

# Teacher Education in the North-eastern Region of India

## An Evaluation

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### Abstract

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*In this descriptive research study, an attempt has been made to investigate into the organisation of secondary teacher education programmes w.r.t. physical facilities, admission and selection procedures, curricular and co-curricular activities, methods and aids used, practice teaching, research facilities, finance, innovative practices, core staff, evaluation procedure and overall assessment of the programme in the North-eastern region of the country. This follows identifying the difficulties faced while organising such programmes and at the end, suggestions have been given for the qualitative improvement of the secondary teacher education programmes in this region.*

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### INTRODUCTION

North-east India refers to the easternmost region of India consisting of seven sister states (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura), Sikkim, and parts of North Bengal (districts of Darjeeling, Jalpaiguri

and Koch Bihar). North-east India is ethnically distinct from the rest of India and has strong ethnic and cultural ties with East Asia and South-east Asia. Linguistically, the region is distinguished by predominance of Tibeto-Burman languages. The States are officially recognised under

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North Eastern Council constituted in 1971 as the acting agency for the development of the eight states. The North Eastern Development Finance Corporation was incorporated on 9 August 1995 and the Ministry of Development of North-eastern Region was set up in September 2001. The Siliguri Corridor in West Bengal, with an average width of 21 km to 40 km, connects the North-eastern region with the mainland Indian sub-continent.

The region shares more than 4,500 kilometers of international border (about 90 per cent of its entire border area) with China (South Tibet), in the north, Myanmar in the east, Bangladesh in the south-west, and Bhutan to the north-west. During British colonial period in India, north-east India was ruled as a part of the Bengal Province. After the Indian Independence from British rule in 1947, the north-eastern region of British India consisted of Assam, and the princely states of Manipur and Tripura. Subsequently, Nagaland in 1963, Meghalaya in 1972, Arunachal Pradesh in 1975 and Mizoram in 1987 were formed out of Assam. Manipur and Tripura remained as Union Territories of India from 1956 until 1972 when they attained full-fledged statehood. Sikkim was integrated as the eighth north-eastern Council State in 2002. The city of Shillong acted as the capital of the Assam province created during the British rule. It remained as the capital of undivided Assam until the formation of the State of Meghalaya in 1972.

In 1947, the first teacher training institute of its own kind was established in Arunachal Pradesh at Sadiya. It was called Buniyadi Shiksha Bhawan. It was to prepare teachers taking into account the needs and problems of the tribal pupils at primary and upper primary schools of the territory. Its curriculum was need-based in nature. The first batch of ten trained teachers was produced in August 1948. In 1952, this teacher training institute was shifted to Marghereta and finally it was taken and located at Changlang in Arunachal Pradesh. However, there was no teacher education programme for secondary school teachers in Arunachal Pradesh till 1987. In 1988, the Department of Education was created in Rajiv Gandhi University (formerly Arunachal University) at Rono Hills Campus with one professor, two readers and four lecturers. The B.Ed. programme was launched in the same year with an intake capacity of 20, out of which 16 candidates were deputed by the State government for the B.Ed. course and four candidates were fresh graduates. There is only one college for teacher education that is the Department of Education in Rajiv Gandhi University and ten private colleges in Arunachal Pradesh with an intake capacity of 100 students each affiliated to the Rajiv Gandhi University. The course duration is one year with a semester system in place. It is true that, there is a need

to improve the infrastructure of these training institutions and to look for qualitative teacher education. Hence, serious efforts are to be made for the qualitative improvements of teacher education programmes in the State.

Unlike other parts of India, educational expansion in the context of teacher education could not be started earlier in Assam. It was the Christian missionaries who were pioneers in establishment of a few primary teacher training schools in the State as early as 1888–89. To provide training to the teachers of the State, the then government established a few normal schools in the early part of the 20th century. The duration of these in-service normal schools' course was three years and policy was such that teachers were appointed after completion of the training in normal schools. The provision for providing training to then in-service teachers teaching in secondary level of school education was imparted at St. Edmund's College in Shillong which was later on shifted to St. Mary's College. In the post-Independence Assam as per the Basic Education Act of 1954, a number of Basic Training Centers were established through the State to train in-service teachers teaching in primary schools. Pre-service training along with in-service training for middle school teachers was introduced in the State in the already established normal schools. But it was discontinued in 1970s because of problem related to

jobs for such trained teachers. Upon realising the need for providing pre-service teacher education and also to clear the backlog of untrained teachers, the Government of Assam re-introduced the pre-service teacher training of two years' duration, for elementary level school teachers in the year 2000 in 15 DIETs (District Institutes of Education and Training). However, this course was discontinued from 2001 onwards. Since then no fresh enrolment in this course has been made. For training of secondary level teachers, Guwahati University and the Government of Assam established B.T. colleges under its direct management. At present, there are altogether 62 institutes of education, out of which 13 are government colleges of teacher education and two are university departments, and the rest are private colleges. To be able to face the challenges of the new millennium, the teacher education requires a new approach. The existing teacher training institutions in the State has yet a lot to do for themselves in order to articulate innovations in terms of approach, pedagogy for qualitative improvement of school education so that they can respond to the various demands of the student community.

As early as in 1906, the need for training the teachers was felt in Manipur. During that time, the Department of Education organised a training course for teachers for the improvement of methods of teaching which was of four months' duration.

Twenty primary school teachers attended the course. This was the beginning of teacher education in Manipur. Imparting training to secondary school teachers began in the year 1928. Training of secondary school teachers was done by opening a BT section in the DM College in 1959. The BT course was intended for graduate teachers and certificate in teaching course was for the undergraduate teachers. The secondary teacher education programmes, at present are provided by eight privately managed colleges of teacher education, two government colleges and one university department. In order to develop professionalism among teacher trainees, the duration of B.Ed. training programme may be extended to two academic sessions.

In Meghalaya, the first ever secondary teacher education institute was established in 1997 at Tura (Rongkhon). At present, there are six institutes providing teacher education programme at the secondary level, out of which, one is a government college, one is a university department, and the rest four are private colleges. All these institutes have an intake capacity of 100 student-teachers each. Although there has been a steady expansion of these institutes, yet their quality remains to be ascertained, as no in-depth empirical studies have been carried out on the organisation of secondary teacher education in the State.

In Mizoram, there are three government secondary teacher education institutions, out of which one is affiliated to Mizoram University, one is affiliated to North-eastern Hill University and the third to the Central Institute of Hindi with their intake capacity as 100, 150 and 50, respectively. The overall scenario of teacher education at the secondary level in this State is neither quantitatively nor qualitatively encouraging. This, in fact calls for an in-depth analysis of the organisation of teacher education for secondary school teachers.

Nagaland is the 16th State of Indian Union with its first school established in 1878. Most of the students of this school later became teachers. The Nagaland College of Teacher Education, being the first of its kind, was established in 1975 by the State government in Kohima. In 1995, Salt Christian College, Dimapur, started its Bachelor of Education (B.Ed.) course, followed by Bosco College of Teacher Education, Dimapur in 2003. These two are private institutions. The Indira Gandhi National Open University began offering B.Ed. course in 2002 and Certificate course in Primary Education in 2005. In fact, the number and types of teacher education have risen in recent times to eight. But, there is still no M.Ed. course in the State. The government institutes have the most number of teacher educators with B.Ed. and Ph.D. qualifications as compared to other

six privately managed institutes. The number of B.Ed. trainees in all eight institutes ranges from 76 to 100 student trainees in a class. Most of the institutes are understaffed with only five teacher educators.

The first ever teacher training institute was established at Temi, South District of Sikkim in 1955. There are two private training institutions for training of teachers for secondary schools. Loyola College of Education, Namchi and Harka Maya College of Education, Tadong. These colleges are affiliated to North Bengal University, Siliguri. At present, the college's one-year B.Ed. course has an intake capacity of 100. During 2009 a Sikkim Government B.Ed. college, affiliated to Sikkim University has been established. In fact, teacher education in Sikkim is relatively of recent origin.

There are eight secondary teacher education institutes in Tripura. An Institute of Advanced Studies in Education, one college of teacher education and Tripura University, managed by the government, have an intake capacity of 150, 100 and 50, respectively. Similarly, three private colleges, namely Bhavan's Tripura College of Teacher Education, Bhavan's Tripura Teacher Training College and Holy Cross College have an intake of 100, 100 and 50, respectively. The intake capacity of rest two institutes of secondary teacher education, namely constituent unit of ICFAI University and Deemed University is 100 and 50, respectively.

The teacher education programmes at the secondary level in the north-eastern States of India completed 19 years. But, unfortunately, for the reasons difficult to list, no in-depth research on the organisation and management of teacher education programmes in these institutions has been undertaken to find out the quality and relevance of the programmes. Therefore, there is a need for fresh look in the light of emerging concerns of quality education and contemporary issues.

### **NEED FOR THE STUDY**

A well-organised and systematic teacher education programme is essential for the efficiency and the promotion of any profession, but it is much more important for educational workers because of the unique and strategic position which education occupies in the task of human and national development. The strength of any nation depends upon the quality and amount of education of its people. According to the Education Commission (1964–66), "upon schools largely depends the nurturing of the nation's human resources. Hence, these institutions should be very effective. The most vitally significant elements in the education institutions are the teachers of children. It is they who influence by their conduct and example, the thought and behaviour of every child. It is they who develop and man the curriculum. The quality of teachers therefore is a matter of

the deepest social concern.” This indicates that the training of teachers is a very important task because on the quality of teachers we have today, will depend the quality of our next generation. To equip the teacher to discharge his duties effectively, he is to be provided with a well-rounded training programme. The place and importance of both pre-service and in-service education merit special attention in such programmes. Pre-service education serves to provide an insight into the profession including general psychological, sociological and philosophical principles concerning education, whereas in-service education enables the teachers to reinforce their faith in these principles, after applying them in practice. Pre-service education helps the teacher to begin to teach and in-service education provides opportunities to grow up in the profession.

Pre-service education seeks to produce a person ready to launch on a teaching career. It deals mainly with fundamentals and basic professional skills. The education of teachers does not end with graduation from teacher training institutions. Education is a continuous process. It is essential to find ways and means to provide facilities and an environment in which the teachers will find new significance and new understanding and wherein they will develop new insights into their work and programme. The creation of such an environment conducive to professional growth is in-service

education at its best. Pre-service education, however rich in quality and enough in quantity it may be, can never be a substitute for continuous in-service education programme. In the north-eastern region of India one finds a variety of teacher education institutions, such as government, private, university departments and affiliated colleges located mostly in hilly and backward areas with poor road connectivity. These institutions offer both pre-service and in-service training programmes to secondary school teachers. As regards trained teachers, the situation in the north-eastern region is very depressing. At the primary stage, it varies from 19 per cent to 38 per cent. Likewise, at the middle, high and higher secondary stages, the situation is quite alarming. The present study has attempted to make an in-depth analysis of the organisation pattern of secondary teacher education programmes in this region and has opened a new horizon in an area neglected so far and has helped to remove the bottleneck that comes in the way; improve the quality of teacher education and help modernise this very vital but neglected sector of education.

### **THE PROBLEM, ITS SCOPE AND RESEARCH QUESTIONS**

The provision of secondary education programme for secondary teachers in most of the north-eastern States is very meagre, if not negligible. The development programmes of teacher

training and research in secondary teacher training institutions demand serious attention from educational administrators in this region. Keeping in view the picture of the present teacher training programme in this region and the urgent needs of the secondary teachers, the study attempts to find out the organisational patterns and the working procedures at the teacher training institutions so as to find out answers to the following questions.

- i. What are the aims and objectives at the secondary teacher education programmes in the north-eastern region?
- ii. What is the curriculum for secondary teacher education programme?
- iii. What are the facilities available for organising teacher education programmes at different levels?
- iv. What is the nature of staff responsible for organising teacher education programmes?
- v. What methods are generally used during the training programme?
- vi. How are candidates selected for the training programmes?
- vii. What are the procedures adopted to plan the programme?
- viii. What specific measures are generally taken during the organisation of the training programmes to get maximum benefit from them?
- ix. How is the programme evaluated?
- x. What is the place of research in secondary teacher education?
- xi. How are the training programmes at different States financed?
- xii. What are the difficulties faced in organising training programmes?
- xiii. What can be the implications of the findings of this study to improve the secondary teacher education programmes in this region?
- xiv. What are the overall assessments of the programmes?

#### **OBJECTIVES OF THE STUDY**

1. To study the objectives of the secondary teacher education programme.
2. To study the organisation of the secondary teacher education programme with respect to:
  - i. Physical facilities
  - ii. Admission and selection procedure
  - iii. Curricular and co-curricular activities
  - iv. Methods and aids used
  - v. Practice teaching
  - vi. Measures adopted for undertaking research
  - vii. Financial aspect
  - viii. Innovative practices adopted
  - ix. Nature of the core staff
  - x. Evaluation procedure, and
  - xi. Overall assessment of the programme.

3. To study the difficulties faced in organising the programme.
4. To draw implications for the improvement of secondary teacher education programmes in the north-eastern region.

### **METHOD AND PROCEDURE**

**(a) Method:** The Descriptive Method was employed to study the organisational patterns and procedure of secondary teacher education programme in the north-eastern region of the country.

**(b) Coverage and Sample:** At present, there are 112 secondary teacher education institutions in this region. Of these, there are 62 institutions in Assam and 11, 6, 8, 8, 11 and 3 each in Manipur, Meghalaya, Tripura, Nagaland, Arunachal Pradesh, Mizoram and Sikkim, respectively. However, at the time of undertaking this study, there were 59 secondary teacher education institutions in this region. Of these, 40, 5, 4, 2, 3, 2, 2 and 1 are in Assam, Manipur, Meghalaya, Tripura, Nagaland, Arunachal Pradesh, Mizoram and Sikkim, respectively. A list of these institutions was obtained from the NCTE, Regional Office and 10 per cent of the institutions from Assam and 50 per cent each from Manipur, Meghalaya, Tripura and Nagaland, Arunachal Pradesh and Mizoram were selected randomly, and as there was only one secondary teacher education

institution in Sikkim, the same was included in the sample. Thus, a total number of 15 secondary teacher education institutions were finally selected for the study.

**(c) Tools:** Keeping in view the intensive nature of the study, reliance could not be laid on single technique. Varieties of techniques were used as tools in gathering data and information to realise the objectives of the study. A description of the techniques which were used in the study are given below.

- i. *Documentary Analysis:* Documents, such as departmental publications, reports of the conferences and seminars, annual reports and periodicals, were consulted for obtaining necessary background for preparing the questionnaire, conducting the interview and for attending conferences.
- ii. *Questionnaire:* This technique was developed and used to collect pertinent data which could be gathered by other methods. The data gathered through the questionnaire was utilised as the basis for the interview.
- iii. *Interview:* This technique was mainly used for two purposes.
  - (a) To clarify the replies in the questionnaire.
  - (b) To gather the data which called for opinion and judgements to the extent of success of the secondary



teacher education programme, the major hurdles in the successful running of the programmes and suggestions to improve them.

**(d) Statistical Techniques:** Mostly, frequencies, percentages and rank were computed to analyse data and interpret the results.

**(e) Procedure of Data Collection:** In order to collect data, a list of total number of teachers including heads and principals working in university departments, government and private colleges were procured from the 15 heads and principals of the selected institutions. After establishing a rapport and explaining the purpose of the study in detail, the organisation of secondary teacher education programme questionnaire was administered on the heads, principals and teacher educators working in the selected institutions. Only regular teachers with at least a Master's degree in their respective disciplines with a B.Ed. degree were interviewed. In order to validate the responses provided by heads, principals and teacher educators, the investigator cross-questioned and interviewed the respondents and examined the official documents pertaining to the organisation of the programme. At the time of data collection, the investigator observed classroom teaching, demonstration lessons,

microteaching sessions, practice teaching and work experience. However, the questionnaire was mailed to those heads, principals and teacher educators who could not be contacted during the second field visit. After having collected the required data, the responses were tabulated systematically for analysis.

### **ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

This section presents analysis of data and their interpretations as per the objectives of the study, as given below.

#### **Duration of the B.Ed. Programme**

An inquiry into the present duration of B.Ed. programme, at the time of data collection, reveals that all the secondary teacher education institutions in the north-eastern region follow one-year training programme (Das, 2012). As shown in Table 1, 50 respondents observe that the present duration is adequate whereas 41.38 per cent believe that the duration is inadequate and 8.62 per cent did not respond. Those who believe that the present duration is inadequate, say that it should be for a duration of two years. In respect to total number of working days in a year, it is found that there is no uniform working days among the selected institutions, as it varies from 150 working days to 277 working days. Apart from these, 34.48 per cent,

**Table 1**  
**Showing the Duration and Organisation of Teacher Education Programme**  
**N=58**

		No (%)	Yes (%)	No Response (%)
1.	Is the present duration adequate?	50	41.38	8.6
2.	Does your institution organise training for teachers of cooperating schools?			
	i. Content enrichment	34.38	-	-
	ii. Methodology of teaching	62.07	-	-
	iii. Classroom management	41.38	-	-
	iv. Use of teaching aids	63.79	-	-
3.	Criteria of Admission			
	i. Eligibility	25.86	-	-
	ii. Admission test	38.46	-	-
	iii. Interview	69.23	-	-
	iv. Merit in qualifying examination	76.92	-	-
	v. Reservation	69.23	-	-

Source: ICSSR Project, B.C. Das, 2012.

62.07 per cent, 41.38 per cent and 63.79 per cent respondents state that their institutions organise content enrichment, methodology of teaching, classroom management and use of teaching aids, respectively, for teachers of cooperating schools. Further, this section also tries to identify the admission criteria followed by these institutions. Around 25.86 per cent, 38.46 per cent, 69.23 per cent, 76.92 per cent and 69.23 per cent follow eligibility, admission test, interview merit in the qualifying examination and reservation, respectively, as criteria for admission in their respective institutions. At the end, various problems related to organisation

of secondary teacher education programmes, as perceived by the respondents have been identified.

### **Problems related to Organisation and Management**

The respondents report that, pay cut, irregular increment, poor socio-economic conditions, financial problem, teaching-learning material hardly provided by the institutions, transportation problem, lack of technology-based classroom, inadequate human and material resources, lack of proper coordination among the staff and the authority, inadequate staff, non-availability of schools for teaching practice, lack of opportunities leading to Ph.D.

work, no permanent principal, post of professors lying vacant, unprofessional attitude of local teachers, insufficient number of library books, non-availability of qualified teachers/staff, shortage of classrooms and absence of language laboratory are major problems related to organisation and management.

### **Curriculum and Co-Curricular Activities**

The mark distribution for curricular and co-curricular activities as revealed by the respondents are as follows.

For theory papers, 7.69 per cent said that total is 800 marks, 30.77 per cent said that total mark is 700, 7.69 per cent responded that the total mark is 640, 23.08 per cent said the total is 600 and 30.77 per cent responded that the total is 100. The respondents assigned 30.77 per cent to practical works with total marks of 200, 46.15 per cent out of 100, 7.69 per cent out of 50 whereas 15.38 per cent remained silent. Similarly, the respondents assigned 15.38 per cent out of 300 to practice teaching/internship, 7.69 per cent out of 250, 23.08 per cent out of 200, 23.08 per cent 100, 7.69 per cent out of 80, 7.69 per cent out of 40, whereas 15.38 per cent remained silent. Theory papers constitute the following.

#### **(a) Core Papers**

(i) Philosophical and sociological foundation in education, (ii) Psychological foundation of education, (iii) Issues and problems of secondary education, (iv) General methods,

school organisation and school hygiene, (v) Educational psychology, (vi) Two method subjects and (vii) One optional paper (EMM/SO/SH).

#### **(b) Optional Paper**

(i) Mental hygiene and child guidance, (ii) Educational and mental measurement, (iii) School organisation and school hygiene and (iv) School organisation and management.

#### **(c) Teaching Subjects**

(i) Contents and methods of teaching english, (ii) Contents and methods of teaching geography, (iii) Contents and methods of teaching history, (iv) Contents and methods of teaching assamese, (v) Contents and methods of teaching mathematics, (vi) Contents and methods of teaching social studies, (vii) Contents and methods of teaching life science and (viii) Contents and methods of teaching science.

#### **(d) Other Specialisation**

(i) Computer education and (ii) Environmental education

With regard to distribution of marks, in the internal theory paper, 8.62 per cent of the respondents said 100 marks weightage, 1.72 per cent said 75, 20.69 per cent said 25, 34.48 per cent said 20, 5.17 per cent said 10, and 29.31 per cent remained silent. In the external theory paper, 1.72 per cent of the respondents said 100 weightage, 5.17 per cent said 90, 34.48 per cent said 80, 51.72 per cent said 75 and 6.70 per cent of the respondents remained silent. In the theory paper, regarding pass percentage, 17.24 per cent said 50, 48.28 per cent said 40, 17.24 per

cent said 35, 8.62 per cent said 26 and 8.62 per cent remained silent. In practical work, internal in percentage, 5.17 per cent 100, 13.79 per cent said 40, 25.86 per cent said 25, 10.34 per cent said 20, 10.34 per cent said 10, and 34.48 per cent remained silent. In practical work, external in percentage, 6.70 per cent said 90, 3.45 per cent said 80, 1.72 per cent said 40 and 87.73 per cent of the respondents remained silent. In practical work, regarding pass percentage, 1.72 per cent of the respondents said 50, 1.72 per cent said 45, 46.55 per cent said 40 and 3.45 per cent said 35 and 46.55 per cent of the respondents remained silent. In internship internal in percentage, 1.72 per cent of the respondents said 80 and 8.62 per cent said 50 and 1.72 per cent said 25 and 3.45 per cent said 20 and 84.48 per cent remained silent. In internship external in percentage, 5.17 per cent said 80, 8.62 per cent said 50, 1.72 per cent said 20 and 84.48 per cent remained silent. In internship pass percentage, 5.17 per cent said 50, 1.72 per cent said 45, 6.90 per cent said 40, 6.90 per cent said 35, whereas 79.31 per cent remained silent.

With respect to co-curricular activities, 70.69 per cent the staff of the selected institutions reported in favour of drama and cultural activities, 82.76 per cent said sports and games, 79.31 per cent said debate and other literary activities, 6.90 per cent said other extension activities and local areas field trip to important landmarks of the cities. In response to another question pertaining to co-curricular activities, the respondents were asked: how are co-curricular activities organised? It was found that 72.41 per cent of the respondents said pupil teachers are divided into different houses, whereas 36.21 per cent said that pupil teachers have their associations. In order to ascertain whether teachers teaching at secondary teacher education institutions participate in curriculum development renewal programme, a question was asked to them. Around 72.41 per cent of the respondents said yes, teachers participate, 12.07 per cent said No, and 15.52 per cent of them remained silent. It is encouraging to see that a majority of teachers participate in curriculum development renewal programmes. Faculty members were

**Table 2**  
**Distribution of Marks for Internal and External Examination**

	<b>B.Ed. Course</b>	<b>Internal</b>	<b>External</b>	<b>Pass Percentage</b>
i.	Theory	8.62	1.72	17.24
ii.	Practical Works	5.17	6.70	1.72
iii.	Internship	1.72	5.17	5.17

Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).

asked a question as to how do they integrate the education of the disabled students. In response to this question, 8.62 per cent said through outreach programme, 8.62 per cent through college admissions, 3.45 per cent of the respondents said through special care/class, 1.72 per cent said through teachers appointed for disabled students, 5.17 per cent said through special individual attention, 5.17 per cent said in an inclusive manner, 3.45 per cent said combined class/extra activities, 1.72 per cent said co-curricular activities/demonstration, 1.72 per cent said admission through reservation and other consideration, 1.72 per cent said sensitive to the feelings and needs of the disabled students and 33 per cent of the respondents remained silent.

In order to know when was the syllabus of the secondary teacher education institutions in north-eastern region revised, a question to this effect was asked to the teachers. The study reveals that, five respondents said that the syllabus was last revised in 1992, one respondent said in 2003, four

respondents said in the year 2004, two respondents said in 2006, five respondents said in 2007, five respondents said in 2009, eight respondents said in 2010, one respondent said in 2011 and 27 of them remained silent. It appears that, in a few secondary teacher education institutions, the syllabus has not been revised for a pretty long time, whereas in case of others, the same has been revised recently.

### Physical Facilities

In order to study the physical facilities of teacher education institutions, it is encouraging to observe that, 100 per cent of the respondents involved in this study said that they have adequate classrooms, whereas 82.76 per cent said they have staffroom/cubicles, 17.24 per cent have music room, 27.59 per cent have craft room(s), 63.79 per cent have teaching lab, 79.31 per cent have laboratories, 84.48 per cent have principal's office, 50 per cent have students' common room, 75.86 per cent have bathroom, 82.76 per cent have boys bathroom, 81.03 per cent have girls bathroom, 79.31 per cent have male

**Table 3**  
**Showing the Organisation of various Co-curricular Activities**

	<b>Activities</b>	<b>%</b>
i.	Drama and Cultural Activities	70.69
ii.	Sports and Games	80.76
iii.	Debate and other Literary Activities	79.31
iv.	Any other	6.90

Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).

staff bathroom, 72.41 per cent have female staff bathroom, 43.10 per cent have assembly hall, 82.76 per cent have playground, 10.34 per cent have gymnasium, 72.41 per cent have computer room, 60.34 per cent have hostel and 31.03 per cent have staff quarter. The results of analysis show that, almost all the teacher education institutions in this region have adequate physical facilities for running teacher education programmes.

With regard to the use of educational technology, it has been found that, teacher education institutions in this region use a variety of electronic gadgets in transacting curriculum. Although a variety of technological aids are used, the number of institutions which make use of the same are found to be very

few. For example, Over Head Projector is used by 10 per cent institutions, Liquid Crystal Display (7%), Films (7%), Internet (3.45%), Conferencing (1.72%), printed material (1.72%), use of teaching aids (1.72%), PowerPoint presentation (12.07%), White board (5.7%), Loudspeaker (1.72%), Educational video (10.34%) and EDUSAT (1.72%).

In order to find out the total number of books and journals available in various teacher education institutions, as less as two (3%) out of 58 respondents say that they have 20,000 books in their library and as many as 10 (17%) respondents say that they have 4,000 books in their library. Similarly, 9 (16%), 9 (16%), 8 (14%), 4 (7%), 4 (7%), 9 (16%), and 3 (5%) respondents say that they have 2,000, 5,000, 325, 10,000, 8,000,

**Table 4**  
**Percentage of Use of Educational Technology**

Items	%
OHP	10
LCD	07
Films	3.45
Internet/Computer	12.07
Mobile technology	1.72
Printed materials	1.72
Use of teaching aids	1.72
PowerPoint presentation	12.07
Whiteboard	5.07
Loudspeaker for lecture	1.72
Educational Video	10.34
EDUSAT	1.72

*Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012)*

400 and 14,000 books, respectively, in their library. It appears that almost five institutions out of the 13 selected in the sample have less than 500 books in their libraries, which is a matter of serious concern. As regard professional/educational journals, it is found that, the minimum journals available in secondary teacher education institutions is five, whereas the maximum number is 24. This means that till today, majority of secondary teacher education institutions in this region are not adequately equipped with professional/educational journals.

### Mode of Transaction

It is evident from Table 5 that, 91.35 per cent, 58.62 per cent, 84.48 per cent, 43.10 per cent of teachers teaching in these institutions make use of lectures, interactions, discussions/seminars, and computers in curriculum transaction. No teachers make use of CCTV and psychological or geographical apparatus in transacting curriculum.

After identifying the methods and aids used by the teachers in transacting curriculum, a question was asked to the respondents regarding the weightage given to each of the method and aid used. The study shows that 25.86 per cent, 22.41 per cent, 20.60 per cent, 6.90 per cent and 20 per cent weightage is given to lecture, classroom interactions, discussion/seminar, use of computer and project method, respectively. It is clear from the analysis that the secondary teacher education institutions across north-east region assign highest priority to the lecture method followed by classroom interactions and give least priority to the use of computer in their classrooms.

### Practice Teaching or Internship

Practice teaching or internship are important components of teacher education programmes at the secondary level. In order to carry out such practice, teacher education institutions need practicing schools. In order to find out what types

**Table 5**  
**Methods, Aids and Interaction in Curriculum Transaction and Weightage**

Items	Frequency	Percentage	Weightage
Lecture	53	91.35	25.86
Classroom interaction	34	58.62	22.41
Discussion	49	84.48	20.60
Computer	25	43.10	6.90
CCTV	0	0	0

Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).

of schools are available for such purpose, the investigator asked the respondents as to what types of schools are available for practice teaching and internship. The results show that, 8.62 per cent, 84.48 per cent, 79.31 per cent, 58.62 per cent and 15.52 per cent respondents say that own demonstration schools, government schools, private schools, aided schools, and a combination of all these are, respectively, available for practice teaching or internship. It is not encouraging to observe that majority of secondary teacher education institutions in this region do not have their own demonstration schools for the purpose of practice teaching or internship. In respect to a question as to how many teaching subjects a student has to offer, 27.58 per cent, 51.72 per cent and 20.69 per cent respondents state 20, 15 and 30 lessons, respectively. It

appears that majority of respondents (51.72 per cent) state that a student has to deliver 15 lessons in each subject. With regard to the duration of teaching practice or internship, the responses varied from institution to institution.

### Research Activities

With regard to research activities undertaken by the secondary teacher education institutions, it is found that 44.83 per cent teachers are of the opinion that they have the provision of research activities in their institutions, whereas 41.38 per cent state that they do not have such provision and 13.79 per cent remain silent on this matter. It is unfortunate to observe that, research has not yet been considered as an important component of teacher education programme by many secondary teacher education institutions.

**Table 6**  
**Details of Organisational Practice Teaching**

<b>Types of School, Practice Teaching, No. of Lesson, Duration of Practice Teaching</b>	<b>Frequency</b>	<b>Percentage</b>
Own demonstration schools	5	8.62
Government schools	49	84.48
Private schools	46	79.31
Aided schools	34	58.62
A combination of all the above	9	15.52
Teaching subject (Any 2 out of 11)	58	100
No. of lessons to deliver (15–30)	30–12	51.72–20.69
Duration of practice teaching (15–50)	4–1	6.90–1.72

Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).



Institutions having provisions of research activities, 27.59 per cent teachers teaching there state that 16 projects have already been completed by them, 18 are ongoing, 10 students have already been awarded Ph.D. degree, it shows that although the quantum of research activities is very low, yet there is a trend of research activities among them in the right perspective.

In response to promoting research activities, measures, such as competition, reward and incentives are being encouraged among teachers. Encouraging action research with incentives, teachers are being encouraged to go for further study and research work, cooperation from authorities for higher studies with financial support and case studies are being undertaken, and study leave is granted to teachers for undertaking research activities.

### Finance

There are three major breaks up with respect to fee charged. Tuition fee, Library fee, Donation and Capitation

or Development charges. All the three categories of fee charged by the institutions vary with little deviation in the sense that some of them have the same fee structure. The minimum tuition fee charged is ₹100 only, whereas the maximum is ₹6,000 as reported by the teachers. Similarly, the libraries fee vary from ₹25 to ₹1,000 and capitation or development charge vary from ₹500 to maximum ₹40,000. It appears that the amount of fee charged annually by teacher education institutions in this region greatly vary from one institution to another. However, it is good to observe that at least 24.14 per cent of teachers state that although they charge some amount of fee from the students, yet they provide fee concession to their students. But it is not encouraging to see that 34.48 per cent respondents state that they do not provide any such concession to students and it is equally discouraging to note that a majority of them (41/38 per cent) do not respond either.

With respect to annual budget of the institutions, most of the teachers

**Table 7**  
**Status of Research Activities**

Research Activities	Yes (Number)	F (%)	No (Number)	F (%)
Is there any Provision of Research Projects	26	44.83	24	41.38
Project completed	16	27.59	-	-
Project undergoing	18	31.03	-	-
Ph.D. Degree Awarded	10	17.24	-	-

Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).

**Table 8**  
**Tuition Fee Concession for Students**

<b>Tuition Fee Concession</b>	<b>F</b>	<b>%</b>
Yes	14	24.14
No	20	34.48
No response	24	41.38

*Source: Report of the ICSSR Project, 2012 (B.C. Das, 2012).*

including principals/heads refused to give the relevant data. However, on repeated request, data from few teachers of the institutions across north-east reveal that the annual budget pertaining to salary, pension benefits and other heads vary from institution to institution. For example, the highest annual budget of one institution during 2009–10 with regard to salary was stated to be ₹1,00,00,000, whereas the lowest being ₹1,66,000. Similarly, many institutions do not have the provision of pensioning benefits, whereas only IASE, Agartala has the provision of ₹10,00,000 as pensioning benefits. Moreover, only three institutions out of 13 selected in the study do have annual budget other than salary and pensioning benefits approximately 5 lakhs, 10 lakhs and 13.55 lakhs. Thus, it is not encouraging to observe that most of the institutions in this region do not provide pensioning and other benefits to their teachers which is a matter of great concern. Four criteria corresponding to the sources of revenue/income were placed before the teachers. It was found that 50 per cent respondents state that their

major source of income/revenue is fee collected from the students, 41.38 per cent state that it is government grants, and 22.41 per cent and 3.45 per cent mention that the source is donations and endowments, respectively. It appears that, the major source of income/revenue of teacher education institutions even today is the fee collected from students followed by grants received from the government.

With respect to developmental grants received by the institutions, the study reveals that merely 20.69 per cent teachers state that they received developmental grants in the last three years, whereas 43.10 per cent say No and 36 per cent remain silent on the matter. It is evident that very few institutions received developmental grants, which is a matter of great worry, because in the absence of developmental grants many institutions might have difficulties in the process of development of infrastructure and related areas. Institutions which received developmental grants state that the grants received were used for the purpose of infrastructure

**Table 9**  
**Sources of Revenue/Income of the Institutions**

Sources	F	%
Donations	29	50
Endowments	02	3.45
Government grants	24	41.38

Source: Report of the ICSSR Project, 2012.

development, purchase of library books, science and psychological equipment, computers and Xerox machines, furniture, teachers' salary, construction of boys' and girls' hostels, renovation of old college buildings, organising in-service education programmes and installation of EDUSAT.

### Students' Welfare

In response to students' welfare, such as hostel facilities to the students, medical facilities and guiding pupil teachers for employment, 53.44 per cent teachers state that hostel facilities are provided to the students, whereas 29.31 per cent state that there is no such facilities in their institutions and 17.24 per cent remain silent in the matter. With respect to medical facilities, 32.76 per cent teachers state that there are medical facilities available to the students, whereas 43.10 per cent and 24.14 per cent observe that they do not have such facilities and the rest remain silent. However, with respect to guiding pupil teachers towards employment opportunities, study depicts that 53.45 per cent teachers opine that their institutions do

guide the pupil teachers for availing employment opportunities, whereas 22.41 per cent do not feel so and 24.14 per cent prefer to remain silent in the matter. Those institutions which guide their students for availing employment opportunities state that they do so through campus interview, establishing contact with students of other States, counselling classes on employment opportunities and organising career guidance and placement workshops.

### Staff Development and Staff Welfare

The study shows that, all the institutions have got one sanctioned post of principal/head. Very few institutions, particularly, university departments and government colleges have sanctioned posts of professors and readers, which is not the case in private colleges. However, besides university departments/government colleges, private institutions, to a large extent do not have sanctioned posts of lecturers and senior lecturers. Besides science and art instructors, there are craft teachers, lab assistants, LDCs (Lower Division Clerks), and peons in these institutions. Besides the

regular staff, there is part-time staff under imposition to cater to various requirements of the institutions. Institutions, which do not have sanctioned strength attribute the reasons to lack of adequate funds, communication problems, particularly in rural areas, vacant posts not filled up by the government, no promotion of staff for a long time, post of principals lying vacant for a long time. It was further found that the availability of suitable staff for teaching vocational subjects, for teaching differently abled and students with special needs have been found to be inadequate.

With regard to teachers' qualifications, it was found that there are principals/heads in each institution with M.A./M.Sc./M.Ed. with B.Ed. degree. Most of them however lacked research degrees like Ph.D./M.Phil. Moreover, there are lecturers, readers, selection grade lecturers with B.Ed. and M.Ed. degrees. Majority of teachers specialise in mathematics, home science, guidance and counselling, history and life sciences. It is encouraging to find that almost all the teachers including principals/heads as the case may be, both in school and teacher training institutions have adequate teaching experiences ranging from minimum four years to maximum 35 years. Thus, it is quite satisfactory that teachers working in selected institutions fulfill the norms of qualification as laid down by the statutory organisations like the NCTE.

Sometimes, due to inadequacy of funds available at the disposal of the private colleges, private institutions do not pay salaries to their staff at par with their counterparts in government colleges. However, professors, readers and lecturers working in government colleges and university departments are paid as per UGC norms, whereas lecturers working in private colleges are very poorly paid and there is no fixed salary as such. In most of the private colleges, lecturers are paid about ₹ 5,000 to ₹ 8,000 per month. It is unfortunate to observe that there are some institutions that do not send their teachers to attend seminars, workshops and conferences which are essential for the professional growth of the teachers. A corollary to this, many of the teachers have attended refreshers and/or orientation programmes organised by Academic Staff Colleges. However, it is encouraging to find that, as many as 64 per cent teachers state that they participated in the development of instructional material/teaching aids. In order to find out whether there is a provision to orient teachers on operation blackboard, minimum level of learning, and building relationship with the community, the study reveals that all the training institutions casually orient teachers on these three aspects and do not pay much importance to the same. Around 48.27 per cent, 22.14 per cent, 22.41 per cent, 31.03 per cent, and 10.34 per cent teachers state that they

have provisions for provident funds, house building advance, vehicle advance, medical reimbursement and leave travel concessions, respectively. It appears that the provisions of staff development and staff welfare among the institutions in this region are marginally available. Moreover, it is a matter of concern that more than 50 per cent teachers and administrative staff working in secondary teacher education institutions in this region are deprived of staff quarters. Most of the training institutions do not have alumni associations. A few institutions which have alumni associations organise seminars and are engaged in writing manuscripts. Around 56.90 per cent respondents state that teachers and heads/principals participate in programmes organised by participating schools, whereas 22.41 per cent do not feel so. It is somewhat encouraging to observe that teachers and heads of the institutions participate in academic programmes organised by participating schools at least once a year.

### **Course Evaluation**

Course evaluation is an important aspect for determining the success or failure of a programme. In this regard, teachers, principals/heads of the respective institutions state that the mechanisms adopted by them to evaluate the course are—internal and external assessments, unit tests, class tests, oral tests, progressive tests and summative evaluation.

### **Difficulties and Drawbacks**

In order to organise teacher education programmes at the secondary level, the institutions come across numerous problems, such as poor management, acute resource crunch, communication problems particularly in rural areas, lack of laboratory facilities, teaching-learning material, cooperation from the practicing schools, sufficient time, seriousness of the deputed teachers, hostel facilities, innovative teaching aids and casual attitude from the government. Similarly, the drawbacks involve lack of human resources, coordination, organisational set-up, inadequate time to complete the course, vacant posts not filled up, poor coordination between State Council of Educational Research and Training, Board of Secondary Education and College of Teacher Education.

### **MAJOR FINDINGS AND RECOMMENDATIONS**

Almost all the secondary teacher education institutions in north-eastern region have adequate physical facilities for running teacher education programmes. However, the number of institutions which make use of educational technology in the classroom is very less and only five institutions out of 13 have less than 500 books. Majority of them are not adequately equipped with professional journals. Most of the teachers use lecture method in curriculum transaction, whereas very few use interactions and

discussion approach in delivering the content to the students. No teachers make use of CCTV and computers in the classrooms. Majority of the institutions do not have their own demonstration schools for practice teaching. Half of the institutions state that a student-teacher delivers 15 lessons in each method subject. Almost all the institutions use microteaching as a viable mode of preparing student-teachers for practice teaching. Research has not been considered as an important component of teacher education programme by many institutions. The major source of income/revenue of teacher education institutions even today is the fee collected from the students. Unfortunately, a few institutions have not received developmental grants. The university departments and government colleges have sanctioned posts of professors and associate professors which is not the case with private colleges. In private colleges, no promotion of teachers from one scale to another is made and the post of principals is lying vacant in some institutions. Availability of suitable staff for teaching vocational subjects and for teaching students with special needs has been found to be inadequate. Most of the teachers teaching in these institutions lack research degrees, such as M.Phil. and Ph.D. No private colleges pay salary to its staff at par with the government institutions. It is unfortunate to observe that some institutions do not send their

teachers to attend professional development programmes. More than 50 per cent of the staff is deprived of staff quarters. However, it is encouraging to state that teachers and heads of the institutions participate in academic programmes organised by participating schools. Majority of the institutions state that the procedures adopted for evaluation are not innovative. Lack of human resources, finance, research and coordination among SCERT, CTE, and the NCTE in organising teacher education programme adversely affect the spread of innovation in teacher education institutions in this region.

Based on the above-mentioned findings of the study, it is recommended that, in order to assure quality in teacher education institutions in this region, both internal and external, the policies and practices of teacher education should be in accordance with the global standards and must be considered as the benchmark for all institutions and individuals working within teacher education. The teacher education policies should be undertaken simultaneously in various areas, such as physical infrastructure, human capital, policies towards faculties, administration and staff development, and intellectual policies for improving research and curriculum. Adequate, continuous and timely availability of physical, human and financial resources to these institutions would assure proper implementation of various

policies that are essential to achieve quality objectively. The educational curriculum needs to be devised so as to involve the cognitive, affective, spiritual, societal and psychological traits of the students and practicable in diverse pedagogical settings inside the class and the workplace. Quality in education heavily depends on the quality of the curriculum, its objectives and outcomes, contents and credits, material and assessment. Incorporating the theory and practice of career development, the teacher education curriculum should incorporate the national objectives while addressing the local and global needs. The changing trends within the subject domain should remain major influences affecting

the curriculum. Teachers should be encouraged to engage in their growth and development activities. Besides opportunities for further education and research engagements, both pre-service and in-service training could be arranged to work on professional development of faculty. Last but not the least, teacher education system should have open system thinking that will enable it to cope with emergent challenges and changes in educational leadership and management, subject domain, teaching and learning models and educational technologies. This would bridge the gap among national demands, academic policies, social and environmental needs and students' choice towards a specific career.

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