | |
| iii. | Year of Recognition of NCTE | : | |
| iv. | Year of Affiliation to University | : | |
| v. | Affiliating University | : | |
| vi. | Address of Institution | : | |
| vii. | Name of Respondent | : | |
| viii. | Designation of respondent | : | |

Dated: Aizawl

The _____

LALRAMMAWIA TOCHHAWNG
Research Scholar

CHECKLISTS

Please tick (✓) as per your assessment

| A INFRASTRUCTURAL RESOURCES | | | |
|------------------------------------|---|----------|----------|
| Sl. No. | Enquiries | Response | |
| 1 | What is the institution intake capacity of student entering B.Ed | 50 () | More () |
| 2 | <i>If your intake is more than 50 students</i> , Do the institution possess 3500 Square Metres of land to run B.Ed course | Yes () | No () |
| 3 | <i>If your intake is 50 students</i> Does the institution possess 2400 Square Metres of land to run B.Ed course | Yes () | No () |
| 4 | Is the land properly demarcated | Yes () | No () |
| 5 | <i>If the institution is established before regulation 2014</i> , do the institution extend land area by at least 500 Square Metres | Yes () | No () |
| 6 | Can one classroom accommodate 50 students | Yes () | No () |

| 7 | Do you have the following as per NCTE Regulation 2014: | | |
|-----------|---|---------------|-----------------|
| <i>a</i> | <i>Multipurpose Hall with 200 seating capacity</i> | Yes () | No () |
| <i>b</i> | <i>Library-cum-reading room</i> | Yes () | No () |
| <i>c</i> | <i>ICT Resource Centre</i> | Yes () | No () |
| <i>d</i> | <i>Curriculum Laboratory</i> | Yes () | No () |
| <i>e</i> | <i>Health and Physical Resource Centre</i> | Yes () | No () |
| <i>f</i> | <i>Art and Craft Resource Centre</i> | Yes () | No () |
| <i>g</i> | <i>Yoga Centre</i> | Yes () | No () |
| <i>h</i> | <i>Principal's/Head office</i> | Yes () | No () |
| <i>i</i> | <i>Staff Rooms</i> | Yes () | No () |
| <i>j</i> | <i>Administrative Office</i> | Yes () | No () |
| <i>k</i> | <i>Visitor's Room</i> | Yes () | No () |
| <i>l</i> | <i>Separate Common Room for male and female students</i> | Yes () | No () |
| <i>m</i> | <i>Seminar Room</i> | Yes () | No () |
| <i>n</i> | <i>Canteen</i> | Yes () | No () |
| <i>o</i> | <i>Separate toilets for male and female student</i> | Yes () | No () |
| <i>p</i> | <i>Separate hostels for male and female student</i> | Yes () | No () |
| <i>q</i> | <i>Separate toilet for staff</i> | Yes () | No () |
| <i>r</i> | <i>Open Space for accommodation</i> | Yes () | No () |
| <i>S</i> | <i>Is campus, buildings, furniture etc. Barrier free</i> | Yes () | No () |
| <i>t</i> | <i>Separate toilet for PWD</i> | Yes () | No () |
| <i>u</i> | <i>Parking Space</i> | One () | More () |
| <i>v</i> | <i>Store Room</i> | Yes () | No () |
| <i>w</i> | <i>Multipurpose playfield</i> | Yes () | No () |
| <i>x</i> | <i>Playground</i> | Yes () | No () |
| <i>y</i> | <i>Small Courts</i> | Available () | Unavailable () |
| <i>z</i> | <i>Indoor Games Facility</i> | Available () | Unavailable () |
| <i>aa</i> | <i>Safeguard against fire hazard in all parts of the building</i> | Available () | Unavailable () |

| B INSTRUCTIONAL RESOURCES | | | |
|----------------------------------|--|-------------|-------------|
| SN | Enquiries | Response | |
| 1 | Internship | | |
| <i>a</i> | <i>Does the institution have easy access to sufficient number of secondary school for internship?</i> | Yes () | No () |
| <i>b</i> | <i>If yes, are the school at reasonable distance.</i> | Yes () | No () |
| <i>c</i> | <i>Do you take undertaking from practising school to make them willing to provide facilities for practice teaching?</i> | Yes () | No () |
| <i>d</i> | <i>How many schools have you allotted for internship?</i> | > 10 () | < 10 () |
| 2 | Library – Cum - Reading Room | | |
| <i>a</i> | <i>If you have Library-Cum-Reading room as per A7 (b) of this checklist: Does the library have 50 % seating capacity of student admitted?</i> | Yes () | No () |
| <i>b</i> | <i>Does your Library-Cum-Reading room have at least 3000 books with 1000 titles (including Text, reference, encyclopaedia, yearbook)</i> | Yes () | No () |
| <i>c</i> | <i>Does your Library-Cum-Reading room have electronic publication (CD- ROMs), online resources)</i> | Yes () | No () |
| <i>d</i> | <i>Does your Library-Cum-Reading room have an online resources)</i> | Yes () | No () |
| <i>e</i> | <i>How many refereed journal have you subscribed?</i> | Less than 5 | More than 5 |
| <i>f</i> | <i>Does the library has photocopying facilities</i> | Yes () | No () |
| <i>g</i> | <i>Does the library have computer facility?</i> | Yes () | No () |
| | <i>Does the library have internet facility?</i> | Yes () | No () |
| 3 | Curriculum Laboratory | | |
| <i>a</i> | <i>If you have curriculum laboratory as per A7 (d), does your laboratory have material and resources relating to different school of curriculum?</i> | Yes () | No () |
| 4 | ICT Facilities | | |
| <i>a</i> | <i>Is your ICT Resource centre equipped with internet facility?</i> | Yes () | No () |
| <i>b</i> | <i>Is the institutional ICT resource centre having Television?</i> | Yes () | No () |
| <i>c</i> | <i>Is the institutional ICT resource centre having Camera whether still or video?</i> | Yes () | No () |
| 5 | <i>Does the institution have equipment for indoor and outdoor games?</i> | Yes () | No () |
| 6 | <i>Does the institution have any number of musical instruments?</i> | Yes () | No () |

| C OTHER AMENITIES/ FACILITIES | | | |
|--------------------------------------|---|----------|--------|
| Sl. No. | Enquiries | Response | |
| 1 | <i>Does the institution have enough furniture for all admitted students?</i> | Yes () | No () |
| 2 | <i>Is there any access to safe drinking water for everybody?</i> | Yes () | No () |
| 3 | <i>Have you made arrangement for cleaning Campus?</i> | Yes () | No () |
| 4 | <i>Does the institution have proper Water facilities?</i> | Yes () | No () |
| 5 | <i>Does the institution have Separate Toilet facilities for male and female</i> | Yes () | No () |
| 6 | <i>Are the any arrangements for repair/replacement of equipment?</i> | Yes () | No () |

APPENDIX – 5
NCTE REGULATION – 2014
FOR BACHELOR OF EDUCATION

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

| | |
|--|-------|
| 1. Principal/ HoD | One |
| 2. Perspectives in Education | Four |
| 3. Pedagogy subjects (Maths, Science, Social Science, Language) | Eight |
| 4. Health and Physical Education | One |
| 5. Fine Arts | One |
| 6. Performing Arts (Music/Dance/Theatre) | One |

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

- A. Principal/HoD
 - (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
 - (ii) M.Ed. with minimum 55% marks; and
 - (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
 - (iv) Eight years of teaching experience in a secondary Teacher Education Institution.
Desirable: Diploma/Degree in Educational Administration or Educational Leadership.
- B. Perspectives in Education or Foundation Courses
 - (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
 - (ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

 - (i) Postgraduate (MA) degree in Education with minimum 55% marks; and
 - (ii) B.Ed./B.El.Ed. degree with minimum 55% marks.
- C. Curriculum and Pedagogic Courses
 - (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
 - (ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

- (i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

- | | |
|--|-----|
| (a) Librarian (B.Lib with 55% marks) | One |
| (b) Lab Assistant (BCA with 55% marks) | One |
| (c) Office-cum-Account Assistant | One |
| (d) Office Assistant-cum Computer Operator | One |
| (e) Store-Keeper | One |
| (f) Technical Assistant | One |
| (g) Lab Attendants/Helpers/Support Staff | Two |

Qualifications

As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

- (i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

- (ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

| Course(s) | Built up Area (in sqm) | Land Area in (sqm) |
|---|------------------------|--------------------|
| B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed. | 1500 | 2500 |
| D.E.C.Ed plus B.Ed | 2500 | 3000 |
| D.El.Ed plus B.Ed | 3000 | 3000 |
| B.Ed plus M.Ed | 2000 | 3000 |
| D.E.C.Ed plus B.Ed plus M.Ed | 3000 | 3500 |
| D.El.Ed plus B.Ed plus M.Ed | 3500 | 3500 |
| D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed | 4000 | 4000 |

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

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MIZORAM UNIVERSITY

TITLE OF THE THESIS : STATUS, PROBLEMS AND PROSPECTS OF
SECONDARY TEACHER EDUCATION
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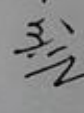
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Published in E-Journal

Volume-6 Issue-4 2020

Paper Id : 12575
ISSN(O) : 2395-4396



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**A COMPARATIVE STUDY OF THE CURRICULAR STRUCTURE OF SECONDARY TEACHER EDUCATION
(B.ED) UNDER MIZORAM UNIVERSITY AND NORTH EASTERN HILL UNIVERSITY**

Published in E-Journal

Volume-6 Issue-4 2020



Paper Id : 12575
ISSN(O) : 2395-4396

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ABSTRACT

National Council for Teacher Education (NCTE) to reform and improve teacher education has notified various changes in the pattern of course from one-year duration to two years course. Based on the shift of duration, NCTE published a curricular framework on teacher education wherein the Bachelor of Education (B.Ed) program was also included. The framework plans the course to spread over four semesters, out of which one semester is completely devoted to practical oriented or internship. Though the framework was prepared by the NCTE, different universities have prepared their curricular structure adapting to the framework published by NCTE. Mizoram University and North Eastern Hill University are two Universities in North East India that offer the course of B.Ed. The policy of the government in education may have an impact directly on education but teacher education plays the first and foremost important role to change the development of society psychologically and economically. As the quality of teacher education which existed in the region has a serious impact on the quality of education in their serving area, a study has been undertaken to assess and analyze the curricular structure of both universities concerning Bachelor of Education. This article is a presentation of the findings of the study.

Introduction:

The North-Eastern Hill University is located in the capital of Meghalaya; Shillong and it plays a very important role in the growth of all North-East states educationally. The university was set up by an act of parliament which was notified on the 19th of July, 1973 and its jurisdiction was extended to Meghalaya, Nagaland, and the then union territory of Arunachal Pradesh and Mizoram. Mizoram University was established by an act of Parliament in April 2000 and started functioning as a Central University from 2nd July 2001. Since then the jurisdiction of NEHU which extended up to Mizoram State has been transferred to Mizoram University. Both universities are fully governed and financed by the Central government as they are central universities. Currently, both these universities are accredited A Grade by NAAC.

Curricular Structure of Bachelor of Education under North Eastern Hill University:

Both universities follow the curriculum framework published by NCTE as far as possible. But there are slight differences between the two concerning credits or marks that need to be obtained or completed during the whole course. Both universities have followed semester system and the B.Ed course is covered in four semesters and the duration offered were also similar in almost all of the case as NCTE regulation 2014 demanded Secondary Teacher education institution to have at least 200 working days per year. It can be seen that both universities followed the regulation as per the norm. The general course structures of Bachelor of Education under both universities are presented below:

Table 1. :
General Structure of Secondary Teacher Education (B.Ed) under North Eastern Hill University

| Semester/Papers | | Sem - I | Sem-II | Sem - III | Sem - IV | Total Marks | Grand Total |
|--|--|---|--|--|----------------------------|-------------|-------------|
| THEORY | Core Papers | B.Ed.101 B.Ed. 102 B.Ed. 103 | B.Ed. 201 B.Ed. 202 (½) B.Ed. 203 (½) | B.Ed. 301 B.Ed. 304(½) | B.Ed. 401 | | 1100 |
| | Marks | 300 | 200 | 150 | 100 | 750 | |
| | Elective/ Optional Papers | B.Ed. 104 (½) | B.Ed. 204 | B.Ed. 302 B.Ed. 303 | NIL | | |
| | Marks | 50 | 100 | 200 | - | 350 | |
| School Internship, Field Work and EPC Activities | School internship and fieldwork for 20 weeks | 2 Weeks Field Work Under B.Ed. 101, B.Ed. 103, B.Ed. 105(½) (EPC – 1) | 2 Weeks Field Work under B.Ed. 201, B.Ed. 203, B.Ed. 205(½) (EPC -2) B.Ed. 206(½) (EPC – 2) | 1 Week Fieldwork under B.Ed 302, B.Ed 303, B.Ed. 305(½) (EPC -4) | 15 Weeks school Internship | | 500 |
| | Marks | 50 | 100 | 50 | 300 | 300 | |
| Total Marks | | 400 | 400 | 400 | 400 | | 1600 |

The above table is the course structure of Bachelor of Education under North Eastern Hill University which indicates that the course is divided into four semesters and has a total mark of 400 in each semester. The total value for the whole course is 1600 marks. Each semester is divided into three layers such as theory, optional and EPC course. The first semester consists of three core papers carrying 300 marks and one optional half-paper carrying 50 marks along with one EPC paper of 50 marks making the first semester worthy of accumulating 400 marks.

The second semester also has three core papers, out of which only one is full paper and the rest are half papers having 200 marks in core papers along with one optional full paper carrying 100 marks. This semester also has two weeks of fieldwork under two core papers (*Fieldwork marks is going along with core papers*) along with two EPC half-papers carrying 100 marks making a total of 400 marks in the second semester.

The third semester also consists of two core papers i.e. one full paper having 100 marks and one half-paper having 50 marks. It also has two optional papers in the third semester and these papers are of full paper having 100 marks each. It has one week of fieldwork under two of the optional papers; and one EPC half-paper carrying 50 marks, again making this semester with 400 marks.

The fourth semester has only one theory paper under core courses and the rest are under practicum/internship and this semester is divided into several parts. The internship is divided into three areas such as pre-internship, internship and post-internship and the internship period lasts for fifteen weeks. The internship carries 300 marks (210 Marks External and 90 Marks Internal) and it is again divided into smaller parts as below:

Pre-internship:

It will last for two weeks and there will be two observation lessons delivered by the teacher and student-teachers are expected to write a report on it. Micro-lesson teaching practice has to be conducted and it will be recorded for

assessment and correction for further improvements and Macro-lesson teaching practice will also be administered during this pre-internship period. It is a period of preparation to enter into the domain of actual school to be deputed as an intern.

Internship:

The school internship will give them a real-time situation and this is a real practice in the real school which will last for twelve weeks. During this internship, student-teacher is expected to deliver 30 lessons each from both pedagogy they opted to have practice in their teaching skills. They are also expected to observe their peer's delivery of lectures to suggest and propose improvements to them. The final teaching practice, viva-voce on the lesson plan, and their teaching practice and their teaching aids will be assessed and evaluated by both external and internal evaluators simultaneously. During this period, the student-teacher must prepare ten teaching aids including one model each from both method subjects.

Post-internship:

After completion of the internship, the student-teacher will present two criticism lessons from their selected two pedagogies to showcase their competencies and their improvement in teaching after their internship which will be evaluated by the concerned teachers as internal assessment. This post-internship will be for one week. Besides teaching, student-teachers are to be involved in some school activities as part of their training. They have to maintain the teacher's diary, prepare time-table, address school assembly, prepare student's portfolios and attendance of staff meeting along with the writing of meeting minutes.

Curricular Structure of Bachelor of Education under Mizoram University

As soon as the new regulation of NCTE-2014 was published, the Department of Education, Mizoram University has tried its best with all resources to have one of the best curriculum packages in the country. The intention was the construction of curricular structure based on the NCTE framework, without missing out the core values and structural design, Mizoram University was preparing Secondary Teacher Education curricular structure. It can be seen as one of the best curricular packages that cover maximum to the NCTE framework. But on the other hand, as all universities are new to the structural design based on the new framework, there are more similarities rather than differences in the curricular structural design of both universities. The Overall Structure of the course of B.Ed Two years under Mizoram University is presented in the following:

Table No.2 :
Structure of the course of B.Ed Two years under Mizoram University

| Paper | Sem - I | Sem-II | Sem - III | Sem - IV | Total Marks |
|---------------------------|--|--|--|---|-------------|
| Theory | B.Ed./2/CC/101 B.Ed./2/CC/102 B.Ed./2/CC/103 B.Ed./2/CC/104 | B.Ed./2/CC/201 B.Ed./2/CC/202 B.Ed./2/CC/203 B.Ed./2/CC/204 | Internship (16 Weeks) (including 4 weeks Pre Internship Training) 16 Weeks Internship | B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 (½) | 1250 |
| Core Course | | | | B.Ed./4/SC/406 | |
| Soft Courses Marks | | | | 450 | |
| Marks | 400 | 400 | | | |
| Practicum | 1 Week Field Work for activities under Semester-I | School Internship and Field Work (2 Weeks) | | 1 Weeks Field Work for Activities under Semester-IV | |
| EPC | B.Ed./1/EPC/105 | B.Ed./2/EPC/205 (½) B.Ed./2/CC/206 (½) | | B.Ed./2/EPC/405(½) | |
| Marks | 100 | 100 | 500 | 50 | 750 |
| Grand | 500 | 500 | 500 | 500 | 2000 |

The above table shows that the four-semester division will carry 500 marks each in every semester and the course divided into core courses, soft courses, enhancement of professional competencies (EPC), and internship. Besides the internship in its period, there are some fieldwork/activity is some of the papers which have to be evaluated internally.

The first semester will be consisting of five full papers carrying 100 Marks each and the value of the total mark of the first semester is 500 Marks. This semester has four core courses and one Enhancement of Professional Competencies (EPC) papers. Besides this paper, there is one week of fieldwork that is to be evaluated internally under the domain of core courses.

The second semester also has four core paper having a new mark worth of 100 each and it also has two EPC half-papers which are of having 50 marks each making the semester value turns to 500 marks. This semester, there is a provision of engaging student-teacher in the filed work activity for two weeks and these activities will be assessed and evaluated internally.

The third semester is devoted to school internship and it will last for 16 weeks. The duration looks very long but these 16 weeks are divided into some parts such as pre-internship, internship and post-internship. The overall mark value of the internship is 500 marks having 20 credits; marks are divided between internally earned and externally assigned and the details are shown below:

Table No. 3: Distribution of marks in the third semester i.e. internship

| Course | Course Name | Marks | Credit | Internal | External |
|---------------|----------------------------------|-------|--------|----------|---------------------------------------|
| B.Ed/3/CC/301 | Pre-internship | 100 | 4 | 50 | 50 Viva voce |
| B.Ed/3/CC/302 | School Internship Method –I | 150 | 6 | 75 | 75 Final Teaching & Viva voce |
| B.Ed/3/CC/303 | School Internship Method – II | 150 | 6 | 75 | 75 Final Teaching and Viva voce |
| B.Ed/3/CC/304 | Post Internship | 100 | 4 | 50 | 50 Viva Voce |
| Total | | 500 | 20 | 250 | 250 |

Pre-Internship: The Pre-internship shall comprise of four weeks and several activities need to be conducted before deputing student-teacher to real-time schooling situation. There will be one demonstration lesson from the teacher with proper reports from the students' side. Development of at least 5 micro-teaching skills in each method papers and delivery of six lessons under simulated settings, development of teaching-learning material (TLM) covering all types of aids and school exposure i.e. visits to the school to where they are expected to be deputed as an intern is the main component of pre-internship. The pre-internship part will carry -100 marks.

Internship: Student-teacher will be attached to a particular school to have teaching practice for twelve weeks. During this period, they are expected to deliver a minimum of 20 lessons each in both method papers under the supervision of the concerned teacher and a mentor teaching in the practicing school. They have to make 15 lesson plans each from both pedagogies and observation of peer teaching for mutual benefits and construction and administration of achievement tests is a must. The internship area will be having 300 marks.

Post-internship: Under this phase, the student-teacher is expected to submit comprehensive reports based on school experiences during the internship duly signed by the teacher educator in charge. They must observe the school time-table and prepare a critical examination of the time table. Participation in other school activities such as CCA, Sports, etc. and they are assessed with their works. Writing a report on the library of any lab available in the school reports on physical assets, and beautification of campus are also to be included in the report. Post internship will also have a value of 100 marks.

The fourth semester will have three core courses having 100 marks each, one core half-paper having 50 marks, one soft course which is under optional papers to be chosen from four options carrying 100 marks, one half EPC paper

which carries 50 marks making a total mark value of 500 in the fourth semester. There is another week of fieldwork activity under this semester.

The two years B.Ed program spread over four semesters shall consist of 12 core courses, one soft course, and 4 Enhancement of Professional Competencies course. The program will carry 2000 marks, of which 1250 marks will be for core and soft courses, and the remaining 750 marks will be for school internship (500) marks and enhancement of Professional Competencies courses (250) marks. The total marks for internal and external assessment will be 1000 marks each. The total credit for the course is 80 credits and all of the four semesters are having 500 marks and 20 credits each and the third semester is fully devoted to an internship. The B.Ed program under Mizoram University includes theory-based learning activities and practicum on almost 50:50 bases. The total number of credits allotted to theory related teaching is 40 credits (1000 marks) and practicum plus internship are having 40 credits (1000 marks). It is done to do justice to the professional program of B.Ed.

Difference: Both universities followed guidelines prepared by NCTE through its framework and regulation-2014 of the NCTE makes similarities in almost all aspects but there are some differences in the practice of the four semesters mandated to the institution. They are:

1. The total mark value per semester is different as 400 marks are assigned per semester under North Eastern Hill University; Mizoram University assigned a mark value of 500 per semester making credit difference.
2. The division between the value of internal/external mark value is also different significantly while North Eastern Hill University saves 20% of the marks to be assessed internally, Mizoram University saved 40% of the marks to be assessed through internal assessment.
3. The overall marks value is also not the same. Having a total mark value of 1600 hundred indicates that the course offered by North Eastern Hill University makes it look like a lighter course as compared to 2000 worth marks offered by Mizoram University.
4. Lastly, there is a slight difference in the conducting of an internship. The division into three layers is the same. North-Eastern Hill University conduct an internship at fourth semester with one core papers within 15 weeks (2 weeks pre-internship, 12 weeks school internship, 1-week post-internship) while Mizoram University conducted internship period in the third semester full devoted the semester for the practicum lasting 16 weeks (4 weeks of pre-internship, 12 weeks of school internship, post-internship works offered are expected to go correspondingly with school internship).

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Impact Factor for 2020 : 2.6180/2020
(Prev.) UGC SL. No. : 64684

ISSN No. 2348-1315 (New Delhi)

ISSN 2348-1315



INDIAN RESEARCH BULLETIN

Quarterly Refereed Research Journal

Volume - XXVI

Issue - II

June 2020 - Sep. 2020



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Structure of Secondary Teacher Education under Mizoram University: An Evaluation

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Received: March, 2020; **Accepted:** May, 2020; **Published:** June, 2020

Citation: Lalrammawia Tochhawng and Lalbiakdiki Hnamte (2020) Structure of Secondary Teacher Education under Mizoram University: An Evaluation, IRB Review/ <http://www.toucanresearchanddevelopment.online/national-refereed-journal.html>

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Type: General Review

Publisher: TOUCAN Research and Development

Abstract

The National Council for Teacher Education has made a plan of extending the duration of the Secondary Teacher Education Programme from one year to two years to enhance the capability of the teacher who is serving to build the nation to improve and compete with other developed nations. Based on the framework made regarding the National Curriculum Framework – 2010, the NCTE has made new regulations named regulation 2014 which is meant to regulate the Secondary Teacher Education program as per the vision. Under this new rule, many new institutions opened the teacher education program based on this regulation. Mizoram University is also one of the institution who abides by this new rule and the following article depicted the regulation made by the said university following the framework of the NCTE. This article shows the admission procedure, course structure, and any of the other required information regarding the Secondary Teacher Education Programme under Mizoram University.

Keywords: Course Structure, Regulation Secondary Teacher Education

Introduction

A teacher has the best chance of transforming the nation as they hold a strategic post to strike against the changing value system. School classrooms are places to mold young minds who are aspiring to grow and progress economically and technologically. So, transformation and making of change can happen through schools and the preparation of a teacher who is holding the prime leader in the classroom is highly significant. To help teacher acquaint with new social problems and technological advancement along with economic competition, NCERT prepares curriculum framework for teacher education leading to the award of B.ed based on regulation 2014 made by the NCTE itself where teacher education is considered to meet 2 years span duration to prepare teacher exactly like a professional. Mizoram University also, because of the curriculum framework proposed by NCERT prepares Two years B.Ed curriculum, this study has the intention to evaluate the identity and structure from the regulation made by the said university. The regulation is followed by other institution affiliated to Mizoram University in Toto.

Admission Procedure

The admission process in the Teacher education institution under Mizoram University is purely on merit basis. The qualifying degree required for taking admission in the Secondary Teacher Education course is Graduation such as B.A. or B.Sc./or Master Degree with 50% of marks in Arts and 55% of marks in science and reservation and relaxation to ST/SC/OBC/PWD is made as per Central/State government/Mizoram University norm whichever is applicable. Fees are charged based on the provision made by NCTE and prescription of Mizoram University/State Government. The qualifying degree with Graduation/or Master's degree in the regulation of B.Ed under Mizoram University doesn't identify a chance for the candidate to utilize Graduation or Master or whichever is considered better.

Requirement

The duration of the program of Secondary Teacher Education under Mizoram University is made as per NCTE regulation 2014 lasting for two years, consisting of four (4) semesters following Mizoram University's Post Graduate Calendar and students are given three years as maximum to complete the course from the date of admission. Remembering this clause, students are permitted to proceeds from first to fourth semester irrespective of their failure in any of the semester without barring them to fill up the examination form, but cannot be declared as passed unless and until they have completed the missing/failure semester but within a maximum time of three years. Working days are also made as 200 days based on the NCTE regulation and the required attendance for the trainee is made 80% in theory and 90% in internship failing of which can lead to a penalty as per the approval of the authority.

Course Structure

The two years Secondary Teacher Education (B.Ed) under Mizoram University as mention before spread out to four semesters consisting of twelve (12) core courses(CC), one (1) Soft course (SC), and four (4) Enhancement of Professional Competencies (EPC) courses. The program has a value of 2000 Marks, out of which 1250 marks will be assigned to Core Courses (CC) and Soft courses and the remaining 750 marks are distributed to make School internship

weighing 500 marks value and Enhancement of professional Competencies (EPC) with 250 marks assigned. The total credit for the course is made to be 80 credits where every semester will be of 20 credits each and each semester will worth 500 marks value.

The Overall Structure of the course of B.Ed Two years under Mizoram University is presented in the following table No 1:

| Paper | | Semester I | Semester II | Semester III | Semester IV | Total Marks |
|--|---|--|--|---|--|-------------|
| Theory | | B.Ed./2/CC/101 B.Ed./2/CC/102 B.Ed./2/CC/103 B.Ed./2/CC/104 | B.Ed./2/CC/201 B.Ed./2/CC/202 B.Ed./2/CC/203 B.Ed./2/CC/204 | Internship (16 Weeks) (including 4 weeks Pre Internship Training) 16 Weeks Internship | B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 (½) B.Ed./4/SC/406 | 1250 |
| Soft Courses Marks | | | | | 450 | |
| Marks | | 400 | 400 | | | |
| School Internship / Field Work and EPC* Activities | School Internship and Field Work (2) Weeks) | 1 Week Field Work for activities under Semester-I | 2 Week Field Work for Activities under Semester-II | | 1 Weeks Field Work for Activities under Semester-IV | 750 |
| | EPC | B.Ed./1/EPC/105 | B.Ed./2/EPC/205 (½) B.Ed./2/CC/206 (½) | | B.Ed./2/EPC/405 (½) | |
| Marks | | 100 | 100 | 500 | 50 | 750 |
| Grand | | 500 | 500 | 500 | 500 | 2000 |

The above table shows that there are four semesters in the course having four core papers with one EPC paper and one week of fieldwork in the first semester having total marks of 500 marks. The second semester consists of again four core papers and two EPC papers which are of considered half paper along with two weeks of field activity offer a total of again 500 marks. This semester offered four different core papers which are of their pedagogy specialty where Student-teacher with arts stream is offered one pedagogy on languages along with pedagogy of social science. At the same time, students from science background will also opt for two pedagogies from biological science, physical science, and mathematics.

The third semester is practical oriented where the internship is accommodated. It lasted for sixteen weeks including the pre-internship period. The first four weeks are spent as pre-internship where student-teacher learns to practice different teaching skills with the latest development in classroom management and observation techniques. They are prepared to face real-time situations having an evaluation and assessment among peers to manage themselves in the real classroom. During this pre-internship period, teacher educators should have demonstration classes and student-teacher are expected to develop at least five micro-teaching skills incorporated with the 5E method of teaching. Student-teacher must deliver at least six (6) simulated teaching among peers and at the same time they have to observe at least ten (10) simulated teaching from their peers to evaluate and make corrections to make themselves adapted with experience through observation. After proper preparation for four weeks among peers with their supervisors, they have been deputed to real schools where they work as an intern for twelve weeks. This experience gives them strength and adaptation to the profession.

During this internship, they have to deliver at least thirty lessons each for both pedagogy totaling 60 lessons. These lesson plans are evaluated by both teacher educators and supervisors. They are evaluated based on designated components. B. Ed course consists of theory-based teaching learning activities with practicum on 50-50 bases where the total marks assigned for internal evaluation and external evaluation are limited to 1000 marks each indicating the credits allotted for theory related teacher are of 40 credits with 1000 marks value and practicum plus internship activities has 40 credit value with 1000 marks out of the total 80 credits with 2000 marks.

Compulsory Demands

To identify eligibility for taking University Examinations, as per the requirement set by the National Council for Teacher Education (NCTE), student-teacher shall have 80% of attendance in theory classes and practicum. She/he shall have an attendance of 90% during the internship. If a student does not meet the required attendance, they are offered one year extra i.e. one odd and one even semester each to fulfil the criteria of minimum attendance attending classes of their junior batch. At the same time, condonation of shortage in attendance shall be governed by the relevant ordinance of the Mizoram University. The regulation laid down by the university regarding enrolment in the course observed that no regular employee in the arena can pursue the course without proper No Objection Certificate from the administration. Besides, it is also not possible to pursue more than one regular program simultaneously.

Evaluation

If the candidate has cleared all the courses including theory, practicum, and internship along with necessary report writing, they shall be awarded marks or result as the following:

- | | | | |
|----|---------------|---|-----------------|
| a. | 75% and above | = | Distinction |
| b. | 60% - 75% | = | First Division |
| c. | 50% - 60% | = | Second Division |
| d. | 40% - 50% | = | Pass |

The assessment made internally and externally must be reflected in the marks giving importance to both assessments in evaluation. Regulation demand prior submission of internal assessment marks by the head of the institution to the affiliating University before theory examination is started and internal marks should be finalized by the Head of Department. The notification must be issued by the Controller of Examination of the affiliating university. The internship programme is also examined internally and externally. External board members are appointed by the university as per the recommendation of the chairman of the Board of Studies.

Table – 2: Details of mark distribution for Internal and External Assessment.

| Semester/ Paper | | Semester - I | | | Semester - II | | | Semester - III | | | Semester - IV | | | Grand Total | | |
|--------------------|------------------------|--------------|--------|-------|---------------|--------|-------|----------------|---------|-------|---------------|--------|-------|-------------|--------|----------|
| | | IA | E A | Total | IA | E A | Total | IA | E A | Total | IA | E A | Total | IA | E A | Total |
| Theory | Core | 16 0 | 240 | 400 | 16 0 | 240 | 400 | | | | 140 | 210 | 350 | 460 | 690 | 115 0 |
| | Optional/ Electives | - | - | - | - | - | - | - | - | - | 4 0 | 60 | 100 | 40 | 60 | 100 |
| Internshi p | Internshi p | - | - | - | - | - | - | 25 0 | 25 0 | 500 | | | | | | 500 |
| EPC | EPC | 10 0 | | 100 | 10 0 | | 100 | | | | 5 0 | | 50 | 25 0 | | 250 |
| GrandTotal | | 26 0 | 240 | 500 | 26 0 | 240 | 500 | 25 0 | 25 0 | 500 | 230 | 270 | 500 | 1000 | 1000 | 200 0 |

Conclusion and Summary

The duration of two years Bachelor of Education (B.Ed) program is divided into four semesters consisting of twelve (12) core courses (CC) and one (1) soft course along with four Enhancement of Professional Competencies (EPC) courses. The program has an overall value of 2000 Marks to be obtained. Out of this total mark value, 1250 marks will be obtained through theory classes (inclusive of all core courses and soft course), and the remaining 750 marks can be achieve through internship activities and four Enhancement of Professional Competencies (EPC) papers. The total marks of 2000 are divided equally to internal and external evaluation by 1000 marks each and the total credit value of the course is 80 credit and all four semester has a value of five hundred (500) marks each which is of twenty (20) credit in all semesters. The third semester is devoted fully for the internship which is again divided into the pre-internship phase, internship phase, and post-internship phase. The program is bearing 50:50 bases in the inclusiveness of theory and practical. Both areas have 1000 marks and 40 credits each.

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TOUCAN Research and Development

CERTIFICATE
OF PUBLICATION

June 2020

INDIAN RESEARCH BULLETIN

Is hereby honoring this certificate to

Lakramawna Tochhawng

Research Scholar/Assistant Professor

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Calbiakdiki Hnamte

Professor

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In recognition of the publication of manuscript title

Structure of Secondary Teacher Education under

Mizoram University: An Evaluation

Published in Indian Research Bulletin Volume- 26, Issue-02

ISSN No.2348-1315

Prev. UGC APPROVAL ID: 64684

Impact Factor for 2020 : 2.6180/2020

Dr. Ketan Kumar Mishra
Associate Editor

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : LALRAMMAWIA TOCHHAWNG

DEGREE : DOCTOR OF PHILOSOPHY

DEPARTMENT : EDUCATION

**TITLE OF THE THESIS : STATUS, PROBLEMS AND PROSPECTS OF
SECONDARY TEACHER EDUCATION
PROGRAMMES: A COMPARATIVE STUDY
OF MIZORAM UNIVERSITY AND NORTH-
EASTERN HILL UNIVERSITY**

DATE OF ADMISSION : 20.07.2018

APPROVAL OF RESEARCH PROPOSAL

DRC : 15.04.2019

BOS : 26.04.2019

SCHOOL BOARD : 08 .05.2019

MZU REGISTRATION NO : 4982 OF 2011

Ph.D REGD. NO. & DATE : MZU/PHD/1215/20.7.2018

ACADEMIC COUNCIL EXTENSION

(IF ANY) :

HEAD

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY