TEACHER EDUCATION PROGRAMMES IN MIZORAM: AN ANALYTICAL STUDY

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TEACHER EDUCATION PROGRAMMES IN MIZORAM:

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CERTIFICATE

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DECLARATION
MIZORAM UNIVERSITY
JULY, 2025

I **VANLALFANA**, hereby declare that the subject matter of this thesis 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 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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CHAPTER – I

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Education is often seen as the foundation for all careers, providing hope and opportunities for individuals to lead successful and meaningful lives. The training that teachers receive is crucial in this regard, as it ensures that educators are well-prepared to impart knowledge and values. The significance of ongoing learning and professional growth in teacher education cannot be overstated, especially in today's complex world, which is characterized by rapid changes, evolving trends, and unexpected challenges. Educational institutions are continually striving to adapt and improve their programmes, recognizing education as a key tool in addressing societal transformations, which can have both positive and negative impacts on people's lives.

The National Policy on Education (1968) emphasized the importance of teachers in maintaining high-quality education. If teachers are not adequately trained, the quality of education and the future workforce may be compromised. Consequently, a nation's progress relies heavily on teachers, as they shape the future of the country. The National Council for Teacher Education (NCTE) has stressed the need for quality in secondary teacher education to secure the nation's future. Investing in teacher education is thus a wise choice, as it is essential for the well-being and progress of society.

Teacher education encompasses a wide-ranging and in-depth discipline that operates under the premise that effective educators are developed through structured training and educational programmes rather than innate ability. Since teaching integrates both artistic and scientific elements, educators must acquire not only subject knowledge but also essential pedagogical skills. In addition to training programmes designed for novice teachers and professional development for current educators, teacher education also includes community-based initiatives and enhancement services. Because of the dynamic nature of society, teacher education

continuously evolves and adapts to contemporary advancements and trends to adequately prepare teachers for modern challenges.

Historically, the Indian Education Commission, also referred to as the Hunter Commission, introduced several significant recommendations in 1882 to improve teacher education. One of the key proposals was the establishment of a standardized examination system to evaluate teachers' competencies before granting them permanent positions in secondary schools, whether government-operated or privately managed. Furthermore, the commission recommended differentiated training durations for graduates and non-graduates, leading to an expansion of educational programmes. Consequently, the late 19th century witnessed substantial reforms in teacher education, including a heightened emphasis on academic coursework over general education, the integration of formal examinations and certification processes for teacher training, and an increased focus on practical teaching experience (National Council for Teacher Education [NCTE], 2021).

After India gained independence, the University Education Commission, chaired by Dr. S. Radhakrishnan, was established to address educational reforms. In 1949, the commission presented its report, highlighting that while the theoretical curriculum in teacher training colleges had remained largely unchanged, there were considerable discrepancies in the practical aspects of teacher preparation. The number of supervised lessons varied significantly, ranging from ten to sixty, and the approaches to practice teaching and student teaching differed from one institution to another. The commission acknowledged that teacher training colleges lacked a strong foundation in their core principles. It was recommended that teacher educators adopt a more holistic approach to the course structure, emphasizing the importance of integrating theory and practice to enhance the effectiveness of teacher training (Radhakrishnan, 1949).

The Secondary Education Commission, which functioned between 1952 and 1953, conducted a comprehensive examination of issues related to teachers and their training. The commission concluded that the most critical element of educational reform is the teacher, including their personal qualities, academic qualifications,

professional training, and their broader role within the school and the community. In 1964, the Education Commission acknowledged the urgent need for a well-rounded professional education programme for teachers, with the goal of improving the overall quality of the education system. It also pointed out various deficiencies in the existing teacher training system and proposed significant reforms. One of its major recommendations was the removal of the segregation

between teacher training colleges, regular colleges, and schools, advocating for a more integrated approach to teacher education (Secondary Education Commission, 1953).

1.2   CONCEPT OF TEACHER EDUCATION

Teacher education is a structured programme designed to develop teachers' proficiency and competence, enabling them to meet the demands of the profession and effectively address its challenges. It is widely recognized that the quality of student learning outcomes is primarily influenced by teachers' competence, sensitivity, and motivation. The National Council for Teacher Education (NCTE) defines teacher education as "A programme of education, research, and training of persons to teach from pre-primary to higher education level" (NCTE, 1998).

Goods Dictionary of Education describes teacher education as encompassing all formal and informal activities and experiences that prepare an individual to take on the responsibilities of an educational professional or to enhance their effectiveness in fulfilling these responsibilities (Goods, 1973). Similarly, the International Encyclopedia of Teaching and Teacher Education (1987) conceptualizes teacher education as a three-phase process consisting of pre-service, induction, and in-service training, emphasizing that these phases are interconnected and constitute a continuous professional development process.

The foundation of teacher education is based on the notion that effective teachers are developed through structured training rather than being inherently gifted with teaching abilities. Teaching is recognized as both an art and a science, requiring educators to not only gain subject knowledge but also acquire pedagogical skills, often referred to as the "tricks of the trade" (Smith, 2003).

Since society is constantly evolving, teacher education must remain dynamic and responsive to contemporary advancements and trends. To prepare educators capable of addressing these societal changes, teacher education programme must integrate the latest pedagogical innovations and educational research. This field encompasses a broad spectrum of competencies, including instructional skills, pedagogical knowledge, and professional ethics. While it is frequently referred to as "teacher training," this term does not fully capture the comprehensive nature of the discipline.

Teacher education is an ongoing, multifaceted process that includes both pre-service and in-service training. Beyond these formal education programmes, it extends to various community initiatives such as adult education, literacy programmes, and non-formal education efforts aimed at social development. Given its adaptable nature, teacher education continuously evolves to align with emerging educational trends, ensuring that educators are well-prepared for the ever-changing landscape of the teaching profession (Darling-Hammond, 2006).

The role of teacher education in shaping the future of education is widely acknowledged. By fostering transformation in educational practices, it enhances students' intellectual capacities, nurtures essential life skills, stimulates economic growth, and promotes social cohesion. Structured and continuous professional development for teachers is crucial in ensuring that they remain responsive to evolving educational needs—both within the classroom and in broader societal contexts. Furthermore, teacher education plays a critical role in transitioning towards a student-centered learning environment, reinforcing the central position of teachers as the backbone of the education system (Shulman, 1986).

1.3 HISTORICAL FRAMEWORK OF TEACHER EDUCATION IN INDIA

The roles, responsibilities, and training of teachers have undergone considerable changes throughout history. Teaching is one of the oldest and most esteemed professions globally, yet the demand for competent educators has consistently played a crucial role in shaping the progress of education. As society continues to evolve, it is imperative that teacher education adapts accordingly to meet contemporary societal needs. The history of teacher education in India dates back to ancient times,

beginning with the Gurukul system during the Vedic period, which later transitioned into Buddhist vihara-based education. This system remained dominant until the arrival of Islamic education in the 11th century, leading to the emergence of Maktabs. These two traditions coexisted until the advent of British rule, which introduced systematic modifications and structured reforms in teacher education. The British established well-organized financial frameworks, implementation strategies, and evaluation mechanisms for teacher training programmes in India (Aggarwal, 2004).

The foundation of modern education in India can be traced to European missionaries, who began establishing schools and teacher training institutions before British colonial rule. Danish missionaries, for example, set up a normal school for teacher training in Serampore near Calcutta. Similarly, Dr. Andrew Bell introduced the Monitorial System in Madras, an experimental teaching method in which senior students assisted teachers in instructing junior students, effectively serving as a teacher training approach. The British government formally established the first teacher training school in Madras in June 1826, initially focusing on preparing teachers for district schools. This institution later evolved into Presidency College. Other teacher training schools followed, including the Elphinstone Institution in Bombay in 1847 and another in Calcutta in 1849 (Mukerji, 2014).

A significant milestone in teacher education reform was the issuance of Wood's Despatch on July 19, 1854, which provided comprehensive recommendations to improve teacher education. The Despatch proposed financial incentives, such as allowances for deserving students who aspired to become teachers. It also advocated for establishing teacher training institutions in each Presidency, modeled on English training schools. Furthermore, the Despatch recommended stipends for pupil teachers and remuneration for schoolmasters who supervised them. Upon completing training, pupil teachers were awarded certificates and employment opportunities. Despite some reluctance, Governor-General Lord Dalhousie implemented these recommendations, leading to the widespread establishment of teacher training institutions across India (Nurullah & Naik, 2004).

In 1886, the first training college for secondary school teachers was established in Saidapet, Madras, followed by the introduction of a secondary department at the

Nagpur Training School in 1889. By the end of the 19th century, India had only six teacher training colleges. The recommendations of the Sadler Commission further influenced teacher training programmes, prompting Mysore University to establish a Faculty of Education in 1925. The Hartog Committee, which primarily focused on primary education, also proposed that rural teachers should maintain strong ties with their communities. By 1932, Andhra University had introduced the Bachelor of Education (B.Ed.) degree, and Bombay University launched a postgraduate Master of Education (M.Ed.) degree in 1936. The Abbott-Wood Report (1937), which primarily examined vocational education, also suggested that teacher training programmes should span three years, allowing students to continue their general education alongside professional training (Sharma, 2006).

By 1942, India had 612 teacher training schools offering one- or two-year programmes. Of these, 376 were exclusively for men, while 236 catered to women. However, there was a shortage of 25 teacher training colleges for graduate-level trainees. The Tilak College of Education in Pune was founded in 1941, followed by Vidya Bhawan Teacher's College in Rajasthan. Additionally, the establishment of a doctoral programme in education in Bombay marked a significant milestone in teacher training (Bhatia & Bhatia, 2011).

In 1944, the Central Advisory Board of Education (CABE) introduced the Post-War Educational Development in India plan, commonly known as the Sergeant Plan. This initiative sought to identify and train talented individuals for teaching careers immediately after high school. It proposed a two-year teacher training programme for those instructing pre-primary and junior basic schools and a three-year programme for senior basic schools. For high school teachers, the plan recommended a two-year training programme for non-graduates and a one-year programme for graduates. The first year of training focused on theoretical knowledge and exposure to educational practices through school visits and interactive discussions. The plan also suggested improved pay scales to attract qualified teachers. By 1947, the number of secondary teacher training colleges in India had increased to 41 (Ghosh, 2000).

Following India's independence in 1947, the socio-economic and political landscape significantly influenced the direction of teacher education. A major

concern was the substantial number of untrained teachers, necessitating urgent reforms in both the quality and accessibility of teacher education. Several commissions were established post-independence to address these issues and enhance teacher training programmes.

One of the first significant steps in reforming teacher education was the establishment of the Central Institute of Education (now the Department of Education, University of Delhi) in 1948. India's first Education Minister, Maulana Abul Kalam Azad, envisioned this institute not only as a center for training outstanding teachers but also as a research hub for addressing emerging educational challenges. Concurrently, the Government Training College in Allahabad was upgraded to the Central Pedagogical Institute (Sharma & Sharma, 2004).

A major government initiative in educational reform occurred with the appointment of the University Education Commission in 1948, chaired by Dr. S. Radhakrishnan. This was India's first comprehensive educational initiative after independence, aiming to examine university education and recommend improvements to align it with national needs. The Commission submitted its report in 1949, identifying teacher education as a critical area requiring reform.

The Commission observed that while the theoretical aspects of teacher training were consistent across institutions, there were significant variations in practical training. It recommended restructuring teacher education programmes to integrate them more closely with the university system. The report emphasized the need to enhance pre-service and in-service training, proposing that practice teaching should be conducted in carefully selected schools with experienced teachers. Additionally, it suggested that teacher training programmes should be flexible, adapting to local educational contexts (Radhakrishnan Commission, 1949).

The evolution of teacher education in India reflects its dynamic response to historical, social, and political changes. From the Gurukul and Buddhist vihara traditions to modern university-affiliated teacher training programmes, the field has continually adapted to meet the needs of society. Key reforms introduced during the British era and post-independence initiatives have played a crucial role in shaping India's teacher education system. The contributions of various commissions and committees, including the Wood's Despatch, the Sadler Commission, the Sergeant

Plan, and the University Education Commission, have collectively influenced the development of structured, research-oriented, and practical teacher training programmes. These continuous reforms highlight the importance of teacher education in ensuring quality learning and national progress.

Following India's independence in 1947, the Government appointed the University Education Commission under the leadership of Dr. S. Radhakrishnan to assess the state of education. The Commission presented its findings in 1949, highlighting that while there was uniformity in the theoretical coursework across various teacher training institutions, significant inconsistencies were observed in practical training. The number of supervised lessons ranged from ten to sixty, and variations were evident in the methods of practice teaching and student teaching. Additionally, the Commission noted that teacher training institutions lacked a structured focus on fundamental pedagogical principles. To improve teacher education, the Commission recommended integrating theoretical and practical elements harmoniously. It emphasized that teacher educators should be proficient and skilled in executing their responsibilities effectively.

In 1950, Baroda hosted the first All India Conference of Training Colleges, marking a significant step towards addressing common issues faced by teacher training institutions. The following year, Mysore hosted the second national conference, which provided further recommendations to enhance teacher training. Post-independence, particularly after the enactment of the Constitution in 1950, a structured and systematic approach was adopted for educational development. Several commissions and committees were formed to identify challenges and suggest comprehensive structural reforms across all levels of education, including teacher education.

The Secondary Education Commission (1952-53) played a crucial role in post-independence teacher education. It conducted an extensive review of issues related to teachers and teacher education programmes, recognizing that educators were central to restructuring the national education system. The Commission emphasized that teachers' personal qualities, professional training, and societal standing were pivotal factors in shaping education. It proposed three distinct categories of teacher education institutions: (a) Basic Teacher Training for elementary educators, (b)

Secondary Teacher Training Institutions, and (c) Teacher Training Colleges. The Commission recommended different course durations for graduate and non-graduate candidates: a two-year programme for non-graduates and a one-year programme for graduates, with the possibility of extending it to two years. Additionally, the Commission suggested that graduate training institutions should be affiliated with universities and grant degrees, while secondary and basic training institutions should be overseen by a separate board. The recommendations also included training in co-curricular activities, refresher courses, and research opportunities leading to a Master of Education (M.Ed) degree. Furthermore, admission to the M.Ed. programme was to require a bachelor's degree and at least three years of teaching experience.

In 1954, the Ford Foundation, comprising eight members and government officials, conducted a comprehensive review of education in India, incorporating recommendations from the Secondary Education Commission. It advocated for the establishment of laboratory schools within teacher training institutions to enable students to engage in practical educational experiments. Similarly, the Pires Committee emphasized balancing theoretical and practical education, asserting that hands-on activities would facilitate deeper understanding. To streamline coursework, the committee recommended focusing on key areas such as educational principles, school organization, pedagogy, contemporary issues in Indian education, educational psychology, and health education.

The Kothari Commission (1964-66) recognized the need for a robust professional teacher education programme to enhance educational quality at all levels. It proposed a comprehensive approach to teacher training to align with national educational requirements. The National Policy on Education (1968), formulated in response to the Commission's recommendations, outlined the following principles:

(a) Teachers, being central to educational quality and national development, should be held in high regard. Their remuneration and working conditions should reflect their qualifications and responsibilities.

(b) Teachers should be granted academic freedom to engage in independent study, research, and discussions on national and international issues.

(c) Special emphasis should be placed on teacher education, particularly in-service training, to ensure ongoing professional development.

The National Commission on Teachers (1983-85) introduced a framework advocating a four-year training programme after senior secondary education and a five-year integrated programme culminating in both a general and professional degree. For elementary teachers, the Commission recommended a two-year training programme post-secondary education, with a focus on language and communication skills. It also emphasized that teacher educators should hold both a master's degree in their subject area and a professional master's degree. Additionally, the Commission suggested replacing traditional practice teaching with a structured internship programme.

The National Policy on Education (NPE-1986) prioritized teacher education, recognizing its direct impact on educational quality. It emphasized the inseparability of pre-service and in-service teacher training and called for enhancements in school education. The Programme of Action (POA) recommended establishing District Institute of Education and Training (DIET) in every district, upgrading Colleges of Education to Colleges of Teacher Education (CTEs), and strengthening the State Council of Educational Research and Training (SCERT). It also proposed the creation of fifty Institutes of Advanced Studies in Education (IASEs) to advance research and training.

The Acharya Ramamurti Committee (1990) underscored the importance of internships in teacher training, advocating real-world exposure and skill development. It also recommended evaluation and follow-up programmes to assess trainee progress. Similarly, the Yashpal Committee (1993) stressed the need for structured teacher education, warning that inadequate training could lead to subpar educational outcomes. It proposed specializations within the B.Ed. programme, including nursery, elementary, and secondary education, and suggested adapting curricula to evolving societal and educational needs. This committee's recommendations led to the National Curriculum Framework for Teacher Education (NCFTE, 1998), developed by the National Council for Teacher Education (NCTE), which provided detailed guidelines for teacher training institutions.

The National Curriculum Framework (NCF, 2005) introduced transformative changes, promoting a shift from teacher-centric to student-centered education. It redefined the teacher's role as a facilitator and mentor, emphasizing independent

thinking and active learning. The framework advocated extending teacher training durations to include student observation and pedagogical content knowledge. It also recommended incorporating health education, physical education, yoga, and optional peace education into teacher training curricula to align with the evolving needs of education.

In 2009, the National Council for Teacher Education (NCTE) established regulations standardizing teacher education programmes across India. The B.Ed. programme was set at one academic year (200 days) with 40 days of practical teaching, a weekly workload of 36 hours, and a maximum intake of 100 students. However, recognizing the need for a more comprehensive approach, the NCTE Regulation (2014) extended the B.Ed. programme to two years, ensuring deeper professional development.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) was formulated in response to NCF 2005's recommendations, focusing on:

- Prioritizing reflective practice as the core objective of teacher education.
- Encouraging self-learning, reflection, and articulation of new ideas.
- Developing critical thinking, self-directed learning, and collaborative work among student-teachers.

The framework for teacher education emphasized the importance of providing aspiring educators with opportunities for observation and hands-on experience. It outlined clear objectives, the key areas of theoretical and practical learning, and effective curricular delivery and assessment strategies in initial teacher education programmes. Additionally, it identified fundamental issues influencing the development of teacher education courses and offered recommendations for structuring in-service teacher training programmes. The framework also provided a strategic plan for its implementation.

The 2014 National Council for Teacher Education (NCTE) regulation introduced minor modifications compared to previous regulations. It maintained the structure of a two-year programme, divided into four academic semesters, as in the 2009 regulation. The primary change involved extending the course duration, while other aspects remained largely unchanged. The regulation specified that institutions should

offer the programme as a single basic unit with a minimum intake of 50 students, and no institution was permitted to exceed two basic units, capping enrollment at 100 students. Attendance requirements mandated a minimum of 80% for regular classes and 90% for practicum sessions. Additionally, class sizes were limited to twenty-five students per method paper and practical session to ensure interactive and engaging learning experiences.

The National Education Policy (NEP) of 2020, approved by the Government of India in July 2020, sought to universalize education from preschool to the secondary level. Replacing the National Policy on Education (1986), it was designed to be inclusive across all levels of schooling. The policy aimed to address gaps in educational participation, learning outcomes, and accessibility, with a particular focus on reducing learning disparities. Acknowledging the crucial role of educators, NEP 2020 underscored the need for highly qualified and dedicated teachers to improve the overall education system. Although it shared some thematic similarities with the Kothari Commission regarding teacher education, its structural framework was distinct. The policy advocated for higher standards in teacher preparation, incorporating digital learning competencies into training programmes. It emphasized making teaching an attractive and respected profession by broadening professional training beyond academic subjects to include vocational and interdisciplinary disciplines. A significant recommendation was the introduction of a four-year integrated Bachelor of Education (B.Ed.) degree as the minimum qualification for school teachers. This programme was designed to provide teachers with expertise in multiple disciplines or dual major specializations. Admission into the four-year B.Ed. programme was planned to be conducted through the National Testing Agency (NTA) using aptitude tests and subject-specific assessments. The policy proposed that multidisciplinary universities collaborate with various departments to enhance teacher training, equipping educators with specialized knowledge for effective teaching across subjects. Furthermore, post-B.Ed. courses were envisioned to offer career advancement opportunities, including specialized training in educational management. A key provision of NEP 2020 was the requirement for all doctoral candidates to complete credit-based coursework in education, incorporating teaching

and pedagogy related to their field of study. This measure was intended to ensure that Ph.D. scholars also acquired a foundational understanding of educational principles.

By 2022, the policy aimed to establish a universal framework known as the National Professional Standards for Teachers (NPST). These standards, which individual states could adopt, would regulate various aspects of teacher career progression, including tenure, professional development, salary increments, promotions, and other forms of recognition. Unlike previous systems that prioritized tenure or seniority, NPST emphasized performance-based evaluations for promotions and salary increases. This framework was scheduled for a comprehensive review and revision in 2030, followed by subsequent revisions every ten years, based on empirical assessments of its effectiveness.

A new National Curriculum Framework for Teacher Education (NCFTE) was planned for 2021. This framework was developed through consultations with state governments, relevant central ministries, and subject matter experts. To ensure accessibility, it was to be made available in regional languages and would incorporate vocational education within teacher training. The framework would undergo periodic revisions every 5 to 10 years to align with updates to the broader National Curriculum Framework (NCF) and evolving requirements in teacher education. Additionally, measures were proposed to maintain the integrity of the teacher education system by addressing concerns related to substandard stand-alone Teacher Education Institutions (TEIs). This could involve implementing stringent quality controls or, where necessary, closing institutions that failed to meet established standards.

In the Indian context, teaching has long been regarded as one of the most respected professions globally. Over time, the roles, responsibilities, competencies, and preparatory requirements for teachers have evolved, yet the fundamental necessity of educators has remained unchanged. Shifts in societal expectations and educational advancements have necessitated continuous modifications in teacher preparation approaches. India currently has one of the largest teacher education systems in the world, comprising university education departments, affiliated

colleges, government-funded and private institutions, as well as open universities actively engaged in teacher education. The National Policy on Education (NPE) of 1986, revised in 1992, recognized education as an ever-expanding and diversifying field. It highlighted the role of education in shaping a country's unique socio-cultural identity while also adapting to contemporary challenges. The policy emphasized the importance of periodic reviews and the formulation of guidelines for continued educational development every five years under the supervision of the Government of India. Given the rapid advancements in society, economics, culture, science, technology, and information and communication technology (ICT), these developments have had a profound impact on education, including teacher preparation. To address these evolving educational demands, the National Council for Teacher Education (NCTE), a statutory body established by the Indian government, has played a crucial role in maintaining quality standards in teacher education. The NCTE is responsible for implementing necessary measures to align teacher education with national and global developments while ensuring that quality concerns are addressed for the future.

1.4 IMPORTANCE OF TEACHER EDUCATION:

Every profession requires adequate training to ensure proficiency and success in the workplace. Teaching, as acknowledged by the National Council for Teacher Education (NCTE), is more than a mere occupation for earning a livelihood; it is a profession that necessitates appropriate training. However, in the current educational landscape, many individuals are recruited into the teaching profession based on political influence rather than merit. Consequently, these individuals often lack the fundamental skills and pedagogical knowledge essential for effective teaching, posing a substantial risk to the development of capable future citizens. The introduction of the National Curriculum Framework (NCF) in 2005, along with initiatives such as the Universalisation of Elementary Education (UEE) and the Universalisation of Secondary Education (USE), has reinforced the requirement for professional training and certification as prerequisites for teaching positions in most schools. Despite these advancements, a considerable number of private schools continue to employ untrained educators.

The NCTE defines teacher education as a structured programme that encompasses education, research, and training for individuals aspiring to teach at various levels, from pre-primary to higher education. This programme is designed to equip prospective teachers with essential knowledge, attitudes, behaviors, and skills necessary for effective teaching in classrooms, schools, and broader community settings. The core objective of teacher education is to develop teachers' professional competencies, ensuring they meet the demands of the profession and effectively navigate the associated challenges. It is widely accepted that the quality of student learning outcomes is significantly influenced by teachers' competence, sensitivity, and motivation.

Teacher education plays a pivotal role in shaping the educational landscape of a nation. The effectiveness of a country's education system is largely dependent on the structure and content of teacher education programmes. Therefore, fostering the aptitude, confidence, and competence of educators is critical to ensuring a positive impact on student learning. Additionally, it is imperative to attract dedicated individuals to the teaching profession, as they play a crucial role in shaping future generations. Teachers are one of the most valuable assets of a nation, serving as the foundation for nurturing responsible and knowledgeable citizens who contribute to societal progress. In India, as the country transitions from socialist economic principles to a more market-oriented approach, there is an urgent need to reform teacher education. While the Indian Constitution upholds socialism in its preamble, many educational policies continue to reflect idealistic and philosophical underpinnings. However, with the emergence of liberalization, globalization, and privatization, the education system has shifted towards a pragmatic and constructivist model that aligns with contemporary economic realities.

The National Curriculum Framework for Teacher Education (NCFTE), introduced in 2009, represents a significant initiative aimed at reforming teacher education curricula. It advocates for a dynamic and flexible approach, emphasizing interactive and dialogical learning rather than passive knowledge transmission. The framework draws inspiration from diverse socio-cultural contexts and learning environments, promoting reflective practice over rigid instructional models.

Similarly, NCF 2005 outlines distinct expectations from educators, which must be addressed in both initial teacher preparation and continuous professional development. The role of competent teachers in the education system is indispensable, as the quality of teaching directly impacts student performance and overall educational outcomes.

Academic and professional standards for teachers are fundamental to achieving educational goals. Various factors, including the duration of teacher training, the depth of subject knowledge, the range of pedagogical skills, professional commitment, awareness of contemporary educational issues, and intrinsic motivation, all contribute to effective curriculum delivery and student learning. Additionally, teachers' working conditions, remuneration, and professional status significantly influence their overall effectiveness. To ensure a steady supply of highly skilled educators, the teacher education system must integrate robust initial training and continuous professional development programmes. According to the NCFTE (2009), these measures are essential to maintaining a competent and professional teaching workforce.

Despite numerous policy reforms aimed at improving teacher education, issues related to job satisfaction and professional stagnation persist. Government-employed teachers, although trained in teacher education institutions, may not always recognize their professional significance and responsibilities. Furthermore, societal perceptions of education systems remain ambiguous, particularly in communities where past generations were raised under socialist educational models. However, with economic liberalization and globalization, there has been a paradigm shift in pedagogical approaches and learning methodologies. This transformation underscores the crucial role of teacher education and the necessity for educators to undergo comprehensive training. As teaching is a profession that demands deep knowledge, critical thinking, and adaptability, enrolling in a teacher education programme is imperative for aspiring educators to excel in the contemporary globalized world.

1.5 EVOLUTION OF TEACHER EDUCATION PROGRAMME IN MIZORAM

1.5.1 Profile of Mizoram

Mizoram, located in the northeastern region of India, is a landlocked state that shares an international border extending 722 kilometers with Myanmar and Bangladesh to the south. In the north, it is bordered by three Indian states—Manipur, Assam, and Tripura. Geographically, Mizoram ranks as the fifth smallest state in the country, encompassing an area of approximately 21,087 square kilometers (8,142 square miles). The state's latitudinal extent ranges from approximately 21°56'N to 24°31'N, while its longitudinal range spans from 92°16'E to 93°26'E. A significant geographical feature of the state is the Tropic of Cancer, which runs centrally through its territory. The maximum distance within Mizoram, measured from north to south, extends to nearly 285 kilometers, whereas its widest east-west stretch is approximately 115 kilometers.

Historically, Mizoram was initially a part of the state of Assam, similar to other northeastern states of India. However, in 1972, it was reorganized and designated as a Union Territory. A significant political development occurred in 1986 when the Indian Parliament enacted the 53rd Amendment to the Constitution, paving the way for the establishment of Mizoram as a full-fledged state on February 20, 1987. This milestone marked Mizoram's recognition as India's 23rd state. Following this transition, the first-ever election for the Mizoram Legislative Assembly was conducted on February 16, 1987. Since then, the state has held elections every five years. The latest legislative elections took place on November 28, 2018, where 40 seats in the state assembly were contested. The voter turnout for these elections was recorded at 80%. The Mizo National Front, under the leadership of Zoramthanga, emerged victorious and assumed governance of the state.

Mizoram is administratively divided into eleven districts, with each district being overseen by a Deputy Commissioner who is responsible for governance and administration at the district level. Additionally, two districts in the state—Lawngtlai and Siaha—have a unique administrative structure, as they are each governed by

three Autonomous District Councils. These councils include the Lai Autonomous District Council, headquartered in Lawngtlai, the Mara Autonomous District Council, with its administrative seat in Siaha, and the Chakma Autonomous District Council, which is managed centrally from Chawngte (also known as Kamalanagar). As per the constitutional provisions, these Autonomous District Councils are entrusted with the responsibility of managing and regulating primary education within their respective jurisdictions.

According to the 2011 Census of India, the total population of Mizoram was recorded at 1,091,014 individuals. During the preceding decade, the state experienced a population growth rate of 22.78%. Among the total population, there were 552,339 males, accounting for 52.16% of the population, while the number of females stood at 538,675, comprising 50.88%. The state's sex ratio, defined as the number of females per 1,000 males, was reported at 975. Furthermore, the literacy rate in Mizoram, based on the 2011 census, was recorded at 91.58%, reflecting a strong emphasis on education within the state (Government of India, 2011).

1.5.2 Teacher Education in Mizoram

Teacher education in Mizoram has its roots in the efforts of Christian Missionaries, who initially recognized the potential of young men, particularly those who had graduated from middle school, to contribute significantly to the education sector. This initiative eventually gained governmental support due to the increasing need for qualified teachers. In 1953, the establishment of the Basic Training Centre, which was later renamed the Under Graduate Teacher Training Institute (UGTTI), marked a pivotal development, allowing graduates to be trained as teachers. As part of the restructuring efforts within the education sector under the Ninth Plan, two Teacher Training Institutes (TTIs) were transformed into District Institutes of Education and Training (DIET) in 1989 (Aizawl) and 1993 (Lunglei). Furthermore, in 2005, the government set up District Resource Centres in the remaining six districts without DIETs, which gradually became DIETs by April 15, 2013. The establishment of the College of Teacher Education (CTE) in the state also brought about a significant change, as it was re-designated as an Institute of Advanced

Studies in Education (IASE), serving both as IASE and CTE due to the absence of other teacher education colleges in Mizoram. Additionally, the formation of the State Council of Educational Research and Training (SCERT) in 1980, initially part of the Directorate of School Education, gained autonomy in 2008 when it became an independent directorate.

1.5.2.1 Institute of Advanced Studies in Education (IASE), Mizoram:

The Institute of Advanced Studies in Education (IASE), initially established as the Mizoram Institute of Education (MIE) in 1975, underwent a series of transformations. In 1997, it became the College of Teacher Education (CTE), the only such institution in Mizoram. The Institute was further upgraded to IASE status in 2005, marking a significant milestone in the state's teacher education system. This change was officially approved during the 11th Meeting of the Teacher Education Approval Board (TEAB) on September 12, 2005. The approval was contingent on the state government's written assurance to maintain the functions of the CTE alongside the new IASE responsibilities. Subsequently, the State Government granted permission to the Institute to offer both CTE and IASE functions, which included the provision of Bachelor of Education (B.Ed) and Master of Education (M.Ed) programme, as outlined in the government's letter dated October 26, 2005.

The transition from CTE to IASE was a key development in the enhancement of teacher education in Mizoram. One of the first actions taken by the upgraded institution was the introduction of the M.Ed programme to address the absence of postgraduate teacher education programme in the state. Prior to this, the only available programme was the M.A. (Education) at Mizoram University, which did not adequately support the continuous professional development of secondary school teachers, teacher educators, and other educational personnel. The M.Ed programme received formal approval during the 131st meeting of the ERC/NCTE in February 2012, and the course began in August 2012 with an intake of 28 students, out of a total capacity of 50.

Further strengthening its educational offerings, the IASE began offering M.Phil and Ph.D. courses in Education in 2019. The initial batch of seven scholars in

2019 has since grown to 32 scholars. To date, four scholars have earned M.Phil degrees, and two have been awarded Ph.D. degrees. The IASE is currently the only government institution in Mizoram to offer Ph.D. courses in Education.

1.5.2.2 Department of Education, Mizoram University:

Mizoram University, established through an Act of Parliament (Reference No. 8 of 2000), officially began its operations on July 2, 2001. The university is located in Tanhril, on the outskirts of Aizawl, the capital of Mizoram, covering a sprawling area of 978.1988 acres. The Department of Education at Mizoram University, one of the university's oldest departments, traces its origins back to 1979 when it was initially part of the North Eastern Hill University (NEHU) in the Mizoram Campus. Currently, the department offers a variety of academic programmes, including B.Ed., M.Ed., M.A., M.Phil., and Ph.D. in Education. The M.Ed. programme was the latest addition, launched in the 2018-2019 academic year.

The department moved into its permanent infrastructure in 2016 and regularly conducts academic activities such as workshops, project evaluations, and other extension activities. According to its official website, the department aspires to provide academic leadership at regional and national levels, aiming for a global impact on society through continuous innovation in education, teacher preparation, and research.

The Department of Education began with a one-year M.Ed. programme in 1980, which was later extended to a two-year programme starting from the 1985-86 academic year. The department further evolved its offerings by converting the teacher education programme into a four-semester M.A. Education course. Additionally, in the 2009-2010 academic year, it introduced a Ph.D. programme and added the M.Phil. programme to its portfolio. In recognition of its growth and contributions, the department was granted the status of a School of Education following the approval of the University Grants Commission (UGC) in 2013.

1.5.2.3 District Institute of Education and Training (DIET) :

Teacher training in Mizoram began in 1901 during British rule and continued under the administration of the local government. In 1953, a Basic Training Centre was established, which later transformed into the Undergraduate Teacher Training Institute. As part of the Restructuring and Reorganization of Teacher Education initiative under the Ninth Five-Year Plan, two Teacher Training Institutes were upgraded to District Institute of Education and Training (DIETs) in Aizawl (1989) and Lunglei (1993). At that time, Chhimtuipui district, which later split into Siaha and Lawngtlai districts, was the only district in the state without a DIET.

In line with the Centrally Sponsored Scheme for the Restructuring and Reorganization of Teacher Education (1989) and following the creation of five new revenue districts in Mizoram, the Ministry of Human Resources Development, Government of India, approved the establishment of six new Telescopic District Institute of Education and Training (DIETs) in the districts of Saiha, Lawngtlai, Serchhip, Champhai, Kolasib, and Mamit during the 2003-04 period. These Telescopic DIETs were established in 2005 in districts where no DIETs previously existed and were later formally designated as District Resource Centres (DRCs). The focus of these DRCs was primarily on providing in-service teacher training at the elementary education level and conducting action research. Unlike the two full-fledged DIETs in Aizawl and Lunglei, the DRCs did not engage in pre-service teacher education.

The core mission of the DRCs was to improve the quality of elementary education by offering in-service training for teachers, providing academic support to schools, and organizing educational workshops, seminars, and other related activities. In June 2012, the revised guidelines for the Centrally Sponsored Scheme of Teacher Education allowed for the possibility of upgrading District Resource Centres into full DIETs when necessary. In response, the state government proposed the upgrading of all six DRCs into DIETs. After receiving approval from the central government, the six DRCs in Mizoram were officially upgraded to full-fledged DIETs on April 15, 2013.

1.5.2.4 State Council of Educational Research and Training (SCERT) :

The State Council of Educational Research and Training (SCERT) was established in 1980 as the academic branch of the School Education Directorate, which was initially part of the Department of School Education. In 2008, SCERT transitioned into an independent Directorate on May 22nd. Following the implementation of the Right to Education (RTE) Act on September 22nd, 2010, SCERT became the primary Academic Authority for Elementary Education in Mizoram, with a primary focus on educational planning and the development of learning materials for elementary education. One of SCERT's key units is Teacher Education and Training, which plays a vital role in its educational initiatives.

SCERT is responsible for overseeing the academic functions related to primary and secondary education, teacher education, and in-service training programmes. It provides guidance in various educational domains such as curriculum design, textbook development, promotion of science education, vocational education, special education, social sciences, humanities, computer studies, information technology, and educational research. The Council's primary functions are centered around two major areas: training and research. In the area of training, SCERT organizes extension and in-service programmes for a broad spectrum of educational personnel, including teachers, teacher educators, educational supervisors, and administrators such as Chief Education Officers (CEOs), District Education Officers (DEOs), Sub-Divisional Education Officers (SDEOs), as well as headmasters and principals of high schools and higher secondary schools.

1.6 RATIONALE OF THE STUDY

Education plays a vital role in the development and progress of any nation, and its quality is deeply influenced by the effectiveness of teacher education. In Mizoram, despite over five decades of teacher education programmes, there remains a significant gap in public awareness regarding the importance and impact of these programmes. Teacher education serves as the cornerstone for improving both the quantity and quality of education at various levels, particularly at the secondary stage, where it bridges elementary and higher education. However, despite its crucial

role, teacher education in Mizoram has yet to receive adequate research and attention in terms of its structure, functions, and overall effectiveness.

The significance of teacher education is not just limited to imparting knowledge; it shapes individuals and the nation as a whole. As an integral component of the educational system, teacher education is inherently connected to the culture, ethos, and character of a nation. It plays a pivotal role in shaping society's future, as it determines how teachers are prepared to meet the challenges and demands of an evolving educational landscape. However, to date, no specific studies have been conducted to evaluate the various teacher education programmes in Mizoram, leaving a gap in understanding their strengths and weaknesses.

Moreover, the constitutional goals, directive principles of state policy, socio-economic issues, and the changing dynamics in the field of education call for a responsive and modern educational framework. This framework should effectively respond to the evolving educational needs of the state and align with national objectives. Teacher education programmes should be designed and executed within this context to ensure they adequately address these pressing challenges.

Given the critical role that teachers play in the educative process, it is essential to invest in high-quality teacher education to ensure the professional preparation of teachers who can effectively shape the future of students. A teacher's quality depends not only on their academic qualifications and training but also on their individual characteristics, such as commitment, attitudes, and approaches to teaching. Therefore, enhancing teacher education programmes is pivotal to improving educational outcomes in Mizoram.

Teacher education is vital for the development of both the quantity and quality of education, especially at the secondary level, where it acts as a bridge between elementary and higher education. However, it has not yet received the attention it deserves in terms of comprehensive evaluation and research. Specifically, there is no in-depth study of the structure, content, and outcomes of teacher education programmes in Mizoram. This gap in research and understanding has

hindered the improvement of these programmes, which are crucial for enhancing the quality of teachers and the overall education system in the state.

Despite the existence of several teacher education institutions in the state, their status, programme structures, and outcomes are not well understood. Teacher education is an evolving field that presents numerous opportunities for innovation and improvement. By analyzing the teacher education programmes in Mizoram, this study aims to identify areas for improvement and propose strategies for enhancing their effectiveness. The findings of this study will provide valuable insights for policymakers, educators, and stakeholders, enabling them to make informed decisions to improve the teacher education system in Mizoram.

The study is necessary to bridge the existing knowledge gap regarding teacher education in Mizoram. It aims to provide a comprehensive analysis of the current condition of teacher education programmes in Mizoram, identify their strengths and weaknesses, and recommend strategies for their improvement. The ultimate goal is to contribute to the development of a more robust teacher education framework that will support the continued growth and improvement of education in Mizoram.

Despite the presence of multiple teacher education institutions in Mizoram, there is a lack of comprehensive understanding regarding their status and the structure of their programmes. Teacher education is a dynamic field that allows for innovative ideas to be tested and practiced, and it is critical that the programmes are assessed, refined, and adapted to meet the evolving needs of the state's educational system. This study aims to fill that gap by investigating the status, challenges, and potential improvements in teacher education programmes in Mizoram, ultimately contributing to the overall enhancement of education in the state. With these kept in view, therefore it is necessary to study and analyse Teacher Education Programme in Mizoram.

1.7 RESEARCH QUESTIONS:

1. What is the course structure and syllabus of teacher education programmes in Mizoram?

2. What is the administrative body of teacher education institutions in Mizoram?

3. Do teacher education Programme of Mizoram meets the norms and standards laid down by NCTE ?

4. What are the physical infrastructure of teacher education Institutions of Mizoram?

5. What is the admission procedure and intake capacity of students in different teacher education institutions of Mizoram?

6. What is the level of professional commitment of teacher educators in Mizoram?

7. Is there any difference in the level of professional commitment of teacher educators in Mizoram based on their gender?

8. Is there any difference in the level of professional commitment of teacher educators in Mizoram in relation to their marital status?

9. Is there any difference in the level of professional commitment of teacher educators in Mizoram in relation to their age?

1.8 STATEMENT OF THE PROBLEM:

Teacher education is crucial in elevating both the reach and quality of education, particularly at the secondary level, where it functions as an essential bridge between primary education and higher studies. Despite its importance, it has not undergone the thorough evaluation and research scrutiny required for its structured development. Specifically, an in-depth examination of the framework, curriculum, and efficacy of teacher education programmes in Mizoram is notably lacking. This gap in academic research has hindered initiatives aimed at improving these programmes, which are vital for enhancing teacher proficiency and reinforcing the state's educational system. Therefore, in Mizoram, the lack of research in this field further intensifies the issue. Hence, the statement of the problem for the present study is entitled **'Teacher Education Programmes in Mizoram; An Analytical Study'**

1.9 OPERATIONAL DEFINITION:

Teacher Education:	In the present study, In the present study, teacher education refers to secondary teacher education, its educational policies, procedures and programmes for the development of teacher's proficiency and competence that enhanced all aspect human and physical development in Mizoram.
Programme:	Programme here refers to the set of activities carried out for secondary teachers' professional development under Mizoram University teacher education institutions
Mizoram:	It is a state in northeastern India and the 23th state of India with Aizawl as its capital city, bordered by Myanmar to the east and south, Bangladesh to the west, and the Indian states of Tripura, Assam, and Manipur to the north. The name is derived from "Mizo", the name of the native inhabitants, and "Ram", which means land, and thus Mizoram means "land of the Mizos".
Analytical:	Analytical here refers the detail study and examine of secondary teacher education programme under Mizoram University's teacher education institution.
Professional Commitment:	Professional Commitment here refers to the dedication of a person towards a teaching profession, learner, professional actions and society.

1.10 OBJECTIVES OF THE STUDY:

1. To trace the history of teacher education programmes in Mizoram.

2. To examine the course structure and syllabus of teacher education programmes in Mizoram.

3. To analyze the administrative structure and functions of teacher education institutions in Mizoram.

4. To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram.

5. To find out the physical infrastructure of various institutions of teacher education in Mizoram.

6. To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram.

7. To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram.

8. To find out the level of professional commitment of teacher educators in Mizoram.

9. To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age.

1.11 HYPOTHESES OF THE STUDY:

To conduct the present study following research hypotheses are formulated-

1. There is significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender.

2. There is significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status.

3. There is significant difference in the level of professional commitment of teacher educators in Mizoram with relation to their age.

1.11.1 Null Hypotheses

To conduct the present study the following null hypotheses are formulated-

1. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender.

2. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status.

3. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with relation to their age.

1.12 DELIMITATION OF THE STUDY:

Although it would have been preferable to include the entire teacher education programme in Mizoram, time limitations and the outbreak of COVID-19 during the data collection phase restricted the scope of the study. Therefore, the research has been delimited to the secondary teacher education programme in Mizoram, specifically the Bachelor of Education (B.Ed) programme.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

INTRODUCTION

A review of related literature is a fundamental step in any research endeavor and serves as a prerequisite for effective planning and execution. It involves identifying, analyzing, and assessing previous studies, including published articles, research summaries, and observational reports relevant to the researcher's topic (Agarwal, 1998). Mouly (1964) emphasized that reviewing related literature enhances comprehension of the research problem, highlights its key aspects, and helps prevent redundant studies. Similarly, John W. Best (1986) noted that it plays a crucial role in defining the research problem, understanding its importance, identifying suitable data collection methods, selecting an appropriate research design, and determining reliable data sources.

Reviewing related literature assists researchers in developing hypotheses and provides guidance in selecting a research problem, formulating its statement, defining key concepts, and setting boundaries. This process helps save time by ensuring a focused approach to research. Additionally, it directs the researcher in addressing the chosen problem effectively while minimizing the risk of duplication in study.

In this chapter an attempt is made to present a background of the research. The related literature is reviewed from both India and abroad in which 52 studies were conducted within India and 28 studies were conducted from abroad. The investigator studied 80 related literatures. The investigator has divided the work under the following head:

2.1 Studies conducted in India.

2.2 Studies conducted abroad.

2.3 Summary of the studies reviewed

2.1 STUDIES CONDUCTED IN INDIA

Lalhlimpuii (2023) investigates the challenges faced by teacher education programs in Mizoram, particularly in relation to the training of primary school teachers. The study identifies significant gaps in teacher preparation, such as the inadequate integration of modern teaching methodologies, limited exposure to practical teaching experiences, and the lack of resources in teacher education institutions.

Lianzo (2023) examines the professional development opportunities for teacher educators in Mizoram, noting that many teacher educators lack access to continuous professional learning programs. He highlights the need for ongoing training in new pedagogical techniques, curriculum development, and the integration of digital tools into teaching. Without such professional development opportunities, teacher educators are unable to effectively mentor and guide student teachers, which negatively impacts the overall quality of teacher education.

Malsawmtluangi (2023) evaluates the relationship between teacher education and student learning outcomes in Mizoram. The study highlights that teachers trained in contemporary pedagogical techniques tend to show better engagement and effectiveness in their classrooms, which ultimately contributes to higher student achievement. However, she emphasizes that the application of these techniques is often inconsistent, especially in rural areas where teachers face greater challenges due to limited resources and infrastructure.

Zote (2022) points out the challenges posed by the rapid expansion of teacher education programs in Mizoram. While the number of teacher education institutions has increased, many of these institutions face infrastructural and financial constraints. The disparity between urban and rural institutions further exacerbates these issues, with rural institutions often struggling to meet the standards set by the National Council for Teacher Education (NCTE).

Singsit (2021) explores the issue of contextual relevance in teacher education programs in Mizoram. The study argues that teacher education curricula in the state are often influenced by national policies and are not sufficiently tailored to the local

context, which includes linguistic diversity and specific cultural needs. Teachers are trained in theoretical approaches that do not always align with the lived experiences of students, particularly in the remote areas of Mizoram, where regional languages and cultural nuances play a significant role in education.

Khan and Kaur (2021) conducted a study on professional commitment of teacher educators from B.Ed. colleges of Punjab in India and found that there exist no significant difference between male and female teacher educators in their professional commitment.

Balbir Singh (2017) investigated the relationship between professional commitment and teachers. The findings demonstrated fundamental associations between professional commitment and teachers, primarily in terms of perspectives. Moreover, significant differences were observed between professional commitment and teachers on certain aspects. The study revealed a positive relationship between professional commitment and teachers.

Farswan (2017) conducted a study on innovative practices in teacher education in India. The research identified various approaches employed in teacher education, including team teaching, cooperative or collaborative teaching, reflective teaching, blended learning, soft skills development, and a constructivist approach to teaching. The study concluded that a comprehensive overhaul of the current teacher education system in India is necessary. Farswan recommended that the departments responsible for teachers' training engage in innovative research and ensure worldwide accessibility of their findings through the internet. The study emphasized the importance of institutions learning from one another's best practices. Furthermore, Farswan underscored the significance of addressing not only the cognitive aspects but also the emotional and psychomotor domains to effectively nurture future teachers.

Kamboj (2016) examined the work-related stress experienced by teacher educators in relation to experience and nature of the job. The samples for the study comprised 80 subjects from five different colleges of education in Fazilka and Sri Mukatsar Sahib Districts of Punjab. The results showed that teacher educators were

under stress due to the introduction of the two-year B.Ed. program, but there was no significant difference between them in relation to their teaching experience. Ad hoc teacher educators faced significantly higher stress than regular teacher educators. The study also found significant interaction between teaching experience and the nature of the job.

Ghosh and Guha (2016) stated that teacher educators play a crucial role in facilitating social transformation for national reconstruction. The quality of teachers and the educational environment they work in are paramount in the teaching and learning process. In a study conducted in West Bengal, 221 teacher educators were randomly selected. The findings indicated that male, self-financed, and rural teacher educators had a more favorable perception of the organizational climate compared to their female, government-employed, and urban counterparts. However, female, government-employed, and urban teacher educators exhibited higher levels of motivation in their work compared to male, self-financed, and rural teacher educators.

Singh and Kumar (2015) conducted a study entitled "Professional Commitment Among Experienced and Novice Teachers," which revealed that the distinction in professional commitment between secondary school teachers was not noteworthy in relation to their sex and teaching experiences.

Dutta et al. (2015) conducted a study titled "Curriculum of Teacher Education Program: What do Teacher Educators Say?" The study highlighted the crucial role of teacher educators in shaping the values and mindset of future citizens. The researchers found that the one-year B.Ed. curriculum was inadequate in developing competencies among teachers. The study recommended a reflective approach to teacher education, extended program duration, more time for practice, and innovation in teaching techniques to align with societal needs.

Srinivasan (2015) explored the quality of existing teacher education institutions in India and found that teacher education programmes could benefit from being placed in multidisciplinary environments. The study also examined the adequacy of recently revised norms in implementing this idea.

Gajjar (2014) studied "Professional Work Commitment of Teacher Trainees of B.Ed College" and found that the professional work commitment level of teacher educators did not vary significantly in relation to sex, territory, and educational foundation, although it differed based on academic qualifications.

Arjunan and Balamurugan (2013) conducted a study on the professional commitment of teachers working in tribal area schools and found that teachers in tribal regions had a normal or low level of professional commitment. Professional commitment varied significantly based on the territory of the school and the type of administration, but not on sex.

Gupta and Jain (2013) studied "Professional Commitment Among Teacher Educators" and found no difference in professional commitment based on locale and gender. However, significant differences were found based on academic qualifications.

Goel and Goel (2012) conducted a study on the "Teacher Education Scenario in India: Current Problems & Concerns" and found a significant disparity among teacher education institutions, often attributed to commercialization. They suggested that commercialization negatively impacted the quality of teacher education and that institutions needed greater innovation and support.

Pandey (2011) studied the professionalization of teacher education in India and emphasized the need for a systematic task analysis of teachers and the inclusion of relevant content to ensure teachers' professional confidence. The study called for reforms in teacher education programs to prepare teachers who are sensitive to social mandates, professional ethics, and the needs of diverse learners. The National Curriculum Framework for Teacher Education (2009) promises to translate this vision into reality by preparing reflective teachers

Abdullah (2009) studied various issues and problems related to the growth of teacher education institutions. He analyzed secondary data from the NCTE and found that the majority of teacher education courses comprised Elementary Teacher's Training (ETT) and B.Ed. programs. The study revealed a steady increase in the number of courses, with the most rapid expansion occurring between 2000-2005.

Abdullah identified factors such as the privatization of education, increased demand for teacher education, and the stagnation of government institutions as major contributors to the growth of self-financing teacher education institutions.

Kothari and Shelat (2009) critically evaluated the secondary teacher education program in India. They highlighted issues such as the variation in admission policies and procedures across states and universities, the lack of emphasis on content knowledge and teaching aptitude, and the absence of integration between pre-primary, primary, and secondary teacher education institutions. They recommended establishing an association of teacher education institutions and teacher educators at both state and national levels.

Shukla (2009) found a high positive correlation between professional commitment and job satisfaction. However, the connection between teaching competence and job satisfaction was found to be very low, with some negative correlations for certain measures. Shukla noted a lack of studies on the professional commitment of teacher educators, contrasting with the abundant research on job satisfaction and other socio-psychological factors among secondary school and college teachers

Chan et al. (2008) tested predictive and intervention models of teacher commitment and found that organizational politics negatively impacted teacher commitment. Strong organizational climate, on the other hand, contributed to the enhancement of professional commitment.

Balay (2007) investigated the relationship between organizational commitment and conflict management strategies among teachers. The study found that male teachers were more likely to experience commitment based on compliance and were also more likely to avoid conflicts compared to female teachers. Older teachers were more likely to experience commitment based on internalization and identification and used problem-solving conflict management strategies more than their younger counterparts.

Kaur (2007) studied the impact of teacher training on B.Ed. students' personality and found that the psychotic tendencies of students increased during the

training, whereas neuroticism decreased, and extraversion increased. The study showed a positive change in students' personalities by the end of the training program.

Shardindu (2005) examined the development of teacher education in India and praised the establishment of the National Council for Teacher Education (NCTE) in 1973. The study highlighted the significant role played by the Indian government in supporting teacher education reforms.

Sharma (2005) referred to a centrally sponsored scheme for restructuring and reorganizing teacher education, which aimed at strengthening 250 Secondary Teacher Education Institutions (STEIs) and developing 50 of them into Institutions of Advanced Study in Education (IASEs).

Vij (2005) studied the quantitative expansion of secondary teacher education colleges in Punjab. The study revealed that the number of teacher education institutions in Punjab grew from 18 in 1993 to 33 in 2003, with a significant increase in 2003 when nine new institutions were established.

Deb (2004) stressed the importance of collaborative efforts from various stakeholders, including families, industry, and teacher organizations, for improving the quality of teacher education. She emphasized the interrelation between academic and social issues in teacher education.

Jain (2004) noted that teacher education institutions in Punjab expanded at a very slow pace until 2001, with only six new institutions being established over thirty years. By 2001, the number of secondary teacher education institutions had increased from 17 in 1971 to 23 in 2001.

Sidhu (2004) explained that in 2005-06, admissions to B.Ed. courses in Punjab were conducted through central counseling at Punjab University Chandigarh for over 110 colleges, compared to only 37 colleges in the previous year. This marked a more than 200% increase in the number of colleges in just one year.

According to Kaur (2004) teacher education institutions were increasing but the quality of teacher education was deteriorating. Teacher Education had to be visualised as per future needs by giving proper training to teachers.

According to Kamran (2004) NCTE had tried to evaluate and reset the standards of teacher education at secondary level but even then the quality of teacher education had not been improved.

Yadav (2003) stressed that quality improvement of teacher education programme was essential for the professional development of teachers and teacher educators. The gap between pre-service and in-service training needed to be minimised by providing additional inputs; activities and also bridging the gaps at various stages.

Gupta et al. (2002) carried out a study on ―Two Year B.Ed. Programme: An Experiment in Quality Teacher Education‖. In this study, the investigators intended to study the background of students joining the two year B.Ed. course, and to study their attitudes towards teaching and teacher Education. The sample for the study consisted of 30 first year students from the Science and Mathematics group and 42 first year students from the Language and Social Science Goup. These students were studying in the Two-year 91 B.Ed. (Secondary) course introduced in the Regional Institute of Education, Bhopal. An Attitude Scale and a Socio-economic Status Schedule were the tools for the study.

Sharma and Sharma (2002) found that untrained teachers, lack of professional status, drop outs, limited student strength, outmoded curriculum and lack of funds are responsible for deterioration of quality of teacher education.

National Council for Teacher Education (2001) analyzed "Teacher Education Programme in Andhra Pradesh". It covered all Teacher Education Institutions in the state at primary and secondary levels. It highlighted the display status, its chronicled development, the organizational set up, parts and capacities of these teach. It moreover examined the quality and shortcomings, issues and issues relating to scholarly, money related and proficient angles. The findings of the study were: - In colleges of education there was a shortage of teachers in subject like philosophical

foundations and psychological foundations. The circumstance in DIETs, CTEs and IASEs within the state showed up to be inadmissible agreeing to NCTE standards. Thus there was a critical have to be enlist the staff individuals to fulfill the necessity of manpower planning as too to have a viable and proficient instructor instruction framework within the state.

Vyas (2001) opined that there was a belief in the society and among teachers that teaching was an art or craft and not a science. There was a mentality that successful teaching was a practical skill and such skill did not come through the study of principles of education. Therefore, present teacher education system came under severe criticism from various sections of society for not giving due importance to practical experience to produce quality teachers.

Garg (2000) studied growth and development of teacher education in the post- independence period and he found that the teacher education after independence had expanded at a very faster rate. He had discussed about policy shifts regarding teacher education in the post-economic reform period.

Govinda and Sood (2000) conducted a national evaluation of DIETs. The overall aim of the study was to find out the available technical and infrastructural capacity of DIETS in all states in the country for carrying out the assigned functions. The tool used to collect information was a questionnaire to know the status of (i) physical infrastructure (ii) technical and academic programmes and activities and (v) financial status. Out of seven branches envisioned - 83 - in the DIET designed to carry out the expected functions, Planning and Management (P&M), Educational Technology and Work Experience branches were non-functional in most of the DIETs in the country.

Chakrabarti (1998) while emphasizing Qualitative Teacher Education stated that Teacher Education in India had opened out new dimensions in qualitative change that believes in international - 82 - co-operation to preserve and promote the aesthetic and cultural heritage of mankind. The curriculum-orientation programmes were, therefore, vigorously implemented to give the world new perspectives on a new world order based on re-generation of aesthetic consciousness.

NCTE (1998) had studied the quality of teacher education in the teacher education institutions in Delhi and had found that all the teacher education institutions did not follow strictly the norms and standards set by the universities and other statutory bodies like UGC, NCTE etc.

Pandey (1998) viewed that National Council for Teacher Education (N.C.T.E.) was the high power body like Indian Medical Council (I.M.C.) and All India Council for Technical Education (A.I.C.T.E.) designed to upgrade the quality of teacher education at all levels in country. Any new teacher education institute should be planned in accordance with the fixed norms of NCTE for fulfilling the objectives of Teacher Education.

Mohanty (1997) studied the functions of NCTE and how far it had been successful in carrying out those functions. He found that a large number of teacher education institutions had been functioning only for 2 to 3 months in an academic year. NCTE had stipulated 180 working days for secondary teacher education programme but many secondary teacher education institutions had not taken this stipulate seriously. He recommended that norms and standards of NCTE should be strictly followed by all the teacher education institutions.

Singh (1995) in a survey conducted by NCTE during 1988-89, found that 14 universities were running B.Ed. programme through correspondence and as many as 68,000 students were enrolled by them during 1988-89. The duration of B.Ed. programme varied for 10 months to 14 months (NCTE, 1990). At that time there were more than 20 universities which offered B.Ed. through Correspondence/distance education in the country.

Nagpur (1991) critically studied the system of teacher education at secondary level and found that the average expenditure per private unaided college of education was rupees 2.38 lakh, which was one third of the expenditure per private aided college. A majority of the students admitted that they had no teaching experience. Innovative methods like team teaching and models of teaching were rarely tried out in colleges of education. Moreover 30% colleges of education ran centres for vocational guidance, adult education, population education and distance education.

Hemabujan (1983) has done a critical study on "Teacher Education at secondary level in Tamil Nadu". The Findings of his study were: The state government controlled the recruitment of all teacher-educators. Choice was done on the reservation premise. The benefit of teacher-educators was secure and their pay rates were paid. The comprehensive B. Ed. educational programs was not successfully executed due to time deficiency, semester inner appraisal etc. The revised B. Ed. syllabus in force in Tamil Nadu was suitable and satisfied the necessities on the proficient side, but needed within the substance information of the scholastic subjects.

Srivastava (1982) carries out a study on "Effectiveness of the Teacher Education Program". The major findings of the study were: The ten colleges, having teacher education department were unequal in estimate and offices and none was at first opened with the eagerly of giving offices of Teacher Education. The colleges were on the government give list; subsequently there was no issue of staff compensation installment. But SC &ST understudy learners, all other were required to pay expenses. The Teacher-Educator, Student-Teacher ratio was 1:14. Offices for non-teaching staff were lacking. Confirmation rules, as endorses by the state government were taken after, which had numerous disadvantages.

Sharma (1982) surveyed the progress and problems of teacher education in India outlining the inadequacies of pre-service teacher education and built a case for continuous in-service teacher education programme.

Mohan (1980) studied the effectiveness of the teacher training programmes in some selected colleges of education. He found that the teacher training departments neither had adequate buildings nor equipment and the hostel facilities for girls and boys.

Gupta (1980) surveyed pre-service education of teachers in colleges of education. These national surveys were accompanied by the surveys of teacher education at the state level also. All these surveys painted a dismal picture of teacher education so far as its qualitative aspects were concerned. Dearth of adequately trained staff and absence of adequate facilities were the predominant findings. The

reasons for downward quality could be attributed to compromising with norms and dilution of academic standards.

According to Encyclopedia of Educational Research (1973), of U.S.A., teacher education programmes were studied more than researched. Innovations tended to be implanted and imitated with a minimum of evaluation. Practices and procedures were evolved rather than developed through controlled experimentation. Diversity was the most noticeable characteristic of programmes of teacher education at mid-twentieth century, with each institution seemingly aspiring to be unique (Stiles and others, 1960)

According to The National Council of Educational Research and Training (1971), third national Survey of Secondary Teacher Education in India, number of Teacher Education Institutions in India was 219 in 1962 and increased to 273 in 1965 which further reached 381 in 1971. Increase in number of Institutions was maximum in 1968 when 19 institutions were opened and was minimum in 1971 when only 2 institutions were opened. At one stage, out of 259 institutions only 35 institutions were fully residential where as 147 were partly residential, 215 institutions were co-educational and 30 were for women only.

2.2 STUDIES CONDUCTED ABROAD

M. Lall (2021) focuses on the reforms and the restructuring of teacher education and training in Myanmar in light of the issues faced by student teachers and teacher educators. Drawing on original survey data collected across 20 education colleges.

Mike Hayler and Judy Williams (2020) in their study on the "Policy and Educational Contexts of Teacher Education" provides an overview of current policy contexts of teacher education in Australia and England. In a time of noteworthy alter in these nations, issues talked about incorporate government arrangement, college educating and investigate motivation, audits and needs, responsibility commands, the call for expanded proficient encounter in schools, the move to school-based teacher education and issues of teacher quality. All these powers have clear suggestions for the work of teacher educators in terms of instructing and responsibility requests,

teacher education curriculum and partnership/relationship building with partners. Measures for instructors in Higher Instruction are moreover examined, counting how typically getting to be show in worldwide teacher education instruction approach.

F. Magni (2019) draw a comparison between the two countries (Italy and the UK), highlighting some of the main recent reforms and future prospects concerning teacher education policies, in order to think out of the box and learn from each other about what matters and what works in different contexts, and imagine new paths and future prospects for a better initial teacher education system.

Cui Ping et al (2018) studied, "Teacher educators' professional learning". The result of the study shows that research on teacher educators' professional learning appears to be a growing field of interest but fragmented in focus. Review indicates: (a) there is no clear knowledge base essential for teacher educators' work, (b) teacher educators undertake different activities from which to learn, and (c) they generally experience the need to learn to do their work as teacher educators.

N. Beri and A. Beri (2016) studied the professional commitment among teachers educator's in relation to their work motivation. The study revealed that there is a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

Kosnik (2015) conducted a study on "Professional development of literacy/English teacher educators". He met teacher educators around the kind of information they required; it showed up that they exceedingly esteemed investigate information as fundamental for their work, since they got to be to a great extent locked in in research-related exercises extending from conducting inquire about and perusing research-related articles to applying investigate information into their possess instructing exercises.

Karagiorgi and Nicolaidou (2013) conducted a study on "Professional development of teacher educators: Voices from the Greek-Cypriot context" and found out one of the teacher educators who participated in a professional learning

program became more open to criticism on his/her teaching practices from colleagues and, through that, got to be more reflective approximately his/her teaching practices as well. Supporting student teachers to reflect on their hones, the other portion of this sub-category, is by and large seen as a vital errand of teacher educators.

Allard and Gallant (2012) published a paper on "Is this a meaningful learning experience, An Interactive critical self-inquiry" and described the tensions that teacher educators met in explaining the implicit pedagogical reasons underlying their teaching to student teachers, such as wanting to tell student teachers about the 'what' and 'why' of their teaching on the one hand and wanting to give them ample time to think deeply about teaching on the other.

Sharplin (2011) has done a study on "How to be an English teacher and an English teacher educator: Spanning the boundaries between sites of learning" and stated that maintaining and joining both proficient parts as a teacher of teachers and a teacher in school was important for connecting hypothesis and hone in a teacher educator's claim instructing. Few creators proposed that the proficient part as a guide ought to too be joined into the part of teacher educator.

Pamela (2010) examined "The Knowledge Base for the Beginner Teacher" and found out that more than a decade later, teachers, teacher-educators and scholars from across the country came together to revise and refine the curriculum in teacher education. This article centers on the proposals of the Committee on Teacher Education (CTE) which composed three books portraying the fundamental foundational information that all American instructors counting extraordinary instruction instructors ought to know some time recently they graduated from their pre-service programmes.

Wang et al. (2010) found that instructors instructing in Hospitals in Taiwan having higher salary are more professionally committed. The findings of the study moreover uncovered nurses with higher work values and professional commitment tend to show fewer turnovers purposeful.

Dwivedula and Bredillet (2010) embracing a positive approach on 141 project worker to discover relationship between emotional organizational variable and affective professional commitment detailed critical relationship between full of feeling organizational variable and professional commitment of venture labourers.

Malik (2010) investigated the relationship between job satisfaction and commitment of teacher working in two open division colleges of Pakistan. The finding of the think about demonstrated that the fulfilment with work itself, quality of supervision and pay fulfilment has critical positive impact on commitment of faculty members.

G. Ostinelli (2009) presents a brief analysis of teacher education in five European countries: Italy, Germany, England, Sweden and Finland. In the post-industrial world, the sense of teaching has profoundly changed, influenced by a rapidly evolving socio-economic context. The responses given by each country are different, but two tendencies emerge: on the one hand, the English model, which seeks to make a teacher a faithful executor with regard to centrally decided learning objectives; on the other, the Nordic model that conceives the teacher as a "fully-fledged" professional.

Giffords (2009) found that organizational factors like organizations' sort, work position, annually gaining, different work benefits, proficient improvement openings are emphatically related with professional commitment.

Rots et al. (2007) aimed to gain insight into the relationship between teacher education and graduating teachers not starting in the teaching profession. The studies predicted for variables referred to teacher education, integration to teaching and teaching commitment. Their study revealed: graduates' teaching commitment in the teaching profession and perception of mentor teacher's evaluative support was directly related to teaching commitment. Other variables (e.g. faculty support, type of teacher training) were indirectly related through the medium of graduate's teacher efficacy and professional orientation.

Lordanoglou (2007) examined the relationship among emotional intelligence, authority viability, professional commitment and work fulfillment. 332 essential

school teachers taken an interest within the study which was conducted in Greece. Comes about appeared that enthusiastic insights extraordinarily the interpersonal and intrapersonal measurements have positive impact on teachers' commitment and viability.

Bogler and Somech (2004) examined the distinctive relationship of teachers" professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers" professional commitment.

L. I. Bartolomé (2004) mentioned the task of successfully preparing teachers in the United State to effectively work with an ever-increasing culturally and linguistically diverse student body represents a pressing challenge for teacher educators. He discusses the importance of infusing teacher education curricula with critical pedagogical principles in order to prepare educators to aggressively name and interrogate potentially harmful ideologies and practices in the schools and classrooms where they work. She maintains that teachers need to develop political and ideological clarity in order to increase the chances of academic success for all students.

Dyer et al. (2002) discusses processes of developing a democratically orientated qualitative research team to work with teachers and teacher educators, highlighting the interplay between their education and socialization and the demands of the methodology. Aspects of developing collaborative action research projects with teacher educators in the context of District Institutes of Education and Training are also discussed.

J. M. Savellano (1999) presents major developments in teacher education in the Philippines since the Spanish period. The first systematic efforts to train Filipino teachers during the Spanish regime began with the promulgation of a royal decree on 20 December 1863 establishing a normal school for male teachers of primary instruction in the city of Manila under the Fathers of Laity of Jesus, an essential

condition to implement the colonial policy of "disseminating instruction in the Catholic faith, in the mother tongue, and in the elementary branches of the knowledge of life," and of providing capable teachers for this purpose. The education of female teachers started in the Municipal School of Manila with the issuance of a decree by the superior civil government on 30 November 1871.

T. Kobayashi (1993) compared Teacher education in Japan to other countries, possesses special characteristics which can be divided into three distinct areas-administration, structure and curriculum, and student.

Bartlett et al. (1992) studied 'Restructuring Teacher Education in Australia' and highlighted the debate on teacher quality and quality in teaching and teacher education has been as vigorous in Australia as it has been in the UK and the USA. In Australia, however, reform in teacher education has been subsumed within a national metapolicy of corporate federalism which is an amalgam of beliefs or discourses including neo- corporatism, economic rationalism, corporate managerialism and human capital. The paper analyses the most recent document on reform of teacher education in Australia (the Ebbeck Report) and shows how its policy formulation is influenced by the discourse of corporate federalism. It also shows how micro-economic reform in this sector is related to reforms in other sectors of education.

B. Joyce and B. Showers (1985) examines the structure of Indian teacher education, current criticisms of it, the themes of research and innovation, and the formulation of questions for cross-cultural research. In addition, observing North American practices mirrored in the Indian context provokes reflection on the structural problems of teacher education in general.

Keck (1985) conducted a case study for the historical review of the organization and development of teacher education in the state of Florida. The study was focused on the strategies used in training teachers and the procedures employed by the state of Florida to monitor the effectiveness of teacher education programmes. The research method of historiography was applied to this problem in educational history. Central to the development of this investigation was the use of the case study approach in the research of Florida teacher education. It was recommended that the -

59 - study concerning the historical development of teacher education in Florida be updated every 10 to 15 years. Through the study of historical trends, educators can improve teacher education, a fundamental part of our educational system.

Guthrie (1983) evaluated secondary teachers training in Papua New Guinea from 1976 to 1980. Socio–educational - 58 - background data on 578 graduates were collected and 593 teachers' careers traced. 55 teacher trainers and inspectorial questionnaires were supplemented with interviews, observation, and extensive documentary analysis on teacher training and inspection system. A latest in-service B.Ed. programme successfully supplied middle level manpower.

I. E. Sigel (1978) present a formulation of a constructivist perspective and then show how it is applicable to teacher education. The formulation, how- ever, is generic and applicable to any inter- action.

L. J. Stiles (1966) conducted a study on the general concern of the American public for the quality of education has tended to centre on teacher education. He studied that with the spotlight on teacher education, the drama of its dilemmas and developments has unfolded to the point that the existing situation is coming to be widely known, partially understood, and hotly.

2.3 SUMMARY OF THE STUDIES REVIEWED

The provided review presents an extensive compilation of studies and research related to teacher education in India which were conducted from the period of 1971 to 2023 which took a span of fifty-two (52) years. The studies cover a wide range of topics, including professional commitment of teachers, innovative practices in teacher education, work-related stress among teacher educators, organizational climate and motivation, curriculum evaluation, and the quality of teacher education institutions. Some key findings and recommendations include the positive relationship between professional commitment and teachers, the need for innovative practices in teacher education, the impact of work-related stress on teacher educators, the importance of organizational climate and motivation, and the inadequacies in the existing teacher education curriculum.

The studies also highlight challenges such as the mushrooming of self-financing teacher education institutions, issues related to the growth and development of teacher education, the need for qualitative changes in teacher education, and the gaps between pre-service and in-service training. Overall, the collected research underscores the complex and multifaceted nature of teacher education in India, emphasizing the need for continuous evaluation, improvement, and adaptation to meet the evolving demands of the education sector.

The above review also gives a comprehensive review of international studies on teacher education which were conducted from the period of 1966 to 2021 that took a span of fifty-five (55) years. These studies reveal diverse research areas, including the challenges and reforms in Myanmar, policy contexts in Australia and England, comparative analysis of teacher education policies in Italy and the UK, and investigations into teacher educators' professional learning, commitment, and development needs across various global contexts. The studies emphasize the importance of addressing issues faced by student teachers, adapting to changing educational landscapes, and promoting effective teacher preparation through innovative approaches, collaboration, and continuous professional development.

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CHAPTER III

METHODOLOGY OF THE STUDY

A well-structured research methodology is crucial for ensuring the credibility and scientific rigor of a study. It provides a detailed framework that guides researchers throughout the research process, ensuring efficiency, accuracy, and reliability. The methodology outlines the systematic procedures followed to conduct the study, beginning with the research method or design, which determines whether the approach is qualitative, quantitative, or mixed-method. Depending on the research objectives, methodologies such as experimental, descriptive, survey, or case study methods may be employed. Another key aspect of research methodology is defining the population and sample. This section identifies the target group relevant to the study and explains the sampling technique used—such as random, stratified, or purposive sampling—to ensure representative data collection.

Data collection is a critical component, involving various tools and techniques such as surveys, interviews, observations, or experiments. If standardized instruments are used, their reliability and validity must be established to ensure precision. Once data is gathered, appropriate data analysis techniques are applied. In quantitative research, this may include descriptive and inferential statistical methods, while qualitative studies often rely on thematic analysis to interpret findings meaningfully.

Additionally, ethical considerations play a vital role in maintaining research integrity. This includes obtaining informed consent from participants, ensuring confidentiality, and adhering to ethical guidelines set by regulatory bodies. A well-defined methodology enhances the credibility and overall validity of the research, ensuring that findings are both reliable and scientifically sound. This chapter focuses on:

3.1 Research Design

3.2 Population and Sample of the study

3.3 Research tools

3.1 RESEARCH DESIGN

A research design serves as a blueprint that directs researchers in addressing key questions and testing hypotheses. It helps in selecting the most effective methods for data collection and analysis, ensuring that the study is organized, credible, and insightful. With a well-structured plan, researchers can systematically explore their subjects and derive reliable conclusions.

The present study mainly focused on examining the development, physical infrastructure, course structure, and syllabus of the secondary teacher education programme in Mizoram, as well as the administrative structure and function of teacher education programmes in Mizoram and the upholding of NCTE norms and standards and find out the professional commitment level of teacher educators under DIET, Aizawl, DIET, Lunglei, Institute of Advanced Studies in Education (IASE), Aizawl and Department of Education, Mizoram University.

To achieve these objectives, the present study deploys Census Survey Method with mixed approach in which both quantitative as well as qualitative components were employed for successful realization of the objectives.

A Census Survey Method in research refers to a data collection technique in which information is gathered from every member of a given population, rather than selecting a sample. It is a comprehensive and systematic approach to gathering data about an entire group, making it highly reliable and accurate.

Quantitative research is a systematic investigation that focuses on numerical data and statistical analysis to understand patterns, relationships, or trends. It involves structured methods such as surveys, experiments, and standardized tests to collect measurable data. The goal is to test hypotheses, establish cause-and-effect relationships, and generalize findings to a larger population.

Qualitative research is an exploratory approach that focuses on understanding human experiences, behaviors, and meanings through non-numerical data. It involves

methods such as interviews, observations, case studies, focus group discussion and content analysis. The goal is to gain deep insights into social phenomena, emotions, and perspectives by interpreting words, visuals, and narratives rather than numerical data.

3.2 POPULATION AND SAMPLE OF THE STUDY

For the present study the investigator employs census survey method in which all the secondary teacher educators, administrators and students are used for the population and sample of the study. There are four secondary teacher education institutions in Mizoram, which are Institute of Advanced Studies in Education (IASE), Aizawl, Department of Education, MZU, the District Institute of Education and Training (DIET), Aizawl and Lunglei. Therefore, Teacher Educators, Students and Administrators of these four institutions were taken for the population and sample of the study. Only 4th semester students were selected to respond to the questionnaire, as 1st and 2nd semester students had not yet participated in the internship programme, which takes place in the 3rd semester. The constructed questionnaire included statements related to the internship programme, making it necessary to involve only those who had completed it. As a result, students who had not yet undergone the internship programme were not eligible for inclusion and were therefore excluded from the study sample. The population and sample of the present study are presented on Table 3.1

Table 3.1

Details of Population and Sample of the study

Sl. No.	Secondary Teacher Education Institutions	Teacher Educators			Administrators			4th Semester enrolled students		
		Population	Sample	Percentage	Population	Sample	Percentage	Population	Sample	Percentage
1	Department of Education Mizoram University	28	21	75 %	1	1	100%	100	76	76%
2	Institute of Advanced Studies in Education (IASE)	24	24	100 %	1	1	100%	131	119	90.83%
3	DIET, Aizawl	16	13	81.25 %	1	1	100%	50	40	80%
4	DIET, Lunglei	13	12	92.30 %	1	1	100%	50	45	90%
		81	**70**	**86.41%**	**4**	**4**	**100%**	**331**	**280**	**84.59%**

(Source: Office documents of each institution as on 2023)

3.3 RESEARCH TOOLS

For the purpose of evaluating and revealing the teacher education programmes in Mizoram, the investigator used:

1) A questionnaire developed by the investigator for secondary teacher education institutions. **(Appendix I)**

2) A questionnaire developed by the investigator for –

(i)   Teacher Educators

(ii) Students of secondary teacher education institution in Mizoram. **(Appendix II)**

3) Interview Schedule for the administrators of secondary teacher education institution in Mizoram. **(Appendix III)**

4) The investigator used Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011), published by National Psychological Corporation, Agra, India. **(Appendix IV)**

5) Focus Group Discussion of selected Teacher Educators from all the institutions.

3.3.1 Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011):

3.3.1.1 Reliability:

The reliability of the scale was determined using the Test-Retest Method. To achieve this, the scale was administered to a conveniently chosen sample of 95 teacher educators from B.Ed. colleges, JBT training institutes, and District Institutes of Education and Training (DIETs) in the Mandi and Kangra districts of Himachal Pradesh. The sample of 95 teacher educators selected for calculating the test-retest reliability of the scale included both male and female educators with varying years of service. It was ensured that all selected participants held at least the minimum professional qualification required to be a teacher educator, i.e., an M.Ed. The scale was administered again after a gap of four weeks. However, during the retesting phase, 8 teacher educators were unavailable. As a result, the test-retest reliability was

computed based on the data from 87 educators who participated in both testing phases. The product-moment correlation coefficient (r), which serves as the reliability index, was found to be 0.79, indicating that the scale is sufficiently reliable for assessing the professional commitment of teacher educators.

Since, the scale was used by the investigator on a population with different characteristics, the reliability was re-established. The investigator used Cronbach's alpha to re-established the reliability of Professional Commitment Scale for Teacher Educators by administering test on 70 teacher educators from secondary teacher education institutions of Mizoram. Reliability test done through Cronbach's Alpha for the data set is 0.73, indicating good internal consistency and acceptable for reliability.

3.3.1.2 Validity of Professional Commitment Scale:

The validity of Professional Commitment Scale was ascertained in the following ways:

(i) Criterion-Related Validity - The present scale and Teacher Role Commitment Scale' by Meena Buddhisagar Rathod and Madhulika Varma (2003) were administered on conveniently selected 63 teacher educators. The value of correlation coefficient (r) between scores on present scale and teacher role commitment scale was computed with the help of Karl Pearson's 'Product Moment Correlation' that came out to be 0.57 which is significant at 0.01 level of significance, for df 61. This clearly selected that present professional commitment scale has the efficiency to assess the professional commitment level of teacher educators.

(ii) Content Validity- The statements of the scale are fully adequate and relevant to measure the professional commitment level of teacher educators which has been substantially supported by literature available in the area of professional commitment and competencies required from teacher educators. Further, the suggestions offered by various experts were also taken into consideration for developing different items in the preliminary draft of professional commitment scale. Thus, items of the scale possessed satisfactory content validity.

(iii) Item Validity-- Professional commitment scale for teacher educators is valid enough with regard to items contained in it as only those items were included in the final form of the scale which were significantly able to discriminate between two extreme groups of teacher educators i.e. highly discriminating items having t-value of 1.75 or above.

(iv) Intrinsic Validity- Professional commitment scale for teacher educators can be considered to possess adequate intrinsic validity which was established by ensuring internal consistency of the scale through computing correlation coefficients (Product Moment Correlation Method) between commitment scores on different dimensions of professional commitment scale as well as with total commitment scores. The test-retest reliability coefficient of 0.796 was also an indicator of stability of the scale.

(v) Face Validity- The face validity of professional commitment scale was established by studying the reactions of teacher educators and personnel involved in teacher education programmemes with regard to relevance of various items in the scale. The positive reactions and encouraging views were indicators of face validity of the scale.

However, the Professional Commitment Scale for Teacher Educators was revalidated keeping in view the influence of culture and characteristic of the population for which the scale was developed. For re-validation of professional commitment scale, the test was given to six experts in the field of education to evaluate the statements and their relevance for the population of the present field of study. From the responses and feedback received from the experts; it was established that the content of the test was valid for the population.

3.3.1.3 Norms for full Professional Commitment Scale:

For interpretation of the level of Professional Commitment, z-Score Norms for the full Professional Commitment Scale have been given in Table 3.2 For the purpose of finding out the level of Professional Commitment for the full Scale, interpretation Norms have been given in Table 3.3

Table 3.2

z-Score Norms for full Professional Commitment Scale

Mean:265.26   SD: 20.81   N=210

Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score
216	-2.36	241	-1.16	266	0.03	291	1.23
217	-2.31	242	-1.12	267	0.08	292	1.28
218	-2.27	243	-1.07	268	0.13	293	1.33
219	-2.22	244	-1.02	269	0.17	294	1.38
220	-2.17	245	-0.97	270	0.22	295	1.43
221	-2.12	246	-0.92	271	0.27	296	1.47
222	-2.07	247	-0.88	272	0.32	297	1.52
223	-2.03	248	-0.83	273	0.37	298	1.57
224	-1.98	249	-0.78	274	0.41	299	1.62
225	-1.93	250	-0.73	275	0.46	300	1.67
226	-1.88	251	-0.68	276	0.51	301	1.71
227	-1.83	252	-0.64	277	0.56	302	1.76
228	-1.79	253	-0.59	278	0.61	303	1.81
229	-1.74	254	-0.54	279	0.66	304	1.86
230	-1.69	255	-0.49	280	0.70	305	1.91
231	-1.64	256	-0.44	281	0.75	306	1.95
232	-1.59	257	-0.40	282	0.80	307	2.00
233	-1.54	258	-0.35	283	0.85	308	2.05
234	-1.49	259	-0.30	284	0.90	309	2.10
235	-1.44	260	-0.25	285	0.95	310	2.15
236	-1.40	261	-0.20	286	0.99	311	2.19
237	-1.36	262	-0.16	287	1.04	312	2.24
238	-1.31	263	-0.11	288	1.09	313	2.29
239	-1.26	264	-0.06	289	1.14	314	2.34
240	-1.21	265	-0.01	290	1.19	315	2.39

Table 3.3

Norms for Interpretation of Level of Commitment

Sl.No.	Range of z-Scores	Grade	Level of Commitment
1	+2.01 and above	A	Extremely High Commitment
2	+1.26 to +2.00	B	High Commitment
3	+0.51 to +1.25	C	Above Average Commitment
4	-0.50 to +0.50	D	Average/Moderate Commitment
5	-0.51 to -1.25	E	Below Average Commitment
6	-1.25 to -2.00	F	Low Commitment
7	-2.01 and below	G	Extremely Low Commitment

3.3.1.4 Recalibration of norms: The Professional Commitment Scale for Teacher Educators norms are recalibrated to ensure that they remain relevant and reflective of the current sample, ultimately enhancing the credibility and applicability of the study's results. The subsequent tables display these recalibrated norms for test interpretations.

Table 3.4

Recalibrated z-Score Norms for full Professional Commitment Scale

Mean: 279.58   SD: 27.16   N=70

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
220	-2.19	266	-0.50	300	0.75
222	-2.11	268	-0.42	301	0.78
232	-1.75	269	-0.38	302	0.82
235	-1.64	272	-0.27	303	0.86
239	-1.49	277	-0.09	305	0.93
240	-1.45	278	-0.05	306	0.97
242	-1.38	279	-0.02	312	1.19
245	-1.27	282	0.08	313	1.22
251	-1.05	284	0.16	318	1.41
253	-0.97	285	0.19	321	1.52
255	-0.90	286	0.23	323	1.59
256	-0.86	287	0.27	330	1.85
258	-0.79	290	0.38	331	1.89
259	-0.75	292	0.45	334	2.00
260	-0.72	293	0.49	339	2.18
261	-0.68	294	0.53		
263	-0.61	296	0.60		
265	-0.53	298	0.67		

Table 3.5

Recalibrated Norms for Interpretation of Level of Commitment

Range of Raw scores	Range of z-scores	Level of Commitment
338 and above	+2.15 and above	Extremely High Commitment
315 to 337	+1.29 to +2.14	High Commitment
292 to 314	+0.43 to +1.28	Above Average Commitment
268 to 291	-0.42 to +0.42	Average/Moderate Commitment
246 to 267	-1.29 to -0.43	Below Average Commitment
221 to 245	-2.14 to 1.28	Low Commitment
220 and below	-2.15 and below	Extremely Low Commitment

3.4 PROCEDURE FOR DATA COLLECTION

The investigator visited all the Secondary teacher education institutions personally and observed the infrastructure and instructional materials possessed by them. The questionnaire developed by the investigator for secondary teacher education institutions, teacher educators and students were administered to all the secondary teacher education institutions, 70 teacher educators and 280 students. The investigator communicated with the office staff and Head of the institution regarding the history, status, course structure, administration, admission procedure, infrastructure facilities and compliance of NCTE norms.

The Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011), was administered to 70 teacher educators. Two techniques were used to gather data from the teacher educators: in-person interactions and Google Forms. 22 teacher educators were contacted personally by the researcher, and 48 teacher educators completed through Google Form that was sent to them via Whats App and E-mail.

An Interview was scheduled with the Head of each institution in which the compliance of NCTE norms 2014 by the institution was discussed and asked. A Focus Group discussion with selected teacher educators was also organized through Google Meet which was recorded and analysed later.

3.5 PROCEDURE FOR DATA ANALYSIS

Considering the nature of the data and the study's objectives, the researcher employed the following statistical methods for analysis.

1) Descriptive statistics measures: Various measures of central tendency, standard deviation which is a measure of variability, percentage and z-score, were employed to understand the distribution of scores and to classify students into different categories based on the nature of their scores.

2) Test of significance for mean difference: A t-test was applied to determine the significance of differences in mean scores between different groups categorized by gender (male and female), by marital status (married and un-married), by age (40yrs & below and above 40yrs).

3) To analyze the qualitative data, the investigator utilized documentary and descriptive analysis. Additionally, data triangulation was employed, where the qualitative data was compared with the interpreted quantitative data to validate the findings.

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CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data involve processing, organizing, and modelling raw data to extract meaningful insights that aid in drawing conclusions, predicting outcomes, or supporting decision-making. Data analysis entails computing specific indices or measures while identifying patterns and relationships within the dataset. Once the analysis is complete, the researcher moves on to interpreting the results. This step involves drawing conclusions and making generalizations based on the findings. During interpretation, the researcher must approach the process with caution, logical reasoning, and critical thinking to ensure accuracy and reliability.

The study was conducted to objectively analyse the teacher education programme in Mizoram from different angles and perspectives. The data was collected from both primary sources and secondary sources. Data from primary sources were collected using observation (by the investigator), Questionnaire for teacher education institution (prepared by the investigator), Professional Commitment Scale for Teacher Educators (Standardised readymade tool), questionnaire for secondary teacher educators and student teacher (prepared by the investigator), interview schedule for administrators (prepare by the investigator) and focus group discussion of selected teacher educators (organized by the investigator). The data collected from these various sources required different types of tabulation and the responses were tabulated as per the requirement of the data. The tabulated data were then analysed keeping in mind the different objectives of the study. The interpretation of the data was done using simple statistical techniques such as percentage for most of the primary data but for interpreting Professional Commitment Scale, z-score and T-test were also employed. The data collected from secondary sources were objectively analysed and interpreted by the investigator with a clear focus on the objectives of the study. The data was also represented in tables where applicable to enable ease of understanding of analysis of data. Much of the research was qualitative in nature which prevented the use of more advanced statistical methods.

This may be presented according to the following:

4.1 Objective No.1: To trace the history and development of teacher education programmes in Mizoram

To trace the history and development of teacher education in Mizoram, the investigator conducted a comprehensive analysis of available literature, official documents, and records from various teacher education institutes. Additionally, questionnaires from secondary teacher education institutions were examined. All literature, documents, and questionnaires were meticulously reviewed and analysed in alignment with the study's objectives.

Teacher training in Mizoram began in 1901 during British rule and was later continued by the government. The foundation of teacher education in the state can be credited to the efforts of Christian missionaries, who identified middle school graduates as promising candidates for the teaching profession. Teacher Education Institutions (TEIs) were among the first professional education establishments in Mizoram.

The District Institute of Education and Training (DIET), Aizawl, is the leading teacher training institute in the state. Originally established on September 1, 1953, as the Junior Basic Training Centre (JBTC), it served as a training facility for primary school teachers. It was later merged with the Normal Training School (NTS) and renamed the Under Graduate Teacher Training Institute (UGTTI) on September 19, 1974. On July 1, 1980, it was rebranded as the Teacher Training Institute (TTI) to accommodate a larger intake of trainees. With the introduction of the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher Education, TTI was upgraded to DIET in 1988, leading to the reinstatement of the discontinued Pre-Service Teacher Education (PSTE) course. In 2000, DIET received recognition from the National Council for Teacher Education (NCTE) to offer the Diploma in Elementary Education (D.El.Ed) course, which was affiliated with the Mizoram Board of School Education (MBSE).

In July 2018, the NCTE, the Higher and Technical Education Department of Mizoram, and Mizoram University approved the launch of a Bachelor of Education

(B.Ed) programme at DIET, Aizawl, with an initial batch of 50 students. Meanwhile, in southern Mizoram, the Teacher Training Institute (TTI) at Lunglei was established in 1974 and upgraded to DIET, Lunglei, in 1993. Additionally, District Resource Centres were set up in six other districts in 2005, later evolving into DIETs by April 15, 2013.

The Mizoram Institute of Education (MIE), founded in March 1975, was the state's sole College of Teacher Education (CTE). In 2012, it transitioned into an Institute of Advanced Studies in Education (IASE) while continuing to function as a CTE, as no other such college existed in Mizoram. Mizoram University's Department of Education introduced the B.Ed programme in 2016, following the NCTE 2014 regulations. The new teacher education institute began with two B.Ed units, enrolling 100 students. The two-year Master of Education (M.Ed) programme was subsequently introduced in the academic year 2018–2019.

At present, there are four Secondary Teacher Education institutions in Mizoram which offered B.Ed courses as per NCTE regulation-2014. The names were listed below with their intake capacity:

1. Department of Education, MZU - 100 students (2 Units)

2. IASE, Aizawl – 150 students (3 Units)

3. DIET Aizawl District – 50 Students (1 Unit)

4. DIET Lunglei District – 50 students (1 Unit)

4.1.1 Department of Education, Mizoram University

Mizoram University was established through an Act of Parliament (Reference No. 8 of 2000) and officially began its operations on July 2, 2001. Located in Tanhril, on the outskirts of Aizawl, the capital of Mizoram, the university spans an extensive 978.1988 acres of land.

The Department of Education at Mizoram University is one of its oldest departments, tracing its origins back to 1979 when it was part of the then Mizoram Campus under NEHU. Currently, the department offers a diverse range of

programmes, including B.Ed., M.Ed., M.A., M.Phil., and Ph.D. in Education. A significant addition to its academic portfolio was the launch of the M.Ed. programme in the 2018–2019 academic year. The department moved into its permanent building in 2016 and actively engages in academic initiatives such as workshops, project evaluations, and extension activities. According to the university's official website, the department aspires to provide academic leadership at both regional and national levels while striving for a global impact through continuous innovation in education, teacher preparation, and research.

The department began its journey in 1980 with a one-year M.Ed. programme, which was later extended to two years starting from the 1985–86 academic session. Over time, the teacher educator programme evolved into a four-semester M.A. in Education course. Additionally, a Ph.D. programme was introduced, and the M.Phil. programme was incorporated in the 2009–2010 academic year. Recognizing its contributions and growth, the department was elevated to the status of a School of Education when the UGC approved its establishment in 2013. The department's most recent advancement is the introduction of the Integrated Teacher Education Programme (ITEP), set to commence in 2024.

The incumbent list of Head of the Department (HoD), Education Department, Mizoram University are presented on Table 4.1as under:

Table 4.1

Incumbent list of Head of the Department (HoD), Education Department, Mizoram University

Sl. No.	Name	Period
1.	Prof. R.S. Wangu	02.07. 2001 – 09.07.2004
2.	Prof. R.P. Vadhera	09.07.2004 - 31.07.2007
3.	Dr. Lalhmasai Chuaungo	31.07.2007 – 29.07.2010
4.	Prof. B.B Mishra	29.07.2010 – 24.04.2012
5.	Prof. Lalhmasai Chuaungo	25.04.2012 – 24.04.2015
6.	Prof. R.P. Vadhera	25.04.2015 – 24.04.2018
7.	Prof. B.B Mishra	25.04.2018 – 31.01.2020
8.	Prof. H. Malsawmi	01.02.2020 – 31.01.2023
9.	Prof. Loknath Mishra	01.02.2023 – till date

4.1.2 Institute of Advanced Studies in Education (IASE), Mizoram:

Originally established as the Mizoram Institute of Education (MIE), the Institute of Advanced Studies in Education (IASE) at Republic Veng, Aizawl, is the only government institute dedicated to the professional training of secondary school teachers in Mizoram. It was founded in Aizawl, fifty years after the Welsh Presbyterian Mission established the first teacher education training institute in 1925. MIE was formally established in March 1975, following a proposal by Dr. G.N. Chatterjee for a graduate training college. The institute was inaugurated on May 14, 1975, by Dr. Divenasen, the Vice Chancellor of NEHU.

In 1997, MIE was upgraded to the College of Teacher Education (CTE), making it the only CTE in the state. Further advancements led to its transformation into an IASE in 2005, with the institute officially commencing operations on March 3, 2012. The decision to upgrade CTE, Aizawl, to IASE was made during the 11th Meeting of the Teacher Education Approval Board (TEAB) on September 12, 2005. This transition was contingent upon a written assurance from the State Government, committing to the continued functioning of CTE. The government approved the upgrade, allowing the institution to operate as both a CTE and an IASE, offering B.Ed. and M.Ed. programmes, as confirmed by Letter No.B.19020/1/2002-EDN dated October 26, 2005.

The transition from CTE to IASE was a significant milestone in Mizoram's teacher education. One of the primary objectives following this upgrade was to introduce the M.Ed. programme, addressing a crucial gap in post-graduate teacher education that had previously limited the professional growth of secondary school teachers and teacher educators. At the time, Mizoram University only offered an M.A. in Education, leaving a void in the professional development of educators from CTE, DIETs, DRCs, SCERT, MBSE, and other educational institutions. Approval for IASE/CTE to offer the M.Ed. course was granted during the 131st Meeting of the ERC/NCTE in Bhubaneswar from February 15–18, 2012, under Sl.No.217.ER-131.6(i).10, via Letter No.ERC/07/Gen/2011/10534 dated March 3, 2012.

The M.Ed. programme officially began in August 2012, initially enrolling 28 students, with an annual intake capacity of 50. In 2019, IASE, Aizawl, expanded its offerings to include M.Phil. and Ph.D. programmes in Education. The inaugural batch of M.Phil. and Ph.D. scholars began with seven students, and to date, this number has grown to 32. Of these, four scholars have been awarded M.Phil. degrees, while two have completed their Ph.D. Notably, IASE remains the only government institute in Mizoram that offers a Ph.D. programme in Education.

The Incumbent list of the Principal of Institute of Advanced Studies in Education (IASE), Aizawl are presented on Table 4.2:

Table 4.2

Incumbent list of the Principal of Institute of Advanced Studies in Education (IASE), Aizawl

Sl. No.	Name	Period
1.	Prof. J.K. Shukla	1975 -1976
2.	Dr. H. Thanglawra	1976 – 1982
3.	Mr. A. Siamkima Khawlhring	1982 – 1984
4.	Dr. H. Thanglawra	1984 – 1986
5.	Mr. F. Rongenga	1986 – 1989
6.	Mr. Peter Lianhleia	1989 – 1993
7.	Dr. Varparhi Khiangte	1993 – 2011
8.	Prof. Vanlalhruaii	2011 – 2022
9.	Prof. Lallianzuali Fanai	2022 – till date

4.1.3 District Institutes of Education and Training (DIET):

Teacher training in Mizoram began in 1901 under British rule and was later continued by the Government. In 1953, a Basic Training Centre was established, which subsequently developed into an Undergraduate Teacher Training Institute. As part of the restructuring and reorganization of teacher education during the Ninth Plan, two Teacher Training Institutes were upgraded to District Institutes of Education and Training (DIETs) in Aizawl (1989) and Lunglei (1993). At that time, Chhimtuipui district—later divided into Siaha and Lawngtlai districts—was the only district in Mizoram without a DIET.

Following the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher Education in 1989 and the creation of five additional revenue districts in Mizoram, the Ministry of Human Resource Development, Government of India, approved the establishment of six new Telescopic District Institutes of Education and Training (DIETs) in 2003–04. These were set up in the districts of Siaha, Lawngtlai, Serchhip, Champhai, Kolasib, and Mamit.

As a result, the six Telescopic DIETs were established in 2005 in districts that previously lacked such institutions. Initially designated as District Resource Centres (DRCs), these institutions primarily focused on in-service teacher training at the elementary level and action research. Unlike the full-fledged DIETs in Aizawl and Lunglei, DRCs did not offer pre-service teacher education. Their core objective was to improve the quality of elementary education in their respective districts by conducting in-service teacher training, providing on-site academic support to schools, and organizing workshops, seminars, and related activities.

In June 2012, the revised Guidelines for Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education introduced the possibility of upgrading DRCs into full-fledged DIETs as required. In response, the state government proposed upgrading all six DRCs to DIETs. Upon receiving approval from the central government, all six DRCs in Mizoram were officially converted into full-fledged DIETs on April 15, 2013.

4.1.4 District Institute of Education and Training (DIET), Aizawl:

The District Institute of Education and Training (DIET), located in Chaltlang, Aizawl, is the leading institution for teacher training in Mizoram. Its foundation dates back to September 1, 1953, when it was first established as the Junior Basic Training Centre (JBTC) with the primary objective of training educators for primary schools in the region. Over time, the institution underwent significant transformations. It was merged with the Normal Training School (NTS) and subsequently renamed the Undergraduate Teacher Training Institute (UGTTI) on September 19, 1974. Later, on July 1, 1980, it was rebranded as the Teacher Training

Institute (TTI), allowing for an increased intake of trainees to meet the growing demand for qualified teachers.

In 1988, TTI was upgraded to DIET as part of the Centrally Sponsored Scheme for the Restructuring and Reorganization of Teacher Education. This elevation also led to the reinstatement of the previously discontinued Primary School Teacher Education (PSTE) course. By 2000, the National Council for Teacher Education (NCTE) officially recognized DIET to offer the Diploma in Elementary Education (D.El.Ed) programme, which was affiliated with the Mizoram Board of School Education (MBSE).

The institution expanded further when the NCTE, in collaboration with Mizoram University and the Higher and Technical Education Department of the Government of Mizoram, approved the introduction of a Bachelor of Education (B.Ed) programme. This development marked a significant milestone, with the first batch of 50 B.Ed students enrolling in July 2018, reinforcing DIET's commitment to excellence in teacher education.The incumbent list of Principal of District Institutes of Educational Training (DIET), Aizawl are mention in Table 4.3 as under:

Table 4.3
Incumbent list of Principal of District Institute of Education and Training (DIET), Aizawl

Sl. No.	Name	Period
1.	Lalziki Sailo	01.09.1953 – 22.01.1965
2.	Romawia	23.01.1963 - 31.10. 1979
3.	Lalbiaka	01.11.1979 – 30.06.1980
4.	R. Rozinga	01.07.1980 -29.09.1989
5.	F. Lallura	29.09.1989 – 22.12.1991
6.	V.L. Nghaka	23.12.1991 – 29.02.1992
7.	R. Laltawnga	08.04.1992 – 29.02.1996
8.	Dr. Lalthangliana	01.03.1996 – 28.09.1997
9.	Pasena Sailo	29.09.1997 – 24.04.2004
10.	K. Lianhuapi	25.04.2004 – 31.03.2006
11.	M.C. Thangi	24.04.2006 – 19.06.2008
12	B. Zadingluaia	14.07.2008 – 31.03.2009
13.	Lalsangpuii Sailo	10.07. 2009 – 31.03.2012
14.	Zohmingthanga	01.04.2012 – 12.08.2013
15.	R. Lalchhuanawma	29.08.2013 – 31.03.2014
16.	Lalnuntluanga Hnamte	01.04.2014 – 31.03. 2021
17.	Lalthansanga Chinzah	01.04.2021 – 31.05.2021
18.	K. Lalhmachhuana	01.06.2021 – 31.03.2023
19.	Lalrammawia	25.04.2023 – 31.03.2024
20.	H. Lalfakzuala	16.08.2024 – till date

4.1.5 District Institute of Education and Training (DIET), Lunglei:

The Undergraduate Teacher Training Institute (UGTTI) in Lunglei, a district in southern Mizoram, was established on September 28, 1974. In 1980, it was upgraded to the Teacher Training Institute (TTI) and later, in 1993, it attained the status of a District Institute of Education and Training (DIET).

Since its inception, the institute has played a crucial role in providing professional training to a large number of in-service teachers, significantly contributing to the advancement of elementary education. As the only professional institution serving both in-service and pre-service teachers in Lunglei district, it has experienced a steady rise in admission seekers, reflecting an increasing recognition of the importance of teacher training. As a result, gaining admission to the institute has become a primary goal for many aspiring educators.

Situated amidst the serene natural beauty of Melte, in the peaceful Serkawn neighborhood, DIET provides an ideal environment for academic and professional development. Trainees and faculty enjoy the region's refreshing climate, clean air, picturesque landscapes, and the gentle melodies of birdsong that resonate across the campus. While it is set apart from the busy streets of Lunglei town, the institute remains easily reachable, offering a tranquil and inspiring atmosphere that fosters learning.

DIET is dedicated to preparing future educators by equipping them with the necessary skills and expertise to excel in the teaching profession. The institute remains committed to fostering a deep understanding of subject knowledge, refining pedagogical techniques, and ensuring that aspiring teachers can effectively apply these skills in both classroom and broader educational settings.The incumbent list of Principal of District Institutes of Educational Training (DIET), Lunglei are as under in Table 4.4:

Table 4.4

Incumbent list of Principal of District Institute of Education and Training (DIET), Lunglei

Sl. No.	Name	Period
1.	Z.D.Rongura	28.09.1974 – 1.02.1988
2.	Denghmingthangi	01.02.1988 – 09.03.1988
3.	L. Zadeng	09.03.1988 – 29.06.1988
4.	Denghmingthangi	29.06.1988 – 01.10.1988
5.	L. Zadeng	09.10.1988 – 31.11.1989
6.	Z.D.Rongura	31.11.1989 – 16.02.1990
7.	L.Zadeng	16.02.1990 – 16.12.1991
8.	C.Lalmuana	16.12.1991 – 25.03.1992
9.	K. Remthanga	25.03.1992 -12.01.1993
10.	F. Aihnuna	12.01.1993 – 30.06.2001
11.	H. Lalzarliana	30.06.2001 – 13.09.2004
12.	M.C. Thangi	13.09.2004 – 21.04.2006
13.	H. Lalzarliana	21.04.2006 – 14.03.2007
14.	B. Zadingluaia	14.03.2007 – 24.07.2008
15.	Lalsangvuana	24.07.2008 – 21.11.2008
16.	Lalsangpuii Sailo	21.11.2008 – 09.07.2009
17.	Lalsangvuana	09.07.2009 – 16.02.2010
18.	Zohmingthanga	16.02.2010 – 30.03.2012
19.	H. Lalzarliana	30.03.2012 – 01.08.2014
20.	Lalnuntluanga Hnamte	01.08.2012 – 31.03.2014
21.	H. Lalzarliana	31.03.2014 -31.10.2022
22.	Vanlaltluangi Renthlei	31.10.2022 – 12.04.2023
23.	V. Lalrinsangi	12.04.2023 – 23.09.2024
24.	Lalremruati Fanai	23.09.2024 – till date

4.2 Objective No. 2 : To examine the course structure and syllabus of teacher education programmes in Mizoram.

As per the NCFTE 2009 and regulations of NCTE – 2014, the course structure and syllabus of secondary teacher education was prepared under Mizoram University. The Department of Education, Mizoram University has undertaken efforts to develop one of the most exemplary curricula in the country. The syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020. Though new syllabus came into effective from July 2023, but the investigator based revised 2019 syllabus to examine the course structure and syllabus of teacher education programme in Mizoram. The overall structure of the course of B.Ed (two years) under Mizoram University is presented in the following:

4.2.1 Analysis of Overall Course Structure of B.Ed programme (Two year):

Table 4.5

Overall Course Structure of B.Ed programme (Two year)

Paper	Sem-I	Sem-II	Sem-III	Sem-IV	Total marks
Theory Core Course Theory Soft Course	B.Ed./1/CC/101 B.Ed./1/CC/102 B.Ed./1/CC/103 B.Ed./1/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)	B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 B.Ed./4/SC/406	
Marks	**400**	**400**	16 Weeks Internship (including 4 weeks Pre Internship Training)	**450**	**1250**
Practicum	1 Week Field Work for activities under Semester-I	School Internship Field Work (2)Weeks) under Semester II		1 Week of Field Work for activities under Semester-IV	
EPC	B.Ed./1/CC/105	B.Ed./2/CC/205 (1/2) B.Ed./2/CC/206 (1/2)		B.Ed./4/CC/405(1/2)	
Marks	**100**	**100**	**500**	**50**	**750**
G.Total	**500**	**500**	**500**	**500**	**2000**

The two year B.Ed. programme spread into four semesters, that consist of 12 Core Courses (CC), 1 Soft Course (SC), and 4 Enhancement of Professional Competencies (EPC) Courses. The B.Ed. programme carry 2000 marks, of which 1250 marks are Core and Soft Course (SC), and the remaining 750 marks is School Internship (500 Marks) and Enhancement of Professional Competencies Courses (250 Marks). The total marks for internal and external assessment are 1000 each, which means 2000 total marks for all the four semesters. The total credit for the course is 80. All of the four semesters have 500 marks and 20 credits each. The third semester is fully devoted to school internship.

4.2.2 Analysis and interpretation of detail course structure and syllabus of each semester are given below:-

Table 4.6

Distribution of Marks and Credits for Different Courses on B.Ed. Semester-I

Course No.	Name of Course	Total		Distri-bution of Credits		Internal	External
		Marks	Credits	LT	P		
B.Ed./1/CC/101	Childhood and Growing Up	100	4	3-	1	40	60
B.Ed./1/CC/102	Contemporary India and Education	100	4	3-	1	40	60
B.Ed./1/CC/103	Learning and Teaching Understanding Disciplines	100	4	3	1	40	60
B.Ed./1/CC/104	and Subjects	100	4	3-	1	40	60
B.Ed./1/CC/105	ICT in Teacher Education (EPC-1)	100	4	2-	2	100	-
Total		**500**	**20**	**14-**	**6**	**260**	**240**

Table 4.6 shows detail of the course no., name of course, distributions of marks and credits for different papers, marks distribution for internal and external assessment. The first semester curriculum comprises five full papers, each carrying 100 marks, making a total of 500 marks for the semester. Each paper was assigned 4 credits, resulting in a total of 20 credits for the semester. The coursework includes four core courses and one Enhancement of Professional Competencies (EPC) paper. Additionally, students are required to complete one week of fieldwork, which was evaluated internally under the domain of core courses.

The first paper of the first semester is entitled "Childhood and Growing Up" (B.Ed./1/CC/101). It is a full paper carrying 100 marks, with 40 marks allocated for

internal assessment and 60 marks for external examination. The paper is structured into four units, which are outlined below:

1) Unit I : Child as a Developing Individual

2) Unit II: Understanding the Learner in Psycho-social (Sociological) Context

3) Unit III: Adolescence: A Sensitive Period of Development

4) Unit IV: Individual Difference and Learning

This paper provides a systematic introduction to the study of childhood, child development, and adolescence. It emphasizes the importance of teachers engaging with and understanding children of different age groups by interacting with them and observing them in diverse social, economic, and cultural contexts, rather than relying solely on psychological theories of child development.

Additionally, the paper includes an in-depth study of adolescence in contemporary India, highlighting the unique challenges that arise from both personal and social turmoil in societies undergoing transition. It also underscores the significance of teachers understanding the social construct of childhood and adolescence, along with the various socio-cultural and political dimensions that influence their development and positioning within society.

The second paper of the first semester is entitled "Contemporary India and Education" (B.Ed./1/CC/102). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into five units, which are outlined below:

1) Unit I: Diversity in Indian society

2) Unit II: Constitutional Provisions on Education

3) Unit III: Development of Educational Policy in India

4) Unit IV: Educational Opportunities for marginalized groups

5) Unit V: New Trends in Education

This paper emphasizes the psychological characteristics of individual learners in relation to their social, cultural, economic, and political contexts. Therefore, a thorough exploration of contemporary issues in Indian society involves concepts

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from various disciplines, including sociology, history, philosophy, political science, and economics. Additionally, the paper provides opportunities to engage with key issues and concerns related to India's pluralistic nature, such as identity, gender, equity, poverty, and diversity.

The third paper of the first semester is entitled "Learning and Teaching" (B.Ed./1/CC/103). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into four units, which are outlined as under:

1) Unit I: Understanding Learning and the Teaching Learning Process
2) Unit II: Understanding the Learner and Learning process
3) Unit III: Approaches to Teaching
4) Unit IV: Teaching as a profession

This paper emphasizes the key variables of the teaching-learning process to help teachers understand their role in making instruction more effective. It explores major approaches to learning and their instructional applications, enabling teachers to facilitate student learning effectively. This paper also covers different learning approaches, along with the concept, phases, levels, and models of learning. Additionally, it focuses on planning the instructional process, applying the basic teaching model, and incorporating various teaching models into classroom instruction.

The fourth paper of the first semester is entitled "Understanding Disciplines and Subjects" (B.Ed./1/CC/104). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into four units, which are outlined below:

Unit I: Concept and nature of disciplinary knowledge

1) Unit II: Understanding Language as a Discipline
2) Unit III: Understanding Mathematics and Science as Disciplines
3) Unit IV: Understanding Social Science as a Discipline

This paper helps students understand the nature and role of disciplinary knowledge in the school curriculum and recognize significant changes in validation of knowledge influenced by history, geography, culture, and subjectivity. It also aids

in identifying paradigm shifts in the nature of disciplines, from being culture-free to culture-laden, and encourages reflection on the history of teaching Languages, Mathematics, Sciences, and Social Sciences in schools.

The fifth paper of the first semester is entitled "ICT in Teacher Education" (B.Ed./1/EPC/105). It is a full paper carrying 100 marks and is assessed entirely through internal evaluation. This paper is structured into four units, which are outlined below:

1) Unit I: Digital Technology and Socio-Economic Context
2) Unit II: Modern Methods of Teaching and Learning in ICT
3) Unit III: Internet and Techno-Pedagogic Skills
4) Unit IV: MS Office

This paper helps students understand the social, economic, security, and ethical issues related to the use of ICT. It also enables them to identify policy concerns regarding ICT, describe the components of a computer system, and operate Windows and/or Linux operating systems effectively.

Table 4.7

Distribution of Marks and Credits for Different Courses on B.Ed. Semester-II

Course No.	Name of Course	Total Marks	Credits	Distribution Credits L	T	P	Internal	External
B.Ed./2/CC/201	Knowledge and Curriculum	100	4	3	-	1	40	60
B.Ed./2/CC/202	Pedagogy of a SchoolSubject- I	100	4	3	-	1	40	60
B.Ed./2/CC/203	Pedagogy of a SchoolSubject- II	100	4	3	-	1	40	60
B.Ed./2/CC/204	Assessment for Learning	100	4	3	-	1	40	60
B.Ed./2/CC/205	Reading and Reflecting onText (EPC-2)	50	2	1	-	1	50	-
B.Ed./2/CC/206	Drama and Art in Education (EPC – 3)	50	2	-	-	2	50	-
TOTAL		**500**	**20**	**13**	**-**	**7**	**260**	240

The given table 4.7 shows detail of the course no., name of courses, distributions of marks and credits for different papers, marks distribution for internal and external assessment. The second semester comprises of four full papers, each carrying 100 marks, and two half papers, each worth 50 marks, bringing the total to

500 marks. Each full paper carries 4 credits, while each half paper carries 2 credits, making a total of 20 credits for the semester. This semester included four core courses and two Enhancement of Professional Competencies (EPC) papers.

The first paper of the second semester is entitled "Knowledge and Curriculum" (B.Ed./2/CC/201), It is a full paper which carries 100 marks (with 40 marks allocated for internal assessment and 60 marks for the external examination). It is structured into four units, which are outlined below:

1) Unit I: Knowledge Construction and Acquisition
2) Unit II: Concept and Foundations of Curriculum
3) Unit III: Curriculum Designs and Curriculum Development
4) Unit IV: Curriculum Evaluation and Change

This paper focuses on the epistemological foundations of education to help students shape educational and pedagogical practices. It enables them to understand the knowledge aims of education, describe the process of knowledge construction, and develop a clear understanding of curriculum concepts. Additionally, students will learn to differentiate various types of curricula, understand the foundations and determinants of curriculum, and analyze the different levels of curriculum decision-making.

Pedagogy of School Subject - I (B.Ed./2/CC/202) includes four school subject papers namely:- Teaching of Mathematics, Teaching of Biological Science, Teaching of English and Teaching of Mizo from which each student will opt one paper.

Pedagogy of School Subject – II (B.Ed/2/CC/203) includes three school subjects namely:- Teaching of Physical Science, Teaching of Social Science and Teaching of Geography from which each student will opt one paper.

A pedagogy paper typically focuses on the theory and practice of teaching and learning. The term "pedagogy" refers to the methods and strategies employed in education, encompassing both the art and science of teaching. Each student will opt for Pedagogy-I and Pedagogy-II. Both the Pedagogy papers will be considered as Major Papers. The compulsory combination of papers are listed below :

Table 4.8

Combinations of Pedagogy-I and Pedagogy-II

	Discipline	*Pedagogy- I* B.ED/2/CC/202	*Pedagogy –II* B.ED/2/CC/203
Science/Engineering/Computer Science/Agriculture	*Physics, Chemistry and Mathematics (PCM)*	*Mathematics*	*PhysicalScience*
	Chemistry, Botany and Zoology (CBZ)	*Biological Science*	*PhysicalScience*
Arts/Commerce	*English/Mizo/ Social Sciences/Geography*	*English* *Mizo* *Mathematics*	*Social Science/ Geography*

As shown in Table 4.8, students with a background in Physics, Chemistry, and Mathematics can choose Teaching of Mathematics as their Pedagogy – I and Teaching of Physical Science as their Pedagogy – II. Similarly, students with a background in Chemistry, Botany, and Zoology can opt for Teaching of Biological Science as Pedagogy – I and Teaching of Physical Science as Pedagogy – II. Meanwhile, students specializing in English, Mizo, Social Sciences, Commerce, and Geography can select Teaching of English/Mizo/Mathematics as Pedagogy – I and Teaching of Social Science/Geography as Pedagogy – II.

"Assessment for Learning" (B.Ed./2/CC/204) is a paper from the second semester of the B.Ed. programme, carrying a total of 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into four units, which are outlined below:

1)   Unit I: Concept of Measurement, Evaluation and Assessment

2)   Unit II: Tools and Types of evaluation

3)   Unit III: Learning Objective and Assessment

4)   Unit IV: Curriculum Evaluation and Change

This paper enables students to understand the concept of assessment and the use of qualitative and quantitative tools and techniques for evaluation. It helps them develop skills in preparing and administering tests as well as formulating question papers. Additionally, students will become familiar with new trends in assessment and acquire the ability to compute basic statistical tests and interpret test scores effectively.

The fifth paper of the second semester is "Reading and Reflecting on Text" (EPC-2) (B.Ed./2/CC/205). It is a half paper carrying 50 marks and is assessed entirely through internal evaluation. The paper is structured into three units, which are outlined below:

1) Unit I: Reading and Reflection
2) Unit II: Reflection on Expository Text
3) Unit III: Reflection on Narrative Text

This paper enables students to read a wide range of texts, including narrative and expository texts from diverse sources. It helps them enhance their skills as readers and writers by actively engaging in the reading and writing process. Additionally, it fosters metacognitive awareness, allowing students to become more conscious of their own thinking and learning processes.

The sixth paper of the second semester is "Drama and Art in Education" (EPC-3) (B.Ed./2/CC/206). It is a half paper carrying 50 marks and is assessed entirely through internal evaluation. The paper is structured into three units, which are outlined below:

1) Unit-I: Fundamentals of Drama and Art in Education
2) Unit-II: Performing Arts in Education (Practical)
3) Unit-III: Visual Arts and Crafts (Practical)

This paper enables students to develop creativity and aesthetic sensibilities as future teachers and learn how to integrate art into the teaching-learning process. It helps them understand the importance of drama and art in education and explore their

role as critical pedagogical tools that extend beyond the classroom, fostering collective consciousness and deeper engagement in learning.

Table 4.9

Distribution of Marks and Credits for Different Courses of B.Ed. Semester-III

Course No.	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./3/CC/301	Pre- Internship	100	4	-	-	4	50	50 (Viva-Voce)
B.Ed./3/CC/302	School Internship (Pedagogy Paper-I)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/303	School Internship (Pedagogy Paper-II)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/304	Post Internship	100	4	-	-	4	50	50 Viva-Voce
Total		500	20		-	20	250	250

As per Table 4.9 the whole third Semester is devoted to Internship and related activities. The said internship consisted three phases viz Pre-internship, Internship and Post-internship.

1. Pre-Internship (100 Marks):

The pre internship phase comprises of 4 weeks, activities relating to this phase are conducted within the institute/department. This phase comprises the following activities:

(a) Model/Demonstration Lesson:

The teacher-educator of the concerned method/pedagogy subject present a demonstration lesson in their respective specialization and each student-teacher observe one demonstration lesson in each of their method subjects. No marks were given on this component as it has been delivered by the Teacher Educators.

(b) Development of Skills (Marks 10):

Each student-teacher developed 5 teaching skills in each method subject under the supervision of concerned teacher-educator.

(c) Simulated Teaching (Marks 30):

Student develop and deliver at least 6 lessons under simulated settings, wherein he/she is expected to integrate all the teaching skills that have been learned by him/her under micro-teaching. Besides, every student-teacher is required to observe at least 10 lessons of other student-teachers.

(d) Development of Teaching Learning Materials (Marks 10):

The pre-internship period was also used for providing basic understanding about the audio-visual aids, and training on the development of Teaching Learning Materials in their respective method subjects.

(e) School Exposure:

During pre-internship, every student-teacher are required to pay a visit to his/her allotted practicing school and interact with school students, teachers and principal to acquire first-hand knowledge about school environment and classroom settings

2. School Internship (300 Marks):

In Phase-II of internship the student-teachers are attached to a particular school for teaching practice for 12 weeks. During this phase, they were anticipated to conduct a minimum of 20 lessons each in both pedagogy papers under the guidance of the respective teacher and a mentor at the practicum school. They were required to develop 15 lesson plans for each of the pedagogies and engage in peer teaching observations for mutual learning. Additionally, they were obliged to create and administer achievement tests as part of the process.

3. Post Internship (100 Marks):

During this stage, the student-teacher submitted detailed reports reflecting their school experiences throughout the internship, which were officially endorsed by the overseeing teacher educator. They were also tasked with observing the school timetable and conducting a critical evaluation of its effectiveness. Evaluation extended to participation in various school activities such as CCA, sports, etc. Furthermore, the writing of reports on the school library or any available laboratory,

as well as on physical assets and campus beautification, formed part of the overall report submission.

Table No. 4.10

Distribution of Marks and Credits for Different Courses of B.Ed. Semester-IV

Course No.	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./4/CC/401	Language Across the Curriculum	100	4	3	-	1	40	60
B.Ed./4/CC/402	Inclusive Education	100	4	3	-	1	40	60
B.Ed./4/CC/403	School Organization and Management	100	4	3	-	1	40	60
B.Ed./4/CC/404	Gender School and Society	50	2	1	-	1	20	30
B.Ed./4/CC/405	Understanding the Self (EPC-4)	50	2	-	-	2	50	-
B.Ed./4/SC/406	Optional Course (any one) 406-A: Health and Phy.Edn 406-B: Guidance & Counselling 406-C: Peace Education 406-D : Community Participation in Education	100	4	3	-	1	40	60
Total		**500**	**20**	**1**	**13**	**-**	**7**	**230**	**270**

Table 4.10 shows detail of the course no., name of course, distribution of marks and credits for different papers, marks distribution for internal and external assessment. The fourth semester comprises of four full papers, each carrying 100 marks, and two half papers, each worth 50 marks. The total marks for the semester amounted to 500. Each full paper carried 4 credits, while each half paper carried 2

credits, making a total of 20 credits for the semester. This semester included four core courses, one Enhancement of Professional Competencies (EPC) paper, and four optional papers, from which students could choose one.

The first paper on IV Semester is Language Across the Curriculum (B.Ed./4/CC/401). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units which are given below:

Unit I: Introduction to Language Across the Curriculum

Unit II: Language, Cognition and Learning

Unit III: Multilingualism

Unit IV: Language in School

This paper enables students to understand the language background of learners, recognize the central role of language in learning, and appreciate multilingualism in Indian classrooms. It also fosters sensitivity to linguistic diversity within the classroom environment. Additionally, students will gain insight into how language influences classroom interactions, pedagogical decisions, and the learning process.

The second paper of the fourth semester is titled "Inclusive Education" (B.Ed./4/CC/402). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into four units, which are outlined below:

Unit I: Inclusion and Policies for providing Inclusive set-up

Unit II: Addressing the needs of differently abled learners

Unit III: Strategies for teaching in Inclusive school

Unit IV: Support System for Inclusion

This paper helps students understand the diverse backgrounds of learners to create an inclusive learning environment. It enables them to distinguish between special schools, integrated schools, and inclusive schools and gain knowledge of various policies on inclusive education. Additionally, it encourages learners to view individual differences not as an obstacle but as opportunities to enrich learning and effectively addresses the educational needs of children with special needs.

The third paper on IV Semester is 'School Organization and Management' (B.Ed./4/CC/403). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units which are given below: -

Unit I: Introduction to Educational Management
Unit II: Process of Educational Management
Unit III: School as an Organisation
Unit IV: Educational Supervision

This paper focuses the fundamentals of educational management, compare various types of educational management and its implications, develop an understanding of the school-community relations in educational management and comprehend the role of headmaster and teachers in school management. It also helps the learner to develop skills of leadership and accountability, prepare effective school timetables and construct ideas of educational supervision.

The fourth paper on IV Semester is Gender School and Society (B.Ed./4/CC/404). It is a half paper which consist 50 marks (20 marks for internal and 30 marks for external). It has three units which are given below: -

Unit I: Gender and Society
Unit II: Gender and School
Unit III: Gender inequality to equality

This Paper acquaints the learner to understand the concepts of sex and gender, the psychological and sociological perspective of sex and gender, know the social construction of gender with special reference to family and identify gender roles in textbooks and curriculum.

The fifth paper on IV Semester is Understanding the Self (EPC-4) (B.Ed./4/CC/405). It is a half paper and enhancement of professional competencies course which consist 50 marks. The aim of the course is to develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher, through conscious ongoing reflection. The course is transacted in the mode of workshops and seminars. It is conducted through different modes of expression

and practices. Resource persons are invited for conducting different workshop-based activities.

The sixth paper on IV Semester are Optional papers - Health and Physical Education (B.Ed/4/SC/406A), Guidance and Counselling (B.Ed/4/SC/406B), Peace Education (B.Ed/4/SC/406C) and Community Participation in Education (B.Ed/4/SC/406D). From these four optional papers student can opt any one paper. The optional paper is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). Each paper has four units with several sub points. Details of each paper are as under: -

1) Health and Physical Education (B.Ed/4/SC/406A)
Unit-I: School, Society and Health
Unit-II: Prevention and Control of Diseases
Unit-III: Physical Education and its Significance
Unit-IV: Physical Education Programme in Secondary Schools

This paper covers health and well-being concepts, basic body functioning, school hygiene, medical inspections, nutrition, and personality development, emphasizing kinesthetics learning and support for children with special needs. It discusses common diseases, infection control, substance abuse risks, AIDS awareness, mental health issues, and personal hygiene practices. It also explores the objectives and benefits of physical education, positive health, exercise impacts, yoga, first aid and addresses organizing school physical education, fostering teamwork, the role of programmes like NCC and Scouts, sports' health benefits, and inclusion in sports activities.

1) Guidance and Counselling (B.Ed/4/SC/406B)
Unit-I: Introduction to Guidance
Unit-II: Introduction to Counselling
Unit - III: Guidance Services
Unit- IV: Tools and Techniques in Guidance and Counselling

This paper explains the need for guidance at various school levels, including educational, vocational, personal guidance and covers the principles guiding

effective guidance practices. It discusses the concept, need, and principles of counselling, explores individual and group counselling, as well as directive, non-directive, and eclectic approaches. It also highlights the qualities of a good counsellor and the ethical principles they should follow, with a focus on the role of teachers as counsellors, includes individual inventory, placement, follow-up services, and providing occupational information, roles of school leaders and teachers in organizing guidance programmes.

It covers various tests such as achievement, intelligence, aptitude, personality, and interest inventories, including their advantages and limitations. The paper discusses case studies, cumulative records, questionnaires, anecdotal records, autobiographies, observation and criteria for selecting appropriate tests for educational and career placement

2) Peace Education (B.Ed/4/SC/406C)

Unit-I: Understanding Peace

Unit-II: Components of Peace Education

Unit-III: Pedagogy and Approaches to Peace Education

Unit IV: Teacher Education for Peace

This paper involves teaching about peace, non-violence, and conflict resolution, promoting a culture of harmony and focus on fostering respect, empathy, and peaceful coexistence. It traces peace education's roots in movements for social justice and global citizenship. It promotes awareness of rights and addresses developmental challenges, life skills and environmental education build skills for sustainable living and responsible citizenship. It also highlighted NCF 2005 and NCTE Guidelines emphasize incorporating peace education into teacher training.

3) Community Participation in Education (B.Ed/4/SC/406D)

Unit-I: Introduction to Community Participation in Education

Unit-II: Policies for Community Participation

Unit-III: Decentralization of Education

Unit-IV: Decentralization and Its Implication

This paper Community participation in education involves engaging local stakeholders in the educational process to enhance quality, relevance, and accountability. Its significance lies in empowering communities to take shared responsibility for educational outcomes, promoting local ownership and support. The socio-political and economic context influences how decentralization and community involvement unfold, affecting resource allocation and governance. Various decentralized bodies, such as School Management Committees and Parent-Teacher Associations, play key roles in fostering quality education and active participation. In India, community participation is integrated through these mechanisms, aligning with cultural norms and local governance structures. Decentralized management and community involvement lead to improved school development, infrastructure, and educational outcomes. Effective community mobilization requires skills in communication, collaboration, and resource management. Techniques like Focus Group Discussions (FGD) help address socio-educational issues, enabling communities to contribute to problem-solving and decision-making.

4.2.3 Focus group discussion on course structure and syllabus of teacher education programmes in Mizoram

Regarding the course structure and syllabus, a Focus Group Discussion was organized in which the participants highlighted the following points:

1) It would be more desirable to place the Internship Programme in the final semester as it allows student-teachers to apply the theoretical knowledge gained in previous semesters to real classroom situations.

2) A proper discussion should be held among all Teacher Education Institutions in Aizawl regarding school placements for the Internship. This will prevent overcrowding in certain schools while ensuring that all student-teachers get fair exposure to diverse teaching environments.

3) The issue of the lack of uniformity in syllabus content should be addressed. A uniform syllabus ensures that all student-teachers receive standardized training, meeting the expectations of the education system.

4) The course and syllabus under Mizoram University follows NCTE norms.

4.3 Objective No.3 : To analyze the administrative structure and functions of teacher education institutions in Mizoram:

Teacher education institutions in Mizoram are entirely operated and regulated by government authorities at either the state or central level. As a result, the allocation and distribution of financial resources essential for their operation are strictly governed and approved by the respective government bodies. Additionally, financial management within these institutions is subject to stringent oversight, ensuring compliance with the financial regulations and statutory requirements set forth by the state or central government.

The Institute of Advanced Studies in Education (IASE), Aizawl, functions under the jurisdiction of the Department of Higher and Technical Education, Government of Mizoram. It is affiliated with Mizoram University and recognized by the National Council for Teacher Education (NCTE), thereby aligning with national teacher education standards.

Conversely, the District Institutes of Education and Training (DIETs) in Aizawl and Lunglei are administered by the Department of School Education, Government of Mizoram. Like IASE, these institutions are also affiliated with Mizoram University and accredited by NCTE, reinforcing their commitment to upholding academic and professional excellence in teacher education.

The Department of Education at Mizoram University, on the other hand, operates entirely under the administration and authority of the Central Government. As a centrally governed institution, it strictly adheres to the regulations and policies set by the National Council for Teacher Education (NCTE), which serves as its accrediting body. This NCTE recognition ensures that the department meets national standards in both academic quality and institutional governance. The department's direct oversight by the Central Government means that all aspects, including policy-making, financial administration, and academic operations, are centrally regulated and managed. The NCTE Norms 2014 stated that for two unit of B.Ed course, the institution should have the following administrative and professional staff and their qualification will be as prescribed by the State/UT Government:

1) Librarian (B.Lib with 55% of marks)	-	One			
2) Lab Assistant (BCA with 55% of marks)	-	One			
3) Office cum Account Assistant	-	One			
4) Office Assistant cum Computer Operator	-	One			
5) Store Keeper	-	One			
6) Technical Assistant	-	One			
7) Lab Attendants/ Helpers/ Support staff	-	Two			

The following table highlights the status of administrative and professional staff in the sampled Teacher Education Institution:

Table 4.11:

Status of administrative and professional staff of Teacher Education Institution

Sl.No.	TE's Institution	Librarian	Lab Assistant	Office/Account Assistant	Computer Operator	Store Keeper	Technical Assistant	Lab Attendants / Helpers/
1.	MZU,	1 (MZU Central Library, Librarian)	1	2 (LDC)	0	0	1	0
2.	IASE	1	2	1(UDC)	0	0	0	2
3.	DIET, Aizawl	1	1	2 (UDC/Supe)	1	0	1	2
4.	DIET, Lunglei	1	1	2(UDC)	1	0	1	2

Table 4.11 presents a detailed breakdown of the administrative and professional staffing arrangements of Teacher Education Institutions (TEIs). Each institution exhibits specific patterns in the distribution of roles, as analyzed below:

1) **Mizoram University (MZU), Department of Education:**
   Mizoram University (MZU) has a structured administrative and academic support system, with a central librarian managing library resources. However, the department has only one lab assistant, which may indicate limited laboratory activities or reliance on faculty and students for lab maintenance. The presence of two Lower Division Clerks (LDCs) ensures

that administrative tasks are handled efficiently, but the absence of a dedicated computer operator or storekeeper suggests that IT and inventory-related responsibilities might be distributed among other staff members. The availability of one technical assistant provides some level of support for equipment and technical needs, though the lack of lab attendants or helpers could mean that laboratory management is relatively constrained compared to other institutions.

2) **Institute of Advanced Studies in Education (IASE):**

Institute of Advanced Studies in Education (IASE) also has a dedicated librarian to oversee library functions. Unlike MZU, IASE has two lab assistants, which implies a greater focus on practical training. The presence of a single Upper Division Clerk (UDC) for office and accounts suggests a streamlined administrative system, possibly supported by digital processes. However, the lack of a computer operator or technical assistant might indicate limited direct technical support. The institution also does not have a storekeeper, meaning that inventory management could be handled by other staff. Notably, IASE has two lab attendants or helpers, ensuring better maintenance of laboratory spaces and facilitating smooth practical sessions.

3) **District Institute of Education and Training (DIET), Aizawl**:

The District Institute of Education and Training (DIET) in Aizawl appears to have a well-balanced staff structure. With a librarian, a lab assistant, and two office/account assistants (one being a superintendent), the institution has strong administrative and academic support. A key advantage of DIET Aizawl over MZU and IASE is the presence of a dedicated computer operator, ensuring that digital and IT-related tasks are managed efficiently. Additionally, one technical assistant provides essential support for lab and equipment management. The two lab attendants/helpers contribute to maintaining practical learning environments, making this institution well-equipped for hands-on training despite the absence of a storekeeper.

4) **District Institute of Education and Training (DIET), Lunglei**:
Similarly, DIET Lunglei follows a staffing pattern comparable to DIET
Aizawl. The institution has a librarian, a lab assistant, and two Upper
Division Clerks for administrative tasks. The presence of a computer
operator ensures IT support, which is lacking in MZU and IASE. Like
DIET Aizawl, DIET Lunglei also benefits from having a technical
assistant, contributing to the smooth functioning of laboratory and
technical aspects of education. The two lab attendants/helpers further
strengthen the institution's capacity for hands-on learning experiences.
However, the lack of a storekeeper, as seen in all institutions, might
require alternative approaches to managing educational resources and
inventory.

In summary, DIET Aizawl and DIET Lunglei appear to be the best-equipped
institutions in terms of lab support and technical assistance, making them well-suited
for practical and technology-integrated learning. MZU, despite its strong
administrative structure, lacks sufficient technical and lab-related support staff,
which could affect hands-on learning experiences. IASE has moderate lab support
but lacks IT and technical personnel, which may limit digital and technical
advancements. Overall, the DIETs stand out as the most balanced in terms of staff
distribution for academic, administrative, and technical functions.

4.3.1 Terms and Conditions of Service:

According to the 2014 NCTE (National Council for Teacher Education)
Norms, the regulations governing the terms and conditions of employment for both
teaching and non-teaching staff are to align with the policies set forth by the
respective State Government or the affiliating body. These regulations encompass
various aspects, including the procedures for staff selection, the determination of pay
scales, the prescribed age for retirement (superannuation), and the provision of
additional benefits. Institutions are required to strictly adhere to these guidelines,
ensuring compliance with the prevailing rules and policies established by the
governing authorities.

4.3.2 Terms and Conditions of Service under Department of Education, Mizoram University:

The Department of Education at Mizoram University, being part of a Central University, operates in full compliance with the rules and regulations established by the Central Government and the University Grants Commission (UGC). These rules govern various aspects such as the conditions of service, recruitment processes, pay scales, and pension provisions for both teaching and non-teaching staff, ensuring a consistent and standardized framework that aligns with national policies. The conditions of service for the teaching and non-teaching staff in the Department of Education are determined by the Central Government guidelines and UGC regulations. These conditions encompass a wide range of employment aspects, including working hours, leave entitlements, promotion criteria, retirement benefits, and provisions for disciplinary action. The policies aim to create a fair, transparent, and professional environment, ensuring that employees' rights and responsibilities are clearly defined and adhered to.

The recruitment of staff in the Department of Education follows a systematic and merit-based approach as per the guidelines of the UGC and Central Government. Teaching staff recruitment involves national-level advertisements, followed by a rigorous selection process that includes eligibility screening, evaluation of academic and research credentials, and interviews conducted by an expert selection committee. Non-teaching staff recruitment also adheres to a transparent and competitive process, ensuring adherence to the reservation policies and eligibility criteria prescribed by the Government of India. This approach guarantees that highly qualified and competent individuals are selected for both teaching and administrative roles.

The pay scales for teaching staff, including positions such as Professor, Associate Professor, and Assistant Professor, are determined according to the UGC's pay structure, which is revised periodically in line with the recommendations of the Central Pay Commission. Similarly, the pay scales for non-teaching staff are regulated under the Central Government's pay matrix. These pay structures are designed to ensure parity with other Central Government institutions, providing

competitive salaries, allowances, and incentives. Such provisions not only attract skilled professionals but also contribute to the retention and motivation of staff.

Pension and retirement benefits for the teaching and non-teaching staff of the Department of Education are governed by the Central Government's pension policies. Employees who joined the university before the introduction of the National Pension System (NPS) are entitled to receive a defined benefit pension under the Central Civil Services (Pension) Rules. For those who joined after the implementation of the NPS, their retirement benefits are managed through a contributory pension system. These pension schemes provide financial security to employee's post-retirement, ensuring their long-term welfare and stability.

4.3.3 Terms and Conditions of Service under Institute of Advanced Studies in Education (IASE):

The Institute of Advanced Studies in Education (IASE), being under the jurisdiction of the Higher and Technical Education Department of the State Government of Mizoram, follows a distinct governance framework for the conditions of service, recruitment processes, pay scales, and pension rules applicable to its teaching and non-teaching staff. This framework aligns with the policies established by the State Government and the University Grants Commission (UGC), ensuring a balance between state-level governance and national standards for teacher education institutions.

The conditions of service for the teaching and non-teaching staff of IASE are primarily governed by the rules and regulations set by the Higher and Technical Education Department of Mizoram, complemented by UGC guidelines. These conditions defined roles, responsibilities, and expected working hours for staff. Entitlements to various forms of leave, such as casual leave, earned leave, maternity/paternity leave, and study leave for professional development. Guidelines for maintaining discipline, academic performance, and adherence to institutional goals. Probation periods, tenure policies, and grounds for termination or resignation are also regulated. The recruitment process for both teaching and non-teaching staff

at IASE is conducted as per the rules of the Mizoram State Government while incorporating UGC's recommendations to uphold academic standards.

The pay scales for both teaching and non-teaching staff at IASE are determined primarily by the Mizoram State Government's pay matrix, which is periodically revised to align with the recommendations of the State authority. Pay scales of Teaching Staff are also influenced by UGC norms, ensuring parity with national academic institutions. Faculty members such as Assistant Professors, Associate Professors, and Professors receive salaries that align with UGC-prescribed pay bands, along with applicable allowances. The pension and retirement benefits for IASE staff are governed by the Mizoram State Government's pension policies. Employees recruited after the implementation of the NPS are covered under this contributory scheme, which is jointly funded by the employee and the government. In addition to pensions, retirees may also receive gratuity, leave encashment, and other post-retirement benefits as per state guidelines.

4.3.4 Terms and Conditions of Service under District Institutes of Education and Training (DIETs) Aizawl and Lunglei :

The District Institutes of Education and Training (DIETs) in Mizoram were established as part of the Restructuring and Reorganization of the Centrally Sponsored Scheme of Teacher Education, initiated by the Ministry of Human Resource Development (now the Ministry of Education), Department of School Education and Literacy, Government of India. This initiative aimed to enhance the quality of teacher education across the country.

As stipulated in the implementation guidelines of the scheme, the conditions of service for both teaching and non-teaching staff employed under DIETs were designed to be co-terminus with the duration of the scheme. This means their employment tenure was directly tied to the continuation of the scheme, creating a level of job insecurity compared to regular state government employees.

The recruitment of staff for DIETs was conducted through a Special Recruitment Board specifically constituted by the state government to ensure a standardized and transparent selection process. The pay scales and retirement age

(age of superannuation) for DIET staff were aligned with those of regular state government employees, ensuring parity in terms of remuneration and service tenure.

However, unlike regular state employees, staff working under DIETs did not receive certain essential post-employment and welfare benefits. Pension benefits were not extended to DIET employees, leaving them without the financial security typically provided to retirees in the government sector. Furthermore, additional benefits commonly available to state government employees, such as Child Care Leave, medical reimbursement, and other welfare provisions, were also excluded for DIET staff.

This arrangement reflects a clear distinction between the service conditions of DIET staff and regular state government employees, emphasizing the temporary and scheme-bound nature of their employment, despite their alignment with state pay scales and retirement policies. This lack of comprehensive benefits posed challenges in ensuring long-term financial stability and welfare for DIET employees.

4.3.5 Focus group discussion on administrative structure and functions of teacher education institutions in Mizoram

During the focus group discussion (FGD), participants emphasized the need for improved service conditions and greater job permanency for DIET (District Institute of Education and Training) employees. They pointed out that the current employment conditions create uncertainty, which negatively affects their motivation and overall job satisfaction. If these employees are given better service conditions—including structured promotions, timely increments, and enhanced job security—it will lead to higher morale and greater commitment to their roles in teacher education.

One of the major concerns raised was the lack of job permanency, which results in insecurity and affects their professional growth. Many DIET employees are working on temporary or contractual bases, which makes it difficult for them to plan their careers or invest wholeheartedly in their work. If their positions become more stable and permanent, they will feel more valued and motivated to contribute effectively to pre-service and in-service teacher training. Increased job security will

also encourage a sense of belonging and responsibility, which is crucial for maintaining high-quality education programmes.

4.4 Objective No. 4 : To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram

The teacher education programme in Mizoram was analysed with reference to 'Norms and standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree under NCTE Norms 2014' (Appendix - 4).

The investigator collected and analyzed data mostly from the official website of NCTE, official websites and office records like files, newsletters and annual reports of the sampled Teacher Education Institutes. A questionnaire and an information schedule for administrator were also constructed by the investigator to collect necessary information. The investigator also discussed with the head of the institution and teacher educators with regard to the fulfilment of NCTE norms on each of the institution.

NCTE Norms 2014 had laid down a number of criteria to be fulfilled by teacher education institutes conducting Bachelor of Education (B.Ed) Course. The following observations were made by the investigator regarding the fulfillment of these norms by the sampled teacher education institutions:

4.4.1 Duration and Working Days

1) **Duration :** As per NCTE 2014 norms ' B.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.'
   An analysis of the B.Ed Curriculum revealed that the duration of the course is in conformity with the NCTE Norms 2014.

2) **Working Days:** The NCTE Norms stated that '(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission. (b) The institute 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 be 80% for all course work including practicum, and 90% for school internship.'

A scrutiny of the students' attendance registers in the sampled teacher education institutions confirmed that the working days are more than 200 days in all the Teacher education institute. As such, the working days of Teacher education institute in Mizoram were as per the NCTE Norms 2014. An analysis of the existing Time table in each institution shows that a six hour work schedule for five days per week is followed. Looking at the B.Ed Curriculum, it is also found that the minimum attendance for student teachers was as prescribed by the NCTE Norms, 2014 which is 80% for all theory/practicum courses and 90% for school internship.

4.4.2 Curriculum, Programme Implementation and Assessment

1) Curriculum: NCTE Norms, 2014 stated that '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, ćase studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments. Information and Communication Technology (CT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.'

As per the NCFTE 2009 and regulations of NCTE – 2014, the B.Ed curriculum for secondary teacher education programme in Mizoram was prepared under Mizoram University. The Department of Education, Mizoram University has undertaken efforts to develop one of the most exemplary curricula in the country. The

syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020.

The NCTE Norms 2014 also stated that 'The theory courses shall comprise courses on perspectives in education and curriculum and pedagogic courses in which

a) 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 leaning. 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 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.'

With regard to engagement with the Field/Practicum, NCTE 2014 stated that '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 specialized 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 1CTS 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 ànd 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.

In addition to theory and practicum courses, the NCTE Norms 2014 emphasized the significance of the school internship programme. It stated that, '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 (X-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). 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.

Detail of the following existing B.Ed curriculum under Mizoram University has proved that the above NCTE 2014 norms regarding theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship have been fulfilled and followed by all the secondary teacher education institutions in Mizoram.

Table 4.12

Overall B.Ed Curriculum

Paper	Sem-I	Sem-II	Sem-III	Sem-IV	Total marks
Theory Core Course *Theory Soft Course*	B.Ed./1/CC/101 B.Ed./1/CC/102 B.Ed./1/CC/103 B.Ed./1/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) 16 Weeks Internship (including 4 weeks Pre Internship Training)	B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 () B.Ed./4/SC/406 (100)	
Marks	**400**	**400**		**450**	**1250**
Practicum	1 Week Field Work for activities under Semester-I	School Internship Field Work (2)Weeks) under Semester II		1 Week of Field Work for activities under Semester-IV	
EPC	B.Ed./1/CC/105	B.Ed./2/CC/205 (1/2) B.Ed./2/CC/206 (1/2)		B.Ed./4/CC/405(1/ 2)	
Marks	**100**	**100**	**500**	**50**	**750**
G.Total	**500**	**500**	**500**	**500**	**2000**

Table 4.13

Break up of I, II, III and IV Semester B.Ed Curriculum

Course No.	Name of Course	Total		Distri-bution of Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./1/CC/101	Childhood and Growing Up	100	4	3	-	1	40	60
B.Ed./1/CC/102	Contemporary India and Education	100	4	3	-	1	40	60
B.Ed./1/CC/103	Learning and Teaching UnderstandingDisciplines	100	4	3		1	40	60
B.Ed./1/CC/104	and Subjects	100	4	3	-	1	40	60
B.Ed./1/CC/105	ICT in Teacher Education (EPC-1)	100	4	2	-	2	100	-
Total		500	20	14	-	6	260	240

Course No.	Name of Course	Total		Distribution Credits			External Internal	
		Marks	Credits	L	T	P		
B.Ed./2/CC/201	Knowledge and Curriculum	100	4	3	-	1	40	60
B.Ed./2/CC/202	Pedagogy of a SchoolSubject- I	100	4	3	-	1	40	60
B.Ed./2/CC/203	Pedagogy of a SchoolSubject- II	100	4	3	-	1	40	60
B.Ed./2/CC/204	Assessment for Learning	100	4	3	-	1	40	60
B.Ed./2/CC/205	Reading and Reflecting onText (EPC-2)	50	2	1	-	1	50	-
B.Ed./2/CC/206	Drama and Art in Education (EPC – 3)	50	2	-	-	2	50	-
TOTAL		500	20	13	-	7	260	240

Course No.	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./3/CC/301	Pre- Internship	100	4	-	-	4	50	50 (Viva-Voce)
B.Ed./3/CC/302	School Internship (Pedagogy Paper-I)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/303	School Internship (Pedagogy Paper-II)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/304	Post Internship	100	4	-	-	4	50	50 Viva-Voce
Total		500	20	-		20	250	250

Course No.	Course Name	Total		Distribution of Credits				Internal	External
		Marks	Credits	L	T	P			
B.Ed./4/CC/401	Language Across the Curriculum	100	4	3	-		1	40	60
B.Ed./4/CC/402	Inclusive Education	100	4	3	-		1	40	60
B.Ed./4/CC/403	School Organization and Management	100	4	3	-		1	40	60
B.Ed./4/CC/404	Gender School and Society	50	2	1	-		1	20	30
B.Ed./4/CC/405	Understanding the Self (EPC-4)	50	2	-	-		2	50	-
B.Ed./4/SC/406	Optional Course (any one) 406-A: Health and Phy.Edn 406-B: Guidance & Counselling 406-C: Peace Education 406-D : Community Participation in Education	100	4	3	-		1	40	60
Total		**500**	**20**	**13**	**-**	**7**		**230**	**270**

An analysis of Table 4.12 and Table 4.13 shows that the theory and Practicum courses of the B.Ed curriculum in Mizoram was in conformity with the NCTE Norms 2014. The curriculum covered all the theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship as suggested by the NCTE Norms 2014. These were:

- Perspective in Education –
  a) Childhood and Growing Up (B.Ed./1/CC/101)
  b) Contemporary India and Education (B.Ed/1/CC/102)
  c) Learning and Teaching (B.Ed/1/CC/102)
  d) Knowledge and Curriculum (B.Ed./2/CC/201)
  e) Assessment for Learning (B.Ed./2/CC/204)
  f) Inclusive Education (B.Ed./4/CC/402)
  g) School Organization and Management (B.Ed./4/CC/403)
  h) Gender School and Society (B.Ed./4/CC/404)
- Curriculum and Pedagogic courses –
  a) Understanding Disciplines and Subjects (B.Ed/1/CC/104)

b) Pedagogy of a School Subject- I – Teaching of English, Teaching of Mizo, Teaching of Mathematics, Teaching of Biological Science (B.Ed/1/CC/202)

c) Pedagogy of a School Subject- II – Teaching of Social Science, Teaching of Physical Science, Teaching of Geography (B.Ed/1/CC/203)

d) Language Across the Curriculum (B.Ed./4/CC/401)

e) Optional Paper – Health and Physical Education, Guidance and Counselling, Peace Education, Community Participation in Education (B.Ed/4/CC/406)

- Engagement with the Field/Practicum –
  a) ICT in Teacher Education (EPC-1) (B.Ed./1/CC/105)
  b) Reading and Reflecting on Text (EPC-2) (B.Ed./2/CC/205)
  c) Drama and Art in Education (EPC – 3) (B.Ed./2/CC/206)
  d) Understanding the Self (EPC-4) (B.Ed./4/CC/405)
  e) Besides these paper field work/activities were given on other theory papers.

- School Internship –

As per Table 4.12 we can see that the whole third semester is devoted for 16 weeks Internship in which 4 weeks will be utilized for pre internship training. The said internship consisted three phases viz Pre-internship, Internship and Post-internship.

- Pre-Internship (100 Marks):

The pre internship phase comprises of 4 weeks, and activities relating to this phase are conducted within the institute/department. This phase comprises the following activities - Model/Demonstration Lesson, Development of Skills, Simulated Teaching, Development of Teaching Learning Materials and School Exposure.

- School Internship (300 Marks):

In Phase-II of internship the student-teachers are attached to a particular school for teaching practice for 12 weeks. During this phase, they were anticipated to conduct a minimum of 20 lessons each in both pedagogy

papers under the guidance of the respective teacher and a mentor at the practicum school. They were required to develop 15 lesson plans for each of the pedagogies and engage in peer teaching observations for mutual learning. Additionally, they were obliged to create and administer achievement tests as part of the process.

- Post Internship (100 Marks):

During this stage, the student-teacher submitted detailed reports reflecting their school experiences throughout the internship, which were officially endorsed by the overseeing teacher educator. They were also tasked with observing the school timetable and conducting a critical evaluation of its effectiveness. Evaluation extended to participation in various school activities such as CCA, sports, etc. Furthermore, the writing of reports on the school library or any available laboratory, as well as on physical assets and campus beautification, formed part of the overall report submission.

Besides these School Internship programme, students were engage to school with practicum and activities in First, Second and fourth semester, as Table 4.12 and Table 4.13 revealed that students were engaged to school for one week in first Semester, two week in second semester and one week in fourth semester. So, altogether 20 weeks were utilized for internship in school and we can say that the NCTE norms 2014 which stated that 'Internship in schools will be for a minimum duration of 20 weeks for a two-year B.Ed programme' was fulfilled by all the secondary teacher education institutions in Mizoram.

2) **Programme Implementation** : The NCTE norms stated that the institution shall meet the following specific demands of implementing this professional programme of study:

1) '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'.

An analysis of the questionnaire data reveals that each teacher education institution developed an activity calendar at the start of the academic year, aligning it with the academic schedule of secondary schools.

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2) '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'.

The analysis of questionnaire data reveals that all teacher education institutions obtained prior approval from the District School Education Office to use government secondary schools within their districts for school-based activities, customized to their specific requirements. Furthermore, private and deficit secondary schools in Aizawl district also participated in these activities. The data highlights that school authorities were supportive and cooperative, providing assistance as needed.

3) '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'.

An analysis of the questionnaire data and discussion with the head of the institution, transaction of Perspectives in Education and Curriculum and Pedagogic Studies courses was done using a multiple and variety approaches. Besides Lecture, teacher educator deployed discussion, intellectual discourse, individual and group activity, brainstorming session, buzz technique, critical thinking technique, problem solving, activity base learning, constructivistic approach, observation and demonstration approach. Observation records are maintained by each of the institution for intern students and had a cordial relation with intern schools.

4) 'Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty'.

The data analysis shows that teacher educators in the sampled Teacher Education Institutions frequently utilized seminars, debates, lectures, and discussions as methods for delivering the curriculum. Additionally, seminars and debates on various educational topics were occasionally organized as co-curricular activities for student teachers.

5) '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'.

An analysis of the questionnaire data reveals that workshops, seminars and trainings on various topics were organized by the teacher education institutions. Especially, MZU and IASE organized International and National Seminars where teacher educators presented their papers. Periodic in-house faculty development programmes were conducted, providing teacher educators with opportunities to share their knowledge and expertise with colleagues. Additionally, the teacher educators actively participated in various workshops, seminars, and training sessions organized by HRDC, NCERT, NUEPA, universities, and other governmental and non-governmental organizations.

6) School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.

An analysis of data reveals that most of the teacher education institution has not done this. Only DIET, Lunglei have invited school teachers to their institution for feedback to student teachers.

7) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.

An analysis of data reveals that all teacher education institutions set up a separate committee for addressing complaint and grievance redressal.

8) For school internship, the TEI's and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising. tracking and assessing the student teachers.

Analysis of the data indicates that prior to the initiation of school internships, each teacher education institute provided essential information and instructions to the head of the institution to ensure the smooth implementation of the programme. Any concerns or issues were addressed in advance, and mutual decisions were reached before the internship programme commenced.

3) **Assessment:** NCTE norms 2014 stated that 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.

An analysis of Table 4.13 highlights a slight variation between the internal and external assessment structure outlined in the NCTE Norms 2014 and the system followed under the Mizoram University curriculum for the B.Ed course. According to NCTE Norms 2014, it is recommended that 20% to 30% of the marks for perspectives in education and curriculum and pedagogic studies be allocated to continuous internal assessment, with 70% to 80% assigned to external examinations. However, the Mizoram University curriculum prescribes a different weightage, allocating 40% to internal

assessment and 60% to external examinations. Despite this variation, the norms allow the affiliating university to determine the weightage for internal and external assessments. Furthermore, it was revealed that internal assessment is based on criteria such as individual or group assignments, observation records, and student portfolios. Institutions openly communicated the internal assessment process and displayed results transparently.

4.4.3 Managing Committee

As per NCTE Norms 2014, '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 staff. Teacher Educators, representatives of the affiliating university and the staff.'

The analysis of the data revealed that, as all teacher education institutions in Mizoram were government-run (state and central), no separate Managing Committee was established.

4.4.4 Interview Schedule of the Head of the institutions regarding the fulfillment of NCTE norms

During the interview with the Heads of Teacher Education Institutions, it was revealed that all institutions offering teacher education programmes have successfully met the norms and standards prescribed by the National Council for Teacher Education (NCTE) 2014. This compliance ensures that the institutions maintain high-quality teacher training programmes in line with national guidelines, thereby contributing to the professional development of future educators.

The NCTE 2014 regulations introduced significant reforms in teacher education, including the extension of the B.Ed. programme to two years, an increase in practical training through internships, and a stronger emphasis on pedagogical skills, research, and inclusive education. As per the interview findings, teacher education institutions in the region have adapted their course structures, faculty

qualifications, student-teacher ratios, and infrastructure to align with these updated norms. This demonstrates their commitment to maintaining high academic standards and producing competent teachers.

One of the key aspects of compliance with NCTE 2014 is the provision of adequate infrastructure and faculty qualifications. The heads of institutions confirmed that their colleges are equipped with well-furnished classrooms, libraries, ICT labs, and practical training facilities to support an interactive learning environment. Moreover, faculty members possess the required educational qualifications and professional experience, ensuring that student-teachers receive guidance from qualified mentors.

Another critical requirement under the NCTE norms is the implementation of a rigorous internship programme, which allows student-teachers to gain hands-on experience in real classroom settings. The institutions have structured their internship programmes to provide opportunities for lesson planning, classroom management, and student assessment, thereby bridging the gap between theory and practice. The emphasis on experiential learning has significantly contributed to the enhancement of teaching skills and pedagogical understanding among aspiring teachers.

Additionally, teacher education institutions have ensured compliance with NCTE-prescribed student intake capacity, curriculum structure, and assessment procedures. They have introduced courses on contemporary issues in education, inclusive teaching strategies, and educational research methodologies as per the guidelines. This holistic approach to teacher training reflects the institutions' dedication to nurturing well-rounded, reflective, and skilled educators.

4.5 Objective No. 5 : To find out the physical infrastructure of various institutions of teacher education.

The physical infrastructure of teacher education institutions serves as the fundamental framework that facilitates effective teaching and learning. It encompasses dedicated spaces such as classrooms, laboratories, libraries, administrative offices, seminar halls, and other essential facilities tailored to meet the varied requirements of teacher training programmes. A well-developed infrastructure

plays a crucial role in creating a supportive academic environment, promoting active engagement, innovation, and the comprehensive development of teacher trainees.

The NCTE 2014 regulations highlight the significance of strong physical infrastructure in teacher education institutions to ensure the efficient implementation of teacher training programmes. They stress the necessity of well-equipped facilities, including spacious classrooms, advanced laboratories, a resource-rich library, and essential utilities, all of which contribute to a conducive learning environment. These infrastructural elements are considered vital not only for meeting academic and administrative demands but also for fostering interactive, innovative, and experiential learning, equipping future educators with the skills needed to navigate the complexities of the teaching profession.

The National Council for Teacher Education (NCTE) 2014 regulations established a detailed framework specifying the essential resources required for teacher education institutions. This framework includes both infrastructural facilities and pedagogical resources necessary for the uninterrupted delivery of academic programmes. Institutions seeking affiliation and recognition from NCTE must meet these stipulated requirements, and only upon fulfilling these criteria are they permitted to commence their courses.

To verify the status of various Teacher Education institutions, the investigator used Questionnaire prepared for the collection of information regarding the list 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. A focus group discussion with teacher educators from sampled teacher education institution was held for triangulation of data.

4.5.1 Physical infrastructure of various of teacher education institutions in Mizoram

The NCTE Norms 2014 have outlined specific guidelines regarding the physical infrastructural to be implemented in B.Ed programme. The availability and adequacy of these facilities in the sampled teacher education institution are presented in Table 4.14

Table 4.14

Availability of Physical infrastructure of various institutions of teacher education in Mizoram as per NCTE 2014 regulation:

Sl. No.	Particulars (NCTE 2014)	MZU	IASE	DIET Aizawl	DIET Lunglei
1.	One Classroom for every 50 students	✓	✓	✓	✓
2.	Multipurpose Hall with 200 seating capacity	✓	✓	✓	✓
3.	Library cum reading room	✓	✓	✓	✓
4.	ICT Resource Centre	✓	✓	✓	✓
5.	Curriculum Laboratory	✗	✓	✗	✓
6.	Health and Physical Resource Centre	✗	✓	✗	✗
7.	Art and Craft Resource Centre	✓	✓	✓	✓
8.	Yoga Centre	✓	✗	✗	✗
9.	Principal's/Head office	✓	✓	✓	✓
10.	Staff Rooms	✓	✓	✓	✓
11.	Administrative Office	✓	✓	✓	✓
12.	Visitor's Room	✓	✓	✓	✓
13.	Separate Common Room for male and female students	✗	✗	✗	✗
14.	Seminar Room	✓	✓	✓	✓
15.	Canteen	✓	✓	✓	✓
16.	Separate toilets for male and female student	✓	✓	✓	✓
17.	Separate hostels for male and female student	✓	✓	✓	✓
18.	Separate toilet for staff	✓	✓	✓	✓
19.	Open Space for accommodation	✓	✓	✓	✓
20.	Is campus, buildings, furniture, etc. Barrier-free	Partial	Partial	✗	Partial
21.	Separate toilet for PWD	✗	Partial	✗	✗
22.	Parking Space	✓	✓	✓	✓
23.	Store Rooms (Two)	✓	✓	✓	✓
24.	Indoor Games Facility	✓	✓	✓	✓
25.	Safeguard against fire hazards in all parts of the building	✗	✓	✓	✓
26.	Multipurpose Playfield	✓	✓	✓	✓

Table 4.14 shows the availability of facilities in four Teacher Education institutions (MZU, IASE, DIET Aizawl, and DIET Lunglei) in light of the NCTE 2014 standards, highlighting both compliance and gaps.

All four institutions meet the fundamental academic requirements, ensuring well-equipped classrooms, a library-cum-reading room, ICT Resource Centre. The availability of a multipurpose hall with a 200-seat capacity ensures space for academic and co-curricular events. Staff rooms, administrative offices, and seminar rooms are also provided in each institution, ensuring smooth academic and administrative functioning.

Additionally, the Art and Craft Resource Centre is present in all institutions, which is crucial for teacher education programmes. These facilities indicate that all institutions comply with the basic academic and pedagogical infrastructure needed for teacher training. The Health and Physical Resource Centre, essential for sports and physical education, is only available in IASE. MZU, DIET Aizawl, and DIET Lunglei lack this facility, which can affect the physical training aspects of teacher education. Curriculum Laboratory is present only in IASE and DIET, Lunglei.

Similarly, a Yoga Centre is available only at MZU, while IASE, DIET Aizawl, and DIET Lunglei do not have one. Yoga plays a key role in stress management and holistic teacher preparation, making its absence a notable shortcoming. On a positive note, Multipurpose Playfields and Indoor Games Facilities are available in all institutions, ensuring that students have access to outdoor and indoor sports. While this partially compensates for the lack of a Health & Physical Resource Centre, it still indicates an incomplete approach to physical wellness.

One of the most glaring omissions is the absence of separate common rooms for male and female students in all institutions. Common rooms serve as relaxation areas and informal study spaces, and their unavailability reduces student comfort. However, separate toilets for male and female students are provided across all institutions, ensuring basic hygiene and privacy. Additionally, all institutions have separate hostels for male and female students, ensuring residential facilities for students.

Another positive aspect is that all institutions provide a visitor's room, canteen, and administrative office, ensuring convenience for students and faculty

members. Accessibility is a significant area of concern across all institutions. None of the institutions fully comply with barrier-free infrastructure standards. MZU, IASE, and DIET Lunglei provide only partial barrier-free access. DIET Aizawl does not have any barrier-free access for persons with disabilities (PWD). Similarly, separate toilets for PWD are mostly absent, with only IASE providing partial compliance. This indicates that students or faculty with disabilities might face significant mobility challenges in these institutions. The lack of barrier-free infrastructure and PWD-friendly toilets suggests a need for urgent intervention to enhance accessibility and inclusivity.

All institutions have parking spaces and store rooms, ensuring proper storage and vehicle accommodation. However, fire safety measures are absent in MZU, which is a major safety concern. IASE, DIET Aizawl, and DIET Lunglei have fire safety measures, ensuring some level of protection against fire hazards. MZU should implement fire extinguishers, emergency exits, and fire drills to enhance student and staff safety.

4.5.2 Land and Built up Area :

The NCTE norms 2014 stated that 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 addition (five hundred square metre). For an annual intake beyond two hundred and three hundred, it shall s land of 3500 sq mts. (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 sq. mts. (five hundred square metre) and the requirement of additional land may not apply to them.

The existing land area and built up area in the sampled teacher education institutions in Mizoram are presented in Table below :-

Table 4.15

Existing Land Area and Built up Area of Teacher Education Institutions

Facilities	MZU	IASE	DIET, Aizawl	DIET, Lunglei
Land Area	39,58,046 sq.mts (Whole MZU Area)	7324.81 sq.mts	20,163 sq.mts	41,862 sq.mts
Built up Area	4,888.28 sq.mts	3,072 sq.mts	2,352 sq.mts	2,006 sq.mts

An analysis of the data from table 4.15 presented in relation to the NCTE Norms 2014 reveals that all sampled teacher education institutions in Mizoram meet or exceed the land and built-up area requirements for their respective intake capacities.

Mizoram University (MZU), Department of Education possesses a total land area of 39,58,046 square meters, representing the entire campus area. While the land area is not specific to the Department of Education, it is vastly more than the NCTE requirement of 2,500 square meters for an initial intake of 50 students or 3,500 square meters for an annual intake of 200–300 students. The built-up area for the department is 4,888.28 square meters, exceeding the minimum requirement of 1,500 square meters for 50 students or 2,000 square meters for an intake of 100 students. MZU far surpasses the infrastructural requirements, ensuring ample space for academic and co-curricular activities.

Institute of Advanced Studies in Education (IASE) possesses 7,324.81 square meters of land, which comfortably exceeds the 2,500 square meters required for an intake of 50 students and aligns with the 3,500 square meters requirement for an annual intake of up to 300 students. Its built-up area is 3,072 square meters, exceeding the 1,500 square meters required for 50 students and the 2,000 square meters required for 100 students. IASE's infrastructure is well-suited for its maximum intake capacity of 150 students, providing adequate facilities as per NCTE norms.

DIET Aizawl possesses 20,163 square meters of land, significantly surpassing the NCTE requirement of 2,500 square meters for 50 students. Its built-up area is 2,352 square meters, meeting the required 1,500 square meters for 50 students and exceeding the 2,000 square meters required for 100 students. This demonstrates that DIET Aizawl has sufficient infrastructure to meet the demands of its current intake capacity while adhering to NCTE guidelines.

DIET Lunglei owns 41,862 square meters of land, far exceeding the minimum requirement of 2,500 square meters for 50 students. Its built-up area is 2,006 square meters, meeting the NCTE minimum of 1,500 square meters for 50 students and satisfying the requirement of 2,000 square meters for 100 students. DIET Lunglei's facilities reflect compliance with NCTE standards and provide adequate infrastructure for its educational programmes. So, we can conclude that all sampled teacher education institutions in Mizoram demonstrate compliance with or exceed the NCTE Norms 2014 concerning land and built-up area requirements. This ensures that the institutions provide a conducive learning environment with sufficient space for academic, co-curricular, and recreational activities. The substantial land areas, particularly in DIETs and MZU, highlight their capacity to meet current and potential future demands for teacher education.

4.5.3 Instructional Facilities:

The NCTE norms 2014 have suggested different instructional facilities which Teacher education institution should possesses. The following table 4.16 shows the availability of instructional facilities in sampled teacher education institutions:

Table 4.16

Availability of Instructional Facilities in Teacher Education Institutions

Sl.No.	Instructional Facilities (NCTE Norms 2014)	MZU	IASE	DIET, Aizawl	DIET, Lunglei
1.	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	Available	Available	Available	Available
2.	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, clectronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines.	Available	Available	Available	Available
3.	There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.	Not Available	Available	Not Available	Available
4.	There shall be ICT facilities with hardware and software including computers,internet, TV,Camera etc	Available	Available	Available	Available
5.	There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience	Available	Available	Available	Available
6.	Games and sports equipments for common indoor and outdoor games should be available	Available	Available	Available	Available
7.	Simple musical instruments such as harmonium, table, manjira and other indigenous instruments	Available	Available	Available	Available

As per Table 4.16 the instructional facilities in the sampled Teacher Education Institutions (TEIs) based on NCTE Norms 2014 reveals that all four institutions—Mizoram University (MZU), the Institute of Advanced Studies in Education (IASE), DIET Aizawl, and DIET Lunglei—ensure easy access to a sufficient number of recognized secondary schools within a reasonable distance. This compliance facilitates fieldwork and practice teaching, a critical component of teacher education, allowing student teachers to gain practical experience in real classroom settings.

In terms of library infrastructure, all the institutions meet the requirement of having a well-equipped library-cum-reading room that can accommodate at least 50% of their students. These libraries had a minimum of 1,000 titles and 3,000 books, including relevant texts, references, educational encyclopedias, yearbooks, and electronic resources such as CD-ROMs and online publications. They also maintain subscriptions to at least five refereed journals on education, along with other journals in related disciplines, ensuring robust academic support for the students.

However, disparities are evident in the provision of Curriculum Laboratories. While IASE and DIET Lunglei have established these labs with materials and resources relevant to school curricula, MZU and DIET Aizawl lack this essential facility. The absence of Curriculum Laboratories in these institutions may hinder their ability to provide hands-on, curriculum-specific training, which is vital for preparing student teachers for effective classroom instruction.

All institutions are equipped with ICT facilities, including hardware, software, computers, internet, TVs, and cameras, enabling them to integrate modern technologies into their teaching methodologies. This adherence to ICT requirements ensures that student teachers are well-versed in using digital tools for educational purposes, aligning with contemporary trends in education.

Furthermore, each institution maintains a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience, which fosters creativity and hands-on learning among student teachers. They are also equipped with games and sports

facilities, catering to both indoor and outdoor activities. These facilities not only promote physical well-being but also prepare student teachers to incorporate sports and physical education into school curricula effectively.

In the cultural domain, all institutions have simple musical instruments, including harmoniums and other indigenous instruments, supporting the development of artistic skills and cultural appreciation among student teachers.

While the institutions largely comply with the NCTE Norms 2014, the lack of Curriculum Laboratories in MZU and DIET Aizawl highlights a notable shortcoming. Addressing this gap would enhance the instructional infrastructure of these institutions and further strengthen their capacity to deliver high-quality teacher education. Overall, the existing facilities provide a strong foundation for preparing competent and well-rounded teachers, but continuous efforts are required to achieve full compliance with the norms.

4.5.4 Other Amenities:

The NCTE Norms 2014 further stipulated that, in addition to the aforementioned facilities, there must be:

(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 furmiture and other equipments.

The existing amenities available in the sampled Teacher Education Institutes are presented in Table 4.17 below.

Table 4.17

Availability of other Amenities in Sampled TEI's in Mizoram

Sl. No.	Amenities	MZU	IASE	DIET, Aizawl	DIET, Lunglei
1.	Functional and appropriate furniture in required number for instructional and other purposes.	Available	Available	Available	Available
2.	Arrangement may be made for parking of vehicles	Available	Available	Available	Available
3.	Access to safe drinking water be provided in the institution	Available	Available	Available	Available
4.	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.	Available	Available	Available	Available

An analysis of the amenities across MZU, IASE, DIET Aizawl, and DIET Lunglei on Table 4.17 reveals that all institutions comply with the NCTE Norms 2014 regarding essential infrastructure and services. Each institution ensures the availability of functional and sufficient furniture for instructional and other purposes, along with proper parking facilities for vehicles. Access to safe drinking water is consistently provided, and arrangements for maintaining cleanliness on campus are effectively implemented. This includes the upkeep of water and toilet facilities, with separate provisions for male and female students and faculty, as well as the repair and replacement of furniture and equipment. Overall, the institutions demonstrate adherence to the prescribed standards, ensuring a conducive and hygienic learning environment.

4.5.5 Focus group discussion on physical infrastructure of various institutions of teacher education

During the focus group discussion (FGD), participants emphasized that enhancing infrastructure is of utmost importance in today's rapidly evolving educational landscape. With the increasing integration of technology in education, institutions must ensure that their instructional facilities are modernized and well-equipped to provide quality learning experiences. Educational infrastructure plays a crucial role in shaping the effectiveness of teacher training programmes, as it directly impacts the learning environment, practical exposure, and professional preparedness of student-teachers.

A key area highlighted in the discussion was the need for substantial progress in the field of information technology (IT). In the current digital age, teacher education institutions must incorporate ICT (Information and Communication Technology) tools, smart classrooms, digital libraries, and computer labs to enhance the teaching-learning process. The integration of online learning platforms, multimedia resources, and virtual simulations can significantly improve the pedagogical skills of future educators. Institutions that fail to keep up with technological advancements may find it challenging to prepare student-teachers for modern classrooms, where digital literacy is becoming an essential competency.

Furthermore, it was pointed out that some teacher education institutions lack certain facilities that are mandatory as per the NCTE (National Council for Teacher Education) norms.

4.6 Objective No. 6: To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram.

The NCTE Norms 2014 had laid down a number of criteria to be fulfilled by teacher education institutes conducting Bachelor of Education (B.Ed) course. The investigator went to all the sampled Teacher Education Institute and had an Interview with the Principal and Head of the institution regarding the admission procedure and selection process to B.Ed course and also used questionnaire to investigate the admission procedure and intake capacity of students.

4.6.1 Intake, Eligibility and Admission procedure as per NCTE Norms 2014:

1) **Intake:** NCTE Norms 2014 stated that '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.'

2) **Eligibility:** NCTE Norms 2014 stated that '(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) **Admission Procedure:** NCTE Norms 2014 stated that '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.'

The following Table 4.18 highlights the intake capacity, eligibility criteria and admission procedure of Teacher Education Institutions in Mizoram.

Table 4.18

Intake, Eligibility and Admission procedure of Teacher Education Institutions in Mizoram

Name of TE's Institution	Intake capacity	Eligibility	Admission Procedure
MZU, Department of Education	100	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Written Test (Merit basis)
IASE	150	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Written Test and Personal Interview
DIET, Aizawl	50	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Written Test and Personal Interview
DIET, Lunglei	50	As per NCTE Norms 2014 with 5% relaxation in marks for SC/ST/OBC/PWDs	Entrance Written Test and Personal Interview

Table 4.18 provides a comparative overview of the intake capacity, eligibility criteria, and admission procedures for the four Teacher Education (TE) institutions: Mizoram University (MZU), Department of Education, Institute of Advanced Studies in Education (IASE), and the District Institutes of Education and Training (DIETs) in Aizawl and Lunglei. The following is a detailed analysis of the data:

Mizoram University (MZU), Department of Education admits 100 students annually i.e. two units. This intake reflects its role as a Central University, aiming to maintain high academic standards while providing access to quality teacher education programmes to a balanced number of candidates. The eligibility criteria adhere strictly to the NCTE Norms 2014, which set minimum academic qualifications for teacher trainees. Additionally, there is a 5% relaxation in marks for candidates from reserved categories (SC/ST/OBC) and Persons with Disabilities (PWDs). This relaxation promotes inclusivity and aligns with the national agenda for equitable access to higher education for disadvantaged groups. Admissions are based on a Written Entrance Test only conducted by the university on a merit basis. This

standardized test ensures fairness and transparency in the selection process, prioritizing academic merit without subjective evaluations. By relying exclusively on entrance test scores, the university ensures that its student intake is academically competitive and aligned with its reputation as a premier institution.

Institute of Advanced Studies in Education (IASE) has the largest intake capacity of 150 students, which is three units highlighting its role as a key institution for advanced teacher education in Mizoram. Its larger capacity reflects its broader mission to produce a significant number of trained teachers to meet the growing educational demands in the state. Similar to MZU, the eligibility criteria are set as per NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC categories and PWDs. This ensures that the institution remains inclusive while maintaining the national standards for teacher education. Advertisement for admission of B.Ed programme was flash on the local newspaper, Local Cable T.V and Institution website after which a careful screening procedure was conducted to eliminate in eligible candidate who did not fulfill the eligible criteria. The admissions are conducted through a two-step process involving an Written Entrance Test followed by a Personal Interview. The Written Entrance Test assesses candidates' academic aptitude, arithmetic knowledge, languge knowledge and subject knowledge. The Personal Interview serves as an additional evaluative measure to assess candidates' communication skills, teaching aptitude, and overall suitability for the teaching profession. This dual-layered admission procedure ensures a more holistic assessment of candidates, making it well-suited for an institution focused on advanced and specialized teacher education.

District Institutes of Education and Training (DIET), Aizawl admits 50 (one unit) students annually, reflecting its focus on district-level teacher training. Its smaller intake capacity ensures individualized attention to trainees and effective skill development. Eligibility is based on NCTE Norms 2014, with a 5% relaxation in marks for SC/ST/OBC candidates and PWDs. This ensures that the institution remains accessible to underrepresented and disadvantaged groups while maintaining adherence to national teacher education standards. Advertisement of admission to B.Ed programme are display on local newspaper, local T.V and institute website.

Similar to IASE, DIET Aizawl employs a two-step process for admissions, Written Entrance Test and Personal Interview. Written Entrance Test evaluates candidates' subject knowledge and cognitive abilities whereas personal Interview provides an opportunity to assess candidates' interpersonal and communication skills, as well as their dedication to the teaching profession. This dual approach ensures that only candidates with both academic potential and a genuine passion for teaching are selected.

Like DIET Aizawl, DIET Lunglei admits 50 students annually (one unit). Its focus on a smaller intake reflects its role in addressing the specific educational needs of its district while maintaining quality in teacher training. The eligibility criteria follow NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC backgrounds and PWDs. This ensures inclusivity and alignment with the principles of equitable access to teacher education. The admission process mirrors that of DIET Aizawl, involving entrance test which evaluate academic merit and subject knowledge. Personal Interview which allows for an in-depth assessment of candidates' aptitude for teaching and their potential to contribute to the education sector. This two-tier process ensures a thorough evaluation of applicants, selecting only those who demonstrate both academic competence and practical teaching potential.

4.6.2 Summary of intake capacity, eligibility criteria and admission procedure of Teacher Education Institutions in Mizoram.

The teacher education institutions in Mizoram—Mizoram University (MZU), Institute of Advanced Studies in Education (IASE), and the District Institutes of Education and Training (DIETs) in Aizawl and Lunglei—play distinct roles in shaping the state's educational framework while adhering to the NCTE Norms 2014.

MZU, as a Central University, admits 100 students annually through a merit-based Entrance Test, ensuring academic competitiveness. The institution's adherence to national standards, coupled with a 5% relaxation in marks for SC/ST/OBC and PWDs, reflects its commitment to inclusivity and equitable access to quality education.

IASE, with the largest intake capacity of 150 students, employs a two-step admission process comprising an Entrance Test and Personal Interview. This dual-layered approach ensures a holistic evaluation, making it an ideal hub for advanced teacher education in Mizoram. Its larger capacity highlights its pivotal role in meeting the state's growing need for trained educators.

DIET Aizawl and DIET Lunglei, each admitting 50 students annually, focus on district-level teacher training with smaller intakes to facilitate personalized instruction. Both institutions follow a two-tier selection process, including an Entrance Test to assess academic proficiency and a Personal Interview to evaluate teaching aptitude and communication skills. The 5% relaxation for reserved categories underscores their dedication to inclusivity and local educational needs.

The teacher education institutions in Mizoram collectively provide a structured and inclusive system for training educators. While their intake capacities, eligibility criteria, and admission procedures vary based on their roles and target populations, they share a unified commitment to adhering to NCTE Norms 2014, promoting inclusivity, and maintaining high standards in teacher preparation. Together, these institutions collectively balance inclusivity, academic excellence, and district-specific goals, contributing significantly to the development of a competent and diverse teaching workforce in Mizoram.

4.6.3 Focus group discussion on admission procedure of different teacher education institutions

It was mentioned in the Focus Group Discussion by the participants that a standardized syllabus or a common entrance test should be implemented for admission examinations. This is particularly important for the three educational institutions operating under the Mizoram government—IASE, DIET Aizawl, and DIET Lunglei. Establishing a uniform assessment system will help streamline the admission process, ensuring fairness, consistency, and equal opportunities for all applicants. It will also enhance transparency and efficiency in student selection, ultimately contributing to the overall improvement of the education system in these institutions.

4.7 Objective No. 7: To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram

Table 4.19

Comparison of Teaching Experiences of Teacher Educators

Sl.No.	Teaching Experiences	No. of Teacher Educators (N= 70)	Percentage
1.	1 – 5 yrs.	22	31.42%
2.	6 – 10 yrs.	13	18.57%
3.	11 – 15 yrs.	21	30%
4.	16 – 20 yrs	10	14.28%
5.	More than 20 yrs	4	5.71%

A cursory glance at data vide Table 4.19 reveals that 22 teacher educators (i.e. 31.42%) have 1-5 years of teaching experiences, 21 teacher educators (i.e. 30%) have 11 – 15 years of teaching experiences, 13 teacher educators (i.e. 18.57%) have 6 – 10 years of teaching experiences, 10 teacher educators (i.e. 14.28%) have 16 – 20 years of teaching experiences and 4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences.

Table 4.20

Comparison of professional qualifications of Teacher Educators

Sl.No.	Professional qualification	No. of Teacher Educators (N= 70)	Percentage
1.	Ph.d with M.Ed	18	25.71%
2.	Ph.d with B.Ed	3	4.28%
3.	Master Degree with M.Ed	33	47.14%
4.	Master Degree with B.Ed	10	14.28%
5.	Master of Physical Education (MP.Ed)	4	5.71%
6.	Ph.d in Education	2	2.85%

Table 4.20 shows that 33 teacher educators (i.e. 47.14%) have Master Degree with M.Ed, 18 teacher educators (i.e. 25.71%) have Ph.d with M.Ed, 10 teacher educators (i.e. 14.28%) have Master Degree with B.Ed, 4 teacher educators have Master of Physical Education MP.Ed, 3 teacher educators (i.e. 4.28%) have Ph.d with B.Ed and 2 teacher educators (i.e 2.85%) have Ph.d in Education.

4.8 Objective No. 8: To find out the level of professional commitment of teacher educators in Mizoram.

The following Table 4.21 shows the level of professional commitment of teacher educators in Mizoram.

Table 4.21

Overall Level of Professional Commitment

Sl.No.	Range of z- Scores	No. of Teachers	Grade	Percentage	Level of Commitment
1	+2.15 and above	1	A	1.42%	Extremely High Commitment
2	+1.29 to +2.14	6	B	8.57%	High Commitment
3	+0.43 to +1.28	18	C	25.71%	Above Average Commitment
4	-0.42 to +0.42	21	D	30%	Average/Moderate Commitment
5	-1.29 to -0.43	15	E	21.42%	Below Average Commitment
6	-2.14 to -1.28	8	F	11.42%	Low Commitment
7	-2.15 and below	1	G	1.42%	Extremely Low Commitment
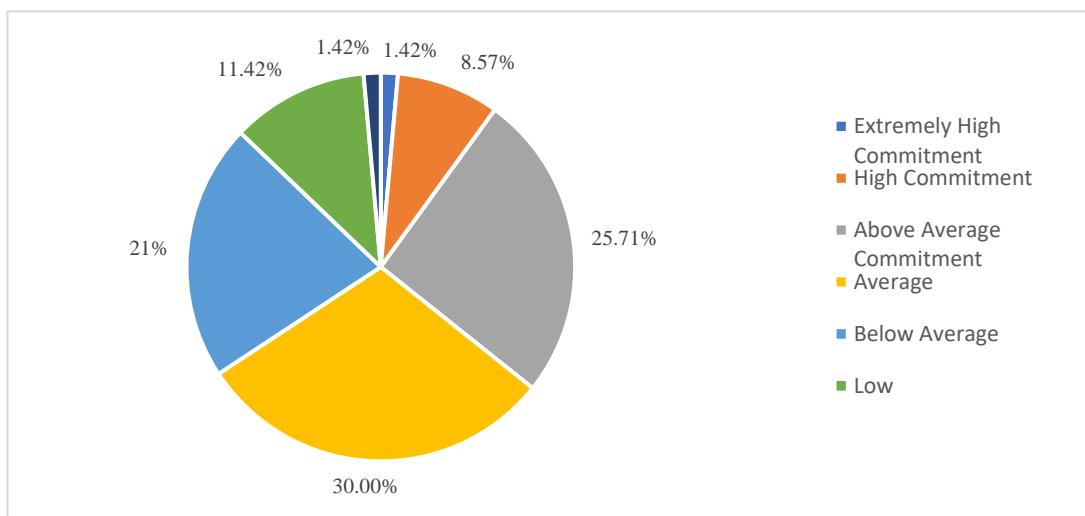
Fig 4.1

Overall Level of Professional Commitment

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The given Table 4.21 and Figure 4.1 reveals that out of 70 teacher educators 21 teacher educators i.e. 30% are at the Average/Moderate Level of Professional Commitment. It has been found out that 1 teacher educator (1.42%) had Extremely High Level of Professional Commitment and 6 teacher educators (8.57%) had High Level of Professional Commitment, another 18 teacher educators (25.71%) falls under Above Average Level of Professional Commitment. 15 teacher educator (21.42%) falls under Below Average Level of Professional Commitment and 8 teacher educators (11.42%) had Low level of Professional Commitment whereas 1 teacher educator (1.42%) falls under Extremely low Level of Professional Commitment.

4.8.1 Focus group discussion on professional commitment of teacher educators in Mizoram.

From the Focus Group Discussion, the participants expressed their concerns regarding the fairness of their professional growth and job satisfaction. It was mentioned that maintaining a strong sense of professional commitment requires that an individual's position and status be given due consideration. This is particularly evident in the case of employees at DIET, where many staff members have dedicated years of service without receiving appropriate recognition or benefits. The lack of acknowledgment for their contributions has resulted in their commitment levels being overlooked or underestimated. Consequently, this has led to a decline in their motivation and overall dedication to their work

4.9 Objective No. 9: To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age

The following 4.22 and Figure 4.2 Table shows the level of professional commitment of teacher educator in Mizoram on the basis of their gender, marital status and age

Table 4.22

Professional Commitment on the basis of their Gender

Sl.No.	Level of Commitment	Male (N=26)	Percentage	Female (N=44)	Percentage
1.	Extremely High Commitment	1	3.84%	0	0
2.	High Commitment	3	11.53%	3	6.81%
3.	Above Average Commitment	4	15.38%	14	31.81%
4.	Average/Moderate Commitment	5	19.23%	16	36.35%
5.	Below Average Commitment	9	34.61%	6	13.63%
6.	Low Commitment	4	15.38%	4	9.09%
7.	Extremely Low Commitment	0	0	1	2.27%
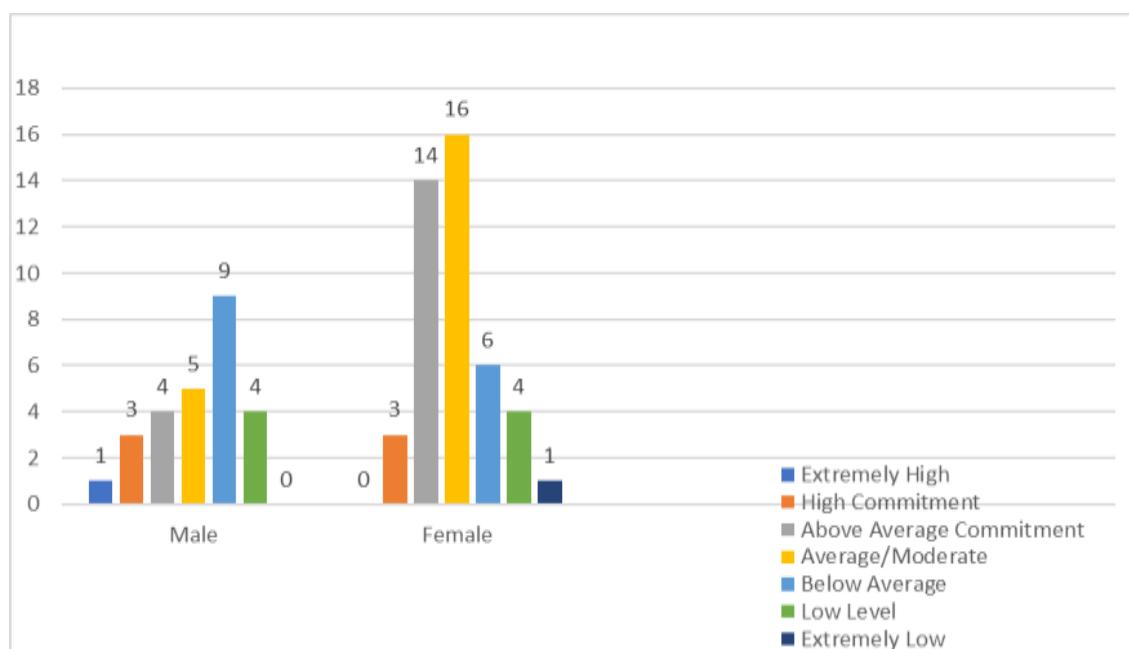
Fig 4.2

Professional Commitment level on the basis of their Gender

The given Table 4.22 and Figure 4.2 shows the Professional commitment of male and female teacher educators in percentage. Out of 26 male teacher educators, 34.61% have Below Average level of Professional Commitment, 19.23% have Average /Moderate level of professional commitment, 15.38% have Low level of professional commitment, another 15.38% have Above average professional commitment and another 11.53% have High level of professional commitment whereas 3.84% have Extremely High Level of professional commitment.

Out of 44 female teacher educators 36.35% have Average/Moderate level of Professional Commitment, 31.81% have Above Average level of Professional Commitment, 13.63% have Below Average level of Professional Commitment, 9.09% have Low Professional Commitment, 6.81% have high Professional Commitment and 2.27% have Extremely Low Professional Commitment.

4.9.1 Difference in Professional Commitment Between Male and Female

Hypothesis No.1: There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender.

The following Table 4.23 shows the difference in Professional Commitment of teacher educators in Mizoram with respect to their gender.

Table 4.23

Comparison between Male and Female Teacher Educators

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Significant Level
Male	26	278.38	30.02				
				68	6.704	0.2849	Not Significant
Female	44	280.29	25.25				

The given Table 4.23 shows the comparison of Male and Female teacher educators in Mizoram in their Professional Commitment. The calculated t-value was found to be 0.2849 with the degree of freedom 68, which is higher than the critical value at the required level of significance. So, the hypothesis that assumes there is no

significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender is accepted.

4.9.2 Comparison of Professional Commitment in Relation to Marital Status

Table 4.24

Sl.No.	Level of Commitment	Married (N=47)	Percentage	Unmarried (N=23)	Percentage
1.	Extremely High Commitment	1	2.12%	0	0
2.	High Commitment	3	6.38%	3	13.04%
3.	Above Average Commitment	14	29.78%	4	17.39%
4.	Average/Moderate Commitment	14	29.78%	7	30.43%
5.	Below Average Commitment	10	21.27%	5	21.73%
6.	Low Commitment	4	8.51%	4	17.39%
7.	Extremely Low Commitment	1	2.12%	0	0
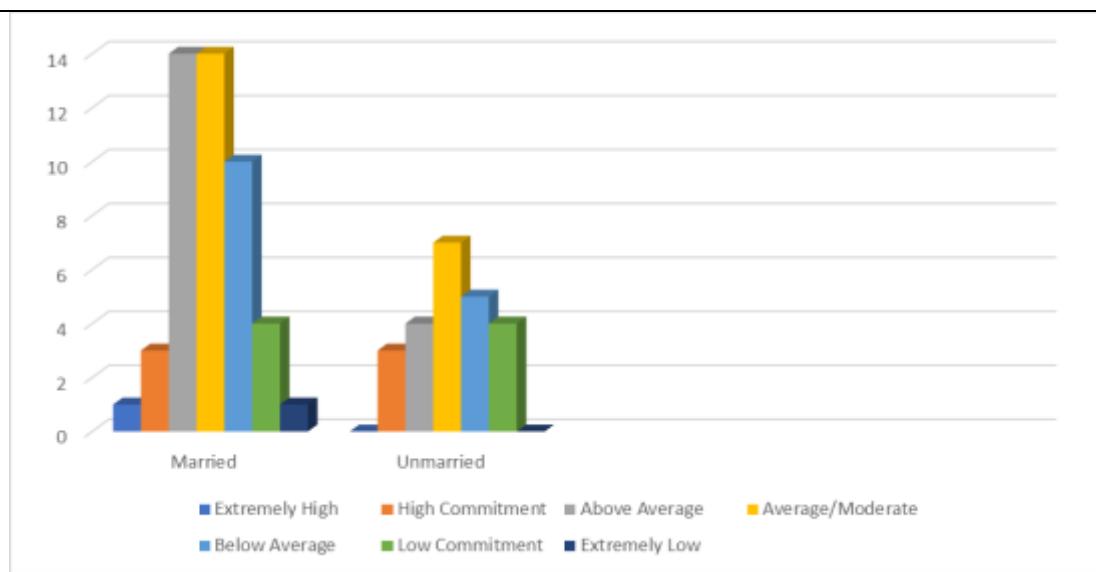
Fig. 4.3

Professional Commitment Level on the basis of their Marital Status

The following Table 4.24 and figure 4.3 shows the level of professional commitment of teacher educator in Mizoram in relation to their marital status.

Professional Commitment Level on the basis of their Marital Status

Table 4.24 and figure 4.3 shows the Professional commitment of married and unmarried teacher educators in percentage. Out of 47 married teacher Educators 29.78% have Average /Moderate level of professional commitment and Above average professional commitment, 21.27% have Below Average level of Professional Commitment, 6.38% have Low level of professional commitment and another 13.04% have High level of professional commitment whereas 2.12% have Extremely High Level of professional commitment and 4.25% have Extremely Low Level of professional commitment.

Out of 23 Un-married teacher Educators 39.13% have Average /Moderate level of professional commitment, 21.73% have Below Average level of Professional Commitment, 13.04% have Low level of professional commitment and another 13.04% have High level of professional commitment, 8.69% have Above average professional commitment, whereas 4.34% have Extremely Low Level of professional commitment.

4.9.3 Difference in Professional Commitment Between Married and Unmarried

Hypothesis No.2: There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status.

Table 4.25

Comparison between Married and Un-Married Teacher Educators

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Significant Level
Married	47	280.65	27.45				Not Significant
				68	6.951	0.4690	
Unmarried	23	277.39	27.03				

Table 4.25 shows the comparison of Married and Unmarried teacher educators working in Mizoram in their Professional Commitment. The calculated t-value was found to be 0.46 with the degree of freedom 68, which means that there is no significant difference between Married and Unmarried teacher educators. So, the hypothesis that assumes there is no significant difference in the level of professional commitment between teacher educators in Mizoram with respect to their marital status is accepted.

4.9.4 Comparison of Professional Commitment on the Basis of their Age

Table 4.26

Professional Commitment on the basis of their age

Sl.No.	Level of Commitment	40 yrs &Below (N = 40)	Percentage	Above 40 yrs (N= 30)	Percentage
1.	Extremely High Commitment	1	2.5%	0	0
2.	High Commitment	5	12.5%	1	3.33%
3.	Above Average Commitment	9	22.5%	9	30%
4.	Average/Moderate Commitment	13	32.5%	8	26.66%
5.	Below Average Commitment	7	17.5%	8	26.66%
6.	Low Commitment	5	12.5%	3	10%
7.	Extremely Low Commitment	0	0	1	3.33%
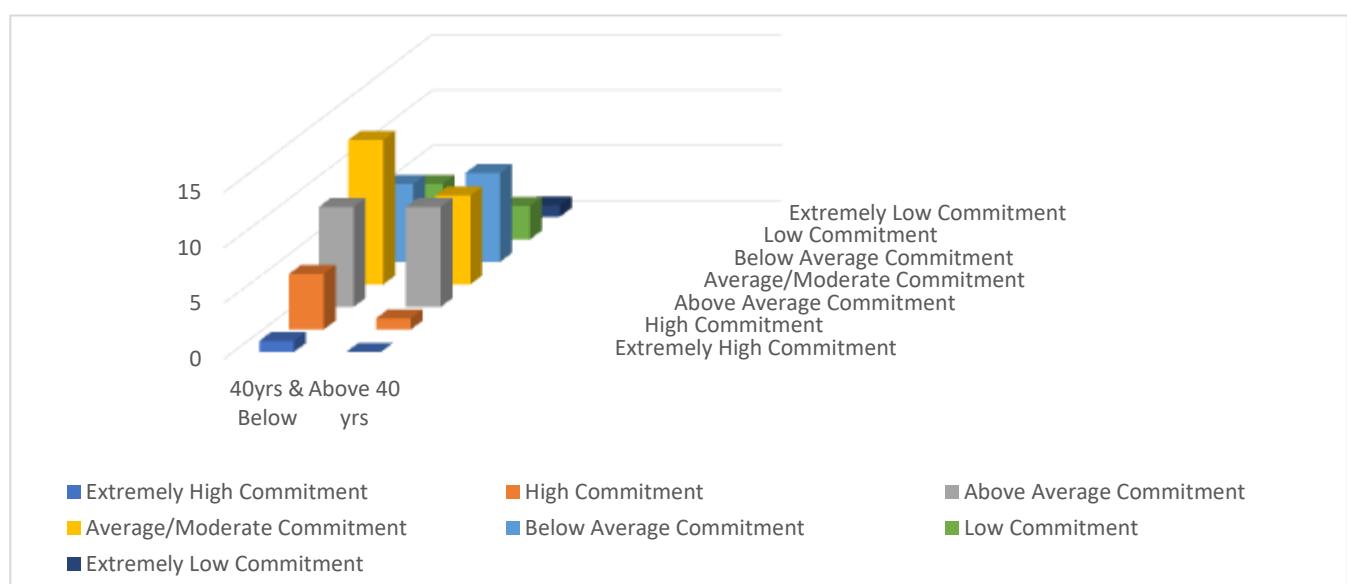
Fig. 4.4

Professional Commitment on the basis of their age

The given Table 4.26 and Figure 4.4 reveals the Professional commitment of teacher educators on the basis of their age in percentage. Out of 40 teacher educators who are 40yrs and below, 32.5% have Average/Moderate level of Professional Commitment, 22.5 % falls on Above Average, 17.5% have Below Average level of Professional Commitment respectively, 12.5 % have High level of professional commitment, another 12.5% have Low Professional commitment, 2.5% have Extremely High level of professional commitment.

Out of 30 teacher educators with the above age of 40yrs, 30% have Above Average level of professional commitment, 26.66% have both Average and Below Average level of professional commitment, 10% have Low level of commitment, 3.33% have Extremely Low level of Commitment whereas another 3.33% have High level of commitment

4.9.5 Difference in Professional Commitment Between 40yrs & Below and Above 40yrs of Teacher Educators

Hypothesis No.3: There is no significant difference in the level of professional commitment of teacher educators in Mizoram with relation to their age.

Table 4.27

Comparison between the age of 40yrs & below and above 40yrs of Teacher Educators

Variables	N	Mean	SD	Df	Standard error of difference	T-Value	Significant Level
40yrs & Below	40	282.05	27.31				
				68	6.477	0.88	Not Significant
Above 40yrs	30	276.3	26.14				

Table 4.27 shows that there is no significance difference between the age of 40yrs and below and Above 40 yrs of teacher educators. So, the hypothesis that states, "There is no significant difference in the level of professional commitment of teacher educators in Mizoram in relation to their age is accepted.

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CHAPTER V

MAJOR FINDINGS, DISCUSSIONS, LIMITATIONS OF THE STUDY, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION

This chapter outlines the major findings, provides a discussion on these findings, offers recommendations, and suggests areas for further studies. The content is organized as follows:

5.1 Major Findings of the Study

5.2 Discussion in relation with the findings

5.3 Limitations of the Study

5.4 Educational Implications

5.5 Recommendations

5.6 Suggestions for Further Studies

5.7 Conclusion

5.1 MAJOR FINDINGS OF THE STUDY:

The major findings of the study are provided as under:

5.1.1 Objective No.1: To trace the history and development of teacher education programmes in Mizoram :

1. Teacher training in Mizoram commenced in 1901 during British rule and was later expanded by the government.
2. Christian missionaries were instrumental in initiating teacher education, focusing on middle school graduates with teaching potential.
3. Teacher Education Institutions (TEIs) were among the earliest professional institutions in Mizoram, emphasizing the state's long-standing commitment to teacher training.
4. DIET, Aizawl was initially established as the Junior Basic Training Centre (JBTC) on September 1, 1953, to train primary school teachers.

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5. JBTC was merged with the Normal Training School (NTS) and it was renamed as Undergraduate Teacher Training Institute (UGTTI) on September 19, 1974.

6. On July 1, 1980, UGTTI was rebranded as the Teacher Training Institute (TTI) to expand its capacity and train more teachers.

7. In 1988, TTI was upgraded to DIET as part of the Centrally Sponsored Scheme for the Restructuring and Reorganization of Teacher Education.

8. DIET, Aizawl received NCTE recognition in 2000 to offer D.El.Ed programmes affiliated with the Mizoram Board of School Education (MBSE).

9. The Bachelor of Education (B.Ed) programme was introduced at DIET, Aizawl in 2018 with an intake capacity of 50 students.

10. The Undergraduate Teacher Training Institute (UGTTI) in Lunglei, established on September 28, 1974, was upgraded to a Teacher Training Institute (TTI) in 1980, and later designated as DIET in 1993.

11. In 2018, DIET, Lunglei introduced the B.Ed programme with an initial intake of 50 students.

12. The Institute of Advanced Studies in Education (IASE) was originally established as the Mizoram Institute of Education (MIE) in 1975. It was later transformed into the state's only College of Teacher Education (CTE) in 1997 and began functioning as IASE in 2012.

13. The M.Ed programme at IASE began in August 2012 with an initial batch of 28 students.

14. In 2019, IASE, Aizawl, introduced M.Phil and Ph.D. programmes in Education.

15. The Department of Education at Mizoram University (formerly under NEHU, Mizoram Campus) launched a one-year M.Ed. programme in 1980, which was extended to a two-year course in the 1985–86 academic session.

16. In 2016, Mizoram University's Department of Education introduced a two-year B.Ed programme, aligning with the NCTE 2014 regulations, with an intake of 100 students.

17. The Department of Education at Mizoram University commenced its two-year M.Ed programme in the 2018–19 academic session.

18. Apart from B.Ed and M.Ed, the department also offers M.A (Education) and Ph.D. (Education) programmes.

19. A significant recent development at Mizoram University's Department of Education is the launch of the Integrated Teacher Education Programme (ITEP) from 2024.

5.1.2 Objective No.2: To examine the course structure and syllabus of teacher education programmes in Mizoram :

1. The course structure and syllabus of secondary teacher education in Mizoram was prepared in align with NCFTE 2009 and regulations of NCTE – 2014.

2. The syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020 with an effort undertaken by the department of Education, Mizoram University.

3. The two year B.Ed. programme spread into four semesters, that consist of 12 Core Courses (CC), 1 Soft Course (SC), and 4 Enhancement of Professional Competencies (EPC) Courses. The B.Ed. programme carry 2000 marks, of which 1250 marks are Core and Soft Course (SC), and the remaining 750 marks is School Internship (500 Marks) and Enhancement of Professional Competencies Courses (250 Marks). The total marks for internal and external assessment is 1000 each, which means 2000 total marks for all the four semester. The total credit for the course is 80. All of the four semesters have 500 marks and 20credits each. The third semester is fully devoted to school internship.

4. The first semester curriculum comprised five full papers, each carrying 100 marks, making a total of 500 marks for the semester. Each paper was assigned 4 credits, resulting in a total of 20 credits for the semester. The coursework included four core courses and one Enhancement of Professional Competencies (EPC) paper. Additionally, students were required to complete one week of fieldwork, which was evaluated internally under the domain of core courses.

5. The first paper of the first semester is titled "Childhood and Growing Up" (B.Ed./1/CC/101). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for external examination. It has four units and the paper visualized systematic introduction to the study of childhood, child development and adolescence. Beginning teachers need to engage with and understand children of different ages by interacting with them and observing them in diverse social, economic and cultural contexts rather than through an exclusive focus on psychological theories of child development.

6. The second paper of the first semester is titled "Contemporary India and Education" (B.Ed./1/CC/102). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. The paper is structured into five units and its emphasis on psychological characteristics of the individual learner to his/her social, cultural, economic and political contexts. Therefore, a rigorous engagement with issues of contemporary Indian society must necessarily be examined through an engagement with concepts drawn from a diverse set of disciplines including sociology, history, philosophy, political science and economics. It also provides space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity.

7. The third paper of the first semester is titled "Learning and Teaching" (B.Ed./1/CC/103). It is a full paper carrying 100 marks, with 40 marks allocated for internal assessment and 60 marks for the external examination. It has four units and this paper emphasizes the key variables of the teaching-learning process to help teachers understand their role in making instruction more effective. It explores major approaches to learning and their instructional applications, enabling teachers to facilitate student learning effectively. The paper also covers different learning approaches, along with the concept, phases, levels, and models of learning. Additionally, it focuses on planning the instructional process, applying the basic teaching model, and incorporating various teaching models into classroom instruction.

8. The fourth paper of the first Semester is "Understanding Disciplines and Subjects" (B.Ed./1/CC/104). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and the paper enables to understand the nature and role of disciplinary knowledge in the school curriculum, identify the substantial changes in validation of knowledge as a function of history, geography, culture and subjectivity. It also helps in identifying the paradigm shifts in the nature of disciplines (culture free to culture laden) and reflect on history of teaching Languages, Mathematics, Sciences and Social Sciences in schools.

9. The fifth paper of the first Semester is "ICT in Teacher Education" (B.Ed./1/EPC/105). It is a full paper which consist 100 marks and it is fully internal paper. It has four units and the paper enables to understand the social, economic, security and ethical issues associated with the use of ICT identify the policy concerns for ICT describe a computer system; operate the Windows and/or Linux operating systems.

10. The second semester comprised four full papers, each carrying 100 marks, and two half papers, each worth 50 marks, bringing the total to 500 marks. Each full paper carried 4 credits, while each half paper carried 2 credits, making a total of 20 credits for the semester. This semester included four core courses and two Enhancement of Professional Competencies (EPC) papers.

11. Knowledge and Curriculum (B.Ed./2/CC/201) is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and the paper focuses on epistemological basis of education to help them shape educational and pedagogical practices. It enables the students to understand the knowledge aim of education, describe the process of knowledge construction, develop the concept of curriculum, differentiate different types of curriculum, understand the basis/foundations and determinants of curriculum, analyse the various levels at which curriculum decision making operates.

12. Pedagogy of School Subject - I (B.Ed./2/CC/202) include four school subjects papers, namely - Teaching of Mathematics, Teaching of Biological Science, Teaching of English and Teaching of Mizo.

13. Pedagogy of School Subject – II (B.Ed/2/CC/203) includes three school subjects, namely - Teaching of Physical Science, Teaching of Social Science and Teaching of Geography.

14. Students from Physics, Chemistry and Mathematics subject background can opt Teaching of Mathematics as their Pedagogy - I and Teaching of Physical Science as Pedagogy – II. Students from Chemistry, Botany and Zoology background can opt Teaching of Biological Science as Pedagogy – I and Teaching of Physical Science as Pedagogy – II. Students from English, Mizo, Social Sciences, Commerce and Geography can opt Teaching of English/Mizo/Mathematics as Pedagogy – I and Teaching of Social Science/ Geography as Pedagogy – II

15. Assessment for Learning (B.Ed./2/CC/2 04) is another paper from II Semester B.Ed which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper enable the students to understand the concept of assessment, use of qualitative and quantitative tools and techniques of evaluation. Develop the skill in preparing and administering test and skills in setting question papers. Familiarize with new trends in assessment and develop the skill to compute basic statistical test and interpret test scores.

16. The fifth paper of the second semester is Reading and Reflecting on Text EPC-2 (B.Ed./2/CC/2 05). It is a half paper which consist 50 marks and also a fully internal paper. It has three units and this paper enable the students to read a wide variety of texts including narrative and expository texts from diverse sources. Enhance their capacities as readers and writers by becoming participants in the process and develop metacognitive awareness to become conscious of their own thinking processes.

17. The sixth paper of the second Semester is Drama and Art in Education EPC-3 (B.Ed./2/CC/2 06). It is a half paper which consist 50 marks and a fully internal paper. This paper develops creativity and aesthetic sensibilities in student- teachers and learn the use of art in teaching- learning. Understand the significance of drama and art in education, study the function of art and drama as critical pedagogy to move beyond the classroom and to invoke collective consciousness.

18. The whole third Semester is devoted to internship and related activities. The said internship consisted three phases viz Pre-internship, Internship and Post-internship.

19. The pre - internship phase which carry 100 marks comprises of 4 weeks, and activities relating to this phase are conducted within the institute/department.

20. The activities during the pre-internship phase comprises - Model/Demonstration Lesson, Development of Skills, Simulated Teaching, Development of Teaching Learning Materials and School Exposure.

21. In Phase-II of the internship (i.e School Internship) the student-teachers are attached to a particular school for teaching practice for 12 weeks. During this phase, they were anticipated to conduct a minimum of 20 lessons each in both pedagogy papers under the guidance of the respective teacher and a mentor at the practicum school. They were required to develop 15 lesson plans for each of the pedagogies and engage in peer teaching observations for mutual learning.

22. Phase III of internship is the post internship in which the student-teacher submitted detailed reports reflecting their school experiences throughout the internship, which were officially endorsed by the overseeing teacher educator. They were also tasked with observing the school timetable and conducting a critical evaluation of its effectiveness. Evaluation extended to participation in various school activities such as CCA, sports, etc. Furthermore, the writing of reports on the school library or any available laboratory, as well as on physical assets and campus beautification, formed part of the overall report submission.

23. The fourth semester consisted of four full papers with 100 Marks each and two half papers consisted of 50 marks each. The value of the total mark of the fourth semester is 500 Marks. Each paper full paper has 4 credits and two half paper have 2 credits each. The total credits are 20. This semester had four core courses, one Enhancement of Professional Competencies (EPC) paper and four optional paper in which students can opt one paper from the optional paper.

24. The first paper of the IV Semester is 'Language Across the Curriculum' (B.Ed./4/CC/401). It is a full paper which consist 100 marks (40 marks for internal

and 60 marks for external). It has four units and from this paper students able to understand the language background of students, the centrality of language in learning, multilingualism in the Indian classroom and become sensitivity to the language diversity that exists in the classrooms.

25. The second paper of the IV Semester is Inclusive Education (B.Ed./4/CC/402). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper helps to understand the diverse background of the students to create an inclusive environment, distinguish the concepts of special school, integrated school and inclusive school, learn the different policies on inclusive education. It also makes the learner to see individual differences not as a problem but as opportunities for enriching learning and fulfill the educational needs of children with special needs.

26. The third paper of the IV Semester is School Organization and Management (B.Ed./4/CC/403). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper focuses the fundamentals of educational management, compare various types of educational management and its implications, develop an understanding of the school-community relations in educational management and comprehend the role of headmaster and teachers in school management.

27. The fourth paper of the IV Semester is 'Gender School and Society' (B.Ed./4/CC/404). It is a half paper which consist 50 marks (20 marks for internal and 30 marks for external). It has three units and this Paper acquaints the learner to understand the concepts of sex and gender, the psychological and sociological perspective of sex and gender, know the social construction of gender with special reference to family and identify gender roles in textbooks and curriculum.

28. The fifth paper of the IV Semester is 'Understanding the Self' (EPC-4) (B.Ed./4/CC/405). It is a half paper and enhancement of professional competencies course which consist 50 marks. The aim of the course is to develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher, through conscious ongoing reflection.

29. The sixth paper of the IV Semester are Optional papers - Health and Physical Education (B.Ed/4/SC/406A), Guidance and Counselling (B.Ed/4/SC/406B), Peace Education (B.Ed/4/SC/406C) and Community Participation in Education (B.Ed/4/SC/406D). From these four optional papers student can opt any one paper. The optional paper is a full paper which consist 100 marks (40 marks for internal and 60 marks for external).

5.1.3 Objective No.3: To analyze the administrative structure and functions of teacher education institutions in Mizoram:

1. Teacher education institutions in Mizoram have been fully managed and regulated by government authorities, either at the state or central level.

2. Institute of Advanced Studies in Education (IASE), Aizawl, functions under the Department of Higher and Technical Education, Government of Mizoram. It is affiliated with Mizoram University and recognized by the National Council for Teacher Education (NCTE).

3. Both the District Institute of Education and Training (DIET) in Aizawl and Lunglei are managed by the Department of School Education, Government of Mizoram. These institutions are also affiliated with Mizoram University and recognized by NCTE.

4. The Department of Education at Mizoram University operates entirely under the authority and administration of the Central Government. It functions as a centrally governed institution and adheres strictly to the regulations and guidelines established by the National Council for Teacher Education (NCTE).

5. The staffing structure of Department of Education, Mizoram University (MZU) has a structured administrative setup with a central librarian and two Lower Division Clerks (LDCs) handling office tasks. However, it has only one lab assistant and no lab attendants/helpers, which may limit hands-on learning. The presence of a technical assistant helps with equipment-related tasks, but the absence of a computer operator and storekeeper suggests potential gaps in IT and inventory management.

6. Institute of Advanced Studies in Education (IASE) demonstrates a slightly more diverse staffing pattern. It has a better lab support system with two lab assistants and two lab attendants/helpers, ensuring smooth practical training. However, it has only one Upper Division Clerk (UDC) for administrative tasks. The absence of a computer operator and technical assistant may hinder IT and technical support, and like other institutions, it lacks a storekeeper for inventory management.

7. District Institute of Education and Training (DIET), Aizawl has a well-balanced staffing structure, including a librarian, a lab assistant, two office/account assistants, and a technical assistant. Unlike MZU and IASE, it has a dedicated computer operator, ensuring better IT support. The presence of two lab attendants/helpers enhances practical training. The only gap is the absence of a storekeeper for resource management.

8. District Institute of Education and Training (DIET), Lunglei follows a similar pattern to DIET Aizawl, with a librarian, a lab assistant, two office/account assistants, and a technical assistant. The presence of a computer operator strengthens digital support, and two lab attendants/helpers improve lab management. Like the other institutions, it lacks a storekeeper, which may affect inventory control.

9. The department of Education, Mizoram University follows all rules and policies set by the Central Government and University Grants Commission (UGC) regarding service conditions, recruitment, pay scales, and pension provisions. This ensures standardization and alignment with national policies.

10. Teaching staff recruitment in the department of Education, Mizoram University follows a rigorous selection process, including national-level advertisements, academic evaluation, and interviews by an expert committee. Even the Non-teaching staff salaries follow the Central Government's pay matrix, ensuring parity with other government institutions.

11. Policies on working hours, leave entitlements, promotions, and disciplinary actions ensure a structured and transparent work culture in the department of Education, Mizoram University.

12. Institute of Advanced Studies in Education (IASE), being under the jurisdiction of the Higher and Technical Education Department of the State Government of Mizoram, follows a distinct governance framework for the conditions of service, recruitment processes, pay scales, and pension rules applicable to its teaching and non-teaching staff.

13. The conditions of service for the teaching and non-teaching staff of IASE are primarily governed by the rules and regulations set by the Higher and Technical Education Department of Mizoram, complemented by UGC guidelines.

14. The recruitment process for both teaching and non-teaching staff at IASE is conducted as per the rules of the Mizoram State Government while incorporating UGC's recommendations to uphold academic standards.

15. The pay scales for both teaching and non-teaching staff at IASE are determined primarily by the Mizoram State Government's pay matrix, which is periodically revised to align with the recommendations of the State authority. Pay scales of Teaching Staff are also influenced by UGC norms, ensuring parity with national academic institutions.

16. The District Institutes of Education and Training (DIETs) in Mizoram were established as part of the Restructuring and Reorganization of the Centrally Sponsored Scheme of Teacher Education, initiated by the Ministry of Human Resource Development (now the Ministry of Education), Department of School Education and Literacy, Government of India.

17.The conditions of service for both teaching and non-teaching staff employed under DIETs were designed to be co-terminus with the duration of the scheme. This means their employment tenure was directly tied to the continuation of the scheme, creating a level of job insecurity compared to regular state government employees.

18. The recruitment of staff for DIETs was conducted through a Special Recruitment Board specifically constituted by the state government to ensure a standardized and transparent selection process. The pay scales and retirement age (age of

superannuation) for DIET staff were aligned with those of regular state government employees, ensuring parity in terms of remuneration and service tenure.

19. Unlike other regular state employees, staff working under DIETs did not receive certain essential post-employment, welfare benefits and pension benefits.

5.1.4 Objective No.4: To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram:

1. An analysis of the B.Ed Curriculum of teacher education in Mizoram revealed that the duration of the course is in conformity with the NCTE Norms 2014.

2. A scrutiny of the students' attendance registers in the sampled teacher education institutions confirmed that the working days are more than 200 days in all the Teacher education institute. As such, the working days of Teacher education institute in Mizoram were as per the NCTE Norms 2014. An analysis of the existing Time table in each institution shows that six hours work schedule for five days per week is followed.

3. As per the NCFTE 2009 and regulations of NCTE – 2014, the B.Ed curriculum for secondary teacher education programme in Mizoram was prepared under Mizoram University. The Department of Education, Mizoram University has undertaken efforts to develop one of the most exemplary curricula in the country. The syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020.

4. Theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship have been fulfilled and followed by all the secondary teacher education institutions in Mizoram as per NCTE norms 2014.

5. Practicum courses of the B.Ed curriculum in Mizoram was in conformity with the NCTE Norms 2014. The curriculum covered all the theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship.

6. The NCTE 2014 requirement that a two-year B.Ed programme must include at least 20 weeks of internship is fulfilled by all secondary teacher education institutions in Mizoram.

7. As per NCTE 2014 norms teacher education institution in Mizoram developed an activity calendar at the start of the academic year, aligning it with the academic schedule of secondary schools.

8. As per NCTE 2014 norms teacher education institution in Mizoram obtained prior approval from the District School Education Office to use government secondary schools within their districts for school Internship, school-based activities, customized to their specific requirements. Furthermore, private and deficit secondary schools in Aizawl district also participated in these activities.

9. Transaction of Perspectives in Education and Curriculum and Pedagogic Studies courses was done using a multiple and variety approaches by teacher education institution in Mizoram. Besides Lecture, teacher educator deployed discussion, intellectual discourse, individual and group activity, brainstorming session, buzz technique, critical thinking technique, problem solving, activity base learning, constructivistic approach, observation and demonstration approach. Observation records are maintained by each of the institution for intern students and had a cordial relation with intern schools.

10. Teacher educators in the sampled Teacher Education Institutions frequently utilized seminars, debates, lectures, and discussions as methods for delivering the curriculum. Additionally, seminars and debates on various educational topics were occasionally organized as co-curricular activities for student teachers.

11. Workshops, seminars and trainings on various topics were organized by the teacher education institutions in Mizoram. Especially, MZU and IASE organized International and National Seminars where teacher educators presented their papers.

12. Most teacher education institutions in Mizoram have not invited school teachers to their institution to provide feedback to student teachers. Only DIET, Lunglei has implemented this practice.

13. All teacher education institutions in Mizoram set up a separate committee for addressing complaint and grievance redressal.

14. Prior to the initiation of school internships, each teacher education institute provided essential information and instructions to the head of the institution to ensure the smooth implementation of the programme. Any concerns or issues were addressed in advance, and mutual decisions were reached before the internship programme commenced.

15. According to NCTE Norms 2014, it is recommended that 20% to 30% of the marks for perspectives in education and curriculum and pedagogic studies be allocated to continuous internal assessment, with 70% to 80% assigned to external examinations. However, the Mizoram University curriculum prescribes a different weightage, allocating 40% to internal assessment and 60% to external examinations. Despite this variation, the norms allow the affiliating university to determine the weightage for internal and external assessments.

16. Internal assessment of teacher education institute in Mizoram is based on criteria such as individual or group assignments, observation records, and student portfolios. Institutions openly communicated the internal assessment process and displayed results transparently which was conformity with NCTE norms 2014

17. All teacher education institutions in Mizoram were government-run (state and central), so, no separate Managing Committee was established.

5.1.5 Objective No.5: To find out the physical infrastructure of various institutions of teacher education in Mizoram:

1. All the teacher education institutions in Mizoram have largely met the infrastructural requirements prescribed by NCTE 2014.

2. All institutions have well-equipped classrooms, libraries, ICT Resource Centres.

3. Multipurpose halls (200-seat capacity), staff rooms, seminar rooms, and administrative offices are present in all institutions.

4. Art and Craft Resource Centre is available in all institutions.

5. Health & Physical Resource Centre is only available at IASE; absent in MZU, DIET Aizawl, and DIET Lunglei.

6. Yoga Centre is present only in MZU; absent in IASE, DIET Aizawl, and DIET Lunglei.

7. Multipurpose Playfields and Indoor Games Facilities are available in all institutions.

8. Common rooms for male and female students are absent in all institutions.

9. Separate toilets for male and female students are available in all institutions.

10. Hostels for male and female students are provided across all institutions.

11. Visitor's rooms, canteens, and administrative offices are present in all institutions.

12. Barrier-free access for persons with disabilities (PWD) is incomplete, MZU, IASE, and DIET Lunglei provide partial barrier-free access. DIET Aizawl has no barrier-free access.

13. PWD-friendly toilets are mostly absent; only IASE provides partial compliance.

14. Parking spaces and store rooms are available in all institutions.

15. Fire safety measures are absent in MZU, which is a major safety concern. IASE, DIET Aizawl, and DIET Lunglei have fire safety measures in place.

16. Department of Education, Mizoram University (MZU) possesses a total land area of 39,58,046 square meters, representing the entire campus area. While the land area is not specific to the Department of Education, it is vastly more than the NCTE requirement of 2,500 square meters for an initial intake of 50 students or 3,500 square meters for an annual intake of 200–300 students. The built-up area for the department is 4,888.28 square meters, exceeding the minimum requirement of 1,500 square meters for 50 students or 2,000 square meters for an intake of 100 students.

17. Institute of Advanced Studies in Education (IASE) possesses 7,324.81 square meters of land, which comfortably exceeds the 2,500 square meters required for an

intake of 50 students and aligns with the 3,500 square meters requirement for an annual intake of up to 300 students. Its built-up area is 3,072 square meters, exceeding the 1,500 square meters required for 50 students and the 2,000 square meters required for 100 students.

18. DIET Aizawl possesses 20,163 square meters of land, significantly surpassing the NCTE requirement of 2,500 square meters for 50 students. Its built-up area is 2,352 square meters, meeting the required 1,500 square meters for 50 students and exceeding the 2,000 square meters required for 100 students. DIET Lunglei owns 41,862 square meters of land, far exceeding the minimum requirement of 2,500 square meters for 50 students. Its built-up area is 2,006 square meters, meeting the NCTE minimum of 1,500 square meters for 50 students and satisfying the requirement of 2,000 square meters for 100 students.

19. In conformity with NCTE norms 2014, all teacher education institution in Mizoram ensure easy access to a sufficient number of recognized secondary schools within a reasonable distance. This compliance facilitates fieldwork and practice teaching, a critical component of teacher education, allowing student teachers to gain practical experience in real classroom settings.

20. In terms of library infrastructure, all the institutions meet the requirement of NCTE having a well-equipped library-cum-reading room that can accommodate at least 50% of their students. These libraries had a minimum of 1,000 titles and 3,000 books, including relevant texts, references, educational encyclopedias, yearbooks, and electronic resources such as CD-ROMs and online publications.

21. There are differences in the availability of Curriculum Laboratories. IASE and DIET Lunglei have set up these labs with materials related to school subjects, but MZU and DIET Aizawl do not have them. Without these labs, it may be difficult for these institutions to offer practical, subject-based training.

22. Each institution maintains a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience, which fosters creativity and hands-on learning among student teachers. They are also equipped with games and sports facilities, catering to both indoor and outdoor activities.

23. All institutions have simple musical instruments, including harmoniums and other indigenous instruments, supporting the development of artistic skills and cultural appreciation among student teachers.

24. All institutions comply with the NCTE Norms 2014 regarding other amenities. Each institution ensures the availability of functional and sufficient furniture for instructional and other purposes, along with proper parking facilities for vehicles. Access to safe drinking water is consistently provided, and arrangements for maintaining cleanliness on campus are effectively implemented. This includes the upkeep of water and toilet facilities, with separate provisions for male and female students and faculty, as well as the repair and replacement of furniture and equipment.

5.1.6 Objective No.6: To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram:

1. Department of Education, Mizoram University (MZU), admits 100 students annually i.e. two units.

2. The eligibility criteria to the admission of B.Ed programmes under Department of Education, Mizoram University (MZU), adhere strictly to the NCTE Norms 2014, which set minimum academic qualifications for teacher trainees. Additionally, there is a 5% relaxation in marks for candidates from reserved categories (SC/ST/OBC) and Persons with Disabilities (PWDs). This relaxation promotes inclusivity and aligns with the national agenda for equitable access to higher education for disadvantaged groups. Advertisement regarding admission was display on newspaper and University website.

3. Admissions are based on a Written Entrance Test only conducted by the university on a merit basis. This standardized test ensures fairness and transparency in the selection process, prioritizing academic merit without subjective evaluations. By relying exclusively on entrance test scores, the university ensures that its student intake is academically competitive and aligned with its reputation as a premier institution.

4. Institute of Advanced Studies in Education (IASE) has the largest intake capacity of 150 students, which is three units highlighting its role as a key institution for advanced teacher education in Mizoram.

5. Institute of Advanced Studies in Education (IASE) has follow the eligibility criteria as per NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC categories and PWDs. This ensures that the institution remains inclusive while maintaining the national standards for teacher education.

6. Advertisement for admission to B.Ed programme was flash on the local newspaper, local Cable T.V and Institution website by Institute of Advanced Studies in Education (IASE) after which a careful screening procedure was conducted to eliminate in eligible candidate who did not fulfill the eligible criteria.

7. Admissions at IASE are conducted through a two-step process involving a Written Entrance Test followed by a Personal Interview. The Written Entrance Test assesses candidates' academic aptitude, arithmetic knowledge, language knowledge and subject knowledge. The Personal Interview serves as an additional evaluative measure to assess candidates' communication skills, teaching aptitude, and overall suitability for the teaching profession.

8. District Institutes of Education and Training (DIET), Aizawl admits 50 (one unit) students annually, reflecting its focus on district-level teacher training. Its smaller intake capacity ensures individualized attention to trainees and effective skill development.

9. District Institutes of Education and Training (DIET), Aizawl also follows the eligibility criteria align with NCTE Norms 2014, with a 5% relaxation in marks for SC/ST/OBC candidates and PWDs. This ensures that the institution remains accessible to underrepresented and disadvantaged groups while maintaining adherence to national teacher education standards.

10. Advertisement of admission to B.Ed programme are display on local newspaper, local T.V and institute website by DIET Aizawl and it also employs a two-step process for admissions process, Written Entrance Test and Personal Interview.

11. District Institutes of Education and Training (DIET), Lunglei also admits 50 students annually (one unit). Its focus on a smaller intake reflects its role in addressing the specific educational needs of its district while maintaining quality in teacher training.

12. District Institutes of Education and Training (DIET), Lunglei eligibility criteria follow NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC backgrounds and PWDs. This ensures inclusivity and alignment with the principles of equitable access to teacher education.

13. In District Institutes of Education and Training (DIET), Lunglei. advertisement of admission to B.Ed programme are display on local newspaper, local T.V and institute website by DIET, Lunglei and it also employs a two-step process for admissions process, Written Entrance Test and Personal Interview.

5.1.7 Objective No.7: To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram:

1. 22 teacher educators (i.e. 31.42%) have 1-5 years of teaching experiences, 21 teacher educators (i.e. 30%) have 11 – 15 years of teaching experiences, 13 teacher educators (i.e. 18.57%) have 6 – 10 years of teaching experiences, 10 teacher educators (i.e. 14.28%) have 16 – 20 years of teaching experiences and 4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences.

2. The highest proportion of teacher educators falls within 1-5 years of teaching experiences which is 31.42% from the respondent. This indicates a significant presence of young faculty members, which may bring innovation and new teaching methodologies.

3. The second highest of teacher educators falls within 11 – 15 years of teaching experiences which is 30 % from the respondent.

4. 13 teacher educators (i.e. 18.57%) have 6 – 10 years of teaching experiences.

5. 10 teacher educators (i.e. 14.28%) have 16 – 20 years of teaching experiences

6. 4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences which constitute the lowest proportion of teacher educators.

7. With regards to qualification, 33 teacher educators (i.e. 47.14%) have Master Degree with M.Ed

8. 18 teacher educators (i.e. 25.71%) have Ph.d with M.Ed educational qualification.

9. 10 teacher educators (i.e. 14.28%) have a qualification of Master Degree with B.Ed

10. 4 teacher educators have a qualification of Master of Physical Education MP.Ed

11. 3 teacher educators (i.e. 4.28%) have Ph.d with B.Ed qualification

12. 2 teacher educators (i.e 2.85%) have a degree of Ph.d in Education

13. The qualification of teacher educators in Mizoram are in conformity with NCTE norms 2014.

5.1.8 Objective No.8: To find out the level of professional commitment of teacher educators in Mizoram :

1. It was found that the overall level of Professional Commitment of teacher educator in Mizoram falls in the category of Average /Moderate level. 30% of teacher educators falls at the Average/Moderate Level of Professional Commitment which constitute the highest percentage.

3. It was also found that 25.71% of teacher educator falls under Above Average Level of Professional Commitment.

4. 21.42% of teacher educators falls under Below Average Level of Professional Commitment.

5. 11.42% of teacher educator had Low level of Professional Commitment.

6. 8.57% of teacher educator had High Level of Professional Commitment.

7. 1.42% of teacher educator falls under both Extremely low and Extremely high Level of Professional Commitment.

5.1.9 Objective No.9: To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age:

a) On the basis of gender :

1.It was found that 34.61% of the male teacher educators have Below Average level of Professional Commitment.

2. It was revealed from the study that out of 26 male teacher educators, 19.23% have Average /Moderate level of professional commitment, 15.38% have Low level of professional commitment, another 15.38% have Above average professional commitment and another 11.53% have High level of professional commitment whereas 3.84% have Extremely High Level of professional commitment.

3. It was also found that 36.35% of the female teacher educators have Average/ Moderate level of Professional Commitment.

4. It was found that out of 44 female teacher educators, 31.81% have Above Average level of Professional Commitment, 13.63% have Below Average level of Professional Commitment, 9.09% have Low Professional Commitment, 6.81% have high Professional Commitment and 2.27% have Extremely Low Professional Commitment.

5. It was found that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender. Therefore, the null hypothesis that assumes there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender is accepted.

b) On the basis of Marital Status:

1. It was found that out of 47 married teacher Educators 29.78% have Average /Moderate level of professional commitment and above average professional commitment, 21.27% have Below Average level of Professional Commitment, 6.38% have Low level of professional commitment and another 13.04% have High level of professional commitment whereas 2.12% have Extremely High Level of professional commitment and 4.25% have Extremely Low Level of professional commitment.

2. Out of 23 Un-married teacher Educators 39.13% have Average /Moderate level of professional commitment, 21.73% have Below Average level of Professional Commitment, 13.04% have Low level of professional commitment and another 13.04% have High level of professional commitment, 8.69% have Above average professional commitment, whereas 4.34% have Extremely Low Level of professional commitment.

3. It was also found that there is no significant difference in the level of professional commitment between teacher educators in Mizoram with respect to their marital status. Therefore, the null hypothesis which stated that there is no significant difference in the level of professional commitment between teacher educators in Mizoram with respect to their marital status is accepted

c) On the basis of their Age:

1. It was found that out of 40 teacher educators who are 40yrs and below, 32.5% have Average/Moderate level of Professional Commitment, 22.5 % falls on Above Average, 17.5% have Below Average level of Professional Commitment respectively, 12.5 % have High level of professional commitment, another 12.5% have Low Professional commitment, 2.5% have Extremely High level of professional commitment.

2. It was also found that out of 30 teacher educators with the above age of 40yrs, 30% have Above Average level of professional commitment, 26.66% have both Average and Below Average level of professional commitment, 10% have Low level of commitment, 3.33% have Extremely Low level of Commitment whereas another 3.33% have High level of commitment.

3. There is no significant difference in the level of professional commitment of teacher educators in Mizoram in relation to their age. So, the hypothesis that states, "There is no significant difference in the level of professional commitment of teacher educators in Mizoram in relation to their age is accepted.

5.2 DISCUSSION IN RELATION WITH THE FINDINGS:

The following discussion were made in relation to the major findings of each objective:

5.2.1 Discussion on the findings related to Objective No. 1: To trace the history and development of teacher education programmes in Mizoram

Some of the research findings which are in relation with the history and development of teacher education programmes in Mizoram are discussed below:

The study which reveals the introduction of formal teacher education in colonial India, particularly in regions like Mizoram, was part of a broader strategy by the British to create an educated workforce that could aid in governance (Buchberger et al., 2000). Post-independence, teacher education in India grew to become a priority under government reforms (Kundu, 2020) is in align with findings which stated ''Teacher training in Mizoram started under British rule in 1901 and continued to evolve through various government initiatives. Initially, education in Mizoram was influenced by missionary efforts, and teacher training was aimed at middle school graduates''.

Studies on the role of missionaries in India, such as by Xalxo (2016), highlight how Christian missionaries contributed to establishing the first educational institutions and teacher training schools in various regions, including Northeast India aligns with the findings that stated "Christian missionaries in Mizoram played a key role in initiating teacher training programmes, focusing on those with aptitude for teaching. This aligns with missionary efforts in many parts of India, where they established schools and teacher training centres".

The development of TEIs is a key feature in the history of teacher education reforms in India. According to Reddy & Reddy (2019), the expansion of TEIs across the country has been crucial in meeting the growing demand for qualified teachers which aligns with the findings that highlights 'Teacher Education Institutions (TEIs) in Mizoram, such as DIETs and the Institute of Advanced Studies in Education

(IASE), are among the state's earliest professional institutions. These institutions have been central to improving the quality of teacher preparation'.

Kumar (2020) emphasizes the role of DIETs in decentralizing teacher education and addressing regional educational needs, particularly in rural and underdeveloped areas aligns with the findings related to establishment of DIETs in Mizoram (Aizawl, Lunglei, and other districts).

According to Darling-Hammond (2017), advanced programmes for teacher educators are necessary to ensure that teachers not only have strong subject knowledge but are also equipped with research skills and a deep understanding of pedagogy. (Kumar, 2020) shows that postgraduate and research-oriented programmes have contributed to enhancing the quality of teacher education by fostering critical thinking and research among educators. These studies were in aligned with the findings related to the introduction of M.Ed, M.Phil, and Ph.D. programmes at IASE and Mizoram University is in line with the national emphasis on enhancing the qualifications of teacher educators and building a research-oriented teaching workforce.

Integrated teacher preparation programmes that combine both theoretical and practical components from the early stages of training are highly effective in producing well-rounded educators (Shukla, 2021). In India, the National Policy on Education (NPE, 2020) and NCTE regulations have increasingly emphasized integrated programmes to address the challenges of teacher preparation. Studies like those by Kundu (2020) suggest that ITEP models offer a more holistic approach to teacher education, preparing teachers who are adaptable and equipped to handle the demands of modern classrooms. These studies were in aligned with the findings related the introduction of Integrated Teacher Education Programme (ITEP) in 2024.

The major findings on teacher education in Mizoram align closely with a body of research from both India and globally. The historical role of Christian missionaries, the development of DIETs and B.Ed programmes, the expansion of postgraduate courses, and the introduction of ITEP are all part of broader trends in the professionalization of teacher education. Research studies on teacher education

reforms in India and other regions provide valuable insights that resonate with the trajectory observed in Mizoram. However, challenges such as regional disparities and infrastructure gaps remain a concern, necessitating ongoing reforms and targeted investments in teacher education.

5.2.2 Discussion on the findings related to Objective No. 2: To examine the course structure and syllabus of teacher education programmes in Mizoram:

Some of the research findings which are in relation with the course structure and syllabus of teacher education programmes in Mizoram are discussed below:

The revised syllabus of 2023 integrates elements of experiential learning, multidisciplinary approaches, and holistic education, which are core principles of NEP 2020 (Ministry of Education, 2020). The emphasis on competency-based learning, ICT integration, and inclusive education resonates with global trends in teacher education (OECD, 2019).

The total 80-credit structure distributed across four semesters ensures a balanced mix of theoretical and practical components, aligning with the credit framework recommended by UGC and NCTE. The allocation of 500 marks for School Internship (25% of total marks) is supported by research highlighting the importance of extended classroom exposure in developing teaching skills (Darling-Hammond, 2006).

The inclusion of Pedagogy I and Pedagogy II courses in the second semester is in line with studies advocating for subject-specific pedagogical training (Shulman, 1986).

(Grossman & McDonald, 2008) suggests that offering choices in pedagogy subjects, as seen in your structure, leads to better subject mastery and motivation among pre-service teachers. The three-phase internship model (Pre-Internship, Internship, Post-Internship) aligns with best practices in teacher education, emphasizing guided observation, hands-on teaching, and reflective practice (Zeichner, 2010). The requirement of lesson planning, peer observation, and reflective reporting enhances

professional growth, as supported by studies on teacher identity formation (Kelchtermans, 2009).

The focus on EPC courses such as "ICT in Teacher Education," "Reading and Reflecting on Texts," and "Understanding the Self" aligns with the growing need for digital literacy and self-reflective practices in teaching (Koehler & Mishra, 2009; Schön, 1983). The emphasis on art, drama, and physical education as part of EPC reflects a shift toward holistic teacher preparation, which is supported by neuroscience research on multimodal learning (Fischer & Immordino-Yang, 2008).

The inclusion of "Inclusive Education" and "Gender, School, and Society" addresses critical issues in contemporary education, reinforcing UNESCO's Sustainable Development Goal 4 on equitable education (UNESCO, 2015). Studies highlight that teacher training on diversity and inclusion leads to more effective classroom practices and positive student outcomes (Florian & Black-Hawkins, 2011).

Offering optional courses like Guidance & Counselling, Peace Education, and Community Participation aligns with international trends in teacher education that emphasize socio-emotional learning and community engagement (Elias et al., 1997).

5.2.3 Discussion on the findings related to Objective No. 3: To analyze the administrative structure and functions of teacher education institutions in Mizoram:

Some of the research findings which are in relation with the administrative structure and functions of teacher education institutions in Mizoram are discussed below:

The fact and findings that all teacher education institutions in Mizoram are managed and regulated by the government (state or central) ensures standardization, funding stability, and regulatory oversight. However, (Altbach, 2015) suggests that excessive government control can sometimes hinder institutional autonomy and innovation. A more balanced approach, incorporating institutional autonomy with government oversight, could lead to better adaptability and responsiveness in teacher education.

The staffing structures across Mizoram University, IASE, and DIETs follow a structured and hierarchical model, ensuring clear roles and responsibilities. However, (Raza, 2010) highlights that higher administrative staff-to-faculty ratios may lead to bureaucratic inefficiencies. In contrast, institutions like DIETs and IASE seem to have a more balanced staffing model, ensuring effective support for academic activities.

The DIETs in Mizoram face significant challenges in terms of employment security, post-retirement benefits, and overall job satisfaction. (Bajpai & Srivastava, 2019) indicates that temporary or co-terminus employment models create job insecurity, negatively impacting staff motivation and institutional effectiveness. DIET staff do not receive post-employment benefits, unlike their counterparts in Mizoram University and IASE, leading to disparities in financial security. Studies show that lack of pension provisions and job permanency leads to higher turnover rates and lower institutional commitment among faculty (Tilak, 2018). The pay scales of DIET staff are aligned with state government employees, ensuring parity. However, the absence of pension benefits contradicts established best practices, which recommend long-term financial security for educators to enhance teaching quality and institutional loyalty (Carnoy, 2017).

Mizoram University's adherence to Central Government and UGC policies ensures standardized working conditions, recruitment processes, and pay structures. (Chattopadhyay, 2009) suggests that institutions following national frameworks often have better research output, faculty development programmes, and academic growth opportunities.

However, the IASE operates under the Mizoram State Government, creating a distinct governance structure. While this ensures alignment with local education policies, (Agarwal, 2013) indicates that state-controlled teacher education institutions may face funding limitations compared to centrally funded institutions. The UGC's role in influencing IASE recruitment and pay scales is a positive aspect, ensuring academic parity with national standards.

DIETs were established as part of a Centrally Sponsored Scheme, meaning their long-term financial sustainability depends on continued government support. The co-terminus employment model raises critical concerns about the long-term viability of these institutions. (Kingdon & Teal, 2010) suggests that such temporary employment structures discourage professional growth and long-term institutional commitment. Studies highlight that teacher educators in uncertain employment conditions exhibit lower professional engagement and research productivity (Bhandari & Bhargava, 2014).

The rigorous selection process at Mizoram University ensures a high-quality teaching workforce, which is supported by research advocating transparent and merit-based faculty selection (Sharma, 2011). However, the variation in governance between Mizoram University, IASE, and DIETs creates disparities in working conditions.

The governance and staffing structures of teacher education institutions in Mizoram ensure standardization and quality control but reveal significant disparities in employment conditions, particularly in DIETs. While Mizoram University and IASE follow stable governance models, the co-terminus nature of DIET employment raises concerns about institutional stability and faculty retention. Addressing these disparities through policy reforms and financial security measures will enhance the effectiveness of teacher education in Mizoram.

5.2.4 Discussion on the findings related to Objective No. 4: To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram:

Some of the research findings which are in relation with the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram are discussed below:

The duration of the B.Ed programme, adherence to working days, and compliance with internship requirements (20 weeks) are consistent with NCTE Norms 2014. The revisions in 2019 and 2023 to incorporate NEP 2020 are commendable, aligning with research suggesting that curriculum updates must reflect

contemporary educational policies (Darling-Hammond, 2017). However, studies indicate that curriculum implementation is as important as its structure (Shulman, 1986). A concern in Indian teacher education is the mechanical adoption of NCTE norms without deeper pedagogical innovation (NCTE, 2019). While the curriculum is aligned with national norms, there is limited evidence on whether student-teachers achieve competency-based learning outcomes. (Korthagen, 2017) suggests that merely following a structured framework does not ensure reflective practice or contextualized teaching abilities.

Teacher education institutions in Mizoram have adopted multiple instructional strategies such as brainstorming, constructivist approaches, problem-solving, and observation-based learning. This is in line with research advocating for active and inquiry-based learning in teacher education (Zeichner, 2010). Despite these methodologies, research by Kundu (2020) shows that many Indian teacher education institutions rely heavily on lecture-based transmission rather than student-centered pedagogies. It is unclear how effectively student-teachers engage in critical thinking. Observation and demonstration approaches are positive, but according to Schön (1983), the key to effective teacher training is the ability to reflect in action and adapt teaching techniques dynamically.

The school internship model follows the three-phase structure (Pre-Internship, Internship, Post-Internship) as per best practices (Zeichner, 2010). Additionally, the collaboration with government and private schools ensures a structured field experience. Minimal engagement with in-service school teachers is a major gap. Studies (Florian & Black-Hawkins, 2011) suggest that school mentors play a crucial role in shaping trainee teachers. Internship assessment could benefit from structured mentoring models as seen in Finland and Singapore, where experienced teachers guide interns in evidence-based teaching practices (Darling-Hammond, 2017).

Mizoram University's curriculum follows 40% internal assessment and 60% external assessment, differing from NCTE's 30-70 model. While NCTE allows some flexibility, studies (Shukla, 2021) suggest that increased weightage for internal

assessment can encourage continuous evaluation and reduce rote learning. Internal assessment transparency is good, but the actual criteria and impact on teacher competency need scrutiny. (Schön, 1983) suggests that portfolio-based assessment, reflective journals, and self-assessment techniques contribute more to teacher development than traditional tests.

Mizoram TEIs organize workshops, seminars, and training programmes, with MZU and IASE conducting international and national conferences. This aligns with research findings (Darling-Hammond, 2017) that exposure to academic discourse enriches teacher preparation. While teacher educators present research papers, studies (Koehler & Mishra, 2009) suggest that teacher training must integrate research-based teaching models into everyday instruction.

Mizoram's teacher education institutions are state or centrally governed, so no separate Managing Committees exist. (NCTE, 2019) suggests that autonomous governance structures in TEIs lead to better institutional accountability and flexibility. Over-centralization in governance might hinder institutional autonomy. Studies (Reddy & Reddy, 2019) indicate that decentralized governance with academic councils and teacher participation can enhance innovation in teacher training programmes.

5.2.5 Discussion on the findings related to Objective No. 5: To find out the physical infrastructure of various institutions of teacher education in Mizoram:

Some of the research findings which are in relation with the physical infrastructure of various institutions of teacher education in Mizoram are discussed below:

The study reveals that teacher education institutions in Mizoram demonstrate strong adherence to infrastructural requirements, with 88.6% full compliance. Similar studies across India (e.g., Kumar & Rao, 2020) have found significant gaps in infrastructure, particularly in rural and tribal areas. Mizoram's compliance level suggests a proactive approach by authorities in ensuring quality teacher education. Compared to findings from other states where space constraints affect teacher education (Sharma, 2018), Mizoram's institutions exceed the required land and built-

up area norms. The availability of ample space enhances the learning environment and co-curricular engagement.

The presence of recognized secondary schools within reasonable proximity ensures effective teacher training. Studies by Gupta (2019) indicate that lack of access to practicing schools significantly hampers teacher's preparedness. Mizoram's adherence to this norm strengthens its teacher education model.

(Banerjee, 2020) suggests that common rooms play a role in student engagement and social learning, which are currently missing from Mizoram's institutions. While significant progress has been made, the lack of full accessibility for students with disabilities is a critical concern. Studies by Reddy & Thomas (2021) show that infrastructural barriers often lead to exclusion or reduced participation of disabled students in higher education.

The absence of curriculum laboratories in MZU and DIET, Aizawl could negatively impact the effectiveness of teacher training. (Aggarwal, 2022) suggests that subject-specific practical training is crucial for pre-service teachers. NCTE highlights yoga as an integral component for holistic teacher training, the lack of dedicated yoga spaces could hinder physical and mental well-being initiatives in these institutions.

5.2.6 Discussion on the findings related to Objective No. 6: To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram:

Some of the research findings which are in relation with the admission procedure and intake capacity of students in different teacher education institutions of Mizoram are discussed below:

The study highlights that all institutions in Mizoram conduct entrance tests, with some incorporating personal interviews. Research by Chaudhary and Gupta (2020) suggests that standardized entrance tests enhance fairness by reducing subjectivity in selection. However, Singh (2019) notes that exclusive reliance on written exams may disadvantage candidates from underprivileged backgrounds, who

might have limited access to preparatory resources. Institutions like IASE and DIETs attempt to balance this by adding interviews, which help evaluate communication skills and teaching aptitude.

The 5% relaxation in marks aligns with national policies to promote equitable access. Kumar and Mehta (2021) argue that such relaxations contribute to greater diversity in teacher education, ensuring broader representation of marginalized groups. However, Banerjee (2022) raises concerns about whether relaxed academic criteria compromise overall student quality. Since admission is still based on entrance exams, Mizoram's institutions appear to maintain a balance between inclusivity and quality.

The institutions follow different selection methods. Mizoram University (MZU) relies solely on a written test, while IASE and DIETs use a two-step process. Sharma (2020) suggests that multiple assessment stages provide a more holistic evaluation of candidates. However, Das and Roy (2018) found that interviews sometimes introduce bias, depending on the panel's subjective judgment. To ensure fairness, institutions need well-defined rubrics for personal interviews.

The study indicates that institutions use newspapers, institutional websites, and local TV for advertisements. Studies like Patel (2017) emphasize that digital platforms and social media are increasingly effective for outreach, particularly for younger applicants. While traditional media remains important in rural regions, future research could explore how digital expansion could enhance admission accessibility.

The intake numbers vary across institutions, with IASE admitting the highest (150 students), followed by MZU (100), and DIETs (50 each). Reddy et al. (2021) found that smaller intakes often lead to better student-teacher interaction, improving pedagogical training quality. DIETs in Mizoram, with a limited student intake, may provide a more personalized learning experience. However, Aggarwal (2022) argues that institutions with larger intakes contribute more significantly to meeting the growing demand for trained teachers.

5.2.7 Discussion on the findings related to Objective No. 7: **To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram:**

The findings that stated that "The highest proportion of teacher educators falls within 1-5 years of teaching experiences which is 31.42% from the respondent" is in align with the study of Khan & Roy (2021) that found over 40% of teacher educators in Uttar Pradesh had less than 5 years of experience, reflecting a national shift towards younger faculty in teacher education. In contrast, Rao (2016) found that states with a higher proportion of experienced teacher educators (above 15 years) reported better institutional stability and research output.

Findings which stated "The second highest of teacher educators falls within 11 – 15 years of teaching experiences which is 30 % from the respondent" align with the study of Mehta and Pillai (2022) which found that 29% of teacher educators fell within the 11–15 years bracket, similar to Mizoram, indicating a national trend of a strong mid-career faculty presence. In contrast, research by Singh (2019) in Uttar Pradesh showed that institutions with a lower percentage of mid-career faculty (below 20%) faced challenges in teacher training consistency due to high turnover among junior faculty and a lack of mentorship.

Aggarwal (2022) also emphasized that institutions with a balanced distribution of young, mid-career, and senior faculty members achieved better academic outcomes in teacher training programmes.

The findings which highlighted that "4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences which constitute the lowest proportion of teacher educators" is in align with the study of Thapa (2020) which found that in Assam and Meghalaya, senior faculty representation is below 10%, similar to Mizoram, due to early retirements and the movement of faculty into policymaking roles. A study in Karnataka (Mehta, 2021) reported 18% of teacher educators with 20+ years of experience, contributing to greater academic stability but slower curriculum reform.

The findings that show the qualifications of teacher educators in Mizoram align with the NCTE (National Council for Teacher Education) Norms 2014, ensuring that faculty members meet minimum academic and professional requirements are in line with the research conducted by Singh & Patel (2018) that highlights teacher educators with postgraduate qualifications (M.Ed. and Ph.D.) are better equipped to train future teachers in pedagogical skills, curriculum development, and educational technology. Khan (2021) also notes that institutions meeting NCTE faculty qualifications gain better accreditation ratings (NAAC, NCTE approval), enhancing their reputation and student enrollment.

5.2.8 Discussion on the findings related to Objective No. 8: **To find out the level of professional commitment of teacher educators in Mizoram:**

Sharma & Gupta (2020) found that in Uttar Pradesh and Bihar, over 30% of teacher educators exhibited low commitment levels, attributed to heavy workloads, lack of professional growth opportunities, and low salaries. Mizoram's situation appears somewhat better, but the 28.57% low commitment rate remains concerning**.**

Das & Thapa (2022) found that in Assam and Nagaland, only 10–15% of teacher educators demonstrated high professional commitment, with most falling in the moderate to below-average category. Mizoram's 8.57% high-commitment rate aligns with this pattern, indicating a need for faculty engagement strategies.

Bansal & Mehta (2020) found that in teacher education institutions in Rajasthan and Uttar Pradesh, 30–35% of teacher educators demonstrated low to below-average commitment, citing factors such as limited professional growth, institutional bureaucracy, and lack of motivation. Mizoram's 28.57% aligns with this trend, suggesting the need for targeted faculty development initiatives.

Sharma & Gupta (2021) examined teacher commitment in government and private teacher education colleges in Madhya Pradesh and found that private institutions showed lower commitment levels (30–40%) due to job insecurity and lack of research opportunities. Mizoram's government-led institutions may have better job security, yet challenges related to workload and professional growth may be influencing commitment levels.

Mizoram's professional commitment levels among teacher educators align with broader national and regional trends, but the 28.57% below-average commitment requires attention. By enhancing faculty development programmes, optimizing workloads, and creating stronger research incentives, institutions can foster higher engagement and motivation among teacher educators, ultimately improving teacher training quality in the state.

5.2.9 Discussion on the findings related to Objective No. 9: To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age:

The findings that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender is in align with the study of Kumar and Reddy (2021) which conducted a study in Andhra Pradesh and Telangana and found that gender was not a significant factor in determining professional commitment among teacher educators. Instead, factors like institutional support, career growth opportunities, and workload distribution played a more influential role.

Das and Thapa (2022) in Assam and Nagaland also reported that both male and female teacher educators demonstrated similar commitment levels when they had comparable access to professional development opportunities. Singh (2020) in Arunachal Pradesh found that organizational climate, workload, and leadership effectiveness were more predictive of professional commitment than gender. Bansal and Mehta (2020) in Rajasthan and Uttar Pradesh found that male teacher educators exhibited slightly lower commitment levels due to competing career aspirations outside academia, whereas female educators often showed stronger emotional and professional investment in teaching.

Kumar & Reddy (2021) conducted a study in Andhra Pradesh and Telangana and found that marital status had no significant impact on the professional commitment of teacher educators. Instead, factors like institutional climate, workload, and career aspirations were more influential. Das & Sharma (2022) in North-East India found that both married and unmarried teacher educators had

comparable levels of commitment when provided with similar work environments and professional development opportunities. These findings align with the findings that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status. In contrast with the findings Sharma & Gupta (2021) in Madhya Pradesh found that married teacher educators exhibited slightly higher professional commitment due to a stronger sense of job security and responsibility toward their families.

Rao & Verma (2020) in Maharashtra and Karnataka found that young and older teacher educators exhibited similar levels of commitment, as their dedication to teaching was shaped more by organizational support, job satisfaction, and career progression than age. Das & Mishra (2019) in Odisha and West Bengal found that age-related differences in professional commitment were minimal, with younger and older faculty members equally engaged when provided with adequate motivation and professional growth opportunities. These studies support the finding from Mizoram, reinforcing that professional commitment is not necessarily age-dependent but rather shaped by environmental and institutional factors.

In contrast, some studies suggest that age may influence commitment levels, often showing higher commitment among either younger or older educators. Sharma & Gupta (2020) in Uttar Pradesh and Bihar found that younger teacher educators (below 35 years) exhibited higher enthusiasm and adaptability but sometimes lacked long-term commitment, while older educators (above 45 years) showed more stability but were less likely to engage in new pedagogical practices. Singh (2020) in Uttar Pradesh found that mid-career teacher educators (35-50 years) had the highest levels of professional commitment, as they were actively involved in both teaching and research activities, whereas early-career educators were still adjusting, and late-career educators had reduced motivation due to retirement considerations.

The study's finding that age does not significantly impact professional commitment among teacher educators in Mizoram aligns with national and regional research, indicating that institutional and professional factors play a more crucial role than age. While some studies suggest that commitment may vary across different

career stages, the balanced academic culture in Mizoram ensures sustained engagement across all age groups.

5.3 LIMITATIONS OF THE STUDY:

Limitations of the present study are-

1. The present study is limited to secondary teacher education programmes in Mizoram, while elementary teacher education programmes have been excluded.
2. The present study has been confined to secondary student-teachers enrolled in the B.Ed. course at various institutions affiliated to Mizoram University, while student-teachers enrolled in the D.El.Ed. course in Mizoram have been excluded in the study.
3. The level of professional commitment among teacher educators is inherently personal and subjective, making it difficult to measure with precision.
4. Other potential variables - such as locale, socio-economic status, family background, and parents' occupation have not been taken into consideration.
5. The findings of the study are specific to the context of Mizoram and may not be applicable or generalizable to other regions or populations.

5.4 EDUCATIONAL IMPLICATION:

1. The findings which reveals that the course structure and syllabus of Teacher Education in Mizoram aligns with national frameworks such as NCFTE 2009, NCTE 2014 regulations, and NEP 2020 ensures that teacher education programmes in Mizoram remain consistent with contemporary pedagogical standards and educational policies.

2. The inclusion of core courses, enhancement of professional competencies (EPC), and school internships in teacher education programmes in Mizoram deliver a comprehensive and diverse teacher preparation programme in the State.

3. The integration of subject-specific pedagogy, teaching methodology, and practical training through school internships in the syllabus ensures that student teacher are not only knowledgeable in their subject areas but are also skilled in classroom management, student engagement, and effective teaching practice.

4. The course on "Inclusive Education" in the fourth semester has a significant educational implication as it encourages student-teachers to create inclusive learning environments that cater to diverse student backgrounds and needs in Mizoram. It also highlights the importance of gender-sensitive teaching and provides strategies for addressing the educational needs of children with disabilities and those from marginalized communities. This focus on inclusivity helps in the development of a socially just education system that fosters equity.

5. The governance and staffing structures of teacher education institutions in Mizoram highlight the impact of administrative control, staffing adequacy, and policy alignment on the quality of teacher preparation. The centralized and state-regulated management ensures adherence to national and state educational standards, fostering uniformity in recruitment, pay, and service conditions. However, disparities in support staff and technical personnel across institutions affect the effectiveness of practical training and digital integration.

6. The analysis of the B.Ed curriculum and its implementation in Mizoram indicates strong alignment with NCTE Norms 2014 and NEP 2020. The structured course duration, working days, internship periods, and academic calendar reflect institutional commitment to national standards. The curriculum is well-rounded, integrating theory, practicum, and school engagement, supported by diverse teaching methods. Continuous internal assessments and transparent evaluation practices enhance academic rigor.

7. The infrastructural analysis of teacher education institutions in Mizoram reveals overall strong compliance with NCTE Norms 2014, ensuring a conducive learning environment through adequate land, built-up space, and essential academic facilities such as libraries, classrooms, laboratories, and hostels. The presence of ICT and teaching-learning resource centres supports modern pedagogical practices, while multipurpose playfields and music resources promote holistic development.

8. The admission processes across teacher education institutions in Mizoram reflect strong adherence to NCTE Norms 2014, promoting standardization, transparency,

and inclusivity in access to teacher education in Mizoram. The admission systems support quality teacher preparation while fostering diversity and accessibility

9. The distribution of teaching experience among teacher educators in Mizoram indicates a predominantly early to mid-career workforce, with the highest proportion having 1–5 years of experience. This suggests a dynamic and potentially adaptable teaching community, open to innovation and new pedagogical approaches.

10. Both male and female teacher educators in Mizoram exhibit varying levels of professional commitment, with a slightly higher proportion of female educators showing above average commitment. However, the absence of a significant gender-based difference suggests that professional commitment is influenced more by individual and institutional factors than by gender.

11. The absence of significant differences in the level of professional commitment among teacher educators in Mizoram with respect to age, gender, and marital status suggests that professional commitment is not influenced by demographic variables. Therefore, efforts to enhance professional commitment should focus on institutional factors such as organizational climate, professional development opportunities, motivation, workload management, and leadership support rather than personal characteristics.

5.5 RECOMMENDATIONS:

Recommendations of the study are divided into two categories, which are as under: -

5.5.1 Specific recommendations: The following are the recommendations in the light of the present findings -

1) To enhance more effective teacher education programme in Mizoram, it is recommended that the Internship Programme which was place in the third semester may be shifted to the fourth/final semester allowing student-teachers to integrate theoretical learning with practical experience.

2) Ensure uniformity of the syllabus especially with regards to the volume of the course content and unit of all papers.

3) Upgrade the classroom facilities, libraries, ICT Laboratory, and teaching resources to enhance the learning environment with contemporary pedagogical standards and educational policies.

4) Encourage the use of technology-based learning by providing digital resources, online teaching tools, and professional development workshops for teacher educators.

5) Conduct regular training programmes, workshops, and research opportunities to equip teacher educators with modern pedagogical skills and innovative teaching methods.

6) Improve the service conditions, salaries, and job security of teacher educators, particularly those in DIETs, to enhance job satisfaction and motivation.

7) Facilitate regular discussions and collaboration among teacher education institutions, policymakers, and stakeholders to address challenges and implement best practices effectively.

8) Establish full compliance with infrastructure requirements, particularly in providing a Yoga Centre, separate common rooms for male and female students, and a fully barrier-free campus.

9) Establish a mentoring framework where experienced and highly committed teacher educators guide those at moderate level of commitment to enhance motivation, confidence, and teaching effectiveness.

10) Introduce performance appraisal systems with recognition and rewards to encourage higher levels of professional dedication and accountability of teacher educators.

5.5.2 General recommendations:

1) In line with the recommendations of NEP 2020, the competent authority must take prompt action to transform teacher education institutions into multidisciplinary institutions.

2) As per the intent of NEP 2020 all stand-alone Teacher Education Institutions (TEI's) will be required to convert to Multidisciplinary Institutions by the year 2030. So, the State government should take every possible step to start

Integrated Teacher Education Programme (ITEP) with an existing teacher education institution collaborating with other colleges to convert in Multidisciplinary Institutions.

3) In accordance with NCTE norms, staff and faculty should be appointed on a regular basis, adhering to the qualifications specified in the norms and standards.

4) Promote constructive relationships and institutional collaboration among teacher education institutes across Mizoram to enhance collective growth and quality improvement.

5) To enhance quality, annual inspection must be held among teacher education institution in the state.

6) A state level committee on teacher education should be established to enhance cordial relation among teacher education institute.

7) Quality enhancement in teacher education institutions through institutional development, curriculum reform, and professional development of faculty.

8) Establish collaborative partnerships with other teacher education institutions across India to enhance academic exchange and professional development.

9) Encourage teacher educators to participate in regular training, workshops, seminars, and orientation programmes to stay updated with emerging trends and pedagogical practices.

10) Promote self-reflection and peer feedback to help teacher educators assess and improve their teaching approaches and professional behavior.

5.6 SUGGESTIONS FOR FURTHER STUDY:

Based on the findings of the current study, the researcher recommends the following issues for further investigation:

1. A comparative study of teacher education policies in North East India.
2. A critical analysis of teacher education curriculum in Mizoram.
3. A study on impact of ICT and digital learning on teacher education in Mizoram.
4. An evaluative study of the status and problems of teacher education programmes in Mizoram.

5. Effectiveness of In-service training programmes for teacher educators in Mizoram.

6. Challenges and opportunities in implementing NEP 2020 in teacher education institutions of Mizoram.

7. Professional commitment and job satisfaction of teacher educators in Mizoram.

8. A study on the effects of centrally sponsored programmes on teacher education in Mizoram.

9. Quality assurance and accreditation practices in teacher education institutions in North East India.

10. A comparative study of secondary teacher education programmes in Mizoram with other states in India

5.7 CONCLUSION:

The history and development of teacher education in Mizoram reflect a consistent and structured evolution, starting from missionary-led initiatives in the early 20th century to the establishment of comprehensive institutional frameworks like DIETs, IASE, and the Department of Education at Mizoram University. Each institution has contributed significantly to the professionalization of teacher training by expanding programmes from elementary (D.El.Ed) to postgraduate and research levels (M.Ed, M.Phil, Ph.D.), with the recent inclusion of the Integrated Teacher Education Programme (ITEP) in 2024 marking a major advancement aligned with NEP 2020.

Simultaneously, the structure and syllabus of the B.Ed. programme in Mizoram have undergone systematic revisions, aligning with national policies such as NCFTE 2009, NCTE 2014 regulations, and NEP 2020. The programme emphasizes both theoretical and practical components, including core and optional courses, EPCs, and a rigorous school internship, ensuring the holistic development of competent and reflective teacher practitioners. Teacher education in Mizoram is characterized by strong governmental oversight, adherence to national standards, and steady institutional development.

All teacher education institutions—MZU, IASE, and DIETs—operate under either state or central government control, ensuring uniform governance, recruitment, and service policies. These institutions fully comply with the norms and standards prescribed by the National Council for Teacher Education (NCTE), particularly the NCTE 2014 regulations. The B.Ed curriculum is well-structured, updated in line with NEP 2020, and incorporates both theory and practicum components, including a 20-week internship.

In terms of infrastructure, most institutions meet or exceed NCTE requirements, with well-equipped classrooms, libraries, and labs. However, gaps exist, particularly in PWD accessibility, fire safety (notably in MZU), and curriculum labs in MZU and DIET Aizawl. Despite differences in staffing structures and minor resource limitations, the institutions provide a solid foundation for quality teacher preparation. Overall, Mizoram's teacher education system demonstrates a high level of compliance, quality, and commitment to continuous improvement.

Teacher education institutions in Mizoram follow a transparent and standardized admission process aligned with NCTE 2014 norms, ensuring inclusivity and academic merit. Most institutions use written entrance tests, with some also conducting interviews. Intake capacities vary, reflecting each institution's role and scope. Teacher educators in Mizoram possess qualifications in line with NCTE norms, with nearly half holding M.Ed degrees and a quarter holding Ph.D qualifications. While a significant portion are early-career educators (1–5 years of experience), there is a balanced mix across experience levels.

The overall professional commitment of teacher educators is found to be moderate, with small percentages exhibiting high or low levels of commitment. Statistical analysis revealed no significant difference in professional commitment based on gender, marital status, or age, indicating a uniform level of dedication across demographic groups.

Overall, Mizoram's teacher education landscape exemplifies a well-integrated and policy-driven approach to preparing educators equipped to meet contemporary educational challenges

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APPENDIX I
Questionnaire for Teacher Education Institution

Questionnaire on
Secondary Teacher Education Programme in Mizoram
(For Institute Office and Head of the Department/ Principal)

A. Academic and Administrative Profile of Secondary teacher education Institute in Mizoram
Please tick (√) suitable box/ response in the blank spaces

1. Profile of the Institution

   i) Name :_____

   ii) Address : _____

   iii) City : _____

   iv) Pin :

   _____

   v) State :_____

   vi) Date, Month and Year of Establishment:_____

   vii) Website : _____

   viii) Email:_____

   ix) Phone No.: _____

   x) Nomenclature of the Institution (Since inception):-

Sl.No.	Name	Year
1.		
2.		
3.		
4.		
5.		

2. Details of Principal/Head of the Department :-

Sl.No.	Name	Qualification	Tenure
1.			
2.			
3.			
4.			
5.			
6.			
7.			

3. Achievement of the Institution/Department (Last five years):

a) Academic/ Result:-

Sl. No.	Year	Name of the Exam	Dist.	First Division	Second Division	Others	Pass Percentage
1.							
2.							
3.							
4.							
5.							
6.							

b) In-service Teacher Training Programmes Conducted (Last five years):-

Sl. No.	Year	Name of In-Service Teacher Training Programme, Workshop, Seminar, Orientation Programme conducted	Duration of the programme with date	No. of Participants
1.				
2.				
3.				
4.				
5.				

b) Faculty Development Programme (Last Five years):-

Sl.No.	Year	No. of Faculty Development Programme organized	Name of the Faculty Development Programme
1.			
2.			
3.			
4.			
5.			
6.			

4. Status of the Institution

Affiliated College: ☐   Affiliated to: _____

Any other (specify):

_____

_____

_____

_____

5. Sources of funding

i.   Central Government ☐

ii.   State Government ☐

iii.   Grant-in-aid ☐

iv.   Self- financing ☐

v.   Other ☐

6. Is it recognised by NCTE, if Yes specify the date, month & year of recognition?

_____

_____

_____

7. Details of recognition/approval by statutory/regulatory bodies like NCTE, RCI, etc.

   Statutory / Regulatory Authority :   NCTE/RCI/Others

   :_____

   Reference Letter number of recognition/approval : _____

   Day, Month and Year : _____

   Validity From – Upto :

   _____

8. Location of the campus and area in sq. mts

   Location : Urban/Rural

   Campus area in acres : _____

   Built up area in sq. mts.: _____

9. Programmes offered by the College/Institution/Department

   Ph.D   ☐   Year of starting: _____

   M.Phil   ☐   Year of starting:_____

   M.Ed   ☐   Year of starting: _____

   M.A. (Edu)   ☐   Year of starting: _____

   B.Ed   ☐   Year of starting: _____

   B.Ed Hindi   ☐   Year of starting: _____

   B.Ed Spl. Edn ☐   Year of starting: _____

   Del.Ed.   ☐   Year of starting:_____

   Others : _____

10. The Institution is under the administration of :-

Central Government ☐
State Government ☐
Private Management ☐
Others

☐

11. The Institution has separate Establishment Office :-

Yes ☐   No ☐

12. Number of Teaching Staff :-
    1) Initial: _____
    2) Present: _____

13. Number of Non-Teaching Staff :-
    1) Initial:_____
    2) Present: _____

B. Admission procedure and intake capacity of students at different Secondary teacher education institutions of Mizoram

Please tick (√) suitable one from the given option/ fill up the blanks

1. The minimum degree for applying B.Ed course at the institution is:-

Master Degree ☐
Bachelor Degree ☐
12th standard ☐
10th standard ☐

2. The eligible percentage of marks for applying the B.Ed course at the Institution without any relaxation is

40% ☐
45% ☐
50% ☐
55% ☐

3. Notice on application for admission of B.Ed Programme is widely publish on:-

Print Media ☐
Visual media ☐
Institute Notice Board ☐
Institute Website ☐
All of the above ☐

4. a) Is there any relaxation for ST/SC or any other backward class?

Yes ☐   No ☐

   b) if Yes, specify the percentage)

   _____ %

5. a) Is there any seat reservation for differently abled person

Yes ☐   No ☐

   b) if Yes, specify the percentage

   _____%

6. Does the institution conduct entrance examination?

Yes ☐   No ☐

7. What types of Entrance Examination are conducted by the Institution?

Written Test ☐
Interview ☐
Both Written & Interview ☐

8. What is the annual intake capacity for B.Ed programme at the Institution?

One Unit (50 students) ☐
Two Unit (100 students) ☐
More than two units ☐

9. Subject background of the students admitted for B.Ed programme during last five years at the institution/Department:-

Sl. No.	Year	Students from Arts Background	Students from Science & Maths Background	Others
1.				
2.				
3.				
4.				
5.				
6.				

C. Physical infrastructure of Secondary teacher education institutions.

Please tick (√) suitable one from the given option/ fill up the blanks

1. a) Are there adequate numbers of classrooms for B.Ed Programme at the Institution?

   Yes ☐   No ☐

   b) If yes, specify number of classrooms.

   No. of Classrooms:-_____

   c) Facilities in the Classroom:-

Sl.No.	Name of the Facility/ Facilities	Yes	No
1.	White/Green Board		
2.	Students Desk		
3.	Students Bench		
4.	Teacher Table		
5.	Teacher Chair		
6.	Projector		
7.	Computer and accessories		
8.	Lectern		

2. a) Does the Institution provide separate conference hall/ seminar hall?

   Yes ☐   No ☐

b) If yes, please fill in the details:-

Sl. No.	Name of Hall/ Room	Seating Capacity	Equipments of Hall/Room
1.			
2.			
3.			
4.			
5.			

3. Please indicate the availability of Laboratory facilities:-

Sl.No.	Types of Laboratory	No.	Equipments/ Facilities available	Usability
1.	Science Laboratory			
2.	Psychological Laboratory			
3.	Language Laboratory			
4.	ICT Laboratory			

4. Please indicate availability and details of rooms for the Principal, faculty members and administrative staff:-

Sl. No.	Name of Room	Equipments and facilities of the Room	Remarks
1.			
2.			
3.			

4.			
5.			
6.			
	Total No. of Rooms =		

5. a) Does the Institute provide ICT facilities for accessing E-Resources?

Yes ☐   No ☐

b) If yes, specify ICT facilities for accessing E-Resources?
1._____
2._____
3._____
4._____

6. Does the Institute Library provide free-wifi for users?
Yes ☐   No ☐

7. Does the Institute Library provide OPAC facilities for users?
Yes ☐   No ☐

8. a) Is your Library automated?

Yes ☐   No ☐

b) If yes, Indicate the Library Management System:-
1. SOUL
2. KOHA
3. Libys
4. Lib. Gen
5. Others

9. Average Number of Library users per day:-

   1. 10 -20
   2. 20 – 30
   3. 30 – 40
   4. 40 – 50
   5. 50 – 60

10. Institute Library provide the following resources:-

Sl.No.	Types of Resources	Yes	No	Number
1.	Books			
2.	Journals			
3.	Reference books			
4.	Encyclopedia			
5.	Magazines			
6.	Thesis/ Dissertations			

11. Please give details on the games and sports facilities of the Institution:-

Sl.No.	Name/ Types of games and sport facilities	No. of games and sport facilities	Remarks
1.			
2.			
3.			
4.			
5.			

12. a) The Institution has a separate playground and Sports centre/Hall.

   Yes ☐   No ☐

b) If yes, mention number of playground and sport centre /hall:-

Sl.No.	Name of Playground/Sport Centre/ Hall/ Court	No. of Playground/Sport Centre/ Hall/ Court	Remarks
1.			
2.			
3.			

APPENDIX II

Questionnaire for Teacher Educator and Student Teacher

Questionnaire on
Secondary Teacher Education Programme in Mizoram
(For Teacher Educator)

Course structure and syllabus of Secondary teacher education programmes in Mizoram.

Please tick (√) suitable one from the given option/ fill up the blanks

1. a) Is the syllabus of the institution is framed in accordance with NCFTE 2009?

   Yes ☐   No ☐

2. a) Does the University organize workshop and review of syllabus for Teacher Educators?

   Yes ☐   No ☐

   b) If yes, how often?

   Once a Year ☐
   Once in two Year ☐
   Once in three Year ☐
   Once in four Year ☐
   Once in five Year ☐
   ☐

3. a) Are you involved in syllabus development and revision?

   Yes ☐   No ☐

   b) If yes, mention details of your involvement (Last five years):-

Sl.No.	Year	Name of Workshop/ Revision	No. of faculty participate from the Institute
1.			
2.			

3.			
4.			
5.			

4. a) Is the existing B.Ed syllabus suitable for the learners to develop teaching competency?

   Yes ☐   No ☐

   b) If yes, mention the courses which are suitable to develop teaching competency

   Name of the courses:-

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

5. a) Does the B.Ed syllabus provide adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available?

   Yes ☐   No ☐

   b) If yes, specify

   Name of Optional/Electives/Pedagogy courses offered:-
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____

6. a) Does the B.Ed syllabus include value-added courses?

Yes ☐   No ☐

b) If yes, specify the courses

Name of Value-added courses:-
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. a) Does the B.Ed syllabus provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas?

Yes ☐   No   ☐

b) If yes, specify how

_____
_____
_____
_____
_____

8. a) Is there any mechanism to obtain structured feedback on the syllabus – semester wise?

Yes   ☐   No   ☐

b) If yes, mention the mechanism
Mechanism for obtaining feedback on syllabus-semester wise:-
1. _____
2. _____
3. _____
4. _____
5. _____

9. a) Does the B.Ed syllabus include theory-based teaching learning activities, practicum and innovative programs which are bound to enrich teacher education?

Yes ☐   No   ☐

b) If yes, mention the learning activities, practicum and innovative programmes done in your subject taught:-

Sl. No.	Teaching Learning Activities	Practicum	Innovative Programme
1.			
2.			
3.			
4.			
5.			

<center>**Questionnaire for Student Teachers**</center>

Please tick (√) in suitable box/ response in the blank spaces

Name: _____

Sex: Male ☐ Female ☐   Others ☐

Name of Institution: _____
Semester: B.Ed IV Semester
Academic qualification of the Respondent:

B.A.   ☐   M.A   ☐

B.Sc   ☐   M.Sc   ☐

M.Phil   ☐   Ph.D   ☐   Others ☐

1. Is the existing B.Ed syllabus suitable for the learners to develop teaching competency?
   Yes   ☐   No   ☐

2. Does the B.Ed syllabus provide adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available?
   Yes   ☐   No   ☐

3. Does the B.Ed syllabus include value-added courses?
   Yes   ☐   No   ☐

4. Does the B.Ed syllabus provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas?
   Yes   ☐   No   ☐

5. Is there any mechanism to obtain structured feedback on the syllabus – semester wise?
   Yes   ☐   No   ☐

6. Is the notification for the B.Ed Programme admission widely disseminated?
   Yes   ☐   No   ☐

7. Is there any relaxation for ST/SC or any other backward class for admission of B.Ed Programme?
   Yes   ☐   No ☐

8. Is there any seat reservation for differently abled person for admission of B.Ed Programme?

Yes ☐   No ☐

9. a) Are there adequate numbers of classrooms for B.Ed Programme at the Institution?

Yes ☐   No ☐

10. Does the Institute provide separate conference hall/ seminar hall?

Yes ☐   No ☐

11. Does the Institute provide separate toilet for male and female student – teacher?

Yes ☐   No ☐

12. Does the Institute provide drinking water facility?

Yes ☐   No ☐

13. Does the Institute provide ICT facilities for accessing E-Resources?

Yes ☐   No ☐

14. Do the books found in the library provide an adequate information for B.Ed course?

Yes ☐   No ☐

15. Does the Institute Library provide free-wifi for users?

Yes ☐   No ☐

16. Does the library's schedule align with your needs and requirements?

Yes ☐   No ☐

17. Do the teacher educators take the class on time?

Yes ☐   No ☐

18. Do the teacher educators consistently conduct classes?

Yes ☐   No ☐

19. Do the teacher educators adequately prepare themselves before taking classes?

Yes ☐   No ☐

20. Does the teacher educators take active interest in the activities of the Institute?

Yes ☐   No ☐

APPENDIX – III : Interview Schedule with the administrators of secondary teacher education institution in Mizoram

Secondary Teacher Education Programme in Mizoram
(Interview questions For Head of the Institution)

Maintenance of norms and standards laid down by NCTE in Secondary teacher education of Mizoram.

Sl.No	Areas	NCTE Norms and Standard (as per NCTE Norms 2014)	Status and fulfillment of the Norms and Standards of NCTE by the Institution /Department	Reason for not fulfilling the Norms & Standards of NCTE
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 Iearning.		
2.	**Eligibility**	(a) Candidates with at least fifty percent marks either in the Bachelor's degree and/or 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 Central Government / State Government whichever is applicable		
3.	**Admission**	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		
4.	**Curriculum (Theory Courses)** **a) Perspectives in Education**	Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India an 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.		
	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.		
5.	**Curriculum (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. 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.		
6.	**Curriculum (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 tar 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 I6 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 1 6 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.		

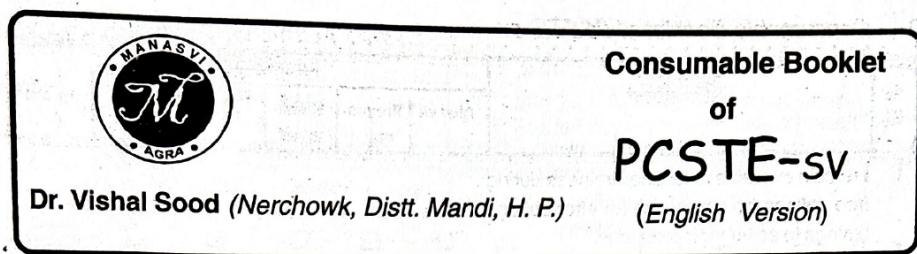| 7.	**Programme Implementation**	(a) Prepare a calendar for all activities, including school internship. The school internship and other school contact progmmmes shall be svnchronised with the academic calendar of the school.		
		(b)Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities.		
		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		
		d) Initiate discourse on education by periodicaIly 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 schooJs.		
		(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 TEI's and the		

		participating schools shall set up a mutuaIIy agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.		
8.	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 tbe 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.		
9.	Staff Academic Faculty	For an intake of two basic units of 50 students each, that is total students strength of 200, there shall I6 full-time faculty members. The distribution of faculty across different curricular ateas 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		
10.	Qualification	**A. Principal/HoD** (i)Post Graduate degree in Arts/Sciences/Social Scieaces/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)Post graduate degree in Social Sciences with minimum 55% marks; and (ii)M.Ed. degree from a recognised university with minimum 55% marks. OR (i) Post graduate (MA) degree in Education with minimum 5S% marks; and (ii)B.Ed./B.El.Ed. degme with minimum 55% marks.		
		C.Curriculum and Pedagogic Courses (i) Postgraduate degree in Sciences/ Mathematical Social Sciences/ Languages with minimum 35% marks, and (ii) M.Ed. degree with minimum 55%		

		marks. Desirable : PhD degree in Education with subject specialisations.		
		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		
11.	**Administrative and Professional Staff**	a)librarian (B.Lib with 55% marts) - 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		

APPENDIX -IV

Test Booklet of Professional Commitment Scale for Teacher Educators

Consumable Booklet
of
PCSTE-sv
(English Version)

Dr. Vishal Sood *(Nerchowk, Distt. Mandi, H. P.)*

Please fill in the following information : **Date** [ ][ ][ ][ ][ ][ ]

Name _____ Father's Name _____

Max. Educational Qualifaction _____ Teacher training Experience _____

Date of Birth _____ Residential : Rural [ ] Urban [ ]

Sex : M [ ] F [ ] Post Held : Professor/Associate Prof./Asstt. Prof.

Marital Status : Married [ ] Unmarried [ ]

Net Qualified / Non-Net Qualified _____

Courses in the Institute : D. Ed./B.Ed./M. Ed./All three _____

Name of the Institute : _____

INSTRUCTIONS

This scale comprises of 70 statements related to professional Commitment of teacher educators. Each statements has to be reted on any one of the five given responses *i.e.* **Always, Frequently, Sometimes, Rarely** and **Never.** Read each statement carefully and mark ☑ on the answer which appropriately shows your behaviour. There is no right or wrong answer of any statement, rather it is your opinion. There is no time limit to complete the scale but do not waste your time. Your responses will be kept strictly confidential. Now, turn the page and start attempting the scale.

SCORING TABLE

Dimension	I	II	III	IV	V	Total Scale
Raw Score						
z-Score		✦				
Interpretation						

MANASVI

UG–1, Nirmal Height Market, Mathura Road, AGRA–282 007

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
1.	I remain available to teacher-trainees during free college hours as well as after college timings to solve their problems.	☐	☐	☐	☐	☐	⬭
2.	If any teacher-trainee does not take interest in training activities of the college, then I try to find out the reasons for it.	☐	☐	☐	☐	☐	⬭
3.	I provide complete freedom to teacher-trainees to decide about their teaching styles.	☐	☐	☐	☐	☐	⬭
4.	I respect norms and official orders issued by college authorities.	☐	☐	☐	☐	☐	⬭
5.	I encourage teacher-trainees to participate in various co-curricular activities organized in the college for their all-round development.	☐	☐	☐	☐	☐	⬭
6.	I send teacher-trainees out of my class when they do not use teaching skill appropriately during micro teaching sessions.	☐	☐	☐	☐	☐	⬭
7.	I remain in touch with my old students who are serving as school teachers, so as to know their opinions regarding teacher training.	☐	☐	☐	☐	☐	⬭
8.	I try to instill loyalty in my teacher trainees towards teaching profession through my actions than through mere words.	☐	☐	☐	☐	☐	⬭
9.	I hesitate in discussing regarding my professional shortcomings with my colleagues.	☐	☐	☐	☐	☐	⬭
10.	I motivative teacher-trainees through various means to eradicate different social evils.	☐	☐	☐	☐	☐	⬭

AREA	I					II	III	IV		V
Item No.	1	2	3	5	6	10	8	7	9	4
Score										
Total Score										

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
11.	I encourage teacher-trainees through my teaching and training so as to promote the ideas of democracy, secularism and socialism among them.	☐	☐	☐	☐	☐	⬭
12.	I try to organize co-curricular activities in the college in such a manner that can develop sensitivity among teacher-trainees about various constitutional norms, values, rights and duties.	☐	☐	☐	☐	☐	⬭
13.	I actively involve in research works in the college apart from normal teacher training activities.	☐	☐	☐	☐	☐	⬭
14.	I see to it that my personal problems do not affect my capabilities of imparting training as a teacher educator.	☐	☐	☐	☐	☐	⬭
15.	I keep committed that teacher-trainees also consult various reference books apart from their text books.	☐	☐	☐	☐	☐	⬭
16.	I try to develop teaching skills among teacher-trainees alongwith knowledge of different aspects of teaching profession.	☐	☐	☐	☐	☐	⬭
17.	I emphasize to organize social activities in the college so that teacher-trainees can play their social role effectively in future.	☐	☐	☐	☐	☐	⬭
18.	As a teacher educator, I see to it that my social relations with other people are friendly and cordial.	☐	☐	☐	☐	☐	⬭
19.	I try to make teacher-trainees understand about expectations of the society from the teachers.	☐	☐	☐	☐	☐	⬭
20.	I keep on writing articles for various research journals and magazines.	☐	☐	☐	☐	☐	⬭
21.	I impart teacher training in such a manner that helps in inculcating human values among teacher-trainees.	☐	☐	☐	☐	☐	⬭

AREA	I		II			III	IV		V		
Item No.	15	16	17	18	19	14	13	20	11	12	21
Score											
Total Score											

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
22.	I keep a close vigil on examination results of teacher-trainees of my college so that I can enhance my work efficiency.	☐	☐	☐	☐	☐	⬭
23.	I am of the belief thet quality of school education depends largely on teacher educators.	☐	☐	☐	☐	☐	⬭
24.	I feel proud to be a teacher educator.	☐	☐	☐	☐	☐	⬭
25.	I am eager to take part in seminars, conferences and workshops on the themes of school education and teacher education.	☐	☐	☐	☐	☐	⬭
26.	I employ modern audio-visual materials to provide quality training to teacher-trainees.	☐	☐	☐	☐	☐	⬭
27.	I behave in a friendly and respectful manner with all my juniors and senior colleagues in the college.	☐	☐	☐	☐	☐	⬭
28.	I make teacher-trainees and teacher educators aware about new developments and innovations in the field of teacher education.	☐	☐	☐	☐	☐	⬭
29.	I inform teacher-trainees regarding employment opportunities available in various educational institutions and organizations.	☐	☐	☐	☐	☐	⬭
30.	In my opinion, the participation of teacher educators in refresher courses and orientation programmes essential for their professional enrichment.	☐	☐	☐	☐	☐	⬭
31.	It is my firm belief that teachers are not born rather they are prepared and shaped by appropriate teacher education programmes.	☐	☐	☐	☐	☐	⬭

AREA	I	II	III					IV				V
Item No.	29	—	23	24	27	28	31	22	25	26	30	—
Score												
Total Score												

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque- ntly	Some- times	Rarely	Never	
32.	I remain impartial while carrying out the evaluation of teacher-trainees.	☐	☐	☐	☐	☐	⬭
33.	I carry out discussions with the parents of teacher-trainees in order to solve their problems.	☐	☐	☐	☐	☐	⬭
34.	I see to it that various rules and regulations framed by NCTE be appropriately followed in my college.	☐	☐	☐	☐	☐	⬭
35.	I impart teacher training in such a manner which helps in conservation and expansion of Indian cultural heritage.	☐	☐	☐	☐	☐	⬭
36.	In my opinion, teacher-trainees have chosen teaching profession due to certain compulsions.	☐	☐	☐	☐	☐	⬭
37.	I see to it that my work efficiency and zeal do not get adversely affected by various frustrating factors present in the society.	☐	☐	☐	☐	☐	⬭
38.	I try to develop among teacher-trainees, the skills of educational planning and classroom management through my teaching and training methods.	☐	☐	☐	☐	☐	⬭
39.	I review research literature to know about different problems related to teacher education.	☐	☐	☐	☐	☐	⬭
40.	I hesitate in criticizing those colleagues who possess negative / unfavourable opinion about programmes of teacher education.	☐	☐	☐	☐	☐	⬭
41.	In my opinion, becoming a member of different educational, social and research organizations is essential for teacher educators.	☐	☐	☐	☐	☐	⬭

AREA	I	II		III			IV		V	
Item No.	38	33	35	36	37	40	39	41	32	34
Score										
Total Score										

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
42.	I cooperate with higher authorities, collegeaues and teacher-trainees to build an appropriate academic environment in the college.	☐	☐	☐	☐	☐	⬭
43.	I make efforts in order to provide financial help to poor teacher-trainees of my college from some govt. or non-govt. organizations.	☐	☐	☐	☐	☐	⬭
44.	I prepare a practicable working plan before the start of academic session to impart appropriate training to student-teachers.	☐	☐	☐	☐	☐	⬭
45.	In order to inculcate social values among teacher-trainees, I encourage them to form student council, science club, red ribbon club etc. in the college.	☐	☐	☐	☐	☐	⬭
46.	I try to arrange for guest lectures of local social workers in the college to establish a close relationship between teacher education and the society.	☐	☐	☐	☐	☐	⬭
47.	I impart teacher training by keeping in view the training needs of teacher-trainees.	☐	☐	☐	☐	☐	⬭
48.	I try to develop the sense of dignity of hardwork among teacher-trainees through own hard efforts.	☐	☐	☐	☐	☐	⬭
49.	I try to develop duty consciousness among teacher-trainees through my actions and activities in the college.	☐	☐	☐	☐	☐	⬭
50.	I feel proud in solving those academic and non-academic problems which are brought into my notice by old students of the college.	☐	☐	☐	☐	☐	⬭
51.	I discuss about the attendance status of teacher-trainees in the college with their parents.	☐	☐	☐	☐	☐	⬭

AREA	I		II			III		IV	V		
Item No.	47	50	43	46	51	42	44	—	45	48	49
Score											
Total Score											

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
52.	In order to develop awareness among teacher-trainees regarding various burning social issues, I try to organize relavent activities in the college by seeking the cooperation of the principal/head.	☐	☐	☐	☐	☐	⬭
53.	I feel that I am still a student in the field of teacher education who needs additional learning experiences.	☐	☐	☐	☐	☐	⬭
54.	I try to develop right and healthy social outlook among teacher-trainees.	☐	☐	☐	☐	☐	⬭
55.	I try to follow basic human values such as impartiality, objectivity, rationality etc. while carrying out discussions with my colleagues and teacher-trainees.	☐	☐	☐	☐	☐	⬭
56.	I feel restless when some of my colleagues do not perform their duties related to teacher training in an appropriate manner.	☐	☐	☐	☐	☐	⬭
57.	I remain in touch with the teachers of nearby schools so that I can acquaint myself with the problems of school education and teachers.	☐	☐	☐	☐	☐	⬭
58.	I am at the disposal of teacher educators/ teacher trainees of the college who are involved in research works.	☐	☐	☐	☐	☐	⬭
59.	I try to identify and remove my shortcomings as a teacher educator.	☐	☐	☐	☐	☐	⬭
60.	I try to make teacher-trainees aware about those social situations in which they have to act as teachers in near future.	☐	☐	☐	☐	☐	⬭
61.	I discuss about the educational progress of teacher-trainees with their parents.	☐	☐	☐	☐	☐	⬭

AREA	I	II			III		IV			V
Item No.	60	52	54	61	56	58	53	57	59	55
Score										
Total Score										

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Freque-ntly	Some-times	Rarely	Never	
62.	In order to establish coordination between the college and the society, I try to organize relevant extension activities by seeking the cooperation of my colleagues and teacher-trainees.	☐	☐	☐	☐	☐	⬭
63.	I provide only positive reinforcement and feedback to remove shortcomings of teacher-trainees.	☐	☐	☐	☐	☐	⬭
64.	I try to make teacher-trainees aware about important national and international issues through my teaching and training procedures.	☐	☐	☐	☐	☐	⬭
65.	I encourage teacher-trainees to be punctual by ensuring my own regularity in the college.	☐	☐	☐	☐	☐	⬭
66.	I encourage teacher-trainees to participate in authorized blood donation camps, environment awareness rallies and other such programmes which are organized to eradicate social evils.	☐	☐	☐	☐	☐	⬭
67.	I carry out intensive discussions apart from my colleagues, with other teacher educators and researchers on the topics of education and teacher training.	☐	☐	☐	☐	☐	⬭
68.	I do not highlight the shortcomings and weaknesses of teacher-trainees because it develop rage or wrath among them towards me.	☐	☐	☐	☐	☐	⬭
69.	I try to identify and remove the learning and training difficulties of teacher-trainees.	☐	☐	☐	☐	☐	⬭
70.	I try to adopt appropriate teaching skills and behaviours of teacher-trainees which are observed by me during micro teaching and other training activities in the college.	☐	☐	☐	☐	☐	⬭

AREA	I			II		III	IV		V	
Item No.	63	68	69	62	64	—	67	70	65	66
Score										
Total Score										

APPENDIX V

NCTE Norms 2014

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

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 in the institution.

(d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(**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 norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

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	Eight
	(Maths, Science, Social Science, Language)	
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 postgradutate degree in Sociology/Psychology/ Philosophy with 55% marks, and B.Ed./BElEd 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.EI.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.EI.Ed plus B.Ed plus M.Ed	3500	3500
D.EI.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 there 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.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

(i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.

(ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

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ABSTRACT

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AN ANALYTICAL STUDY

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
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TEACHER EDUCATION PROGRAMMES IN MIZORAM:
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Submitted

In partial fulfillment of the requirement of the Degree of Doctor of Philosophy

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TEACHER EDUCATION PROGRAMMES IN MIZORAM: AN ANALYTICAL STUDY

1. INTRODUCTION

Education is often seen as the foundation for all careers, providing hope and opportunities for individuals to lead successful and meaningful lives. The training that teachers receive is crucial in this regard, as it ensures that educators are well-prepared to impart knowledge and values. The significance of ongoing learning and professional growth in teacher education cannot be overstated, especially in today's complex world, which is characterized by rapid changes, evolving trends, and unexpected challenges.

The National Policy on Education (1968) emphasized the importance of teachers in maintaining high-quality education. If teachers are not adequately trained, the quality of education and the future workforce may be compromised. Consequently, a nation's progress relies heavily on teachers, as they shape the future of the country. The National Council for Teacher Education (NCTE) has stressed the need for quality in secondary teacher education to secure the nation's future. Investing in teacher education is thus a wise choice, as it is essential for the well-being and progress of society.

Teacher education encompasses a wide-ranging and in-depth discipline that operates under the premise that effective educators are developed through structured training and educational programmes rather than innate ability. Since teaching integrates both artistic and scientific elements, educators must acquire not only subject knowledge but also essential pedagogical skills. In addition to training programmes designed for novice teachers and professional development for current educators, teacher education also includes community-based initiatives and enhancement services. Because of the dynamic nature of society, teacher education continuously evolves and adapts to contemporary advancements and trends to adequately prepare teachers for modern challenges.

Teacher education is a structured programme, designed to develop teachers' proficiency and competence, enabling them to meet the demands of the profession and effectively address its challenges. It is widely recognized that the quality of student learning outcomes is primarily influenced by teachers' competence, sensitivity, and motivation. The National Council for Teacher Education (NCTE) defines teacher education as "A programme of education, research, and training of persons to teach from pre-primary to higher education level" (NCTE, 1998).

Since society is constantly evolving, teacher education must remain dynamic and responsive to contemporary advancements and trends. To prepare educators capable of addressing these societal changes, teacher education programme must integrate the latest pedagogical innovations and educational research. This field encompasses a broad spectrum of competencies, including instructional skills, pedagogical knowledge, and professional ethics.

2. RATIONALE OF THE STUDY

Education plays a vital role in the development and progress of any nation, and its quality is deeply influenced by the effectiveness of teacher education. In Mizoram, despite over five decades of teacher education programmes, there remains a significant gap in public awareness regarding the importance and impact of these programmes. Teacher education serves as the cornerstone for improving both the quantity and quality of education at various levels, particularly at the secondary stage, where it bridges elementary and higher education. However, despite its crucial role, teacher education in Mizoram has yet to receive adequate research and attention in terms of its structure, functions, and overall effectiveness.

The significance of teacher education is not just limited to imparting knowledge; it shapes individuals and the nation as a whole. As an integral component of the educational system, teacher education is inherently connected to the culture, ethos, and character of a nation. It plays a pivotal role in shaping society's future, as it determines how teachers are prepared to meet the

challenges and demands of an evolving educational landscape. However, no specific studies have been conducted to evaluate the various teacher education programmes in Mizoram, leaving a gap in understanding their strengths and weaknesses.

Specifically, there is no in-depth study of the structure, content, and outcomes of teacher education programmes in Mizoram. This gap in research and understanding has hindered the improvement of these programmes, which are crucial for enhancing the quality of teachers and the overall education system in the state. Despite the existence of several teacher education institutions in the state, their status, programme structures, and outcomes are not well understood. Teacher education is an evolving field that presents numerous opportunities for innovation and improvement. By analyzing the teacher education programmes in Mizoram, this study aims to identify areas for improvement and propose strategies for enhancing their effectiveness.

Teacher education is a dynamic field that allows for innovative ideas to be tested and practiced, and it is critical that the programmes are assessed, refined, and adapted to meet the evolving needs of the state's educational system. This study aims to fill that gap by investigating the status, challenges, and potential improvements in teacher education programmes in Mizoram, ultimately contributing to the overall enhancement of education in the state. With these kept in view, therefore it is necessary to study and analyse Teacher Education Programme in Mizoram.

3. STATEMENT OF THE PROBLEM:

The present study is entitled as **'Teacher Education Programmes in Mizoram: An Analytical Study'**

4. OBJECTIVES OF THE STUDY:
1) To trace the history of teacher education programmes in Mizoram.
2) To examine the course structure and syllabus of teacher education programmes in Mizoram.

3) To analyze the administrative structure and functions of teacher education institutions in Mizoram.

4) To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram.

5) To find out the physical infrastructure of various institutions of teacher education in Mizoram.

6) To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram.

7) To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram.

8) To find out the level of professional commitment of teacher educators in Mizoram.

9) To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age.

5. HYPOTHESES OF THE STUDY:

To conduct the present study following research hypotheses are formulated-

1. There is significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender.

2. There is significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status.

3. There is significant difference in the level of professional commitment of teacher educators in Mizoram with relation to their age.

Null Hypotheses

To conduct the present study the following null hypotheses are formulated-

1. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender.

2. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status.

3. There is no significant difference in the level of professional commitment of teacher educators in Mizoram with relation to their age.

6. DELIMITATION OF THE STUDY:

Although it would have been preferable to include the entire teacher education programme in Mizoram, time limitations and the outbreak of COVID-19 during the data collection phase restricted the scope of the study. Therefore, the research has been delimited to the secondary teacher education programme in Mizoram, specifically the Bachelor of Education (B.Ed) programme.

7. OPERATIONAL DEFINITIONS OF THE KEY TERMS:

Teacher Education:	In the present study, teacher education refers to secondary teacher education, its educational policies, procedures and programmes for the development of teacher's proficiency and competence that enhanced all aspect human and physical development in Mizoram.
Programmes:	Programmes here refers to the set of activities carried out for secondary teachers' professional development under Mizoram University teacher education institutions
Mizoram:	It is a state in northeastern India and the 23th state of India with Aizawl as its capital city, bordered by Myanmar to the east and south, Bangladesh to the west, and the Indian states of Tripura, Assam, and Manipur to the north. The name is derived from "Mizo", the name of the native inhabitants, and "Ram", which means land, and thus Mizoram means "land of the Mizos".

Analytical:	Analytical here refers the detail study and examine of secondary teacher education programme under Mizoram University's teacher education institution.
Professional Commitment:	Professional Commitment here refers to the dedication of a person towards a teaching profession, learner, professional actions and society.

8. METHODOLOGY

Research Design

A research design serves as a blueprint that directs researchers in addressing key questions and testing hypotheses. It helps in selecting the most effective methods for data collection and analysis, ensuring that the study is organized, credible, and insightful. With a well-structured plan, researchers can systematically explore their subjects and derive reliable conclusions.

The present study mainly focused on examining the development, physical infrastructure, course structure, and syllabus of the secondary teacher education program in Mizoram, as well as the administrative structure and function of teacher education programs in Mizoram and the upholding of NCTE norms and standards and find out the professional commitment level of teacher educators under DIET, Aizawl, DIET, Lunglei, Institute of Advanced Studies in Education (IASE), Aizawl and Department of Education, Mizoram University.

To achieve these objectives, the present study deployed Census Survey Method with mixed approach in which both quantitative as well as qualitative components were employed for successful realization of the objectives.

A Census Survey Method in research refers to a data collection technique in which information is gathered from every member of a given population, rather than selecting a sample. It is a comprehensive and systematic approach to gathering data about an entire group, making it highly reliable and accurate.

Quantitative research is a systematic investigation that focuses on numerical data and statistical analysis to understand patterns, relationships, or trends. It involves structured methods such as surveys, experiments, and standardized tests to collect measurable data. The goal is to test hypotheses, establish cause-and-effect relationships, and generalize findings to a larger population.

Qualitative research is an exploratory approach that focuses on understanding human experiences, behaviors, and meanings through non-numerical data. It involves methods such as interviews, observations, case studies, focus group discussion and content analysis. The goal is to gain deep insights into social phenomena, emotions, and perspectives by interpreting words, visuals, and narratives rather than numerical data.

Population and Sample of the Study

For the present study the investigator employed census survey method in which all the secondary teacher educators, administrators and students are used for the population and sample of the study. There are four secondary teacher education institutions in Mizoram, which are Institute of Advanced Studies in Education (IASE), Aizawl, Department of Education, MZU, the District Institute of Education and Training (DIET), Aizawl and Lunglei. Therefore, Teacher Educators, Students and Administrators of these four institutions were taken for the population and sample of the study. Only 4th semester students were selected to respond to the questionnaire, as 1st and 2nd semester students had not yet participated in the internship program, which takes place in the 3rd semester. The constructed questionnaire included statements related to the internship program, making it necessary to involve only those who had completed it. As a result, students who had not yet undergone the internship program were not eligible for inclusion and were therefore excluded from the study sample. The population and sample of the present study are presented on Table 3.1

Table 3.1

Details of Population and Sample of the study

Sl. No.	Secondary Teacher Education Institutions	Teacher Educators			Administrators			4th Semester enrolled students		
		Population	Sample	Percentage	Population	Sample	Percentage	Population	Sample	Percentage
1.	Department of Education Mizoram University	28	21	75 %	1	1	100%	100	76	76%
2.	Institute of Advanced Studies in Education (IASE)	24	24	100 %	1	1	100%	131	119	90.83%
3.	DIET, Aizawl	16	13	81.25 %	1	1	100%	50	40	80%
4.	DIET, Lunglei	13	12	92.30 %	1	1	100%	50	45	90%
		81	**70**	**86.41%**	**4**	**4**	**100%**	**331**	**280**	**84.59%**

(Source: Office documents of each institution as on 2023)

3.4 Research tools

For the purpose of evaluating and revealing the teacher education programmes in Mizoram, the investigator used:

1) A questionnaire developed by the investigator for secondary teacher education institutions. **(Appendix I)**

2) A questionnaire developed by the investigator for –

(i) Teacher Educators

(ii) Students of secondary teacher education institution in Mizoram. **(Appendix II)**

3) Interview Schedule for the administrators of secondary teacher education institution in Mizoram. **(Appendix III)**

4) The investigator used Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011), published by National Psychological Corporation, Agra, India. **(Appendix IV)**

5) Focus Group Discussion of selected Teacher Educators from all the institutions.

3.4.1 Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011):

3.4.1.1 Reliability:

The reliability of the scale was determined using the Test-Retest Method. To achieve this, the scale was administered to a conveniently chosen sample of 95 teacher educators from B.Ed. colleges, JBT training institutes, and District Institutes of Education and Training (DIETs) in the Mandi and Kangra districts of Himachal Pradesh. The sample of 95 teacher educators selected for calculating the test-retest reliability of the scale included both male and female educators with varying years of service. It was ensured that all selected participants held at least the minimum professional qualification required to be a teacher educator, i.e., an M.Ed. The scale was administered again after a gap of four weeks. However, during the retesting phase, 8 teacher educators were unavailable. As a result, the test-retest reliability was computed based on the data from 87 educators who participated in both testing phases. The product-moment correlation coefficient (r), which serves as the reliability index, was found to be 0.79, indicating that the scale is sufficiently reliable for assessing the professional commitment of teacher educators.

Since, the scale was used by the investigator on a population with different characteristics, the reliability was re-established. The investigator used Cronbach's alpha to re-established the reliability of Professional Commitment Scale for Teacher Educators by administering test on 70 teacher educators from secondary teacher education institutions of Mizoram. Reliability test done through Cronbach's Alpha

for the data set is 0.73, indicating good internal consistency and acceptable for reliability.

3.4.1.2 Validity of Professional Commitment Scale:

The validity of Professional Commitment Scale was ascertained in the following ways:

(i) Criterion-Related Validity - The present scale and Teacher Role Commitment Scale' by Meena Buddhisagar Rathod and Madhulika Varma (2003) were administered on conveniently selected 63 teacher educators. The value of correlation coefficient (r) between scores on present scale and teacher role commitment scale was computed with the help of Karl Pearson's 'Product Moment Correlation' that came out to be 0.57 which is significant at 0.01 level of significance, for df 61. This clearly selected that present professional commitment scale has the efficiency to assess the professional commitment level of teacher educators.

(ii) Content Validity- The statements of the scale are fully adequate and relevant to measure the professional commitment level of teacher educators which has been substantially supported by literature available in the area of professional commitment and competencies required from teacher educators. Further, the suggestions offered by various experts were also taken into consideration for developing different items in the preliminary draft of professional commitment scale. Thus, items of the scale possessed satisfactory content validity.

(iii) Item Validity-- Professional commitment scale for teacher educators is valid enough with regard to items contained in it as only those items were included in the final form of the scale which were significantly able to discriminate between two extreme groups of teacher educators i.e. highly discriminating items having t-value of 1.75 or above.

(iv) Intrinsic Validity- Professional commitment scale for teacher educators can be considered to possess adequate intrinsic validity which was established by ensuring internal consistency of the scale through computing correlation coefficients (Product Moment Correlation Method) between commitment scores on different dimensions

of professional commitment scale as well as with total commitment scores. The test-retest reliability coefficient of 0.796 was also an indicator of stability of the scale.

(v) Face Validity- The face validity of professional commitment scale was established by studying the reactions of teacher educators and personnel involved in teacher education programmes with regard to relevance of various items in the scale. The positive reactions and encouraging views were indicators of face validity of the scale.

However, the Professional Commitment Scale for Teacher Educators was revalidated keeping in view the influence of culture and characteristic of the population for which the scale was developed. For re-validation of professional commitment scale, the test was given to six experts in the field of education to evaluate the statements and their relevance for the population of the present field of study. From the responses and feedback received from the experts; it was established that the content of the test was valid for the population.

3.4.1.3 Norms:

      For interpretation of the level of Professional Commitment, z-Score Norms for the full Professional Commitment Scale have been given in Table 3.3 For the purpose of finding out the level of Professional Commitment for the full Scale, interpretation Norms have been given in Table 1

Table 1: z-Score Norms for full Professional Commitment Scale

Mean:265.26   SD: 20.81   N=210

Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score
216	-2.36	241	-1.16	266	0.03	291	1.23
217	-2.31	242	-1.12	267	0.08	292	1.28
218	-2.27	243	-1.07	268	0.13	293	1.33
219	-2.22	244	-1.02	269	0.17	294	1.38
220	-2.17	245	-0.97	270	0.22	295	1.43
221	-2.12	246	-0.92	271	0.27	296	1.47
222	-2.07	247	-0.88	272	0.32	297	1.52
223	-2.03	248	-0.83	273	0.37	298	1.57
224	-1.98	249	-0.78	274	0.41	299	1.62
225	-1.93	250	-0.73	275	0.46	300	1.67
226	-1.88	251	-0.68	276	0.51	301	1.71
227	-1.83	252	-0.64	277	0.56	302	1.76
228	-1.79	253	-0.59	278	0.61	303	1.81
229	-1.74	254	-0.54	279	0.66	304	1.86
230	-1.69	255	-0.49	280	0.70	305	1.91
231	-1.64	256	-0.44	281	0.75	306	1.95
232	-1.59	257	-0.40	282	0.80	307	2.00
233	-1.54	258	-0.35	283	0.85	308	2.05
234	-1.49	259	-0.30	284	0.90	309	2.10
235	-1.44	260	-0.25	285	0.95	310	2.15
236	-1.40	261	-0.20	286	0.99	311	2.19
237	-1.36	262	-0.16	287	1.04	312	2.24
238	-1.31	263	-0.11	288	1.09	313	2.29
239	-1.26	264	-0.06	289	1.14	314	2.34
240	-1.21	265	-0.01	290	1.19	315	2.39

Table 2

Norms for Interpretation of Level of Commitment

Sl.No.	Range of z-Scores	Grade	Level of Commitment
1	+2.01 and above	A	Extremely High Commitment
2	+1.26 to +2.00	B	High Commitment
3	+0.51 to +1.25	C	Above Average Commitment
4	-0.50 to +0.50	D	Average/Moderate Commitment
5	-0.51 to -1.25	E	Below Average Commitment
6	-1.25 to -2.00	F	Low Commitment
7	-2.01 and below	G	Extremely Low Commitment

Recalibration of norms: The Professional Commitment Scale for Teacher Educators norms are recalibrated to ensure that they remain relevant and reflective of the current sample, ultimately enhancing the credibility and applicability of the study's results. The subsequent tables display these recalibrated norms for test interpretations.

Table 3

Recalibrated z-Score Norms for full Professional Commitment Scale

Mean: 279.58   SD: 27.16   N=70

Raw Score	Z-Score	Raw Score	Z-Score	Raw Score	Z-Score
220	-2.19	266	-0.50	300	0.75
222	-2.11	268	-0.42	301	0.78
232	-1.75	269	-0.38	302	0.82
235	-1.64	272	-0.27	303	0.86
239	-1.49	277	-0.09	305	0.93
240	-1.45	278	-0.05	306	0.97
242	-1.38	279	-0.02	312	1.19
245	-1.27	282	0.08	313	1.22
251	-1.05	284	0.16	318	1.41
253	-0.97	285	0.19	321	1.52
255	-0.90	286	0.23	323	1.59
256	-0.86	287	0.27	330	1.85
258	-0.79	290	0.38	331	1.89
259	-0.75	292	0.45	334	2.00
260	-0.72	293	0.49	339	2.18
261	-0.68	294	0.53		
263	-0.61	296	0.60		
265	-0.53	298	0.67		

Table 4

Recalibrated Norms for Interpretation of Level of Commitment

Range of Raw scores	Range of z-scores	Level of Commitment
338 and above	+2.15 and above	Extremely High Commitment
315 to 337	+1.29 to +2.14	High Commitment
292 to 314	+0.43 to +1.28	Above Average Commitment
268 to 291	-0.42 to +0.42	Average/Moderate Commitment
246 to 267	-1.29 to -0.43	Below Average Commitment
221 to 245	-2.14 to 1.28	Low Commitment
220 and below	-2.15 and below	Extremely Low Commitment

3.5 Procedure for data collection

The investigator visited all the Secondary teacher education institutions personally and observed the infrastructure and instructional materials possessed by them. The questionnaire developed by the investigator for secondary teacher education institutions, teacher educators and students were administered to all the secondary teacher education institutions, 70 teacher educators and 280 students. The investigator communicated with the office staff and Head of the institution regarding the history, status, course structure, administration, admission procedure, infrastructure facilities and compliance of NCTE norms.

The Professional Commitment Scale for Teacher Educators developed by Vishal Sood K (2011), was administered to 70 teacher educators. Two techniques were used to gather data from the teacher educators: in-person interactions and Google Forms. 22 teacher educators were contacted personally by the researcher, and 48 teacher educators completed through Google Form that was sent to them via Whats App and E-mail.

An Interview was scheduled with the Head of each institution in which the compliance of NCTE norms 2014 by the institution was discussed and asked. A

Focus Group discussion with selected teacher educators was also organized through Google Meet which was recorded and analysed later.

3.6 Procedure for data analysis

Considering the nature of the data and the study's objectives, the researcher employed the following statistical methods for analysis.

a) Descriptive statistics measures: Various measures of central tendency, standard deviation which is a measure of variability, percentage and z-score, were employed to understand the distribution of scores and to classify students into different categories based on the nature of their scores.

b) Test of significance for mean difference: A t-test was applied to determine the significance of differences in mean scores between different groups categorized by gender (male and female), by marital status (married and un-married), by age (40yrs & below and above 40yrs).

c) To analyze the qualitative data, the investigator utilized documentary and descriptive analysis. Additionally, data triangulation was employed, where the qualitative data was compared with the interpreted quantitative data to validate the findings.

9. MAJOR FINDINGS

The major findings of the study are provided as under:

9.1 Objective No.1: To trace the history and development of teacher education programmes in Mizoram :

1. Teacher training in Mizoram began in 1901 under British rule and was further developed by the government.

2. Christian missionaries played a pioneering role in initiating teacher education, targeting middle school graduates with aptitude for teaching.

3. Teacher Education Institutions (TEIs) were among the earliest professional educational institutions in Mizoram, highlighting the state's long-standing focus on teacher training.

4. DIET, Aizawl was established as the Junior Basic Training Centre (JBTC) on September 1, 1953, it initially trained primary school teachers

5. Junior Basic Training Centre (JBTC) was merged with the Normal Training School (NTS) and was renamed the Undergraduate Teacher Training Institute (UGTTI) on September 19, 1974.

6. On July 1, 1980, Undergraduate Teacher Training Institute (UGTTI) was renamed as the Teacher Training Institute (TTI) to increase its capacity and train a larger number of teachers.

7. Teacher Training Institute (TTI) was then upgraded to DIET in 1988 with the launching of the Centrally Sponsored Scheme for Restructuring and Reorganization of Teacher education.

8. DIET, Aizawl was recognized by NCTE in 2000 to offer D.El.Ed programs affiliated with the Mizoram Board of School Education (MBSE).

9. The Bachelor of Education (B.Ed) programme was introduced in 2018 with an intake of 50 students in DIET, Aizawl

10. Under Graduate Teacher Training Institute (UGTTI) at Lunglei (A district in the southern part of Mizoram) was established in September 28, 1974 and in 1980 it was upgraded as Teacher Training Institute (TTI) which was then later upgraded and designated as District Institute of Education and Training (DIET) in the year 1993.

11. The Bachelor of Education (B.Ed) programme was introduced in 2018 with an intake of 50 students in DIET, Lunglei

11. In 2005, District Resource Centres (DRC) were established in the remaining six districts (Champhai, Kolasib, Lawngtlai, Mamit, Siaha, and Serchhip) eventually evolving into DIETs by April 15, 2013.

12. Institute of Advanced Studies in Education (IASE) was founded as Mizoram Institute of Education (MIE) in 1975, it transitioned into the only College of Teacher Education (CTE) in the state in 1997. In 2012, it starts function as an Institute of Advanced Studies in Education (IASE).

13. The M.Ed. Course was commenced in August 2012 with an initial enrollment of 28 students at Institute of Advanced Studies in Education (IASE).

14. Institute of Advanced Studies in Education, Aizawl, started offering M.Phil and Ph.D. Course in Education from 2019.

15. The Department of Education, Mizoram University (at the time of NEHU, Mizoram Campus) began in 1980 with a one-year M.Ed. programme, which was later extended to a two-year program starting in the 1985-86 academic session.

16. The Department of Education at Mizoram University began offering a two year B.Ed programme in 2016 based on NCTE 2014 regulations, with an intake of 100 students.

17. Two year M.Ed. programme was commenced by the Department of Education, Mizoram University from the academic session of 2018-2019

18. Besides B.Ed and M.Ed programme the Department of Education, Mizoram University also offered M.A (Education) and P.hD (Education)

19. A notable recent advancement of the Department of Education, Mizoram University is the commencement of Integrated Teacher Education Programme (ITEP) from 2024.

9.2 Objective No.2: To examine the course structure and syllabus of teacher education programmes in Mizoram :

1. The course structure and syllabus of secondary teacher education in Mizoram was prepared in align with NCFTE 2009 and regulations of NCTE – 2014.

2. The syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020 with an effort undertaken by the department of Education, Mizoram University.

3. The two year B.Ed. programme spread into four semesters, that consist of 12 Core Courses (CC), 1 Soft Course (SC), and 4 Enhancement of Professional Competencies (EPC) Courses. The B.Ed. programme carry 2000 marks, of which 1250 marks are Core and Soft Course (SC), and the remaining 750 marks is School Internship (500 Marks) and Enhancement of Professional Competencies Courses (250 Marks). The total marks for internal and external assessment is 1000 each, which means 2000 total marks for all the four semester. The total credit for the course is 80. All of the four semesters have 500 marks and 20credits each. The third semester is fully devoted to school internship.

4. 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. Each paper have 4 credits and the total credits was is 20. 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.

5. The name of the first paper on I Semester is Childhood and Growing Up (B.Ed./1/CC/101). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and the paper visualized systematic introduction to the study of childhood, child development and adolescence. Beginning teachers need to engage with and understand children of different ages by interacting with them and observing them in diverse social, economic and cultural contexts rather than through an exclusive focus on psychological theories of child development.

6. The second paper on first Semester is Contemporary India and Education (B.Ed./1/CC/102). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has five units and the paper emphasis on psychological characteristics of the individual learner to his/her social, cultural, economic and political contexts. Therefore, a rigorous engagement with issues of contemporary Indian society must necessarily be examined through an engagement with concepts drawn from a diverse set of disciplines including sociology, history, philosophy,

political science and economics. It also provides space for engagement with issues and concerns of India's pluralistic nature; issues of identity, gender, equity, poverty and diversity.

7. The third paper on first Semester is Learning and Teaching (B.Ed./1/CC/103). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and This paper put emphasis on the variables of teaching-learning process so as to infer teacher's role in making instruction effective, the major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able facilitate the learning of their pupils, different approaches of learning and concept, phases, levels and models of learning.

8. The fourth paper on first Semester is Understanding Disciplines and Subjects (B.Ed./1/CC/104). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and the paper enables to understand the nature and role of disciplinary knowledge in the school curriculum, identify the substantial changes in validation of knowledge as a function of history, geography, culture and subjectivity. It also helps in identifying the paradigm shifts in the nature of disciplines (culture free to culture laden) and reflect on history of teaching Languages, Mathematics, Sciences and Social Sciences in schools.

9. The fifth paper on first Semester is ICT in Teacher Education (B.Ed./1/EPC/105). It is a full paper which consist 100 marks and it is fully internal paper. It has four units and paper enables to understand the social, economic, security and ethical issues associated with the use of ICT identify the policy concerns for ICT describe a computer system; operate the Windows and/or Linux operating systems.

10. The course for the second semester consisted of four full papers with 100 Marks each and two half papers with 50 Marks each, the value of the total mark of the second semester is 500 Marks. Each full paper have 4 credits and each half papers have 2 credits with the total credits of 20. This semester had four core courses and two Enhancement of Professional Competencies (EPC) paper.

11. Knowledge and Curriculum (B.Ed./2/CC/201) is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and paper

focus on epistemological basis of education to help them shape educational and pedagogical practices. It enables the students to understand the knowledge aim of education, describe the process of knowledge construction, develop the concept of curriculum, differentiate different types of curriculum, understand the basis/foundations and determinants of curriculum, analyze the various levels at which curriculum decision making operates.

12. Pedagogy of School Subject - I (B.Ed./2/CC/202) includes four school subject papers namely:-
Teaching of Mathematics, Teaching of Biological Science, Teaching of English and Teaching of Mizo.

13. Pedagogy of School Subject – II (B.Ed/2/CC/203) includes three school subjects namely:-
Teaching of Physical Science, Teaching of Social Science and Teaching of Geography.

14. Students from Physics, Chemistry and Mathematics subject background can opt Teaching of Mathematics as their Pedagogy - I and Teaching of Physical Science as Pedagogy – II. Students from Chemistry, Botany and Zoology background can opt Teaching of Biological Science as Pedagogy – I and Teaching of Physical Science as Pedagogy – II. Students from English, Mizo, Social Sciences, Commerce and Geography can opt Teaching of English/Mizo/Mathematics as Pedagogy – I and Teaching of Social Science/ Geography as Pedagogy – II

15. Assessment for Learning (B.Ed./2/CC/2 04) is another paper from II Semester B.Ed which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper will enable students to understand the concept of assessment, use of qualitative and quantitative tools and techniques of evaluation. Develop the skill in preparing and administering test and skills in setting question papers. Familiarize with new trends in assessment and develop the skill to compute basic statistical test and interpret test scores.

16. The fifth paper of the second Semester is Reading and Reflecting on Text EPC-2 (B.Ed./2/CC/2 05). It is a half paper which consist 50 marks and a fully internal paper. It has three units and this paper enable the students to read a wide variety of

texts including narrative and expository texts from diverse sources. Enhance their capacities as readers and writers by becoming participants in the process and develop metacognitive awareness to become conscious of their own thinking processes.

17. The Sixth paper of the second Semester is Drama and Art in Education EPC-3 (B.Ed./2/CC/2 06). It is a half paper which consist 50 marks and a fully internal paper and develop creativity and aesthetic sensibilities in student- teachers and learn the use of art in teaching- learning. Understand the significance of drama and art in education, study the function of art and drama as critical pedagogy to move beyond the classroom and to invoke collective consciousness.

18. The whole third Semester is devoted to Internship and related activities. The said internship consisted three phases viz Pre-internship, Internship and Post-internship.

19. The pre internship phase which carry 100 marks comprises of 4 weeks, and activities relating to this phase are conducted within the institute/department.

20. The activities during the pre-internship phase comprises - Model/Demonstration Lesson, Development of Skills, Simulated Teaching, Development of Teaching Learning Materials and School Exposure.

21. In Phase-II of internship (i.e School Internship) the student-teachers are attached to a particular school for teaching practice for 12 weeks. During this phase, they were anticipated to conduct a minimum of 20 lessons each in both pedagogy papers under the guidance of the respective teacher and a mentor at the practicum school. They were required to develop 15 lesson plans for each of the pedagogies and engage in peer teaching observations for mutual learning.

22. Phase III of Internship is Post Internship in which the student-teacher submitted detailed reports reflecting their school experiences throughout the internship, which were officially endorsed by the overseeing teacher educator. They were also tasked with observing the school timetable and conducting a critical evaluation of its effectiveness. Evaluation extended to participation in various school activities such as CCA, sports, etc. Furthermore, the writing of reports on the school library or any

available laboratory, as well as on physical assets and campus beautification, formed part of the overall report submission.

23. The fourth semester consisted of four full papers with 100 Marks each and two half papers consisted of 50 marks each. The value of the total mark of the fourth semester was 500 Marks. Each paper full paper has 4 credits and two half paper have 2 credits each. The total credits are 20. This semester had four core courses, one Enhancement of Professional Competencies (EPC) paper and four optional paper in which students can opt one paper from the optional paper.

24. The first paper on IV Semester is Language Across the Curriculum (B.Ed./4/CC/401). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and from this paper students able to understand the language background of students, the centrality of language in learning, multilingualism in the Indian classroom and become sensitivity to the language diversity that exists in the classrooms.

25. The second paper on IV Semester is Inclusive Education (B.Ed./4/CC/402). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper helps to understand the diverse background of the students to create an inclusive environment, distinguish the concepts of special school, integrated school and inclusive school, learn the different policies on inclusive education. It also makes the learner to see individual differences not as a problem but as opportunities for enriching learning and fulfill the educational needs of children with special needs.

26. The third paper on IV Semester is School Organization and Management (B.Ed./4/CC/403). It is a full paper which consist 100 marks (40 marks for internal and 60 marks for external). It has four units and this paper focuses the fundamentals of educational management, compare various types of educational management and its implications, develop an understanding of the school-community relations in educational management and comprehend the role of headmaster and teachers in school management.

27. The fourth paper on IV Semester is Gender School and Society (B.Ed./4/CC/404). It is a half paper which consist 50 marks (20 marks for internal and 30 marks for external). It has three units and this Paper acquaints the learner to understand the concepts of sex and gender, the psychological and sociological perspective of sex and gender, know the social construction of gender with special reference to family and identify gender roles in textbooks and curriculum.

28. The fifth paper on IV Semester is Understanding the Self (EPC-4) (B.Ed./4/CC/405). It is a half paper and enhancement of professional competencies course which consist 50 marks. The aim of the course is to develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher, through conscious ongoing reflection.

29. The sixth paper on IV Semester are Optional papers - Health and Physical Education (B.Ed/4/SC/406A), Guidance and Counselling (B.Ed/4/SC/406B), Peace Education (B.Ed/4/SC/406C) and Community Participation in Education (B.Ed/4/SC/406D). From these four optional papers student can opt any one paper. The optional paper is a full paper which consist 100 marks (40 marks for internal and 60 marks for external).

9.3 Objective No.3: To analyze the administrative structure and functions of teacher education institutions in Mizoram:

1. Teacher education institutions in Mizoram have been fully managed and regulated by government authorities, either at the state or central level.

2. Institute of Advanced Studies in Education (IASE), Aizawl, functions under the Department of Higher and Technical Education, Government of Mizoram. It is affiliated with Mizoram University and recognized by the National Council for Teacher Education (NCTE).

3. Both the District Institute of Education and Training (DIET) in Aizawl and Lunglei are managed by the Department of School Education, Government of Mizoram. These institutions are also affiliated with Mizoram University and recognized by NCTE.

4. The Department of Education at Mizoram University operates entirely under the authority and administration of the Central Government. It functions as a centrally governed institution and adheres strictly to the regulations and guidelines established by the National Council for Teacher Education (NCTE).

5. The staffing structure of Department of Education, Mizoram University (MZU) has a structured administrative setup with a central librarian and two Lower Division Clerks (LDCs) handling office tasks. However, it has only one lab assistant and no lab attendants/helpers, which may limit hands-on learning. The presence of a technical assistant helps with equipment-related tasks, but the absence of a computer operator and storekeeper suggests potential gaps in IT and inventory management.

6. Institute of Advanced Studies in Education (IASE) demonstrates a slightly more diverse staffing pattern. It has a better lab support system with two lab assistants and two lab attendants/helpers, ensuring smooth practical training. However, it has only one Upper Division Clerk (UDC) for administrative tasks. The absence of a computer operator and technical assistant may hinder IT and technical support, and like other institutions, it lacks a storekeeper for inventory management.

7. District Institute of Education and Training (DIET), Aizawl has a well-balanced staffing structure, including a librarian, a lab assistant, two office/account assistants, and a technical assistant. Unlike MZU and IASE, it has a dedicated computer operator, ensuring better IT support. The presence of two lab attendants/helpers enhances practical training. The only gap is the absence of a storekeeper for resource management.

8. District Institute of Education and Training (DIET), Lunglei follows a similar pattern to DIET Aizawl, with a librarian, a lab assistant, two office/account assistants, and a technical assistant. The presence of a computer operator strengthens digital support, and two lab attendants/helpers improve lab management. Like the other institutions, it lacks a storekeeper, which may affect inventory control.

9. The department of Education, Mizoram University follows all rules and policies set by the Central Government and University Grants Commission (UGC) regarding

service conditions, recruitment, pay scales, and pension provisions. This ensures standardization and alignment with national policies.

10. Teaching staff recruitment in the department of Education, Mizoram University follows a rigorous selection process, including national-level advertisements, academic evaluation, and interviews by an expert committee. Even the Non-teaching staff salaries follow the Central Government's pay matrix, ensuring parity with other government institutions.

11. Policies on working hours, leave entitlements, promotions, and disciplinary actions ensure a structured and transparent work culture in the department of Education, Mizoram University.

12. Institute of Advanced Studies in Education (IASE), being under the jurisdiction of the Higher and Technical Education Department of the State Government of Mizoram, follows a distinct governance framework for the conditions of service, recruitment processes, pay scales, and pension rules applicable to its teaching and non-teaching staff.

13. The conditions of service for the teaching and non-teaching staff of IASE are primarily governed by the rules and regulations set by the Higher and Technical Education Department of Mizoram, complemented by UGC guidelines.

14. The recruitment process for both teaching and non-teaching staff at IASE is conducted as per the rules of the Mizoram State Government while incorporating UGC's recommendations to uphold academic standards.

15. The pay scales for both teaching and non-teaching staff at IASE are determined primarily by the Mizoram State Government's pay matrix, which is periodically revised to align with the recommendations of the State authority. Pay scales of Teaching Staff are also influenced by UGC norms, ensuring parity with national academic institutions.

16. The District Institutes of Education and Training (DIETs) in Mizoram were established as part of the Restructuring and Reorganization of the Centrally Sponsored Scheme of Teacher Education, initiated by the Ministry of Human

Resource Development (now the Ministry of Education), Department of School Education and Literacy, Government of India.

17.The conditions of service for both teaching and non-teaching staff employed under DIETs were designed to be co-terminus with the duration of the scheme. This means their employment tenure was directly tied to the continuation of the scheme, creating a level of job insecurity compared to regular state government employees.

18. The recruitment of staff for DIETs was conducted through a Special Recruitment Board specifically constituted by the state government to ensure a standardized and transparent selection process. The pay scales and retirement age (age of superannuation) for DIET staff were aligned with those of regular state government employees, ensuring parity in terms of remuneration and service tenure.

19. Unlike other regular state employees, staff working under DIETs did not receive certain essential post-employment, welfare benefits and pension benefits.

9.4 Objective No.4: To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram:

1. An analysis of the B.Ed Curriculum of teacher education in Mizoram revealed that the duration of the course is in conformity with the NCTE Norms 2014.

2. A scrutiny of the students' attendance registers in the sampled teacher education institutions confirmed that the working days are more than 200 days in all the Teacher education institute. As such, the working days of Teacher education institute in Mizoram were as per the NCTE Norms 2014. An analysis of the existing Time table in each institution shows that six hours work schedule for five days per week is followed.

3. As per the NCFTE 2009 and regulations of NCTE – 2014, the B.Ed curriculum for secondary teacher education programme in Mizoram was prepared under Mizoram University. The Department of Education, Mizoram University has undertaken efforts to develop one of the most exemplary curricula in the country. The syllabus was revised in 2019 and recently it was revised in 2023 in accordance with NEP 2020.

4. Theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship have been fulfilled and followed by all the secondary teacher education institutions in Mizoram as per NCTE norms 2014.

5. Practicum courses of the B.Ed curriculum in Mizoram was in conformity with the NCTE Norms 2014. The curriculum covered all the theory courses - perspectives in education and curriculum and pedagogic courses, engagement with the Field/Practicum and School Internship.

6. The NCTE 2014 requirement that a two-year B.Ed program must include at least 20 weeks of internship is fulfilled by all secondary teacher education institutions in Mizoram.

7. As per NCTE 2014 norms teacher education institution in Mizoram developed an activity calendar at the start of the academic year, aligning it with the academic schedule of secondary schools.

8. As per NCTE 2014 norms teacher education institution in Mizoram obtained prior approval from the District School Education Office to use government secondary schools within their districts for school Internship, school-based activities, customized to their specific requirements. Furthermore, private and deficit secondary schools in Aizawl district also participated in these activities.

9. Transaction of Perspectives in Education and Curriculum and Pedagogic Studies courses was done using a multiple and variety approaches by teacher education institution in Mizoram. Besides Lecture, teacher educator deployed discussion, intellectual discourse, individual and group activity, brainstorming session, buzz technique, critical thinking technique, problem solving, activity base learning, constructivistic approach, observation and demonstration approach. Observation records are maintained by each of the institution for intern students and had a cordial relation with intern schools.

10. Teacher educators in the sampled Teacher Education Institutions frequently utilized seminars, debates, lectures, and discussions as methods for delivering the

curriculum. Additionally, seminars and debates on various educational topics were occasionally organized as co-curricular activities for student teachers.

11. Workshops, seminars and trainings on various topics were organized by the teacher education institutions in Mizoram. Especially, MZU and IASE organized International and National Seminars where teacher educators presented their papers.

12. Most teacher education institutions in Mizoram have not invited school teachers to their institution to provide feedback to student teachers. Only DIET, Lunglei has implemented this practice.

13. All teacher education institutions in Mizoram set up a separate committee for addressing complaint and grievance redressal.

14. Prior to the initiation of school internships, each teacher education institute provided essential information and instructions to the head of the institution to ensure the smooth implementation of the programme. Any concerns or issues were addressed in advance, and mutual decisions were reached before the internship programme commenced.

15. According to NCTE Norms 2014, it is recommended that 20% to 30% of the marks for perspectives in education and curriculum and pedagogic studies be allocated to continuous internal assessment, with 70% to 80% assigned to external examinations. However, the Mizoram University curriculum prescribes a different weightage, allocating 40% to internal assessment and 60% to external examinations. Despite this variation, the norms allow the affiliating university to determine the weightage for internal and external assessments.

16. Internal assessment of teacher education institute in Mizoram is based on criteria such as individual or group assignments, observation records, and student portfolios. Institutions openly communicated the internal assessment process and displayed results transparently which was conformity with NCTE norms 2014

17. All teacher education institutions in Mizoram were government-run (state and central), so, no separate Managing Committee was established.

9.5 Objective No. 5: To find out the physical infrastructure of various institutions of teacher education in Mizoram:

1. All the teacher education institutions in Mizoram have largely met the infrastructural requirements prescribed by NCTE 2014.

2. All institutions have well-equipped classrooms, libraries, ICT Resource Centres.

3. Multipurpose halls (200-seat capacity), staff rooms, seminar rooms, and administrative offices are present in all institutions.

4. Art and Craft Resource Centre is available in all institutions.

5. Health & Physical Resource Centre is only available at IASE; absent in MZU, DIET Aizawl, and DIET Lunglei.

6. Yoga Centre is present only in MZU; absent in IASE, DIET Aizawl, and DIET Lunglei.

7. Multipurpose Playfields and Indoor Games Facilities are available in all institutions.

8. Common rooms for male and female students are absent in all institutions.

9. Separate toilets for male and female students are available in all institutions.

10. Hostels for male and female students are provided across all institutions.

11. Visitor's rooms, canteens, and administrative offices are present in all institutions.

12. Barrier-free access for persons with disabilities (PWD) is incomplete, MZU, IASE, and DIET Lunglei provide partial barrier-free access. DIET Aizawl has no barrier-free access.

13. PWD-friendly toilets are mostly absent; only IASE provides partial compliance.

14. Parking spaces and store rooms are available in all institutions.

15. Fire safety measures are absent in MZU, which is a major safety concern. IASE, DIET Aizawl, and DIET Lunglei have fire safety measures in place.

16. Department of Education, Mizoram University (MZU) possesses a total land area of 39,58,046 square meters, representing the entire campus area. While the land area is not specific to the Department of Education, it is vastly more than the NCTE requirement of 2,500 square meters for an initial intake of 50 students or 3,500 square meters for an annual intake of 200–300 students. The built-up area for the department is 4,888.28 square meters, exceeding the minimum requirement of 1,500 square meters for 50 students or 2,000 square meters for an intake of 100 students.

17. Institute of Advanced Studies in Education (IASE) possesses 7,324.81 square meters of land, which comfortably exceeds the 2,500 square meters required for an intake of 50 students and aligns with the 3,500 square meters requirement for an annual intake of up to 300 students. Its built-up area is 3,072 square meters, exceeding the 1,500 square meters required for 50 students and the 2,000 square meters required for 100 students.

18. DIET Aizawl possesses 20,163 square meters of land, significantly surpassing the NCTE requirement of 2,500 square meters for 50 students. Its built-up area is 2,352 square meters, meeting the required 1,500 square meters for 50 students and exceeding the 2,000 square meters required for 100 students. DIET Lunglei owns 41,862 square meters of land, far exceeding the minimum requirement of 2,500 square meters for 50 students. Its built-up area is 2,006 square meters, meeting the NCTE minimum of 1,500 square meters for 50 students and satisfying the requirement of 2,000 square meters for 100 students.

19. In conformity with NCTE norms 2014, all teacher education institution in Mizoram ensure easy access to a sufficient number of recognized secondary schools within a reasonable distance. This compliance facilitates fieldwork and practice teaching, a critical component of teacher education, allowing student teachers to gain practical experience in real classroom settings.

20. In terms of library infrastructure, all the institutions meet the requirement of NCTE having a well-equipped library-cum-reading room that can accommodate at least 50% of their students. These libraries had a minimum of 1,000 titles and 3,000

books, including relevant texts, references, educational encyclopedias, yearbooks, and electronic resources such as CD-ROMs and online publications.

21. There are differences in the availability of Curriculum Laboratories. IASE and DIET Lunglei have set up these labs with materials related to school subjects, but MZU and DIET Aizawl do not have them. Without these labs, it may be difficult for these institutions to offer practical, subject-based training.

22. Each institution maintains a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience, which fosters creativity and hands-on learning among student teachers. They are also equipped with games and sports facilities, catering to both indoor and outdoor activities.

23. All institutions have simple musical instruments, including harmoniums and other indigenous instruments, supporting the development of artistic skills and cultural appreciation among student teachers.

24. All institutions comply with the NCTE Norms 2014 regarding other amenities. Each institution ensures the availability of functional and sufficient furniture for instructional and other purposes, along with proper parking facilities for vehicles. Access to safe drinking water is consistently provided, and arrangements for maintaining cleanliness on campus are effectively implemented. This includes the upkeep of water and toilet facilities, with separate provisions for male and female students and faculty, as well as the repair and replacement of furniture and equipment.

9.6 Objective No.6: To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram:

1. Department of Education, Mizoram University (MZU), admits 100 students annually i.e. two units.

2. The eligibility criteria to the admission of B.Ed programmes under Department of Education, Mizoram University (MZU), adhere strictly to the NCTE Norms 2014, which set minimum academic qualifications for teacher trainees. Additionally, there is a 5% relaxation in marks for candidates from reserved categories (SC/ST/OBC)

and Persons with Disabilities (PWDs). This relaxation promotes inclusivity and aligns with the national agenda for equitable access to higher education for disadvantaged groups. Advertisement regarding admission was display on newspaper and University website.

3. Admissions are based on a Written Entrance Test only conducted by the university on a merit basis. This standardized test ensures fairness and transparency in the selection process, prioritizing academic merit without subjective evaluations. By relying exclusively on entrance test scores, the university ensures that its student intake is academically competitive and aligned with its reputation as a premier institution.

4. Institute of Advanced Studies in Education (IASE) has the largest intake capacity of 150 students, which is three units highlighting its role as a key institution for advanced teacher education in Mizoram.

5. Institute of Advanced Studies in Education (IASE) has followed the eligibility criteria as per NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC categories and PWDs. This ensures that the institution remains inclusive while maintaining the national standards for teacher education.

6. Advertisement for admission to B.Ed programme was flash on the local newspaper, local Cable T.V and Institution website by Institute of Advanced Studies in Education (IASE) after which a careful screening procedure was conducted to eliminate in eligible candidate who did not fulfill the eligible criteria.

7. Admissions at IASE are conducted through a two-step process involving a Written Entrance Test followed by a Personal Interview. The Written Entrance Test assesses candidates' academic aptitude, arithmetic knowledge, language knowledge and subject knowledge. The Personal Interview serves as an additional evaluative measure to assess candidates' communication skills, teaching aptitude, and overall suitability for the teaching profession.

8. District Institutes of Education and Training (DIET), Aizawl admits 50 (one unit) students annually, reflecting its focus on district-level teacher training. Its smaller

intake capacity ensures individualized attention to trainees and effective skill development.

9. District Institutes of Education and Training (DIET), Aizawl also follows the eligibility criteria align with NCTE Norms 2014, with a 5% relaxation in marks for SC/ST/OBC candidates and PWDs. This ensures that the institution remains accessible to underrepresented and disadvantaged groups while maintaining adherence to national teacher education standards.

10. Advertisement of admission to B.Ed programme are display on local newspaper, local T.V and institute website by DIET Aizawl and it also employs a two-step process for admissions process, Written Entrance Test and Personal Interview.

11. District Institutes of Education and Training (DIET), Lunglei also admits 50 students annually (one unit). Its focus on a smaller intake reflects its role in addressing the specific educational needs of its district while maintaining quality in teacher training.

12. District Institutes of Education and Training (DIET), Lunglei eligibility criteria follow NCTE Norms 2014, with a 5% relaxation in marks for candidates from SC/ST/OBC backgrounds and PWDs. This ensures inclusivity and alignment with the principles of equitable access to teacher education.

13. In District Institutes of Education and Training (DIET), Lunglei. advertisement of admission to B.Ed programme are display on local newspaper, local T.V and institute website by DIET, Lunglei and it also employs a two-step process for admissions process, Written Entrance Test and Personal Interview.

9.7 Objective No.7: To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram:

1. 22 teacher educators (i.e. 31.42%) have 1-5 years of teaching experiences, 21 teacher educators (i.e. 30%) have 11 – 15 years of teaching experiences, 13 teacher educators (i.e. 18.57%) have 6 – 10 years of teaching experiences, 10 teacher

educators (i.e. 14.28%) have 16 – 20 years of teaching experiences and 4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences.

2. The highest proportion of teacher educators falls within 1-5 years of teaching experiences which is 31.42% from the respondent. This indicates a significant presence of young faculty members, which may bring innovation and new teaching methodologies.

3. The second highest of teacher educators falls within 11 – 15 years of teaching experiences which is 30 % from the respondent.

4. 13 teacher educators (i.e. 18.57%) have 6 – 10 years of teaching experiences.

5. 10 teacher educators (i.e. 14.28%) have 16 – 20 years of teaching experiences

6. 4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences which constitute the lowest proportion of teacher educators.

7. With regards to qualification, 33 teacher educators (i.e. 47.14%) have Master Degree with M.Ed

8. 18 teacher educators (i.e. 25.71%) have Ph.d with M.Ed educational qualification.

9. 10 teacher educators (i.e. 14.28%) have a qualification of Master Degree with B.Ed

10. 4 teacher educators have a qualification of Master of Physical Education MP.Ed

11. 3 teacher educators (i.e. 4.28%) have Ph.d with B.Ed qualification

12. 2 teacher educators (i.e 2.85%) have a degree of Ph.d in Education

13. The qualification of teacher educators in Mizoram are in conformity with NCTE norms2014.

9.8 Objective No.8: To find out the level of professional commitment of teacher educators in Mizoram :

1. It was found that the overall level of Professional Commitment of teacher educator in Mizoram falls in the category of Average /Moderate level. 30% of teacher educators falls at the Average/Moderate Level of Professional Commitment which constitute the highest percentage.

3. It was also found that 25.71% of teacher educator falls under Above Average Level of Professional Commitment.

4. 21.42% of teacher educators falls under Below Average Level of Professional Commitment.

5. 11.42% of teacher educator had Low level of Professional Commitment.

6. 8.57% of teacher educator had High Level of Professional Commitment.

7. 1.42% of teacher educator falls under both Extremely low and Extremely high Level of Professional Commitment.

9.9 Objective No.9: To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age:

a) On the basis of gender :

1.It was found that 34.61% of the male teacher educators have Below Average level of Professional Commitment.

2. It was revealed from the study that out of 26 male teacher educators, 19.23% have Average /Moderate level of professional commitment, 15.38% have Low level of professional commitment, another 15.38% have Above average professional commitment and another 11.53% have High level of professional commitment whereas 3.84% have Extremely High Level of professional commitment.

3. It was also found that 36.35% of the female teacher educators have Average/ Moderate level of Professional Commitment.

4. It was found that out of 44 female teacher educators , 31.81% have Above Average level of Professional Commitment, 13.63% have Below Average level of Professional Commitment, 9.09% have Low Professional Commitment, 6.81% have high Professional Commitment and 2.27% have Extremely Low Professional Commitment.

5. It was found that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender. Therefore, the null hypothesis that assumes there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender is accepted.

b) On the basis of Marital Status:

1. It was found that out of 47 married teacher Educators 29.78% have Average /Moderate level of professional commitment and Above average professional commitment, 21.27% have Below Average level of Professional Commitment, 6.38% have Low level of professional commitment and another 13.04% have High level of professional commitment whereas 2.12% have Extremely High Level of professional commitment and 4.25% have Extremely Low Level of professional commitment.

2. Out of 23 Un-married teacher Educators 39.13% have Average /Moderate level of professional commitment, 21.73% have Below Average level of Professional Commitment, 13.04% have Low level of professional commitment and another 13.04% have High level of professional commitment, 8.69% have Above average professional commitment, whereas 4.34% have Extremely Low Level of professional commitment.

3. It was also found that there is no significant difference in the level of professional commitment between teacher educators in Mizoram with respect to their marital status. Therefore, the null hypothesis which stated that there is no significant difference in the level of professional commitment between teacher educators in Mizoram with respect to their marital status is accepted.

c) On the basis of their Age :

1. It was found that out of 40 teacher educators who are 40yrs and below, 32.5% have Average/Moderate level of Professional Commitment, 22.5 % falls on Above Average, 17.5% have Below Average level of Professional Commitment respectively, 12.5 % have High level of professional commitment, another 12.5% have Low Professional commitment, 2.5% have Extremely High level of professional commitment.

2. It was also found that out of 30 teacher educators with the above age of 40yrs, 30% have Above Average level of professional commitment, 26.66% have both Average and Below Average level of professional commitment, 10% have Low level of commitment, 3.33% have Extremely Low level of Commitment whereas another 3.33% have High level of commitment.

3. There is no significant difference in the level of professional commitment of teacher educators in Mizoram in relation to their age. So, the hypothesis that states, "There is no significant difference in the level of professional commitment of teacher educators in Mizoram in relation to their age is accepted.

10. DISCUSSION OF FINDINGS

10.1 Discussion on the findings related to Objective No. 1: To trace the history and development of teacher education programmes in Mizoram

Some of the research findings which are in relation with the history and development of teacher education programmes in Mizoram are discussed below:

The study which revealed the introduction of formal teacher education in colonial India, particularly in regions like Mizoram, was part of a broader strategy by the British to create an educated workforce that could aid in governance (Buchberger et al., 2000). Post-independence, teacher education in India grew to become a priority under government reforms (Kundu, 2020) is in align with findings which stated that "Teacher training in Mizoram started under British rule in 1901 and continued to evolve through various government initiatives. Initially, education in

Mizoram was influenced by missionary efforts, and teacher training was aimed at middle school graduates".

Studies on the role of missionaries in India, such as by Xalxo (2016), highlight how Christian missionaries contributed to establishing the first educational institutions and teacher training schools in various regions, including Northeast India aligns with the findings that stated "Christian missionaries in Mizoram played a key role in initiating teacher training programs, focusing on those with aptitude for teaching. This aligns with missionary efforts in many parts of India, where they established schools and teacher training centres".

The development of TEIs is a key feature in the history of teacher education reforms in India. According to Reddy & Reddy (2019), the expansion of TEIs across the country has been crucial in meeting the growing demand for qualified teachers which aligns with the findings that highlights 'Teacher Education Institutions (TEIs) in Mizoram, such as DIETs and the Institute of Advanced Studies in Education (IASE), are among the state's earliest professional institutions. These institutions have been central to improving the quality of teacher preparation'.

Kumar (2020) emphasizes the role of DIETs in decentralizing teacher education and addressing regional educational needs, particularly in rural and underdeveloped areas aligns with the findings related to establishment of DIETs in Mizoram (Aizawl, Lunglei, and other districts).

According to Darling-Hammond (2017), advanced programmes for teacher educators are necessary to ensure that teachers not only have strong subject knowledge but are also equipped with research skills and a deep understanding of pedagogy. (Kumar, 2020) shows that postgraduate and research-oriented programs have contributed to enhancing the quality of teacher education by fostering critical thinking and research among educators. These studies was in aligned with the findings related to the introduction of M.Ed, M.Phil, and Ph.D. programs at IASE and Mizoram University is in line with the national emphasis on enhancing the qualifications of teacher educators and building a research-oriented teaching workforce.

Integrated teacher preparation programmes that combine both theoretical and practical components from the early stages of training are highly effective in producing well-rounded educators (Shukla, 2021). In India, the National Policy on Education (NPE, 2020) and NCTE regulations have increasingly emphasized integrated programmes to address the challenges of teacher preparation. Studies like those by Kundu (2020) suggest that ITEP models offer a more holistic approach to teacher education, preparing teachers who are adaptable and equipped to handle the demands of modern classrooms. These studies were in aligned with the findings related the introduction of Integrated Teacher Education Program (ITEP) in 2024.

The major findings on teacher education in Mizoram align closely with a body of research from both India and globally. The historical role of Christian missionaries, the development of DIETs and B.Ed programs, the expansion of postgraduate courses, and the introduction of ITEP are all part of broader trends in the professionalization of teacher education. Research studies on teacher education reforms in India and other regions provide valuable insights that resonate with the trajectory observed in Mizoram. However, challenges such as regional disparities and infrastructure gaps remain a concern, necessitating ongoing reforms and targeted investments in teacher education.

10.2 Discussion on the findings related to Objective No. 2: To examine the course structure and syllabus of teacher education programmes in Mizoram:

Some of the research findings which are in relation with the course structure and syllabus of teacher education programmes in Mizoram are discussed below:

The revised syllabus of 2023 integrates elements of experiential learning, multidisciplinary approaches, and holistic education, which are core principles of NEP 2020 (Ministry of Education, 2020). The emphasis on competency-based learning, ICT integration, and inclusive education resonates with global trends in teacher education (OECD, 2019).

The total 80-credit structure distributed across four semesters ensures a balanced mix of theoretical and practical components, aligning with the credit framework recommended by UGC and NCTE. The allocation of 500 marks for

School Internship (25% of total marks) is supported by research highlighting the importance of extended classroom exposure in developing teaching skills (Darling-Hammond, 2006).

The inclusion of Pedagogy I and Pedagogy II courses in the second semester is in line with studies advocating for subject-specific pedagogical training (Shulman, 1986).

Research suggests that offering choices in pedagogy subjects, as seen in your structure, leads to better subject mastery and motivation among pre-service teachers (Grossman & McDonald, 2008). The three-phase internship model (Pre-Internship, Internship, Post-Internship) aligns with best practices in teacher education, emphasizing guided observation, hands-on teaching, and reflective practice (Zeichner, 2010). The requirement of lesson planning, peer observation, and reflective reporting enhances professional growth, as supported by studies on teacher identity formation (Kelchtermans, 2009).

The focus on EPC courses such as "ICT in Teacher Education," "Reading and Reflecting on Texts," and "Understanding the Self" aligns with the growing need for digital literacy and self-reflective practices in teaching (Koehler & Mishra, 2009; Schön, 1983). The emphasis on art, drama, and physical education as part of EPC reflects a shift toward holistic teacher preparation, which is supported by neuroscience research on multimodal learning (Fischer & Immordino-Yang, 2008).

The inclusion of "Inclusive Education" and "Gender, School, and Society" addresses critical issues in contemporary education, reinforcing UNESCO's Sustainable Development Goal 4 on equitable education (UNESCO, 2015). Studies highlight that teacher training on diversity and inclusion leads to more effective classroom practices and positive student outcomes (Florian & Black-Hawkins, 2011).

Offering optional courses like Guidance & Counselling, Peace Education, and Community Participation aligns with international trends in teacher education that emphasize socio-emotional learning and community engagement (Elias et al., 1997).

10.3 Discussion on the findings related to Objective No. 3: To analyze the administrative structure and functions of teacher education institutions in Mizoram:

Some of the research findings which are in relation with the administrative structure and functions of teacher education institutions in Mizoram are discussed below:

The fact and findings that all teacher education institutions in Mizoram are managed and regulated by the government (state or central) ensures standardization, funding stability, and regulatory oversight. However, research suggests that excessive government control can sometimes hinder institutional autonomy and innovation (Altbach, 2015). A more balanced approach, incorporating institutional autonomy with government oversight, could lead to better adaptability and responsiveness in teacher education.

The staffing structures across Mizoram University, IASE, and DIETs follow a structured and hierarchical model, ensuring clear roles and responsibilities. However, research highlights that higher administrative staff-to-faculty ratios may lead to bureaucratic inefficiencies (Raza, 2010). In contrast, institutions like DIETs and IASE seem to have a more balanced staffing model, ensuring effective support for academic activities.

The DIETs in Mizoram face significant challenges in terms of employment security, post-retirement benefits, and overall job satisfaction. Research indicates that temporary or co-terminus employment models create job insecurity, negatively impacting staff motivation and institutional effectiveness (Bajpai & Srivastava, 2019). DIET staff do not receive post-employment benefits, unlike their counterparts in Mizoram University and IASE, leading to disparities in financial security. Studies show that lack of pension provisions and job permanency leads to higher turnover rates and lower institutional commitment among faculty (Tilak, 2018). The pay scales of DIET staff are aligned with state government employees, ensuring parity. However, the absence of pension benefits contradicts established best practices,

which recommend long-term financial security for educators to enhance teaching quality and institutional loyalty (Carnoy, 2017).

Mizoram University's adherence to Central Government and UGC policies ensures standardized working conditions, recruitment processes, and pay structures. Research suggests that institutions following national frameworks often have better research output, faculty development programs, and academic growth opportunities (Chattopadhyay, 2009).

However, the IASE operates under the Mizoram State Government, creating a distinct governance structure. While this ensures alignment with local education policies, research indicates that state-controlled teacher education institutions may face funding limitations compared to centrally funded institutions (Agarwal, 2013). The UGC's role in influencing IASE recruitment and pay scales is a positive aspect, ensuring academic parity with national standards.

DIETs were established as part of a Centrally Sponsored Scheme, meaning their long-term financial sustainability depends on continued government support. The co-terminus employment model raises critical concerns about the long-term viability of these institutions. Research suggests that such temporary employment structures discourage professional growth and long-term institutional commitment (Kingdon & Teal, 2010). Studies highlight that teacher educators in uncertain employment conditions exhibit lower professional engagement and research productivity (Bhandari & Bhargava, 2014).

The rigorous selection process at Mizoram University ensures a high-quality teaching workforce, which is supported by research advocating transparent and merit-based faculty selection (Sharma, 2011). However, the variation in governance between Mizoram University, IASE, and DIETs creates disparities in working conditions.

The governance and staffing structures of teacher education institutions in Mizoram ensure standardization and quality control but reveal significant disparities in employment conditions, particularly in DIETs. While Mizoram University and IASE follow stable governance models, the co-terminus nature of DIET employment

raises concerns about institutional stability and faculty retention. Addressing these disparities through policy reforms and financial security measures will enhance the effectiveness of teacher education in Mizoram.

10.4 Discussion on the findings related to Objective No. 4: To study the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram:

Some of the research findings which are in relation with the maintenance of norms and standards laid down by NCTE in the teacher education of Mizoram are discussed below:

The duration of the B.Ed programme, adherence to working days, and compliance with internship requirements (20 weeks) are consistent with NCTE Norms 2014. The revisions in 2019 and 2023 to incorporate NEP 2020 are commendable, aligning with research suggesting that curriculum updates must reflect contemporary educational policies (Darling-Hammond, 2017). However, studies indicate that curriculum implementation is as important as its structure (Shulman, 1986). A concern in Indian teacher education is the mechanical adoption of NCTE norms without deeper pedagogical innovation (NCTE, 2019). While the curriculum is aligned with national norms, there is limited evidence on whether student-teachers achieve competency-based learning outcomes. Research (Korthagen, 2017) suggests that merely following a structured framework does not ensure reflective practice or contextualized teaching abilities.

Teacher education institutions in Mizoram have adopted multiple instructional strategies such as brainstorming, constructivist approaches, problem-solving, and observation-based learning. This is in line with research advocating for active and inquiry-based learning in teacher education (Zeichner, 2010). Despite these methodologies, research by Kundu (2020) shows that many Indian teacher education institutions rely heavily on lecture-based transmission rather than student-centered pedagogies. It is unclear how effectively student-teachers engage in critical thinking. Observation and demonstration approaches are positive, but according to

Schön (1983), the key to effective teacher training is the ability to reflect in action and adapt teaching techniques dynamically.

The school internship model follows the three-phase structure (Pre-Internship, Internship, Post-Internship) as per best practices (Zeichner, 2010). Additionally, the collaboration with government and private schools ensures a structured field experience. Minimal engagement with in-service school teachers is a major gap. Studies (Florian & Black-Hawkins, 2011) suggest that school mentors play a crucial role in shaping trainee teachers. Internship assessment could benefit from structured mentoring models as seen in Finland and Singapore, where experienced teachers guide interns in evidence-based teaching practices (Darling-Hammond, 2017).

Mizoram University's curriculum follows 40% internal assessment and 60% external assessment, differing from NCTE's 30-70 model. While NCTE allows some flexibility, studies (Shukla, 2021) suggest that increased weightage for internal assessment can encourage continuous evaluation and reduce rote learning. Internal assessment transparency is good, but the actual criteria and impact on teacher competency need scrutiny. Research suggests that portfolio-based assessment, reflective journals, and self-assessment techniques contribute more to teacher development than traditional tests (Schön, 1983)

Mizoram TEIs organize workshops, seminars, and training programs, with MZU and IASE conducting international and national conferences. This aligns with research findings (Darling-Hammond, 2017) that exposure to academic discourse enriches teacher preparation. While teacher educators present research papers, studies (Koehler & Mishra, 2009) suggest that teacher training must integrate research-based teaching models into everyday instruction.

Mizoram's teacher education institutions are state or centrally governed, so no separate Managing Committees exist. Research (NCTE, 2019) suggests that autonomous governance structures in TEIs lead to better institutional accountability and flexibility. Over-centralization in governance might hinder institutional autonomy. Studies (Reddy & Reddy, 2019) indicate that decentralized governance

with academic councils and teacher participation can enhance innovation in teacher training programmes.

10.5 Discussion on the findings related to Objective No. 5: To find out the physical infrastructure of various institutions of teacher education in Mizoram:

Some of the research findings which are in relation with the physical infrastructure of various institutions of teacher education in Mizoram are discussed below:

The study reveals that teacher education institutions in Mizoram demonstrate strong adherence to infrastructural requirements, with 88.6% full compliance. Similar studies across India (e.g., Kumar & Rao, 2020) have found significant gaps in infrastructure, particularly in rural and tribal areas. Mizoram's compliance level suggests a proactive approach by authorities in ensuring quality teacher education. Compared to findings from other states where space constraints affect teacher education (Sharma, 2018), Mizoram's institutions exceed the required land and built-up area norms. The availability of ample space enhances the learning environment and co-curricular engagement.

The presence of recognized secondary schools within reasonable proximity ensures effective teacher training. Studies by Gupta (2019) indicate that lack of access to practicing schools significantly hampers teacher's preparedness. Mizoram's adherence to this norm strengthens its teacher education model.

Research (Banerjee, 2020) suggests that common rooms play a role in student engagement and social learning, which are currently missing from Mizoram's institutions. While significant progress has been made, the lack of full accessibility for students with disabilities is a critical concern. Studies by Reddy & Thomas (2021) show that infrastructural barriers often lead to exclusion or reduced participation of disabled students in higher education.

The absence of curriculum laboratories in MZU and DIET, Aizawl could negatively impact the effectiveness of teacher training. Research (Aggarwal, 2022) suggests that subject-specific practical training is crucial for pre-service teachers.

NCTE highlights yoga as an integral component for holistic teacher training, the lack of dedicated yoga spaces could hinder physical and mental well-being initiatives in these institutions.

10.6 Discussion on the findings related to Objective No. 6: To investigate the admission procedure and intake capacity of students in different teacher education institutions of Mizoram:

Some of the research findings which are in relation with the admission procedure and intake capacity of students in different teacher education institutions of Mizoram are discussed below:

The study highlights that all institutions in Mizoram conduct entrance tests, with some incorporating personal interviews. Research by Chaudhary and Gupta (2020) suggests that standardized entrance tests enhance fairness by reducing subjectivity in selection. However, Singh (2019) notes that exclusive reliance on written exams may disadvantage candidates from underprivileged backgrounds, who might have limited access to preparatory resources. Institutions like IASE and DIETs attempt to balance this by adding interviews, which help evaluate communication skills and teaching aptitude.

The 5% relaxation in marks aligns with national policies to promote equitable access. Kumar and Mehta (2021) argue that such relaxations contribute to greater diversity in teacher education, ensuring broader representation of marginalized groups. However, Banerjee (2022) raises concerns about whether relaxed academic criteria compromise overall student quality. Since admission is still based on entrance exams, Mizoram's institutions appear to maintain a balance between inclusivity and quality.

The institutions follow different selection methods. Mizoram University (MZU) relies solely on a written test, while IASE and DIETs use a two-step process. Sharma (2020) suggests that multiple assessment stages provide a more holistic evaluation of candidates. However, Das and Roy (2018) found that interviews sometimes introduce bias, depending on the panel's subjective judgment. To ensure fairness, institutions need well-defined rubrics for personal interviews.

The study indicates that institutions use newspapers, institutional websites, and local TV for advertisements. Studies like Patel (2017) emphasize that digital platforms and social media are increasingly effective for outreach, particularly for younger applicants. While traditional media remains important in rural regions, future research could explore how digital expansion could enhance admission accessibility.

The intake numbers vary across institutions, with IASE admitting the highest (150 students), followed by MZU (100), and DIETs (50 each). Reddy et al. (2021) found that smaller intakes often lead to better student-teacher interaction, improving pedagogical training quality. DIETs in Mizoram, with a limited student intake, may provide a more personalized learning experience. However, Aggarwal (2022) argues that institutions with larger intakes contribute more significantly to meeting the growing demand for trained teachers.

10.7 Discussion on the findings related to Objective No. 7: **To compare the teaching experiences and professional qualification of teacher educators of different teacher education institutions in Mizoram:**

The findings that stated "The highest proportion of teacher educators falls within 1-5 years of teaching experiences which is 31.42% from the respondent" is in align with the study of Khan & Roy (2021) that found over 40% of teacher educators in Uttar Pradesh had less than 5 years of experience, reflecting a national shift towards younger faculty in teacher education. In contrast, Rao (2016) found that states with a higher proportion of experienced teacher educators (above 15 years) reported better institutional stability and research output.

Findings which stated "The second highest of teacher educators falls within 11 – 15 years of teaching experiences which is 30 % from the respondent" align with the study of Mehta and Pillai (2022) which found that 29% of teacher educators fell within the 11–15 years bracket, similar to Mizoram, indicating a national trend of a strong mid-career faculty presence. In contrast, research by Singh (2019) in Uttar Pradesh showed that institutions with a lower percentage of mid-career faculty

(below 20%) faced challenges in teacher training consistency due to high turnover among junior faculty and a lack of mentorship.

Aggarwal (2022) also emphasized that institutions with a balanced distribution of young, mid-career, and senior faculty members achieved better academic outcomes in teacher training programmes.

The findings which highlighted that "4 teacher educators (i.e. 5.71%) have more than 20 years of teaching experiences which constitute the lowest proportion of teacher educators" is in line with the study of Thapa (2020) which found that in Assam and Meghalaya, senior faculty representation is below 10%, similar to Mizoram, due to early retirements and the movement of faculty into policymaking roles. A study in Karnataka (Mehta, 2021) reported 18% of teacher educators with 20+ years of experience, contributing to greater academic stability but slower curriculum reform.

The findings that showed the qualifications of teacher educators in Mizoram align with the NCTE (National Council for Teacher Education) Norms 2014, ensuring that faculty members meet minimum academic and professional requirements are in line with the research conducted by Singh & Patel (2018) that highlighted teacher educators with postgraduate qualifications (M.Ed. and Ph.D.) are better equipped to train future teachers in pedagogical skills, curriculum development, and educational technology. Khan (2021) also noted that institutions meeting NCTE faculty qualifications gained better accreditation ratings (NAAC, NCTE approval), enhancing their reputation and student enrollment.

10.8 Discussion on the findings related to Objective No. 8: **To find out the level of professional commitment of teacher educators in Mizoram:**

Sharma & Gupta (2020) found that in Uttar Pradesh and Bihar, over 30% of teacher educators exhibited low commitment levels, attributed to heavy workloads, lack of professional growth opportunities, and low salaries. Mizoram's situation appears somewhat better, but the 28.57% low commitment rate remains concerning.

Das & Thapa (2022) found that in Assam and Nagaland, only 10–15% of teacher educators demonstrated high professional commitment, with most falling in the moderate to below-average category. Mizoram's 8.57% high-commitment rate aligns with this pattern, indicating a need for faculty engagement strategies.

Bansal & Mehta (2020) found that in teacher education institutions in Rajasthan and Uttar Pradesh, 30–35% of teacher educators demonstrated low to below-average commitment, citing factors such as limited professional growth, institutional bureaucracy, and lack of motivation. Mizoram's 28.57% aligns with this trend, suggesting the need for targeted faculty development initiatives.

Sharma & Gupta (2021) examined teacher commitment in government and private teacher education colleges in Madhya Pradesh and found that private institutions showed lower commitment levels (30–40%) due to job insecurity and lack of research opportunities. Mizoram's government-led institutions may have better job security, yet challenges related to workload and professional growth may be influencing commitment levels.

Mizoram's professional commitment levels among teacher educators align with broader national and regional trends, but the 28.57% below-average commitment requires attention. By enhancing faculty development programmes, optimizing workloads, and creating stronger research incentives, institutions can foster higher engagement and motivation among teacher educators, ultimately improving teacher training quality in the state.

10.9 Discussion on the findings related to Objective No. 9: To compare the level of professional commitment of teacher educators in Mizoram on the basis of gender, marital status and age:

The findings that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their gender is in align with the study of Kumar and Reddy (2021) which conducted a study in Andhra Pradesh and Telangana and found that gender was not a significant factor in determining professional commitment among teacher educators. Instead, factors like

institutional support, career growth opportunities, and workload distribution played a more influential role.

Das and Thapa (2022) in Assam and Nagaland also reported that both male and female teacher educators demonstrated similar commitment levels when they had comparable access to professional development opportunities. Singh (2020) in Arunachal Pradesh found that organizational climate, workload, and leadership effectiveness were more predictive of professional commitment than gender. Bansal and Mehta (2020) in Rajasthan and Uttar Pradesh found that male teacher educators exhibited slightly lower commitment levels due to competing career aspirations outside academia, whereas female educators often showed stronger emotional and professional investment in teaching.

Kumar & Reddy (2021) conducted a study in Andhra Pradesh and Telangana and found that marital status had no significant impact on the professional commitment of teacher educators. Instead, factors like institutional climate, workload, and career aspirations were more influential. Das & Sharma (2022) in North-East India found that both married and unmarried teacher educators had comparable levels of commitment when provided with similar work environments and professional development opportunities. These findings align with the findings that there is no significant difference in the level of professional commitment of teacher educators in Mizoram with respect to their marital status. In contrast with the findings Sharma & Gupta (2021) in Madhya Pradesh found that married teacher educators exhibited slightly higher professional commitment due to a stronger sense of job security and responsibility toward their families.

Rao & Verma (2020) in Maharashtra and Karnataka found that young and older teacher educators exhibited similar levels of commitment, as their dedication to teaching was shaped more by organizational support, job satisfaction, and career progression than age. Das & Mishra (2019) in Odisha and West Bengal found that age-related differences in professional commitment were minimal, with younger and older faculty members equally engaged when provided with adequate motivation and professional growth opportunities. These studies support the finding from Mizoram,

reinforcing that professional commitment is not necessarily age-dependent but rather shaped by environmental and institutional factors.

In contrast, some studies suggested that age may influence commitment levels, often showing higher commitment among either younger or older educators. Sharma & Gupta (2022) in Delhi and Punjab found that younger teacher educators (below 35 years) exhibited higher enthusiasm and adaptability but sometimes lacked long-term commitment, while older educators (above 45 years) showed more stability but were less likely to engage in new pedagogical practices. Singh (2020) in Uttar Pradesh found that mid-career teacher educators (35-50 years) had the highest levels of professional commitment, as they were actively involved in both teaching and research activities, whereas early-career educators were still adjusting, and late-career educators had reduced motivation due to retirement considerations.

The study's finding that age does not significantly impact professional commitment among teacher educators in Mizoram aligns with national and regional research, indicating that institutional and professional factors play a more crucial role than age. While some studies suggest that commitment may vary across different career stages, the balanced academic culture in Mizoram ensures sustained engagement across all age groups.

11. LIMITATIONS OF THE STUDY:

Limitations of the present study are-

1. The present study is limited to secondary teacher education programmes in Mizoram, while elementary teacher education programmes have been excluded.
2. The present study has been confined to secondary student-teachers enrolled in the B.Ed. course at various institutions affiliated with Mizoram University, while student-teachers enrolled in the D.El.Ed. course in Mizoram have been excluded from the study.
3. The level of professional commitment among teacher educators is inherently personal and subjective, making it difficult to measure with precision.
4. Other potential variables - such as locale, socio-economic status, family background, and parents' occupation have not been taken into consideration.

5. The findings of the study are specific to the context of Mizoram and may not be applicable or generalizable to other regions or populations.

12.. EDUCATIONAL IMPLICATION:

1. The findings which reveals that the course structure and syllabus of Teacher Education in Mizoram aligns with national frameworks such as NCFTE 2009, NCTE 2014 regulations, and NEP 2020 ensures that teacher education programmes in Mizoram remain consistent with contemporary pedagogical standards and educational policies.

2. The inclusion of core courses, enhancement of professional competencies (EPC), and school internships in teacher education programmes in Mizoram deliver a comprehensive and diverse teacher preparation programme in the State.

3. The integration of subject-specific pedagogy, teaching methodology, and practical training through school internships in the syllabus ensures that student teacher are not only knowledgeable in their subject areas but are also skilled in classroom management, student engagement, and effective teaching practice.

4. The course on "Inclusive Education" in the fourth semester has a significant educational implication as it encourages student-teachers to create inclusive learning environments that cater to diverse student backgrounds and needs in Mizoram. It also highlights the importance of gender-sensitive teaching and provides strategies for addressing the educational needs of children with disabilities and those from marginalized communities. This focus on inclusivity helps in the development of a socially just education system that fosters equity.

5. The governance and staffing structures of teacher education institutions in Mizoram highlight the impact of administrative control, staffing adequacy, and policy alignment on the quality of teacher preparation. The centralized and state-regulated management ensures adherence to national and state educational standards, fostering uniformity in recruitment, pay, and service conditions. However, disparities in support staff and technical personnel across institutions affect the effectiveness of practical training and digital integration.

6. The analysis of the B.Ed curriculum and its implementation in Mizoram indicates strong alignment with NCTE Norms 2014 and NEP 2020. The structured course duration, working days, internship periods, and academic calendar reflect institutional commitment to national standards. The curriculum is well-rounded, integrating theory, practicum, and school engagement, supported by diverse teaching methods. Continuous internal assessments and transparent evaluation practices enhance academic rigor.

7. The infrastructural analysis of teacher education institutions in Mizoram reveals overall strong compliance with NCTE Norms 2014, ensuring a conducive learning environment through adequate land, built-up space, and essential academic facilities such as libraries, classrooms, laboratories, and hostels. The presence of ICT and teaching-learning resource centres supports modern pedagogical practices, while multipurpose playfields and music resources promote holistic development.

8. The admission processes across teacher education institutions in Mizoram reflect strong adherence to NCTE Norms 2014, promoting standardization, transparency, and inclusivity in access to teacher education in Mizoram. The admission systems support quality teacher preparation while fostering diversity and accessibility

9. The distribution of teaching experience among teacher educators in Mizoram indicates a predominantly early to mid-career workforce, with the highest proportion having 1–5 years of experience. This suggests a dynamic and potentially adaptable teaching community, open to innovation and new pedagogical approaches.

10. Both male and female teacher educators in Mizoram exhibit varying levels of professional commitment, with a slightly higher proportion of female educators showing above average commitment. However, the absence of a significant gender-based difference suggests that professional commitment is influenced more by individual and institutional factors than by gender.

11. The absence of significant differences in the level of professional commitment among teacher educators in Mizoram with respect to age, gender, and marital status suggests that professional commitment is not influenced by demographic variables. Therefore, efforts to enhance professional commitment should focus on institutional

factors such as organizational climate, professional development opportunities, motivation, workload management, and leadership support rather than personal characteristics.

13. RECOMMENDATIONS:

Recommendations of the study are divided into two categories, which are as under: -

Specific recommendations: The following are the recommendations in the light of the present findings -

1) To enhance more effective teacher education programme in Mizoram, it is recommended that the Internship Programme which was place in the third semester may be shifted to the fourth/final semester allowing student-teachers to integrate theoretical learning with practical experience.

2) Ensure uniformity of the syllabus especially with regards to the volume of the course content and unit of all papers.

3) Upgrade the classroom facilities, libraries, ICT Laboratory, and teaching resources to enhance the learning environment with contemporary pedagogical standards and educational policies.

4) Encourage the use of technology-based learning by providing digital resources, online teaching tools, and professional development workshops for teacher educators.

5) Conduct regular training programmes, workshops, and research opportunities to equip teacher educators with modern pedagogical skills and innovative teaching methods.

6) Improve the service conditions, salaries, and job security of teacher educators, particularly those in DIETs, to enhance job satisfaction and motivation.

7) Facilitate regular discussions and collaboration among teacher education institutions, policymakers, and stakeholders to address challenges and implement best practices effectively.

8) Establish full compliance with infrastructure requirements, particularly in providing a Yoga Centre, separate common rooms for male and female students, and a fully barrier-free campus.

9) Establish a mentoring framework where experienced and highly committed teacher educators guide those at moderate level of commitment to enhance motivation, confidence, and teaching effectiveness.

10) Introduce performance appraisal systems with recognition and rewards to encourage higher levels of professional dedication and accountability of teacher educators.

General recommendations:

1) In line with the recommendations of NEP 2020, the competent authority must take prompt action to transform teacher education institutions into multidisciplinary institutions.

2) As per the intent of NEP 2020 all stand-alone Teacher Education Institutions (TEI's) will be required to convert to Multidisciplinary Institutions by the year 2030. So, the State government should take every possible step to start Integrated Teacher Education Programme (ITEP) with an existing teacher education institution collaborating with other colleges to convert in Multidisciplinary Institutions.

3) In accordance with NCTE norms, staff and faculty should be appointed on a regular basis, adhering to the qualifications specified in the norms and standards.

4) Promote constructive relationships and institutional collaboration among teacher education institutes across Mizoram to enhance collective growth and quality improvement.

5) To enhance quality, annual inspection must be held among teacher education institution in the state.

6) A state level committee on teacher education should be established to enhance cordial relation among teacher education institute.

7) Quality enhancement in teacher education institutions through institutional development, curriculum reform, and professional development of faculty.

8) Establish collaborative partnerships with other teacher education institutions across India to enhance academic exchange and professional development.

9) Encourage teacher educators to participate in regular training, workshops, seminars, and orientation programmes to stay updated with emerging trends and pedagogical practices.

10) Promote self-reflection and peer feedback to help teacher educators assess and improve their teaching approaches and professional behavior.

14. SUGGESTIONS FOR FURTHER STUDY:

Based on the findings of the current study, the researcher recommends the following issues for further investigation:

1. A comparative study of teacher education policies in North East India.

2. A critical analysis of teacher education curriculum in Mizoram.

3. A study on impact of ICT and digital learning on teacher education in Mizoram.

4. An evaluative study of the status and problems of teacher education programmes in Mizoram.

5. Effectiveness of In-service training programmes for teacher educators in Mizoram.

6. Challenges and opportunities in implementing NEP 2020 in teacher education institutions of Mizoram.

7. Professional commitment and job satisfaction of teacher educators in Mizoram.

8. A study on the effects of centrally sponsored programmes on teacher education in Mizoram.

9. Quality assurance and accreditation practices in teacher education institutions in North East India.

10. A comparative study of secondary teacher education programmes in Mizoram with other states in India

15. CONCLUSION:

The history and development of teacher education in Mizoram reflect a consistent and structured evolution, starting from missionary-led initiatives in the early 20th century to the establishment of comprehensive institutional frameworks like DIETs, IASE, and the Department of Education at Mizoram University. Each

institution has contributed significantly to the professionalization of teacher training by expanding programmes from elementary (D.El.Ed) to postgraduate and research levels (M.Ed, M.Phil, Ph.D.), with the recent inclusion of the Integrated Teacher Education Programme (ITEP) in 2024 marking a major advancement aligned with NEP 2020.

Simultaneously, the structure and syllabus of the B.Ed. programme in Mizoram have undergone systematic revisions, aligning with national policies such as NCFTE 2009, NCTE 2014 regulations, and NEP 2020. The programme emphasizes both theoretical and practical components, including core and optional courses, EPCs, and a rigorous school internship, ensuring the holistic development of competent and reflective teacher practitioners. Teacher education in Mizoram is characterized by strong governmental oversight, adherence to national standards, and steady institutional development.

All teacher education institutions—MZU, IASE, and DIETs—operate under either state or central government control, ensuring uniform governance, recruitment, and service policies. These institutions fully comply with the norms and standards prescribed by the National Council for Teacher Education (NCTE), particularly the NCTE 2014 regulations. The B.Ed curriculum is well-structured, updated in line with NEP 2020, and incorporates both theory and practicum components, including a 20-week internship.

In terms of infrastructure, most institutions meet or exceed NCTE requirements, with well-equipped classrooms, libraries, and labs. However, gaps exist, particularly in PWD accessibility, fire safety (notably in MZU), and curriculum labs in MZU and DIET Aizawl. Despite differences in staffing structures and minor resource limitations, the institutions provide a solid foundation for quality teacher preparation. Overall, Mizoram's teacher education system demonstrates a high level of compliance, quality, and commitment to continuous improvement.

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