

**A CRITICAL STUDY OF
SECONDARY TEACHER EDUCATION IN NAGALAND**

Thesis Submitted to Nagaland University for the Degree of
Doctorate of Philosophy in Education



SUPERVISOR

PROF. BUNO LIEGISE

PROFESSOR IN EDUCATION

INVESTIGATOR

NEIZEKHONUO LIEZIETSU

REGISTRATION NO.615/2014

DEPARTMENT OF EDUCATION
SCHOOL OF HUMANITIES AND EDUCATION
NAGALAND UNIVERSITY, KOHIMA CAMPUS
MERIEMA, KOHIMA-797001

NAGALAND

2021



NAGALAND UNIVERSITY

(A Central University Estd. by the Act of Parliament No. 35 of 1989)

Kohima Campus, Meriema- 797001

Ref. No.....

Date.....

CERTIFICATE

This is to certify that **Ms. Neizekhonuo Liezietsu**, bearing **Registration No. 615/2014** from the Department of Education, Nagaland University, has completed her Ph.D Thesis titled, **“A Critical Study of Secondary Teacher Education in Nagaland”**, under my supervision and guidance.

This is her original work and has not been submitted so far, in part or in full, for any degree or diploma of this university or any other University. She has successfully completed her research work within the stipulated time. The thesis is ready and fit for submission for the award of Ph.D Degree in Education.

Place: Kohima

(Prof. Buno Liegise)

Date:

Supervisor

DECLARATION

I, **Ms. Neizekhonuo Liezietsu**, hereby declare that the subject matter of this Thesis entitled, “**A Critical Study of Secondary Teacher Education in Nagaland**”, is my own work, and that all the sources I have used or quoted have been acknowledged by means of references.

The contents of this Thesis did not form basis for any previous award of degree to me or to any other to the best of my knowledge.

This Thesis is being submitted to Nagaland University, for the award of the degree of Doctor of Philosophy in Education.

Place: Kohima

(Neizekhonuo Liezietsu)

Date:

Regd. No. 615/2014

Countersigned

Countersigned

Prof. RAKESH RAI

Prof. BUNO LIEGISE

HoD

Supervisor

Department of Education

Department of Education

Nagaland University

Nagaland University

APPENDIX 5



नागालैण्ड विश्वविद्यालय NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)

(A Central University Estd. by the Act of Parliament No.35 of 1989)

मुख्यालय: लुमामी, जुन्हेबोटो (नागालैण्ड). पिन कोड - 798627

Headquarters: Lumami, Dist: Zunheboto, (Nagaland), Pin Code-798627

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Place: Kohima

Neizekhonuo Liezietsu

Date:

Abbreviations Used

B. El. Ed	Bachelor of Elementary Education
B. Ed	Bachelor of Education
B. P. Ed	Bachelor of Primary Education
CBTP	Capacity Building Training Programme
CIE	Central Institute of Education
CSS	Centrally Sponsored Scheme
CTE	College of Teacher Education
DIET	District Institute of Education & Training
ECE	Education for Early Childhood
EPC	Enhancing Professional Capacity
ETE	Elementary Teacher Education
HRD	Human Resource Development
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
INSET	In-Service Education for Teachers
JTTI	Junior Teacher Training Institute
LPA	Lesson Planning Ability
M. Ed	Master of Education
NBSE	Nagaland Board of School Education
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NEHU	North Eastern Hill University
NEIES	North East India Education Society
NPE	National Policy of Education
NU	Nagaland University
PGT	Post Graduate Teacher
RCE	Regional College of Education
RIE	Regional Institute of Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SCERT	State Council of Educational Research and Training
SSA	Sarva Shiksha Abhiyan
STE	Secondary Teacher Education
TLM	Teaching Learning Material
TM	Teaching Manual
UGC	University Grant Commission

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CHAPTER 1

1.0.Introduction

Teacher education refers to the processes, procedures and provisions designed to help teachers and future teachers learn and master the knowledge and skills needed in the profession, also enable them to develop positive attitude towards teaching. It could be pre-service or in-service teacher education programme or one that is meant for both. Again it could be Teacher Education for Early Childhood (ECE), Elementary Teacher Education (ETE), and Secondary Teacher Education (STE) in accordance with the different levels of education. These are the three major teacher programmes which comprise the mainstream system of teacher education in the country. Besides, there are subject specific courses such as B.P.Ed, level specific courses as in B.El.Ed, different courses of RIEs and of NCERT. However, more than 90% of teacher education institutions in the country offer only the two year courses in Early Childhood Education, Elementary Teacher Education and Secondary Teacher Education.

‘Quality Education’ has become the watchword in today’s educational scenario. Everyone talks about it at all level of education. An important area where emphasis needs to be put if the society is to realise Quality Education is good teacher education. Teacher education therefore needs special focus because it is the pivot around which the educational system depends upon. It is a target and an instrument of quality assurance mechanisms, particularly at the school education level. This is because of the fact that good quality teacher education produces good teachers leading to high-quality students, who in turn feeds higher and professional education and ultimately leads the country to great heights. Without quality school education, there will be no quality at higher, technical and professional education. So for qualitative improvement in education, assured quality teacher through improved quality teacher education is the need of the hour. And for teacher education to be effective, its strengths and weaknesses, the issues and problems faced by it needs to be studied and be brought to light and addressed appropriately. For this reason, the present study is directed towards the Secondary Teacher Education in Nagaland with the hope that it will contribute towards bringing quality education in the state.

1.1. A Brief Overview of Nagaland

The tribal state of Nagaland was inaugurated as the 16th State of the Indian Union on 1st December 1963. Nagaland bordered with Assam in the West, Myanmar in the East, and Arunachal Pradesh in the North. It has 12 districts namely: Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Noklak, Peren, Phek, Tuensang, Wokha and Zunheboto..Kohima is the capital. Nagaland is inhabited by different tribes, both major and minor as well as other sub-tribes. Each tribe has its own distinct custom, dress and language and has a rich oral tradition which has been passed down through the generations.

1.2. Education in Nagaland

The beginning of formal education in Nagaland may be traced back to the advent of the American missionaries in the then Naga Hills in the 1880's. They not only brought Christianity to the land, but with them, education also came to the State. Rev. E.W.Clark opened the first school in Mokokchung, in the village of Molungkimong in 1878, which was later shifted to Impur in 1882. The mission school at Mission Compound in Kohima which was started with half a dozen boys by Rev. Dr. C.D. King and his wife, ran and managed by the American missionaries who succeeded them also did a commendable job in imparting education to many Nagas, especially the Angamis, Chakhesangs, Semas, Zeliangs, Rengmas and others. The schools at Impur and Kohima served the Naga people in education to a large extent as many early students later on became teachers themselves and spread education in their community. After the American Missionary left the land, the British who were the colonial power then, took over the education. The education then was mainly on the 3 Rs, namely, Reading, Writing and Arithmetic.

The growth of education gained impetus after Nagaland got statehood in 1963. From a few schools concentrated in Kohima and Mokokchung, the number grew to thousands now. The state government as well as private individuals and organisation has taken upon themselves to educate all through formal schooling and therefore had set up many schools and colleges. Over the years, School and college have grown lots. So though education appeared late in Nagaland, it has taken quantitative leap since statehood.

1.3. Teacher Education in Nagaland

Teacher education first made its appearance in Nagaland only in the 1950's. It started out to improve the teacher of the primary schools. Then the priority was to improve the teaching capacity of the teachers as most of them were under matric. The Basic Education Officer of Assam at the time, Shri. Suresh Raj visited Kohima and discussed upon the idea of setting up a teacher training centre in the State. He even visited sites for the said centre. In 1955, with the financial support of Hindustani TalmiSangh, a teacher training centre was established at Chiechama, Kohima. The centre was designated as Junior Teacher Training institute (JTTI). Two similar centres were opened in 1962 and 1964 respectively at Mokokchung and Tuensang. These centres at Kohima, Mokokchung and Tuensang were later on upgraded to DIETs. At present, there are eight(8) DIETs, functioning and offering Diploma of Elementary Education to pre-service trainees and Diploma in Education to in-service student teachers in the state. Besides these, private sector is also taking active part in educating primary teacher. St. Paul Institute of Education at Phesama began primary teachers training in 1977. Salt Christian College, Dimapur has followed suit in 2006. These institutes provide Diploma in Elementary Education programme, meant for elementary teacher, to both in-service and pre-service student teachers.

College for Education to provide teacher education courses to graduate and under graduate teachers called Nagaland College of Education was established in 1975 in Kohima. This was the first of such institution in the state and was established under the initiative of North Eastern Hill University (NEHU) and the State Government of Nagaland to impart quality and value based teacher

education. It was affiliated to NEHU and initially offered both B.Ed and Under Graduate Teacher Training. The latter was offered from 1976 till 1992. The college was upgraded to College of Teacher Education in 1990, and came to be called Nagaland College of Teacher Education. The college was among the first three B.Ed institutions in the North East to be given recognition by National Council of Teacher Education ERC in 1998. The college later changed its nomenclature and now came to be known as State College of Teacher Education. In 1995, it transferred its affiliation to Nagaland University. After two decades, other colleges also started offering B.Ed course to student teachers, both in-service and pre-service. At present, there are nine colleges providing B.Ed programme.

1.4. Present Scenario of Secondary Teacher Education in Nagaland

There are nine (9) colleges namely: State College of Teacher Education, Salt Christian College, Bosco College of Teacher Education, Modern College of Teacher Education, Mokokchung College of Teacher Education, Unity College of Teacher education, Ura College of Teacher Education, Sazolie College of Teacher Education and Mount Mary College, are providing B.Ed to secondary teachers in the State. Of the nine (9), two (2) are government and six (7) are private. All of these colleges are catering to both in-service and pre-service student teachers. They are all affiliated to Nagaland University. At the institutional levels, they are headed by the Principal. The Private colleges are managed by their own managing board/body. However, the government colleges are directly under Higher Education Department, Government of Nagaland.

The B.Ed programme offered by them is of two years and covers four semesters. The curriculum followed was in accordance with the NCTE framework and National Curriculum Framework for secondary teacher education. The course has core papers like Childhood and growing up; Contemporary India and education; Language across curriculum; Understanding disciplines and subjects; Assessment of learning; Knowledge and curriculum; Gender, school and society; Creating an inclusive school and Pedagogy of schools subject (Social Science, English, Maths, Life Science and Physical Science). It also has optional papers like Peace Education, Guidance and counselling, Health and physical education and the like. Besides, it has four EPC (Enhancing Professional Capacities), namely Reading and reflecting on texts, Drama and Art in Education, Critical understanding of ICT and Understanding Self. Then practical activity consists of field based experiences like practice teaching, micro and macro, peer observation, community work, work experience etc. The Macro teaching consist of Pre-Internship (different activities like visiting schools and observed real classroom situation, peer group discussion etc spread over 4 weeks), Internship (practice in practising schools for a duration of 10 weeks), Post-Internship (duration of one month involving Extended discussion, writing reflective journals) and Final Practice Teaching (duration of two days). Besides, there are lots of workshops on different aspects of teaching like Evaluation, Low cost/no cost teaching aids, lesson planning and the like.

1.5. Need and Significance of the Study

. Teaching is a profession and not merely a job. And as a professional, a teacher needs a repertoire of skills, knowledge and expertise to be effective in his profession. This view was aptly observed by the International Encyclopaedia of Teaching and Teacher Education, 1987, “Enjoying the same social status and prestige as all those who eminently serve society, today’s or tomorrow’s teachers must be a professional, where educational programme and level should be more comparable with the physician’s education.” Therefore teacher education is of great importance and many recommendations were made in this regards.

The Education Commission (1964-66) said, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions.” For the improvement of teacher education, it recommended:

- i) Improving professional training through well-organised subject orientation or content courses.
- ii) Creating new professional courses to guide headmasters, teacher educators, educational administrators etc.
- iii) Expansion of infrastructural facilities of the training institutes.

National Commission for School Teachers (1983-85), revitalizing and improving teacher education measures such as four-year integrated courses, curriculum redesign, instructional learning, structured teaching practice, holistic content, use of technology in teacher training, adequate physical facilities, qualified teachers etc. .

The Working Group on Teacher Education (1986) also made the following recommendations:

- i) The central and state governments will conduct courses to determine the need for intelligent and competent teachers in each of the Five Year Program.
- ii) All teacher training institutions should have a good library with books in all subjects. It must also subscribe to at least five professional journals.
- iii) All teacher training institutes should have a state-of-the-art laboratory with the necessary equipment and apparatus for conducting all experiments in sciences upto higher secondary stage.
- iv) The state government must provide full financial support to all teacher training institutions in the province so as to provide resources as described above.
- v) The four-year integrated teacher education program as prevalent in the Regional Colleges of Education is a better example of teacher education and many such institutions in state institutions should be implemented. Such institutions can be started by combining college the facilities of science and art college institutions with one year B.Edcollege in the same town.
- vi) A minimum instruction period of a one-year B.Ed should programme should be 36 weeks after the last day of admission.

- vii) All professional activities for professional development of teacher educators, such as participation in in-service training programme, book publishing, research work and the like should be recognised.

The NPE 1986, called for a redesign of the teacher education system in the country. It emphasised the need for continuing education for teacher continuity so that teachers can meet the intended objectives of this policy. A new programme funded by the Centrally Sponsored Scheme of Restructuring and Reorganization of education was launched in 1987-88. Out of the many components of this restructuring which has the basic objective of providing training and resources support to education at different level is upgradation of Secondary teacher institutions into Colleges of Teacher Education, establishment of Institutes of Advanced Studies in Education, strengthening of SCERTs and University department of education through the University Grant Commission.

A lot of emphasis has been given on teacher education. For revitalisation and improvement of teacher education, its profile and status, strength and weaknesses, availability of different facilities, needs, problems and issues and its every aspects, needs to be studied and bring to the notice of policy makers, administrators and different stakeholders for necessary actions.

Lawes's study on teacher education in Jamaica (1997), found that countries are influencing teacher education reform as it leads to improvement of different levels of educational system. Therefore, many countries are focussing their attentions on teacher education and teacher's role. And to know about the effectiveness of teacher education and how it contributes towards education of the country is through research in the area.

As discussed earlier, an important area where emphasis needs to be put if the society is to realise Quality Education is good teacher education. In educational system, teacher education is uniquely located, as it affects the total system positively or negatively. It is a target and an instrument of quality assurance mechanisms if quality education is to be strived for and therefore needs special focus. This is because good quality teacher education could result in good teachers leading to quality education and quality students. The high quality student would then feeds higher and professional education and ultimately leads the overall development of the society. As such, we can say that an effective teacher education is fundamental to national development.

Many pertinent concerns in teacher education have been raised and debated over time by different education commissions. Some have been implemented in different forms while others seem to have defied solutions. Now the time is here to look at teacher education as it is; with its good aspects as well as the bad ones, its strength and its weaknesses and its issues and problems, so that decisions which will leads towards its reorganisation and restructuring in the direction of positive implementation. And to reach such a position and conclusion on how best to reorganise or restructure the teacher education in the country, is to have critical and in-depth investigation carried out in all its aspects. So it is significant to have more of such study carried out about the teacher education at different levels in the country.

The current secondary teacher education preparation programmes are predominantly devoted to the teaching of a few educational theory and teaching methodology courses. As part field work or practical experience of teaching in real school situations, the student teachers are required to plan 30-

40 lessons in the practicing schools and to observe few lessons delivered by their peers. And though many of the secondary teacher education colleges are organising the different activities of the programme professionally with effective management and committed, competent and professional teacher educators, there some institutes which are compromising the quality of the course by making business out of the it and also by not following or adhering to the norms of NCTE. As such, all these needs to be looked into and addressed accordingly. And study in the area is what it needs, hence the relevancy to carry different researches in secondary teacher education.

The present study, ‘A Critical Study of Secondary Teacher Education in Nagaland’, was done in the light of the above mentioned reasons, and with the objectives to study the profile of the secondary teacher education and its status in Nagaland. It also studied the present situation of the secondary teacher education in Nagaland with reference to physical facilities, academic work, staff extension work, innovative programmes, finance, administration, curricular as well as co-curricular activities, community work and the effectiveness of school organisational climate. Through the study, the investigator wanted to contribute to the world of knowledge, facts about secondary teacher education in Nagaland.

And as no study has been done so far on this area, that is, on secondary teacher education in the state, the investigator felt that it was right to do research on it with the aim to study the nature and practices of the secondary teacher education, to find out problems faced in the area and to suggest measures for improvement for the overall quality education in Nagaland. And those aims were realised at the end of the study.

1.6. Statement of the Problem

The study undertaken is titled “A Critical Study of Secondary Teacher Education in Nagaland”.

1.7. Operational Definition of the Terms Used

Some key words used in the study are defined as:

1. Critical Study would mean an analytical evaluation of something. Various aspects of Secondary Teacher Education would be analysed.
2. Secondary Teacher education would mean Bachelor of Education (B.Ed), a broad professional preparation needed for the highly complex task of teacher of class 9 to 12 in the modern world.
3. Teacher Educator would mean those people who teach B.Ed course in the Teacher Education Colleges.
4. Student Teacher implies those people who come for B.Ed course in the Teacher Education Colleges.

1.8. Objectives of the Study

1. To study the profile of the teacher educators and the student teachers.

2. To make a critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education.
3. To examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS workshop, IGNOU programmes on Distance education.
4. To assess the nature of practice of teaching in the colleges of secondary teacher education
5. To find out the effectiveness of the practice of teaching from the perspectives of the student teachers.
6. To highlight innovative practises if there are any in the colleges.
7. To find out the issues and challenges faced by the principals, secondary teacher educators and student teachers.
8. To suggest measures for improvement of secondary teacher education in Nagaland.

1.9. Research Questions

1. What is the profile of the Student Teachers and Teacher Educators in the B.Ed colleges in the State?
2. What are the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education?
3. Are the secondary teacher education institutions conducting other training programmes, besides B.Ed course like staff extension work, faculty development programme, CSS workshop, IGNOU programmes on Distance education?
4. How is practice teaching carried out in the colleges of secondary teacher education?
5. What is the effectiveness of the practice of teaching from the perspectives of the student teachers?
6. What are some of the innovative practises, if there are any, in the colleges?
7. What are the issues and challenges faced by the principals, secondary teacher educators and student teachers?
8. What are some of the measures for improvement of secondary teacher education in Nagaland?

1.10. Delimitation of the Study

The study is delimited to the eight B.Ed Colleges in Nagaland, the Principals, Teacher \Educators and the Student Teachers of the 4th Semester as they are the ones who can answer the questionnaire satisfactory.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

Research work to be carried meaningfully needs review of related literature by the researcher. This is so because, it acquaints the researcher with the current knowledge and the field in which he/she is interested to conduct research. A comprehensive review provides a rich background knowledge which enables the researcher to perceive relationships among the variables and also to determine what findings others researchers have reported on the problems related to the problems under study. It also helps the researcher to know about the recommendations of previous researchers highlighted in their studies for further research. Review also helps the researcher to avoid duplication and enable him/her an understanding of the research methodology which is helpful in the selection of sample groups, selection and development of tools and techniques and application of data analysis techniques.

The Indian studies focuses on both Pre-service and In-service but more on the latter. They are concentrated on critical study of teacher education programme, its system and impact on student teachers; Evaluative study of teacher education programme at different levels, namely DIETs and B.Ed colleges, their effectiveness, their curriculum; Issues and Problems of teacher education; Survey study of teacher education; In-service teacher education programme of both DIET and B .Ed colleges and the like.

On the other hand, the foreign studies though touches in-service teacher education were more on Pre-service teacher education, teacher preparation programme in general and specifically on preparation of science/maths/English/social sciences teacher; how pre-service teacher education programme influenced the efficiency, attitude, teaching behaviours of prospective teachers; the different practices in pre-service teacher education programmes,; integration of technology in pre-service teacher education, use of technology in instruction and technological trends in pre-service teacher education; teacher preparation components in teacher education programmes; mentoring and tutoring; impact of pre-service teacher education on novice teachers; development of pedagogical practices and the like.

Some related literatures reviewed for the present study are cited under two heads namely:

1. Studies done in India
2. Studies done abroad

2.1. Overview of literature

D.D. Yadav's study on teacher education in Haryana (1980) implied that deliberate and conscious efforts should be made to develop positive attitudes in the student teachers towards the profession of teaching. It also talked about the practicing schools not helping the student teachers in practice teaching as the school regular teachers were not made a part of the programme. Also, the study revealed that most colleges used lecture method in the teaching learning process, though a few of them emphasised on tutorials, seminars, discussion and the like too. **DulomoniGoswami (2007)**

in his study titled ‘Student-teachers perception of quality Teacher Education’ also found that teacher educators still follow traditional methods like lecture and dictation of notes, and therefore suggested that they should be trained to use innovative practices and that they should take up action research thereby helping the student teachers to do the same. The study also recommended that for quality teacher education, the institutions should have good infrastructural facilities like adequate number of classroom, library, laboratory and the like.

A. S. Seetharamu and SharadaManvikar in their 1986 survey study on secondary teacher education in Bangalore revealed that library facilities were better in aided institutions than in unaided institutions that male teachers were more than female teachers and that only few of them had attended state level seminars/conferences.

On the effectiveness of teacher education programmes, **Satyanarayana Singh** 1987 found that remedial instructional micro teaching course was effective in enhancing the skill of probing questioning of both experienced as well as inexperienced student teachers. **Sinha Roy** (1991) concluded that the elementary teacher education course in Orissa through its elements of community involvement in theory as well as practice affected the attitude of the student teachers positively towards the community. **Yvonne Joy Lawes** (1997) concluded from her study on Jamaican teacher education that if provided with a good teacher education, needed training tools, support and incentives, teachers can help bring up literacy rate and take the country to prosperity. **Ying-Feng Wang** (1999) concluded that the link between Science teacher preparation programme and development of positive attitudes by the pre-service teachers in Iowa towards teaching was strong. **Malinen**, et al. (2012) reviewed teacher education in Finland and concluded that the quality which rest on teacher education was one of the factors in deciding the quality of an education system. **ShandraCaliborne** (2016) from her study on the effectiveness of teacher education at Virginia State University, dwelt on the belief that teacher education programme of the university provided the teachers with the needed effectiveness and competency that a teacher should possess. **Nancy Burstein** (2019) disclosed the satisfaction of special teacher education’s graduates with their preparation for teaching career. Contrary to the above studies finding, **Kanti Mohan Srivastava** in his 1982 study found that there was no significance contribution of the programme for developing teaching aptitude among trainees as revealed by the comparative study of means pretest and post-test score using single group design.

On problems and issues of teacher education, **R.S. Mani** 1988 study concluded that the then B.Ed programme did not have any methodological provision meant for higher secondary teachers and suggested for training in the methodology and teaching techniques for them. **P. Babukuttan** (2011) reported that the major problems were dearth of adequate educators in all subjects, well equipped laboratory, well stocked library, faculty development programmes, information technology facilities in art and physical education etc. The level of excellence in areas like subject knowledge, pedagogic skill, preparation of teaching learning materials, manual, preparation of evaluation tools, skill in classroom management etc were found to be below average.

Also **Ajanta DuttaBordoloi**(1990) held that teacher education institutes lack adequate infrastructural facilities and that organisation and evaluation of the practice teaching activities were

not scientific. Also it found B.ed curriculum to be too heavy and more theoretical than practical in nature. **ImkonsenglaLongchar (2017)** held similar findings that the DIETs in Nagaland do not have adequate infrastructural facilities such as good library, separate toilet for men and women, hostel facilities for men and women, proper electrification, seminar etc. Also it was found that majority of the teachers do not used any technological devices in the teaching learning process and that the curriculum was vast.

Besides, **National Council of Teacher Education (2001)** also pointed out that in teacher education colleges in Andhra Pradesh, there were scarcity of educators in foundation subjects like Philosophy and Psychology. Besides, DIETs, CTEs and IASEs were found to be unsatisfactory as per NCTE norms. The council therefore recommended for recruitment of staffs to fulfil the requirement of manpower planning which in the long run would help to bring an effective teacher education system in Orissa. **KavitaDhawan(2003)** also disclosed that most of the problems faced by primary teacher in-service training in Himachal Pradesh were in the areas of planning, availability of supplementary teaching learning materials, good resource persons and the like. Also female teachers were found to have more positive attitudes towards teaching. **KatharynLabudaKohlhass (2002)** pointed out that lack of relevance of the course on elementary teaching as a problem and suggested for alteration of courses that were not beneficial and that field experience that closely resembled real classroom situations for pre-service teacher education.

On integrating technology in teacher education, **Claire Smith Hornung(2002)** concluded that educational experience of the student teacher afforded them developed positive attitude towards integrating technology in teaching. **Mary Ann Louise Kjetsaa(2002)** of Seton Hall University also expressed about a shift from learning about computers to learning with computers had occurred in teacher education, and recommended for the introduction of innovations into pre-service education programmes.

On reviewing the literature of both Indian and foreign studies, the investigator found out that the Indian studies focuses on both Pre-service and In-service but more on the latter. They are concentrated on critical study of teacher education programme (**Yadav, D.D.** 1980, A critical study of teacher education in the state of Haryana and its comparison with that of CIR, Delhi and the RCE, Ajmer) its system and impact on student teachers (**Nagpur, V.R.** 1991, A critical study of the system of teacher education at the secondary level in Maharashtra) and (**Sharma, Subhash Chandra.** 1992. A critical study of the impact of in-service education on the professional efficiency of teachers of PGT scale working in KendriyaVidyalayas of Lucknow region); Evaluative study of teacher education programme at different levels, namely DIETs and B.Ed colleges (**SCERT, Andhra Pradesh.** 1981. Evaluation of in-service training programme for primary teachers in the selected government and aided teacher training institutions; **Walia, K.** 1992. Secondary teacher education programmes in Northern India: An evaluative study; **Dhawan, Kavita.** 2003. Evaluation of in-service teacher education programmes for primary school teachers in a DPEP District of Himachal Pradesh; **Duggal, Shyni.** 2004. An evaluative study of in-service teacher education programmes conducted by DIETs of NCT Delhi; **Aarti, Anand.** 2011, An evaluative study of teacher training programme of elementary teachers), their curriculum (**Natarajan, S.** 1984. A competence based

programme in teacher education curriculum, **Bordoloi, Ajanta Dutta**. 1990. A critical evaluation of teacher education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training;); Issues and Problems of teacher education; Survey study of teacher education (**Seetharamu, A.S.** and **Usha, M.N.** 1984. Pre-primary teacher education – A survey, ISEC, Bangalore; **Seetharamu, A.S.** and **Manvikar, Sharada**. 1986. Secondary teacher education – A status survey, ISEC, Bangalore), In-service teacher education programme of both DIET and B .Ed colleges (**Yadav S.K.** 2012. Impact of in-service teacher training on class room transaction; **Pooja**. 2013. A study of in-service teacher education programmes at elementary education level in Punjab) and the like.

On the other hand, the foreign studies though touches in-service teacher education were more on Pre-service teacher education, teacher preparation programme in general and specifically on preparation of science/maths/English/social sciences teacher; how pre-service teacher education programme influenced the efficiency, attitude, teaching behaviours of prospective teachers; the different practices in pre-service teacher education programmes,; integration of technology in pre-service teacher education, use of technology in instruction and technological trends in pre-service teacher education; teacher preparation components in teacher education programmes; mentoring and tutoring; impact of pre-service teacher education on novice teachers; development of pedagogical practices and the like.

After thorough review of different literature, it has been found that there is lack of a serious and an in depth study in teacher education carried out in the State, hence the investigator took up the present study on “A Critical Study of Secondary Teacher Education in Nagaland

CHAPTER 3

METHODOLOGY OF THE STUDY

3.0. Introduction

In order to carry out a systematic study, methodology with effective procedure is the basic necessity. The success of any study depends greatly on the kind of methodologies and procedures followed in the step-wise execution of the study by the researcher. For this, the researcher chooses appropriate methods, population and sample, and develops appropriate tools to help in the acquisition of data.

3.1. Nature and Design of the Study

The study was a Descriptive method of research, an accepted form of scientific study. It was undertaken to study the profiles of Student Teachers and Teacher educators, the infrastructural facilities, academic programmes and co-curricular activities, finance and management, practices, effectiveness of practice teaching, problems and challenges and different aspects of Secondary Teacher Education in Nagaland.

3.2. Population

Population of the study will included all the eight (8) Principals of the eight B.Ed colleges in Nagaland, which were in existence during the period of data collection, ie, 2017, 70 Teacher Educators and 540 Student teachers.

The data as per 2017-18, regarding the number of secondary teacher college, teacher educator and student teacher are given in the table below:

3.3. Sample

In the study, the sample consisted of all the 8 Principals, simple random sampling was used to select 54 Teacher Educators and 390 student teachers of the eight B.Ed. colleges who shared their views through the questionnaires provided to them. Besides, through purposive sampling 15 experts belonging to different fields of education such as Higher Education, School Education, SCERT, Ex-Principal of Secondary Teacher Education College, DIETs, Nagaland University were included via Interview Schedule.

3.4. Tools of the Study

Three sets of Questionnaires were constructed for the three categories of the sample, namely Principals, Teacher educators and Student teachers so as to obtain the required data. All the items were framed in consultation with the Supervisor. The Questionnaires were then given to experts for their perusal, correction and approval. Thereafter, basing on their feedbacks, minor changes in the forms of addition and deletion were made. In this way, Content Validity of the items was established. Then, they were given for pilot testing with some selected student teachers, teacher

educators and principals. Again few changes were made according to the responses and comments of the testees. Besides the three sets of questionnaires, office files and record of the eight colleges and that of the government were examined for necessary information. Interview schedule was also prepared in consultation with the supervisors and feedback from some experts.

3.5. Administration and Collection of data

For the collection of data, the investigator used both primary and secondary sources. For primary data, the investigator first of all through written as well as telephonic communication took permission from the Principal for the administration of the questionnaires to the different subjects. Then a day was set for the said purpose when the investigator personally went to the field and administered the questionnaires to the student teachers, teacher educators and the principals. Also an interview schedule was used to collect the same from 15 experts in the field of education. The interview was carried out through face to face mode as well as through telephonic interview. For the collection of other secondary data, other means like office files and records were consulted.

3.6. Techniques of Analysis and Interpretation of data:

The raw data collected by the investigator through the different tools as cited were organised and tabulated in order to determine the inherent facts or meanings. The data were analysed, calculated and discussed from as many angles as possible to arrive at new facts. Percentage was used for the final interpretation of the data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0. Introduction

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Selltitz, Jahoda and others opine that analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organising these in such a manner that they answer the research question(s).

Analysis of data means categorizing, systematizing, and classifying the data. Interpretation refers to the task of drawing inferences from the collected facts after an analytical study. In order to procure a significant picture of the raw information collected, analysis and interpretation is a core of a research study so as to draw accurate result and inferences.

This chapter deals with the analysis and interpretation of the data collected through three sets of Questionnaires, oral interview of 15 experts in the field of education and governmental reports/records and official records from the colleges that were studied. The analysis of the data collected for the present study “A Critical Study of Secondary Teacher Education in Nagaland” was analysed keeping in view the 8(eight) objectives of the study. The data were collected in response to both closed as well as open-ended questions from the questionnaire. All the responses thus collected from each items were calculated and then converted into percentages followed by interpretation and discussion which were analysed and presented in tabular forms.

Analysis and interpretation were carried out in different sections under the following headings:

4.1. Analysis and interpretation of data collected through 3 sets of Questionnaires.

They were analysed and interpreted under 3 categories namely:

Category 1: Analysis and interpretation of responses of Student Teachers

Category 2: Analysis and interpretation of responses of Teacher Educators

Category 3: Analysis and interpretation of responses of Principals

4.1.1. Analysis and interpretation of the Responses of Student Teachers.

The Student Teachers were from the 8 colleges of Secondary Teacher Education and consists of 390 respondents. The analysis and interpretations were as follow:

Table No. 4.1. Background information of the Student Teachers

Gender	Male			Female	
	75.38%			24.62%	
Age	21-25 yrs	26-30 yrs	31-35 yrs	36-40yrs	41-45 yrs
	28.47%	57.94%	10%	2.83%	0.76%

Table 4.1 indicated that out of the 390 respondents, 296 (75.38%) were female and 94 (24.62%) were male. With regards to the age of the student teachers, 111 (28.47%) were in the age group of 21-25 years, 226 (57.94%) were in the age group of 26-30 years, 39 (10%) were in the age group of 31-35 years, 11 (2.83%) were in the age group of 36-40 years, 3 (0.76%) were in the age group of 41-45 years.

Table No. 4.2. Information about the Student teachers' educational qualification

Educational Qualification	B.A	B.Sc	B.Com	B.A LLB	M.A	M.Sc	M.Com	M.A. NET	M.Phil
	31.80%	42.56%	6.92%	12.05%	2.56%	1.29%	1.80%	0.51%	0.51%
Streams of their Degree	Arts			Science			Commerce		
	77.18%			18.98%			3.84%		

Table 4.2 indicated that out of the total respondents, 124 (31.80%) of the respondents have B.A degree, 166 (42.56%) of the respondents have B.SC degree, 27 (6.92%) of the respondents have B.COM degree, 47 (12.05%) of the respondents have B.A, LLB degree, 10 (2.56%) of the respondents have M.A degree, 5 (1.29%) of the respondents have M.SC degree, 7 (1.80%) of the respondents have M.COM degree, 2 (0.51%) of the respondents have M.A.NET degree, 2 (0.51%) of the respondents have M. PHIL degree. The above table indicates that out of the total respondents, 301 (77.18%) were from Arts streams, 74 (18.98%) were from Science streams, 15 (3.84%) were from Commerce streams.

Table No. 4.3. Infrastructure facilities available in the institute

Sl/No	Facility	Satisfactory	Average	Unsatisfactory
i	Classrooms	59.74%	32.82%	7.44%
ii	Chairs	66.15%	31.03%	2.82%
iii	Tables	62.05%	33.34%	4.61%
iv	Conference/Seminar Hall	36.66%	33.85%	29.49%
v	Science laboratory	7.94%	20.77%	71.29%
vi	Separate toilets for men & women	52.30%	26.65%	22.05%
vii	Canteen	23.58%	51.29%	25.13%
viii	Indoor-games room	13.84%	34.62%	51.54%
ix	Library	28.97%	48.47%	22.56%
x	ICT Laboratory	19.74%	36.16%	44.10%
xi	Language Laboratory	7.43%	28.98%	63.59%
xii	Proper electrification	45.38%	43.85%	10.77%
xiii	Drinking water	39.48%	43.08%	17.44%
xiv	Xerox/Copier	26.67%	33.58%	39.75%

Table 4.3 indicated that, regarding classroom facility 233 (59.74%) responded Satisfactory, 128 (32.82%) responded Average and 29 (7.44%) responded Unsatisfactory. Regarding Chairs, 258 (66.15%) responded Satisfactory, 121 (31.03%) responded Average and 11 (2.82%) responded Unsatisfactory. Regarding Tables, 242 (62.05%) responded Satisfactory, 130 (33.34%) responded Average and 18 (4.61%) responded Unsatisfactory. Regarding Conference/Seminar hall, 143 (36.66%) responded Satisfactory, 132 (33.85%) responded Average and 115 (29.49%) responded Unsatisfactory. Regarding Science laboratory, 31 (7.94%) responded Satisfactory, 81 (20.77%) responded Average and 278 (71.29%) responded Unsatisfactory. Regarding Separate toilets for men & women, 204 (52.30%) responded Satisfactory, 100 (26.65%) responded Average and 86 (22.05%) responded Unsatisfactory. Regarding Canteen, 92 (23.58%) responded Satisfactory, 200 (51.29%) responded Average and 98 (25.13%) responded Unsatisfactory. Regarding Indoor-games room, 54 (13.84%) responded Satisfactory, 135 (34.62%) responded Average & 201 (51.54%) responded Unsatisfactory. Regarding Library, 113 (28.97%) responded Satisfactory, 189 (47.62%) responded Average and 88 (22.41%) responded Unsatisfactory. Regarding ICT Laboratory, 77 (19.74%) responded Satisfactory, 141 (36.16%) responded Average and 172 (44.10%) responded Unsatisfactory. Regarding Language Laboratory, 29 (7.43%) responded Satisfactory, 113 (28.98%) responded Average and 248 (63.59%) responded Unsatisfactory. Regarding Proper Electrification, 177 (45.38%) responded Satisfactory, 171 (43.85%) responded Average and 42 (10.77%) responded Unsatisfactory. Regarding Drinking water, 154 (39.48%) responded Satisfactory, 168 (43.08%) responded Average and 68 (17.44%) responded Unsatisfactory. Regarding Xerox/Copier, 104 (26.67%) responded Satisfactory, 131 (33.58%) responded Average and 155 (39.75%) responded Unsatisfactory.

Table No. 4.4. Academic works for students teachers

Whether student teachers write assignments	Yes			No
	100%			0%
Whether they have class test	Yes			No
	82.05%			17.95%
Whether they present papers	Yes			No
	93.07%			17.95%
Mode of seminar	Individual	Group	Paper	Power point presentation
	93.59%	94.62%	60.51%	77.18%
Active student teachers' participation	Yes			No
	97.43%			2.57%

Table No. 4.4 indicated that out of the total respondent, 390 (100%) responded that they were required to write assignments; and 0(0%) responded that they were not required to write assignments. Regarding class test, 320 (82.05%) responded that they had to write test; and 70 (17.95%) of them responded that they do not have to write test. Out of the 70 respondents who responded 'Yes', the reasons cited were 8 (11.43%) cited that it is not fixed and depends on the

teacher educators, 9 (12.86%) said once a week, 7 (10%) said twice a week, 11 (15.71%) said once a month, 13 (18.57%) said frequently, 6 (8.57%) said twice or thrice depending on the syllabus, 16 (22.87%) said once or twice per semester. The table also indicated that out of the total respondents, 363 (93.07%) responded that they had to present seminar papers; and 27 (6.93%) responded that they do not had to present seminar papers. Out of the 49 respondents who responded 'Yes', the number of seminar required to be presented per semester given were, 25.34% cited once per semester, 7.71% said twice per semester, 4.95% said thrice per semester, 9.09% cited 1-2 times per semester, 12.94% cited 2-3 times in one semester, 7.98% said 3-4 times per semester, 15.42% said 4-5 times per semester, 3.03% said 5-6 times per semester, 5.50% said once in a month, 3.03% said depends on the teacher educator, whereas 7.98% said not often, just occasionally.

The above table also indicated that out of the total respondents, 365 (93.59%) of the respondents responded that seminars were conducted by 'Individual presentation'; 369 (94.62%) of the respondent responded that seminars were conducted through 'Group presentation'; 236 (60.51%) of the respondents responded that seminars were conducted by 'Paper presentation'; 301 (77.18%) of the respondents responded that seminars were conducted through 'Power point presentation'.

Regarding the participation of student teachers 380 (97.43%) responded that the students actively participate during seminar/workshop; and 10 (2.57%) responded that the students do not actively participate during seminar/workshop. Out of the 1 respondent who responded 'No', the reasons cited being there were some who does not even know how the classes are going on and so they fail to participate during seminar.

Table No. 4.5. Course Curriculum

Present curriculum according to Student Teachers	Too vast	Vast	Appropriate	Light	Too light
	13.84%	42.82%	42.30%	0.52%	0.52%
Whether the existing curriculum meeting the needs of the Student Teachers as a teacher	Yes		No		
	92.82%		7.18%		
Whether satisfied with the course curriculum	Yes		No		
	88.20%		11.80%		
Whether the content of the curriculum is relevant	Yes		No		
	81.79%		18.21%		

Regarding the present curriculum according to Student Teachers, Table No. 4.5 indicated that, 54 (13.84%) respondents responded that the present curriculum was Too vast; 167 (42.82%) responded that the present curriculum was Vast; 165 (42.30%) responded that the present curriculum was Appropriate; 2 (0.52%) responded that the present curriculum was Light; 2 (0.52%) responded that the present curriculum was Too light. Out of the total respondents, 362 (92.82%) responded that the present curriculum was meeting their needs as a teacher; and 28 (7.18%) responded that the present curriculum was not meeting their needs as a teacher. Of the 28 respondents who responded 'No', the reasons cited were, 78.42% curriculum needed to be revised, 78.57% too many overlapping, 64.28% practice teaching should be initiated from the first semester itself and 71.42% the present curriculum was not constructive in nature. Out of the total respondent, 344(88.20%)

responded that they were satisfied with the course curriculum; and 46 (11.80%) responded that they were not satisfied with the course curriculum. Out of the 46 respondents who responded 'No', the reasons cited were, 15.21% there should be more practical, 28.26% theory paper should be reduced, 36.95% course should be well confronted with the time frame, some were too shorts while others too long, some semesters were too heavy loaded, 17.39% unnecessary topics were included, 17.39% it was unorganised and not structured properly. Regarding whether the content of the curriculum was relevant, 319 (81.79%) responded that the content of the syllabus was relevant; and 71 (18.21%) responded that the content of the syllabus is not relevant. Out of the 71 respondents who responded 'No', the reasons given were, 36.61% irrelevant for rural village schools on practical ground, 32.39% not relevant to real life practice teaching, too much theory that encourages rote learning, 18.30% not relevant to the students' curriculum especially inclusive education, 21.12% lack of coordination between school curriculum and B.Ed course.

Table No. 4.6. Organising of Micro-Teaching by the institute and orientation of Teaching Skills.

Whether the institution organise Micro-Teaching for the Student Teachers	Yes	No
	67.94%	32.06%
If 'Yes', were you oriented with Micro Teaching Skills based on Constructivist Approach		
Yes	No	
67.69%	32.31%	
Whether the Student Teachers were made to practice the Micro-Teaching skills	Yes	No
	67.94%	32.06%

Regarding whether the institution organised Micro-Teaching for the Student Teachers, Table No. 4.6 showed that 265(67.94%) respondents responded that their institute organised Micro Teaching for the student teachers and 125(32.06%) responded that their institute did not organised Micro Teaching for the student teachers. Of the total respondent of 265 who said 'Yes', 265(67.69%) responded that they were oriented with Micro Teaching Skills based on Constructivist approach and 125(32.31%) responded that they were not oriented with Micro Teaching Skills based on Constructivist approach. Regarding whether the Student Teachers were made to practice the Micro-Teaching skills, 265(67.94%) responded that they were made to practice Micro Teaching Skills and 125(32.06%) responded that they were not made to practice Micro Teaching Skills.

Table No. 4.7. Block Teaching, Phases of Practice Teaching/Internship and Duration of the Phases

Whether the institute organizes Block Teaching			Yes	No
			54.35%	45.65%
Phases of practice teaching/internship did the student teacher have to undergo				
1 Phase	2 Phases	3 Phases	4 Phases	5 Phases
11.26%	19.75%	57.18%	11.04%	0.77%
Duration of the Phase				
1 Month, 2Weeks	2 Months	2 Months, 1 week	2 Months, 2 weeks	3 Months
27.95%	18.21%	48.46%	3.33%	2.05%
Whether the teacher-educator guide/ supervise you during practice teaching/ internship			Yes	No
			95.64%	4.36%

Regarding whether the institute organizes Block Teaching, Table No.4.7 showed that 212(54.35%) respondents responded that their institute organized Block Teaching for them and 178(45.65%) responded that their institute did not organised Block Teaching for them. Out of the 212 respondents who responded 'Yes', the reasons given were, 54(25.47%) responded 1 day, 34(15.56%) responded 2 days, 68(32.08%) responded 1 week, 30(14.16%) responded 2 weeks and 27(12.73%) responded 1 month or 2 months.

Regarding the Phases of practice teaching/internship did, the student teacher have to undergo, 77 (19.74%) said that they underwent 1 phase of practice teaching, 44(11.28%) said that they underwent 2 phase of practice teaching, 203(52.05%) said that they underwent 3 phase of practice teaching, 43 (11.04%) said that they underwent 4 phase of practice teaching, and 3(0.77%) said that they underwent 5phase of practice teaching.

Regarding the duration of the Phase, 109(27.95%) said that they underwent 1month and 2weeks of practice teaching, 79(20.25%) said that they underwent 2months of practice teaching, 189(48.46%) said theyunderwent2 months and 1 week of practice teaching, 13(3.33%) said that they underwent 2 months and 2 weeks of practice and8(2.05%) underwent 3 months of practice teaching.

Regarding whether the teacher-educator guide/ supervise you during practice teaching/ internship 373(95.64%) responded that the teacher educators guide/supervise them during practice teaching/internship; and 17(4.36%) responded that the teacher educators do not guide/supervise them during practice teaching/internship. Out of the 373 respondents who responded 'Yes', the reasons were, 93(24.93%) responded once a week, 53(14.20%) responded twice a week, 51(13.67%) responded thrice a week, 25(6.70%) responded once in a month, 34(9.12%) responded twice in a month, 31(8.32%) responded 5-6 times per internship, 20(5.37%) responded every teacher comes once, 24(6.43%) responded often, 19(5.09%) responded everyday and 23(6.17%) responded alternate days.

Table No. 4.8. Peer Group observation, Evaluation and Weightage of marks

The Student Teachers are satisfied with the existing pattern of supervision/evaluation done by the teacher educators during the practice teaching	Yes	No
	81.28%	18.72%
Whether the peer group observes/evaluate the Student Teacher during practice teaching	Yes	No
	63.07%	36.93%
Whether the present weightage given for internal and external examination is appropriate	Yes	No
	90.25%	9.75%
Whether the Student Teachers are satisfied with the process of evaluation pattern during teaching programmes	Yes	No
	88.20%	11.80%

Regarding the Student Teachers are satisfied with the existing pattern of supervision/evaluation done by the teacher educators during the practice teaching, Table 4.8 showed that, 317(81.28%) respondents responded that they were satisfied with the existing pattern of supervision/evaluation done by teacher educators during the practice teaching and 73(18.72%) responded that they were not satisfied with the existing pattern of supervision/evaluation done by teacher educators during the practice teaching. Out of the 73 respondents who responded 'No', 56.16% need more frequent supervision, 43.84% some teachers write comments even before examining the class.

Regarding whether the peer group observes/evaluate the Student Teacher during practice teaching the table 4.8 indicated that out of the total respondent, 246(63.07%) responded that their peer group observed/evaluated them during practice teaching and 144(36.93%) responded that their peer group does not observed/evaluated them during practice teaching.

Regarding whether the present weightage given for internal and external examination is appropriate table 4.8 indicated that out of the total respondent, 352(90.25%) responded that the present weightage given for internal and external examination is appropriate and 38(9.75%) responded that the present weightage given for internal and external examination is not appropriate. Out of the 38 respondents who responded 'No', 76.32% commented that the weightage should be 50-50 for both internal and external examination, 23.68% commented more weightage to be given to internal examination as lots of activities are evaluated internally.

Regarding whether the Student Teachers are satisfied with the process of evaluation pattern during teaching programmes 344(88.20%) responded that they were satisfied with the process of evaluation pattern during the teaching programmes and 46(11.80%) responded that they were not satisfied with the process of evaluation pattern during the teaching programmes. Out of the 46 respondents who responded 'No', the reasons given were 28.26% commented that 'Some

supervisors write comments even before observing the class', 50% commented that 'Some supervisors observed for only a few minutes but gave their evaluation for the whole duration of the class which was not fair, 21.74% commented that 'Some supervisors evaluated outside the contents taught and the teaching skills used'.

Table No. 4.9. Problems faced by student teachers during practice teaching

Problems	Percentage%
Time management	61.28%
Classroom management	37.43%
Overloaded lesson plans/teaching learning materials	28.71%
Financial problem/expensive TLM	24.35%
Adjustment problem: environment, teachers, students.	22.82%
Preparing and making of lesson plans and TLMs	22.05%
To and Fro problem/ Far from locality/ transportation	20.51%
To follow constructivist approach by the students as well as the teachers	17.23%
Implementing 5E's in a single period	17.17%
Lack of proper infrastructure in the allotted school	14.35%
Classroom activities overloaded	13.33%
Identifying students with difficulties and dealing with PWD	13.33%
Constructivist approach is not applicable in lower classes	12.05%
Preparing lessons with teaching aids/TLMs	11.28%
Less students interaction and co-operation	11.02%
Lack of smooth coordination between the school and the trainees	10%
Evaluation	7.69%
Language barriers	7.17%

Table 4.9 indicated some of the problems faced by student teachers during practice teaching, of the total respondents of 390 as many as 239(61.28%) of them mentioned time management, 146(37.43%) of them mentioned classroom management, 112(28.71%) mentioned Overloaded lesson plans/teaching learning materials, 95(24.35%) mentioned Financial problem/expensive TLM, 89(22.82%) mentioned Adjustment problem: environment, teachers, students, 86(22.05%) mentioned Preparing and making of lesson plans and TLMs, 80(20.51%) mentioned To and Fro problem/ Far from locality/ transportation, 75(17.23%) mentioned To follow constructivist approach by the students as well as the teachers, 67(17.17%) Implementing 5E's in a single period, 56(14.35%) Lack of proper infrastructure in the allotted school, 52(13.33%) mentioned Classroom activities overloaded, 52(13.33%) mentioned Identifying students with difficulties and dealing with PWD, 47(12.05%) mentioned Constructivist approach was not applicable in lower classes, 44(11.28%) mentioned Preparing lessons with teaching aids/TLMs, 43(11.02%) mentioned Less students interaction and co-operation, 39(10%) mentioned Lack of smooth coordination between the school and the trainees, 30(7.69%) mentioned Evaluation and 28(7.17%) of them mentioned language barriers.

Table No. 4.10. Whether the present teacher training would be of any help in real classroom situation.

Response	Percentage %
Yes	98.20%
No	1.80%

Table 4.10 indicated that out of the total respondent, 383(98.20%) of them responded that the present training undertaken will be of help in real classroom situation and 7(1.80%) of them responded that the present training undertaken will not be of help in real classroom situation. Out of the 383 respondents who responded 'Yes', the reasons given were: 26.89% commented that it would be of real help in the 'Use of teaching skills and teaching aids', 25.85% commented it was helpful in the development of the ability to teach effectively by using different tools of teachings and in understanding the child's interests and needs, 21.67% commented that it will promote effective teaching learning process and in managing classroom situation, 14.62% commented that all the skills learned during the 2 years will help in real classroom situation, 10.97% commented that it will help in moulding their confidence level to teach and that the course was more practical and less theoretical.

Table No. 4.11. Whether the Student Teachers were satisfied with the present Secondary Teacher Education

Response	Percentage %
Yes	93.33%
No	6.67%

Table 4.11 indicated that out of the total respondent, 364(93.33%) responded that they were satisfied with the present Secondary teacher education and 26(6.67%) responded that they were not satisfied with the present Secondary teacher education. Out of the 26 respondents who responded 'No', the reasons were 92.30% cited, it was mostly based on theory, 76.92% cited, disorganised and lacks communication gap between the centre and the administration, 73.07% cited, more importance and focus is given on the result of the institutions, 73.07% cited, unequal workload in assignments, journals, presentations and days and ways of practice teaching even though it was just few colleges, 65.38% cited, delayed information and result from the university, 69.23% cited, lack relevancy of the real classroom situation in content and the teaching practices, 42.30% cited, constant change of teacher educators and 53.84% cited, unnecessary topics, making the syllabus bulky with less to be actually studied and make used of.

Regarding the item on how to improve the quality of teacher education, the respondents gave suggestions on the following areas that need to be strengthened:

9.48% suggested that the B.Ed teaching should give more emphasis and importance to practical teaching rather than theory, 8.79% All Secondary Teacher Education Institutes should follow a uniform academic calendar with duration of practice teaching, 7.69% content of the syllabus must be reduced, 7.43% inter B.Ed college seminars and presentations should be organized

for student-teacher to improve, to learn from one another and also to increase the level of competition towards professionalism, 5.89% workshop should be made available often for the student trainee in the college across the state, 5.64% use of ICT should be encouraged and practiced, 5.38% the curriculum should be up-to-date, 5.38% the infrastructures should be up-to-date, 5.38% in private teachers institutes, the Educators must be recruited contractually and avoid frequent change and replacement of the Teacher Educator, 5.38% structured Nagaland University exam routines and dates, including practice teaching, final practice teaching and viva-voice date should be maintained and updated least before 1 month ahead, 4.87% sufficient and efficient facilities such as science lab, computer lab, and language lab should be provided, 4.16% the library should have more books of up-to-date curriculum, 4.16% number of teachers should be increased, 4.16% more emphasis on professional competency of the teacher educator and student-teachers, should be given, 4.16% there should be more seminars and meetings among the teacher educators of all B.Ed colleges, 4.10% the present curriculum has less provision for teaching in audio-visual aids, so proper and modern technological devices should be used to make the classroom teaching more interesting, 3.83% more trained teacher educator and dedicated teacher educator should be employed, 3.58% follow a common set of rules and evaluation tools for evaluation, 3.58% more extra-curricular activities to be incorporated, 3.58% the ratio of student-teacher need to be minimized in order to give quality education, 3.07% emphasis more on how to teach and how to improve instead of the present syllabus content, 3.07% result should be declared as early as possible, 3.07% research based teaching should be made more visible and 2.82% fee structure should be reduced.

4.1.2. Analysis and interpretation of the Responses of Teacher Educators.

The Teacher Educators were from the 8 colleges of Secondary Teacher Education and consists of 54 respondents. The analysis and interpretations were as follow:

Table No. 4.12. Background Data of Secondary Teacher Educators

Gender	Female			Male		
	79.63%			20.37%		
Age	25-29	30-34	35-39	40-44	45-49	50-55
	3.71%	35.18%	31.48%	16.67%	9.25%	3.71%
Years of experience.	1-4	5-9	10-14	15-19	20-24	25-29
	57.40%	18.52%	7.41%	11.12%	1.85%	3.70%
Type of appointment	Regular		Contract	Ad hoc		Deputation
	79.63%		16.67%	1.85%		1.85%
Subjects	Education	Mathematics	Science	English	ICT	Social Science
	38.88%	11.12%	12.96%	14.82%	5.55%	16.67%

Table 4.12 indicated, out of the total of 54 respondent, 11(20.37%) were Male and 43(79.63%) were Female and out of it 2(3.70%) of them were aged between 25-29, 19(35.18%) were aged between 30-34, 17(31.48%) were aged between 35-39, 9(16.67%) were aged between 40-44, 5(9.26%) were aged between 45-49 and 2(3.71%) were aged between 50-55. Regarding their years of experience, 31(57.40%) were between 1-4 years, 10(18.52%) were between 5-9 years, 4(7.41%) were between 10-14 years, 6(11.12%) were between 15-19 years, 1(1.85%) were between 20-24 years and 2(3.70%) were between 25-29 years of teaching experience. Out of which 43(79.63%) responded as Regular, 9(16.67%) responded as Contract and 1(1.85%) responded as Ad hoc. in regard to their subjects, 21(38.88%) mentioned Education, 6(11.12%) mentioned Mathematics, 7(12.96%) mentioned Science, 8(14.82%) mentioned English, 3(5.55%) mentioned ICT and 9(16.67%) mentioned Social Science.

Table No. 4.13. Qualifications of the teacher educators

General Qualifications	Percentage%	Professional Qualifications	Percentage%
M.A	66.67%	B.Ed	55.56%
M.Com	0%	M.Ed	20.385
M.Sc	16.67%	B.Ed, M.Ed	9.26%
M.A(Education), M.A (History)	1.85%	B.Ed, MSWC	1.85%
M.Sc, M.A (Education)	3.70%	B.Ed, M.Ed, Diploma in Computer Education	1.85%
M.Com, M.A	1.85%	B.Ed, LLB, PhD	1.85%
M.A, M.Phil	5.56%	B.Ed, Ph.d	7.40%
M.A (Education)	1.85%	B.Ed, MBA(Finance)	1.85%
M.A(Socio)			
B.Tech	1.85%		
Whether NET Passed	Yes	No	
	27.77%	72.23%	

Table 4.13 indicated their qualification and out of the total 54 respondent 36(66.67%) responded that they have M.A, 0% responded that they had M.Com, 9(16.67%) responded that they had M.Sc, 1(1.85%) responded that they had M.A(Education) and M.A(History), 2(3.70%) responded that they had M.Sc, M.A,(Education), 1(1.85%) responded that they had M.Com, M.A, 3(5.56%) responded that they had M.A, M.Phil, 1(1.85%) responded that they had M.A(Education) and M.A(Socio) and 1(1.85%) responded that they had B.Tech. 30(55.56%) of them responded that they had B.Ed, 11(20.38%) responded that they had M.Ed, 5(9.28%) responded that they had B.Ed and M.Ed, 1.8% responded that they had B.Ed and MSWC, 1(1.85%) responded that they had B.Ed, M.Ed, and Diploma in Computer Education, 1(1.85%) responded that they had B.Ed, LLB and PhD, 4(7.40%) responded that they had B.Ed and PhD and 1(1.85%) responded that they had B.Ed and MBA (Finance). On whether NET passed or not 15(27.77%) responded 'Yes' and 39(72.23%) responded 'No'. Subject area mentioned by 15(27.77%) who responded 'Yes' were; 10(18.52%) of

them mentioned education, 1(1.85%) mentioned Linguistic, 1(1.85%) mentioned Environmental Science, 1(1.85%) mentioned education and economics, 1(1.85%) mentioned Mathematics and another 1(1.85%) of them mentioned Psychology.

Table No. 4.14. Professional Developmental Activities

Read educational journal	Yes	No
	51.85%	48.15%
Presentation of paper	Yes	No
	38.88%	61.12%
Having Published Work	Yes	No
	24.07%	75.93%
Member of any Professional Association	Yes	No
	68.51%	31.48%
Participation in Extension Service	Yes	No
	24.07%	75.93%

Table 4.14 indicated that out of the total of 54 respondents, 28(51.85%) of them read educational journals and 26(48.15%) of them did not read. Of which 1(1.85%) person read Feminist Teacher, Health Education and Teacher Education; 1(1.85%) person read Encyclopedia of Teacher Education; 1(1.85%) person read Indian Journal of Teacher Education; 2(3.70%) of them read EPW, Edutracks; 1(1.85%) read Journal of Teacher Education and Journal of Educational Psychology; and another 1(1.85%) read The Journal of Humanities and Social Sciences.

Out of the total 54 respondents, 21(38.88%) said that they had presented papers and 33(61.125) of them said 'No' for the same. Of the 21 of them, 2(3.70%) of them presented paper at State level; 9(16.67%) presented paper at National level; 1(1.85%) presented paper at both State and National level; 0% presented paper at International level and the rest 9 of them (16.675) did not specified their presentation.

Regarding the published works, 12(24.07%) out of 54 said that they had published works and 33(61.12%) of them said 'No'. of which 1(1.85%) had published work in Teacher Education Journal; 1(1.85%) had published work in (a) SanshodhanChetana (b) Research Highlights (c) ITTER Explore; 2(3.70%) had published work in Quality Concerns in Teacher Education (Status and Problems of two years B.ED Programme); 1(1.85%) had published work in Indian Journal of Tropical Biodiversity, Resources and Environment; 1(1.85%) had published work in Development of Primary Education in Zunheboto District.

Out of 54 respondents, 37(68.51%) were members of Professional Association; 17(31.48%) were not members of any Professional Association.

Regarding participation in extension service, 13(24.07%) participated; 41(75.93%) did not participate in any Extension Service. Out of the 24.07% who responded 'Yes', 3(15.38%) specified that they gave seminar in schools within Kohima, 6(46.16%) organised Orientation Programme for Secondary Teachers, 3(23.08%) gave Extension services as Academic Counselor and Facilitator to B.Ed and M.A. Education Programme under IGNOU, 2(15.38%) gave their services as Interviewer for Teacher's Interview in different schools at Mokokchung.

Table No. 4.15. Mentoring of Student Teachers

Whether mentoring of student teacher is done	Yes	No
	61.12%	38.88%
No of student teachers allotted for mentoring.	Percentage%	
1 – 10	7.40%	
11 – 20	12.96%	
21 – 30	5.56%	
31 – 40	5.56%	
41 – 50	3.70%	
51 – 60	0%	
61 – 70	0%	
71 – 80	0%	
81 – 90	0%	
91 – 100	1.85%	

Regarding whether mentoring of student-teachers is done, Table 4.15 indicated that, 33(61.12%) were mentoring with students' teachers; 21(38.88%) do not mentor with students' teachers. 4(7.40%) were allotted 1 to 10 student teachers for mentoring; 7(12.96%) were allotted 11 to 20 student teachers for mentoring; 3(5.56%) were allotted 21 to 30 and 31-40 student teachers for mentoring; 2(3.70%) were allotted 41 to 50 student teachers; mentoring; 0% was allotted 51 to 60 student teachers for mentoring; 0% was allotted 61 to 70 student teachers for mentoring; 0% was allotted 71 to 80 student teachers for mentoring; 0% was allotted 81 to 90 student teachers for mentoring; 1(1.85%) was allotted 91 to 100 student teachers for mentoring.

Table No. 4.16. Frequency in Conducting Class Test

Number of class test conducted	Weekly	Monthly	Quarterly
	12.96%	31.48%	33.34%
Other 12.2%			
Depends on the Teacher	Bi-monthly	2 to 3 per semester	
1.85%	1.85%	8.52%	

With regard to the number of class test conducted, Table 4.16 indicated that, 7(12.96%) of them responded that class test was conducted weekly; 17(31.48%) responded that class test was conducted monthly; 18(33.34%) responded that class test was conducted quarterly; 1(1.85%) responded that it depends on the teacher; 1(1.85%) responded that class test was conducted Bi-monthly; 10(18.52%) responded that class test was conducted 2 to 3 times per semester.

Table No. 4.17. Methods of Teaching used by teacher educator

Methods of teaching used in transaction of theory course							
Lecture	Discussion	Demonstration	Lecture cum discussion	Lecture cum demonstration	Dictation of notes		
77.77%	83.34%	37.04%	85.19%	35.18%	29.62%		
Any Other:							
Project method	Debate	Paper presentation	Seminar	Assignment	Case studies	PPT	Co-operative learning
7.40%	3.70%	11.12%	24.08%	1.85%	1.85%	3.70%	1.85%

With regard to the methods of teaching used in transaction of theory course, Table 4.17 indicated that out of the total respondents of 54 teacher educators, 42(77.77%) used Lecture method of teaching in transaction of theory course; 45(83.34%) used Discussion method of teaching in transaction of theory course; 20(37.04%) used Demonstration method of teaching in transaction of theory course; 46(85.19%) used Lecture cum discussion method of teaching in transaction of theory course; 19(35.18%) used Lecture cum demonstration method of teaching in transaction of theory course; 11(29.62%) used Dictation of notes method in transaction of theory course; 4(7.40%) used Project method of teaching in transaction of theory course; 2(3.70%) used Debate method of teaching in transaction of theory course; 6(11.12%) used Paper presentation method of teaching in transaction of theory course; 13(24.08%) used Seminar method of teaching in transaction of theory course; 1(1.85%) used Assignment method of teaching in transaction of theory course; 1(1.85%) used Case studies method of teaching in transaction of theory course; 2(3.70%) used PPT method of teaching in transaction of theory course; 1(1.85%) used Co-operative method of teaching in transaction of theory course.

Table No. 4.18. Facilities available in Library

Sl/No	Whether satisfied with the following aspects of library:	Satisfied	Dissatisfied
i	Quality of books	27.77%	72.23%
ii	Quantity of books	22.22%	77.78%
iii	Help extended by the Library staff	74.07%	25.93%
iv	Educational journals	33.33%	66.67%
v	Library timing	61.11%	38.89%
vi	Physical facilities	53.70%	46.30%
vii	Electrification	85.18%	14.82%
viii	Any other	0%	

Regarding whether they were satisfied with the different aspects of library, table 4.18 indicated that, 15(27.77%) responded that they were satisfied with the Quality of books in the Library, 39(72.23%) responded that they were not satisfied with the Quality of books in the Library; 12(22.22%) responded that they were satisfied with the Quantity of books in the Library, 42(77.78%) responded that they were not satisfied with the Quantity of books in the Library; 40(74.07%) responded that they were satisfied with the Help extended by the Library staff, 14(25.93%) responded that they were not satisfied with the Help extended by the Library staff; 19(35.18%) responded that they were satisfied with the Educational journals provided in the Library, 35(64.81%) responded that they were not satisfied with the Educational journals provided in the Library; 33(61.11%) responded that they were satisfied with the Library timing, 21(38.89%) responded that they were not satisfied with the Library timing; 29(53.70%) responded that they were satisfied with the Physical facilities in the Library, 25(46.30%) responded that they were not satisfied with the Physical facilities in the Library; 46(85.18%) responded that they were satisfied with the Electrification in the Library, 8(14.82%) responded that they were not satisfied with the Electrification in the Library; and few said that there were hardly any books on the new curriculum.

Table No. 4.19. Accessibility of Technological facilities in the Institute

Technological facilities	Percentage%
i)Computers	77.78%
ii)LCD Projector	98.15%
iii)Film/cassettes	1.86%
iv)Television	3.71%

Table 4.19 showed that out of the total 54 respondents, 44(77.78%) responded that they had access to Computers in the institute, 53(98.15%) responded that they had access to LCD Projector in the institute, 1(1.86%) responded that they had access to Film/cassettes in the institute, 2(3.71%) responded that they had access to Television in the institute.

Table No. 4.20. Organising/conducting of various programmes for the student teachers

Organisation of the following Programmes for the Student-Teachers	Seminar	Workshop	Work-Experience	Life skill Activities	Community Work	Field Trip
	92.59%	51.85%	37.04%	42.61%	64.81%	37.03%
Any Other 37.03%	Debate& Formal Programmes		Club Activities		Paper Presentation	
	2.16%		31.49%		1.85%	
Frequency for the conduct of the Programmes	Frequently		Sometimes		Never	
	25.92%		74.08%		0%	

Table 4.20 showed, 50(92.59%) responded that they organised Seminar, 28(51.85%) responded that they organised Workshop, 20(37.04%) responded that they organised Work-Experience, 23(42.61%) responded that they organised Life Skill Activities, 35(64.81%) responded that they organised Community Work, 20(37.03%) responded that they organised Field Trip.

Another 20(37.03%) of them responded that they organised other programmes. Out of these 37.03% of them 2(3.71%) specified that they organised Debate and other formal programmes whenever needed, 17(31.49%) of them specified that they organised Club Activities and 1(1.85%) responded that they organised Paper Presentation. On the frequency for the conduct of the programmes 14(25.92%) responded that they ‘Frequently’ conduct the Programmes, 40(74.08%) responded that they ‘Sometimes’ conduct the Programmes and 0% responded that they ‘Never’ conduct the Programmes.

Table No. 4.21. Technological device in teaching

Used of Technological devices while teaching.	Always	Sometimes	Never
	16.67%	81.48%	1.85%
Frequency in the preparation and utilization of Power Point Presentation (PPP)	Always	Sometimes	Never
	12.96%	83.34%	3.70%
Whether Technological devices make teaching more effective	Yes		No
	100%		0%
Use of innovative practice in teaching.	Yes		No
	55.56%		44.44%

Table 4.21 indicated the responses of the Teacher Educator on the use of technological device while teaching, out of the total respondents of 54, 6(16.67%) responded that they ‘Always’ used technological devices while teaching, 44(81.48%) responded ‘Sometimes’ and 1(1.85%) responded ‘Never’. The table also indicated that the frequency in the preparation and utilisation of Power Point Presentation (PPP). 7(12.96%) responded that they ‘Always’ prepared and utilized Power Point Presentation while teaching, 45(83.34%) responded ‘Sometimes’ and 2(3.70%) responded ‘Never’.

Regarding whether technological devices make teaching more effective, 100% of the teacher educators thought that technological devices can make teaching more effective and 0% responded that technological devices cannot make teaching more effective. The views given by the 54 Teacher Educators were, 8(14.81%) shared that technological devices makes teaching-learning process more interesting, 4(7.41%) shared that it encourages individual learning, improves engagement and knowledge retention, 5(9.26%) shared that multi-sensory organs can be utilised through the use of technological devices, 4(7.41%) shared that current issues related to the topics can be updated through technological devices, 2(3.70%) shared that it helped in the use of Constructivist approach, 6(11.11%) shared that these devices helped in accuracy of data and information presentation, 2(3.70%) shared that these devices facilitated in optimum learning outcome, 3(5.56%) shared that it catered to the different types of learners., 5(9.26%) shared that the devices took away the monotony in learning, especially the theoretical aspects, 4(7.41%) shared that satisfactory execution of certain concepts from different subjects are possible through technological devices, 3(5.56%) shared that to prepare teachers for tomorrow; use of technological devices was a must in Teacher Education, 8(14.81%) shared that to introduce technology in the field of education, the best means would be incorporating technological devices in teaching learning process by the Teacher Educators.

Regarding the use of innovative practice in teaching, 30(55.5%) responded that they used innovative practice in their teaching, 24(44.45%) responded that they did not use innovative practice in their teaching. Of those 30 respondents who responded that they used innovative practices: 17(56.66%) of them mentioned they used Peer Teaching, Cooperative/ Collaborative Teaching-Learning approach, 11(36.66%) of them mentioned that they let student-teachers do self-assessment, 5(16.66%) of them mentioned that they used reflective thinking and dialogue, 25(83.33%) of them mentioned that they used ICT in their teaching, 16(53.33%) of them mentioned that they used debate, group activity, brainstorming in their teaching, 21(70%) of them mentioned that they asked for student teachers' feedback after every class which they said makes the students learn better and at the same time makes them better teacher educators, 19(63.33%) of them mentioned that they used old methods like discussion, problem solving, activity based method, Seminar and the like but with some modifications according to constructivist approach.

Table No 4.22. Micro Teaching and Practice Teaching

MICRO TEACHING.													
No. of days allotted For Teaching	3 Days		5 Days		6 Days		7 Days		10 Days				
	3.70%		55.55%		9.25%		16.68%		14.82%				
No. of Lessons Prepared.	3 Lessons		5 Lessons		6 Lessons		7 Lessons		10 Lessons		2 Lessons		
	1.85%		46.30%		22.22%		12.96%		14.82%		1.85%		
No. of Lessons Practiced/Taught.	3 Lessons		5 Lessons		6 Lessons		7 Lessons		10 Lessons		20 Lessons		
	1.85%		46.30%		22.22%		12.96%		14.82%		1.85%		
1 st INTERNSHIP (MICRO TEACHING)													
No. of days allotted for Teaching			No. of Lessons Prepared				No. of Lessons Practiced/Taught						
5 Days			9.25%		3 Lessons		5.56%		2 Lessons			1.85%	
7 Days			5.56%		5 Lessons		3.71%		5 Lessons			3.71%	
10 Days			25.92%		10 Lessons		24.07%		10 Lessons			24.07%	
12 Days			5.56%		12 Lessons		7.40%		12 Lessons			7.41%	
15 Days			5.56%		20 Lessons		42.59%		20 Lessons			46.29%	
20 Days			33.33%		30 Lessons		5.56%		25 Lessons			5.56%	
1 Month			5.56%		40 Lessons		9.26%		40 Lessons			9.26%	
2 Months			9.26%		50 Lessons		1.85%		50 Lessons			1.85%	
2 nd INTERNSHIP (MACRO TEACHING)													
No. of days allotted for teaching			Number of LessonsPrepared					No. of lessons practiced/taught					
20 Days		46.29%						20 Lessons			38.89%		

1 Month	12.97%	20 Lessons	38.89%	25 Lessons	7.40%
2 Months	16.67%	30 Lessons	14.81%	30 Lessons	7.40%
40 Days	14.82%	40 Lessons	12.96%	40 Lessons	12.96%
60 Days	5.55%	50 Lessons	31.49%	50 Lessons	31.49%
1 ½ Month	3.70%	60 Lessons	1.85%	60 Lessons	1.85%

Table 4.22 indicated the responses made on Micro Teaching and Practice Teaching. On the number of days allotted, lessons plans prepared and lessons taught in **Micro Teaching**, 3.70% mentioned 3 days, 55.55% mentioned 5 days, 9.25% mentioned 6 days, 16.66% mentioned 7 days and 14.81% mentioned 10 days; 1.85% mentioned 3 lesson plans, 46.29% mentioned 5 lesson plans, 22.22% mentioned 6 lesson plans, 12.96% mentioned 7 lesson plans, 14.81% mentioned 10 lesson plans and 1.85% mentioned 20 lesson plans; 1.85% mentioned 3 lessons, 46.29% mentioned 5 lessons, 22.22% mentioned 6 lessons, 12.96% mentioned 7 lessons, 14.82% mentioned 10 lessons and 1.85% mentioned 20 lessons. Regarding the No. of days allotted for teaching, No. of lessons Prepared and No. of lessons practiced/taught in **1st Internship (MACRO TEACHING)**, 9.25% responded 5 days, 5.56% responded 7 days, 25.92% responded 10 days, 5.56% responded 12 days, 5.56% responded 15 days, 33.33% responded 20 days, 5.56% responded 1 Month and 9.25% responded 2 Months; 5.56% said 3 lessons, 3.71% said 5 lessons, 24.07% said 10 lessons, 7.40% said 12 lessons, 42.59% said 20 lessons, 5.56% said 30 lessons, 9.26% said 40 lessons and 1.85% said 50 lessons; 1.85% said 2 lessons were being practice/taught, 3.71% said 5 lessons were being practice/taught, 24.07% said 10 lessons were being practice/taught, 7.41% said 12 lessons were being practice/taught, 46.29% said 20 lessons were being practice/taught, 5.56% said 40 lessons were being practice/taught and 9.26% said 50 lessons were being practice/taught. Regarding the No. of days allotted for teaching, No. of lessons Prepared and No. of lessons practiced/taught in **2nd Internship (MACRO TEACHING)**, 46.29% said 20 days, 12.97% said 1 Month, 16.67% said 2 Months, 14.82% said 40 days, 5.55% said 60 days and 3.70% said 1 ½ Month; 38.89% said 20 lessons, 14.81% said 30 lessons, 12.96% said 40 lessons, 31.49% said 50 lessons' and 1.85% said 60 lessons; 38.89% said 20 lessons are practice/taught, 7.40% said 25 lessons are practice/taught, 7.40% said 30 lessons were practice/taught, 12.89 said 40 lessons were practice/taught, 31.49% said 50 lessons were practice/taught and 1.85% said 60 lessons were practice/taught.

Table No. 4.23. Best Practice of the Institutions

Response	Percentage%
Yes	35.18%
No	64.82%

Table 4.23 indicated regarding whether the institution have any best practices, out of the 54 respondents, 19(35.18%) of them responded 'Yes' that they had best practices and 35(64.82%) of them responded 'No' for the same. Out of the total respondent of 19(35.18%) who said 'Yes', 2(10.53%) of them responded that they had mentoring and placement cell, 3(15.78%) responded that the student teaches autonomously conduct various programmes, 4(21.54%) responded that their

institute was under tobacco free zone, 4(21.05%) responded that their institute is friendly and approachable towards student teachers, 4(10.52%) responded to dissemination of paperless resource material, 4(10.53%) responded that they had self-reflection and feedback dairies and record maintenance of responsibilities and assignments and 4(10.53%) responded that in practice teaching, the college adopted two types of setting- Rural and Urban for two phases of internship.

Table No. 4.24. B.Ed curriculum

Sl.No	Areas	Percentage%	
		Yes	No
i	Too vast	72.22%	27.78%
ii	Relevant to local need	46.29%	53.71%
iii	Covers all the necessary areas of teaching profession	48.14%	51.86%
Iv	Creates teaching effectives	66.67%	33.33%
v	Brings desire behaviour among student teachers	72.23%	27.77%
vi	Any Other	12.96%	

Regarding the current B.Ed curriculum, out of the total 54 respondents, 39(72.22%) of them responded 'Yes' for 'Too vast' and 15(27.78%) of them responded 'No' for the same. 25(46.29%) of them responded 'Yes' to 'Relevant to local needs' and 29(53.71%) of them responded 'No' for the same. 26(48.14%) of them responded 'Yes' to 'covers all the necessary areas of teaching profession' and 28(51.88%) of them responded 'No' for the same. 36(66.67%) of them responded 'Yes' to 'Creates teaching effectives' and 18(33.33%) of them responded 'No' for the same. 39(72.23%) of them responded 'Brings desire behaviour among student teachers' and 15(27.77%) of them responded 'No' for the same. Out of which, under any other category; 4(7.40%) of them mentioned, with regard to subject or paper specific, the contents are too theoretical and less practical, 1(1.85%) of them mentioned that efforts can be made towards developing their affective domain, 2(3.70%) of them mentioned that it allows the student teacher to learn the different disciplines and enhance their professional capacities.

Table No. 4.25. Existing Pattern of Evaluation

Whether the existing pattern of evaluation procedure was adequate to know about the progress of the student teacher	Yes	No
	66.67%	33.33%
Whether satisfied with the break up mark of 70/30 for external and internal assessment	Yes	No
	66.67%	33.33%
Whether satisfied with the tools and techniques being used for evaluation in student teachers' practice teaching	Yes	No
	83.34%	16.66%

Table 4.25 showed the responses of Existing Pattern of Evaluation. Out of the total respondents of 54, 36(66.67%) of them responded 'Yes' that the existing pattern of evaluation procedure is adequate to know about the progress of the student teacher and 18 (33.33%) of them responded 'No' for the same. Out of the total respondent of 18(33.33%) who responded 'No', the following were the suggestion offered offer by them for improvement:

1. Assessment was on cognitive aspect only; it needs to be changed through long deliberation.

2. Individuals sometimes neglected especially in practical and co-curricular areas, therefore evaluation of individuals should also be emphasised in these areas as well.
3. Equal importance should be given in all areas and not just on the final written examinations in passing or failing student teacher.
4. More emphasis should be on assessment.
5. As we cannot judge a person to be a very affective teacher by their performance in the theoretical exam.
6. More weightage should be given to practical aspects.

Table 4.25 also indicated that out of the total respondents of 54, 36(66.67%) of them responded 'Yes', that they were satisfied with the break up mark of 70/30 for external and internal exam and 18(33.33%) of them responded 'No' for the same. Out of the total respondent of 18(33.3%) who responded 'No', the following were some of the reasons to why they said 'No':

1. It should be continuous and comprehensive. Being a professional course/programme, the assessment needs a change.
2. Too less focus on internal marks, whereas, B.Ed curriculum was full of activities and programmes, therefore proper balancing of marks should be accepted.
3. 50 Marks for internal and 50 Marks for external.
4. One cannot judge or decide based on what the trainees have written in their final exam. Likewise more weightage should be given for internal assessment and not external.
5. With the number of activities being conducted comprehensively by the teacher educators, more weightage if not equal should be conferred.

The table also indicated that out of the total respondents of 54, 45(83.34%) of them responded 'Yes' that they were satisfied with the tools and techniques being used for evaluation in student teachers' practice teaching and 9(16.66%) responded 'No' for the same. Out of the total respondent of 9(16.66%) who responded 'No', the following were being suggested for improvement:

1. Tools and teaching should be developed according to the local needs and situations and not according to that of other society.
2. Need to include more criteria for assessment.

Table No. 4.26. Whether Secondary Teacher Education was doing well in Nagaland

Response	Percentage%
Yes	33.34%
No	14.81%
Can't Say	51.85%

Table 4.26 indicated that out of the total respondents of 54, 18(33.34%) responded 'Yes' that the Secondary Teacher Education was Doing well in our State, 8(14.81%) said 'No' for the same and 28(51.85%) responded 'Can't Say'.

In regard to item number 70 "In your opinion what are some areas that need improvement in Secondary Teacher Education. Please mention."

The following are some of the views of the Teacher Educators for the areas that they think need improvement in Secondary Teacher Education.

19.37% of them mentioned that proper teaching material or teaching guide material should be developed.

9.25% mentioned that employment of teachers on the teacher-student ratio should be according to UGC norms.

20.37% said frequent seminars, conference, symposium and other such activities should be organised for both the student teachers and teacher educators.

8.46% of them mentioned that more application oriented and less theory content should be introduced.

16.67% of them mentioned that it should improve the evaluation system so as to make it more fair and objective.

9.25% of them mentioned that change some contents in the syllabus and make it more relevant, correlation between contents of the syllabus and marks allotment should be done and irrelevant topics should be omitted.

13.15% of them mentioned that microteaching should be introduced again in the curriculum.

9.25% of them mentioned that modernise infrastructure with essential modern amenities and teaching learning facilities.

12.56% mentioned that it should Improve/increase opportunities for professional development.

8.46% of them mentioned that better commitment on the part of the government towards transparent on educational funding.

13.15% of them mentioned that stringent and clear cut policies on Teacher Recruitment.

16.67% of them mentioned that there should be linkages between the various Secondary Teachers Education Institutions so as to bring about a planned and Co-ordinated course transaction, internship patterns and processes to avoid anomalies in transaction, evaluation or even finding solutions to problems faced in academic areas etc...

8.46% of them mentioned that In-service training should be organised for newly appointed teacher.

20.37% said timely curriculum review according to the local need and requirements and according to the need of the hour.

13.15% of them mentioned that uniform practices of internship by all the colleges.

16.67% said that review on the duration of internship needs to be done.

13.15% of them mentioned that commercialisation of B.Ed colleges, especially private institutions needs to be checked.

9.25% mentioned that greater emphasis needs to be put on the internship and on practical based activities.

16.67% of them mentioned that language proficiency of the teacher educator needs to be enhanced.

20.37% said more professional training to be conducted for all teachers' educators.

18.16% of them also mentioned that screening test should be there during admission of the student teachers; as many of them join the course by chance and not by choice, which really affects the standard of education of our children.

20.37% said timely inspections of the Secondary Teacher Education Colleges by experts from the University or from Higher Education Department should be done.

18.16% of them also mentioned that should focus more on skill development.

20.37% said organising faculty development programmes and workshop on timely basis.

16.67% mentioned that subjectivity in internal activities has to be checked.

9.25% said that follow programmes should be organised periodically.

9.25% of them mentioned that licensing for teaching should be done so as to make it a profession like other profession this step can improve the status of Secondary Education Colleges.

4.1.3. Analysis of the responses of the Principals of the 8 colleges.

The Principals were from the 8 Secondary Teacher Education Colleges which were studied upon. The analysis and interpretations were as follow:

Table No. 4.27. Information about the Principal of the B.Ed Colleges

Gender of the principal	Female		Male			
	25%		75%			
Educational Qualification	PG	M.Phil	Ph.D		Any Other	
	25.5%	12.5%	50.5%		12.5%	
Subject	Education	Education and Psychology	Psychology	Mathematics	English	
	50%	12.5%	12.5%	12.5%	12.5%	
Professional qualification	B.Ed		M.Ed		Any other	
	25%		75%		0%	
NET/JRF	NET			JRF		
	Yes	No	Yes	No		
	25%	75%	25%	75%		
Service condition	Permanent	Temporary	Contract	Adhoc	Substitute	
Percentage%	75%	25%	0%	0%	0%	
Year of experience as Principal						
Year(s)	1	2	3	4	5	6
	25%	0	25%	12.5%	12.5%	25%

Table 4.27 indicated the response on the Information about the Principal of the B.Ed Colleges. Out of the total respondent of 8, 6(75%) of them were male, 2(25%) were female. Regarding the Educational Qualification 2(25%) had P.G. degree, 1(12.5%) had M.Phil degree, 4(50.5%) had Ph.D degree, 1(12.5%) mentioned other qualifications. Regarding the subject, 4(50%) responded Education, 1(12.5%) responded Education and Sociology, 1(12.5%) responded Psychology, 1(12.5%) responded Mathematics and 1(12.5%) responded English. The table also shows that with regards to Professional qualification, 6(75%) had B.Ed and 2(25%) had M.Ed. On

whether they were NET Qualified, 25% were NET qualified and 75% were not NET Qualified. On whether they were JRF Qualified, 2((25%) were qualified and 6(75%) were not qualified. The above table also indicates, out of the total respondent of 8 6(75%) principals said that their service condition was Permanent and 2(25%) of them said that it was Temporary. Out of the total respondent of 8, 2(25%) of them had 1 year of experience, 2(25%) of them had 3 years of experience, 1(12.5%) of them had 4 years of experience, 1(12.5%) had 5 years of experience, 2(25%) had 6 years of experience as a Principal.

Table No. 4.28. Criteria for admission of pre-service Student teacher and number of enrolment in the colleges

Criteria for admission	Merit Basis	Entrance Test Basis	Interview Basis	First Come First Basis	Random Basis	Any other
	62.5%	100%	50%	0%	0%	0%
Number of enrolment of B. ED students in your college for 2017-2018	Colleges	No. of In-service student teacher		No. of Pre-service student teacher		Total
	College 1	30	30%	70	70%	100
	College 2	16	16%	84	84%	100
	College 3	60	30%	140	70%	200
	College 4	30	30%	70	70%	100
	College 5	60	60.61%	39	39.39%	99
	College 6	40	20%	160	80	200
	College 7	65	38.23%	105	61.77%	170
	College 8	67	36.41%	117	63.59%	184
Total		368	31.91%	785	68.09%	1153
Number of Male and Female Student Trainees 2017-2018	Year	No. of Male Student Teachers		No. of Female Student Teachers		Total
	College 1	26	26%	74	74%	100
	College 2	30	30	70	70%	100
	College 3	57	28.5%	143	71.5%	200
	College 4	33	33%	67	67%	100
	College 5	24	24.24%	75	75.76%	99
	College 6	66	33%	134	67%	200
	College 7	70	41.17%	100	58.83%	170
	College 8	73	39.69%	111	60.33	184
Total		379	32.87%	774	67.13%	1153

Table 4.28 indicated the responses made on the Information about the student teachers criteria for admission of pre-service Student teacher in the institutes. With regard to the criteria for admission, 5(62.5%) colleges mentioned 'Merit Basis', 8(100%) also responded 'Entrance Test Basis' and 4(50%) responded 'Interview Basis'. In regards to the enrolment of B.Ed, out of 1153 students, 368(31.91%) were In-service trainees and (785)68.09% student trainees were Pre-Service trainees. Regarding the number of male and female trainees, 379(32.87%) of them were male student trainees and 774(67.13%) were female student trainees.

Table No. 4.29. Teacher Educators' participation in Professional Activities

Presentation of papers at seminars and articles for journal publication	Yes		No
	75%		25%
No. of faculty who has published work at various level	State	National	International
	25%	75%	0%
No. of faculty who has presented paper at various level	State	National	International
	50%	62.5%	0%
Research funds for teacher educator	Yes		No
	12.5%		87.5%
Book grant facility	Yes		No
	0%		100%

Table 4.29 showed the responses made on the Information of principals encouraging the teaching faculty to presents paper at seminars and write articles for journal publication. 6(75%) of the principals responded they did while 2(25%) did not do. With regards to publishing of works at different levels 2(25%) of the faculty have published under State Level and 6(75%) at national level. The table also showed that 4(50%) of the faculty have presented paper at state level and 5(62.5%) of them at national level. Regarding the research funds for teacher educator, 1(12.5%) responded that the college had research funds while 7(87.5%) responded there were no research funds for teacher educator. In regard to book grant facility, all 8(100%) of the principals responded negatively.

Table No. 4.30. Organisation of Workshop/Seminar for/other Teacher Educator

Does your college organised Workshop/Seminar for/other Teacher Educator		
Workshop/Seminars		Percentage%
Yes		87.5%
No		12.5%
Kindly mention the number of faculty who had attended the following:		
Sl.No	Name of Programme	No. of Faculty
1.	Refresher Course	48.57%
2.	Orientation Programme	51.42%
3.	Summer/winter school	25.71%
4.	Short term course	45.71%
5.	Seminar at State/National/International level	57.14%
6.	Workshop at State/National/International level	55.71%

Table 4.30 indicated that, out of the total respondents of 8, 7(87.5%) responded ‘Yes’ that they organise Workshops/Seminar for Teacher Educators and 1(12.5%) responded ‘No’ that they did not organise Workshops/Seminar for Teacher Educators. The above table also indicated, out of the total 70 faculties, 34(48.57%) responded that they attended Refresher Course, 36(51.42%) responded that they attended Orientation Programme, 18(25.71%) responded that they attended Summer/Winter School, 32(45.71%) responded that they attended Short Term Course, 40(57.14%) responded that they attended Seminar at State/National/International Level and 39(55.71%) responded that they attended workshop at State/National/International Level.

Table No. 4.31. Availability of Technological Devices

No. of computers available	5	7	16	20	22
	12.5%	12.5%	25%	37.5%	12.5%
Computer/laptop for all the teacher educator			Yes		No
			50%		50%
LCD Projector in all the classroom			62.5%		37.5%
Sufficient computer for the student teacher			25%		75%
Sufficient computers for the ministerial staff			100%		0%
Internet Connection			100%		0%
Whether classroom avail internet facility			62.5%		37.5%
Mode of connection	Wi-fi router		Regular connection		Broadband
	50%		37.5%		12.5%

Table 4.31 indicated the following; regarding the number of computers available out of 8 colleges, 1(12.5%) College had 5 computers, 1(12.5%) Colleges had 7 computers, 2(25%) Colleges had 16 computers, 3(37.5%) colleges had 20 computers and 1(12.5%) college had 22

computers. Regarding the number of Computer/laptop for all the teacher educator, 4(50%) colleges responded 'Yes' that they had computers/laptops for all the teacher educators and another 4(50%) colleges responded 'No' for the same. 5(62.5%) responded 'Yes' that they had ICT projector in all classrooms and 3(37.5%) responded 'No' for the same and 2(25%) of the colleges responded 'Yes' that they had sufficient computers for the student teachers and 6(75%) colleges responded 'No' for the same. On whether they had sufficient computers for the ministerial staff, 100% responded 'Yes' that they had sufficient computers for the ministerial staff and 0% responded 'NO'. Regarding whether they had internet connection, all the 8 principals, 100% of them responded 'Yes' that they had internet connection and 0% responded 'No'. 5(62.5%) principals responded 'Yes' that they the classroom avail internet facility, 3(37.5%) responded 'No', 4(50%) of them responded that they used Wi-fi router, 3(37.5%) responded that they use regular connection and 1(12.5%) college responded that they have broadband.

Again out of the total books available in all the 8 colleges; (2500)9.46% of books were in College 1 library, 1500(5.6%) of books are in College 2 library, 9487(35.90%) of books were in College 3 library, 5490(20.78%) of books were in College 4 library, 3000(11.36%) of books were in College 5 library, 749(2.82%) of books were in College 6 library, 2000(7.56%) of books were in College 7 library and 1700(6.43%) of books were in College 8 library.

The above table indicated, out of the total respondent of 8; 2(25%) principal responded 'Yes' that the college had e-Library and 6(75%) responded 'No' and 5(62.5%) said 'Yes' of having a Xerox center and 3(37.5%) said 'No' for the same.

The above table also indicated that of the total respondents of 8; 12.5% mentioned highly satisfied, 50% mentioned Satisfied, 25% mentioned dissatisfied and 12.5% of them mentioned highly dissatisfied.

Table No. 4.32. Availability of various facilities in the college

Science laboratory	Yes	No
	75%	25%
If it well stocked with the necessary equipment	Yes	No
	50%	50%
If the college have language laboratory	Yes	No
	12.5%	87.5%

Table 4.32 showed the responses on the availability of various facilities in the college. Regarding whether the college have science laboratory in your college, out of the total respondent of 8, 6(75%) of them said 'Yes' of having science laboratory in the college and 2(25%) said 'No' for the same. Of the total respondent of 8 who said 'Yes', 4(50%) principal of the colleges responded 'Yes' that it was well stocked with the necessary equipment and 4(50%) responded 'No' for the same. The table also indicated that 1(12.5%) colleges responded 'Yes' that they had language laboratory and 7(87.5%) said 'No' for the same.

Table No. 4.33. Availability of Guidance and Counselling Cell

Guidance and Counselling cell	Yes		No	
	100%		0%	
If ‘Yes’ whether there are trained personnel for the cell	Yes		No	
	50%		50%	
To whom Guidance and Counselling service is provided to	Student teacher with behavioral problem	All the student teachers		Any other
	87.5%	37.5%		12.5%
Whether the college have a women cell	Yes		No	
	12.5%		87.5%	

Table 4.33 showed the responses on availability of Guidance and counseling cell. Whether the college have guidance and counselling cell, all 8(100%)of the colleges said ‘Yes’ that they had guidance and counselling cell and 0% said ‘No’ for the same. They also mentioned that 4(50%) said ‘Yes’ that they had trained personnel for the cell and 4(50%) said ‘No’ for the same. In regards to whom the guidance and counselling service is provided, 7(87.5%) out of 8 colleges responded that it is given to student teacher with behavioral problem and 3(37.5%) out of 8 colleges responded that it is given to all students teachers.

1(12.5%) college, under any other category, mentioned that the guidance and counseling is given to office staff and to some extend to faculty through informal sharing. Out of the total respondent regarding whether they had a women cell, 1(12.5%) college said ‘Yes’ of had a women cell and 7(87.5%) said ‘No’ for the same.

Table No. 4.34. Whether the colleges have their own Practicing School

Own Practicing School	
Yes	No
25%	75%

Table 4.34 showed, whether the college had their own practicing school 2(25%) said, ‘Yes’ that they had their own practicing school and 6(75%) said ‘No’ for the same.

Table No. 4.35. Community Work

Whether the College invite community participation in its functions	Yes	No
	75%	25%
Whether the college help out the community in any way	Yes	No
	87.5%	12.5%

Table 4.35 indicated on how Community Work was being carried out in the different colleges of B.Ed. Regarding whether the college invite community participation in any of your college function; 6(75%) out of 8 colleges responded ‘Yes’ that they invite community participation in college function and 2(25%) out of 8 colleges responded ‘No’ for the same.

With regards to whether the college help out the community in any way; 7(87.5%) responded as ‘Yes’ that they help out the community and 1(12.5%) responded as ‘No’.

Of the 87.5% who responded as ‘Yes’: 2(25%) colleges said that they extend Gym facility to the community and also during internship education in the form of talks and many persistent issues like HIV Aids, Environmental concern etc., were given to the community, and 4(50%) colleges said that they do social work, community activities, helping/visiting old age home and differently abled.

Table No. 4.36. Innovative Practices adopted in the Colleges

Innovative practices	
Use of constructivist method of teaching	50%
No se of plastic (stick files)	12.5%
write both sides of the paper	12.5%
Extension activity	25%

Table 4.36 showed the responses on the Innovative Practices adopted in the College. 4(50%) colleges out of 8 mentioned that they use constructive method of teaching, 1(12.5%) college out of 8 mentioned that they did not use plastic/stick file, 1(12.5%) college out of 8 said, they write both sides of the paper and 25% said that they do extension activity.

Table No. 4.37. Problems faced by the Principal in the following areas

Sl/No	Area	Percentage (%)
i	Teaching faculty	12.5%
ii	Non-teaching faculty	12.5%
iii	Student-trainees	0%
iv	Syllabus	25%
v	Infrastructure	37.5%
vi	Finance	12.5%
vii	Management and administration	0%
viii	Any other	12.5%

Table 4.37 showed the data on the Problems faced by the Principals in various areas. Out of the 8 colleges 1(12.5%) college responded to Teaching Faculty, 1(12.5%) college responded to Non-Teaching Faculty, 0(0%) college responded to Student-Trainees, 2(25%) college responded to Syllabus, 3(37.5%) colleges responded to Infrastructure, 1(12.5%) college responded to Finance, 0(0%) college responded to Management and Administration and 1(12.5%) college responded under any other category. All the colleges who mentioned under any other category cited as ‘Water Problem’.

4.2. Analysis and interpretation of data collected through Oral Interview from 15 experts

Interview Schedule was prepared and given to 15 experts in the field of education. The items were meant to find out the importance and present status of secondary teacher education in the state, problems it is facing, shortcoming of the secondary teacher education and the suggestions for its improvement. The items were analysed in the following manners:

1. On the first item, **“In your opinion, how important is Secondary Teacher Education for Secondary Teachers?”** all 15 agreed that it was very important for Secondary Teachers to have B.Ed degrees and therefore all Secondary Teachers should have it. 8 of them cited the reasons for importance that secondary stage coincides with adolescence period which is a problematic stage of development. They therefore cited that the teachers should needs to be well aware of educational psychology which deals with the individual’s behavior in the teaching-learning process, the developmental stages, learning and its laws, motivation, intelligence etc so as to deal effectively with the learners, their problems and help them learn effectively and meet the challenges that comes with the adolescence stage. 10 of them responded that teaching as a profession, secondary teachers needs to have the professional degree as in B.Ed so as to become a true professional.
2. Regarding the second item on, **“What do you think of the present status of Secondary Teacher Education in the State?”** 13 responded that it was doing well till date while 2 of them did not find it satisfactory. 10 of them said that most of the secondary teacher education colleges are yet to fulfill the mandatory norms and standards laid down by NCTE. 11 of them responded that curriculum was more theory based and that it was too vast. 3 of them said that the secondary teacher education colleges were still ran on traditional mode as most colleges lack proper ICT facilities for both the teachers and the students.
3. Regarding the third item on, **“In your opinion, what are the problems faced by secondary Teacher Education in Nagaland?”** all 15 of them cited the lack of infrastructural facilities like good building, sufficient classroom, well equipped library and laboratory, internet connectivity, LCD projector in the classrooms, safe drinking water, college canteen and the like in the colleges as the main problems. 10 of them said that government did not give enough importance on teacher education institutes and that it has lackadaisical attitudes towards teacher education in the state. 12 of them responded that there were not enough secondary teacher colleges in the state. 14 of them cited the curriculum as a problem as it is too theoretical. 6 of them said that there was difficulty in getting trained and qualified teacher educators for the Secondary Teacher Education Colleges. Yet another problem cited by 8 of them was the difficulty of getting qualified principals for the B.Ed colleges.
4. On the item, **“What do you think are the short comings of Secondary Teacher Education in the state?”** 12 of them cited the insincerity of most of the teacher educators and supporting staff of the colleges. 8 of them said that the colleges lacked coordination and understanding among themselves and carry out activities according to their wish and convenience. 3 of them said that one shortcoming was the subjectivity of the college authority and teachers educator in the evaluation of internal activities of the student teachers.

5 of them responded that the present Secondary Teacher Education course failed to make its trainees as professional in the profession. 7 of them said one shortcoming of secondary teacher education in the states was the lack of practicing schools in the B.Ed colleges. 4 respondents responded that over emphasis on theory was a shortcoming of secondary teacher education in the state.

5. With regards to item 5, **“What would you suggest for the improvement of Secondary Teacher Education?”** 11 of them suggested that besides the usual classroom teaching, workshops, panel discussion, research symposia, inter-college activities should be organized more frequently. 13 of them suggested that Government should priorities Secondary Teacher Education and look after the financial requirements of the institutions. 8 of them suggested that Secondary Teacher Education colleges should work in close co-ordination with stake holders in education of the state. 6 of them suggested that the B.Ed colleges should in co-ordination with School Education Department identify and adopt schools for practical so that schools could plan out their calendar of activities accordingly. 10 of them suggested that government must create a separate department for teacher education in the state to look after all the teacher education institutes. 14 of them suggested that proper infrastructural facilities such as enough classrooms, IT facilities, internet connection, proper advance library and laboratory, hostel facilities for both male and female student teachers, and the like should be make available in all the B.Ed colleges. 7 of them suggested that the government/managing board should appoint qualified principals and Teacher Educators as per NCTE norms. 8 of them suggested for the creation of more Teacher Education institutions by the government; at least one in each district. 5 of them suggested that all B.Ed colleges should have its own practicing schools. 3 of them suggested that the government should formulate a clear cut state policy with regards to the criteria and standards to be maintained by B.Ed colleges.

CHAPTER 5
FINDINGS, DISCUSSION AND CONCLUSIONS,
EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS, SUGGESTIONS FOR FUTURE RESEARCH

5.0. Introduction

The study attempted to make a critical study of secondary teacher education in Nagaland. On the basis of the analysis and interpretation of data, the findings of the study were confirmed according to the objectives of the study titled, 'A Critical Study of Secondary Teacher Education of Nagaland.'

5.1. Findings of the study

The findings of the study were summarised under the eight (8) objectives of the study as given below.

5.1. (A). Objective I. Profile of the Student Teachers and Teacher Educators

1. There were more female than male student teachers and most of them belong to the age group of 26-30 years of age.
2. More graduates/post graduates from Arts stream were pursuing the course followed by those from Science streams and then by those from Commerce streams.
3. There were more pre-service candidates as compared to in-service candidates pursuing the B.Ed degree.
4. Among the in-service, those having 6-10 years of experience consist of the most number pursuing the degree, followed by those 11-15 years and 1-5 years of experience. Teachers who have 16-20 years of experience are very less and none having more than 20 years enrolled for the course. In this regard, most of the in-service teachers pursuing the degree were regular teachers. Only a few from Contract and Ad-hoc category were pursuing the degree.
5. Majority of the teacher educators have Master degree in Arts followed by those having Master degree in Science. Also that majority have B.Ed. as their professional qualification. Only some have M.Ed and only quarter of the total educators are NET passed.
6. Majority read educational journal, such as, Encyclopaedia of Teacher Education, Health Education, Indian Journal of Teacher Education, Journal of Humanities and Social Sciences.
7. Less than half of the teacher educators presented paper and that most of those who presented were at National Level.

5.1. (B). Objective- II. Critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education.

Infrastructural facilities

1. Most of the colleges have satisfactory classroom facility, chairs, tables, separate toilets for men and women. It also showed the colleges need to provide better facility in terms of

Conference/Seminar hall, Canteen, Library, proper electrification and xerox/ copier, though in some cases the colleges were without satisfactory facility such as Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory.

2. Not even half of the student teachers were availing hostel facility. This could mean most of the student teachers have their own living quarters or that the hostel has limited seats. Majority of the teacher educators have access to LCD Projector followed by computer in their institutes.
3. On the sufficiency of rooms in the colleges, majority of the colleges have sufficient, except for 1 college which did not have. In this regards, some colleges have 12 rooms followed by those who have 10 rooms, then by 7 rooms and 6 rooms.
4. All the colleges have Internet Connection. However, only more than half of the colleges have Internet facility for all the classrooms. On the mode of Internet Connection, half of the colleges have Wi-Fi Router, 4 colleges have Regular Connection and 1 college used Broadband.
5. All the colleges have Library. More than half of them have library equipped with sufficient latest books for different subjects of the course, a few of them did not have. On the number of books available in the libraries, the study found out that the library with the most book numbers at approximate 9487, followed by the approximate 5490 books approximate 3000 books, approximate 2500 books, approximate 2000 books, approximate 1700 books, approximate 1500 books and by approximate 749 books. Only 2 colleges out of 8 have E-Library facility, the remaining 6 do not have the facility.

Academic Programmes

1. The student teachers felt most teacher educator as competent in their teaching. Only a few disagree and the reasons were some give only notes, some did not do their homework and some lack effective classroom communication skill.
2. Most teacher educators used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods. It also showed that some teacher educators were beginning to use power point presentation, activity method use of video clips and distribution of materials.
3. Most student teacher agreed on the present curriculum as vast, though some said that it was appropriate. Some felt it was too vast and only negligible number said it light or too light. It also showed that the existing curriculum meets the needs of the student teacher and that they were satisfied with the course curriculum.
4. All the colleges assigned student teachers with various curricular activities, namely: Assignment, Paper Presentation, Project Work, Practicum, Group Discussion and Class Test. Majority of the colleges conduct Panel Discussion.
5. Half of the 8 colleges conduct Remedial teaching, half of them conduct Extra classes and some of them conduct Mentoring.

Co-curricular activities

1. All the colleges organised co-curricular activities. The list of co-curricular activities and programs conducted were Sports week, Cultural day, Talent fest, Teacher's day, Fresher's day, Farewell/parting, Discussion, Assembly, Social gathering, Workshops & seminar, Literary day, Orientation day, College picnic, Unity day, Field trip, Club activities, Observation, Pre-Christmas/Advent Christmas. It has been found that majority were satisfied with the co-curricular activities organized in the e colleges
2. It also showed that majority of the colleges have clubs for different co-curricular activities. The clubs were Cultural Club, Aesthetic Club, Health Club, Medicinal Plants Club, Environmental Club, Music Club, Gastronome Club, Photography Club, Red Ribbon Club, Technology Club, Eco Club, Horticulture Club, Literary Club, Science Club, Current Events Club and Music Club.

Community Work

1. Most of the college helped out the community in any they could. Those colleges who helped out extend their Gym Facility to the community, gave talks on issues like HIV AIDS, Environmental Concern etc to the community during the Internship period, do Social Work, any community activities, helped/visited old age home and differently abled. Also, those colleges who participated in that kind of activity help the community by organising Awareness Programmes on Banking, Consumer Rights, Blood donation drives, Cleanliness Drives and the like by both the Teacher Educators and Student Teachers. The Students were assigned with the above mentioned activities besides others like conducting evening classes for illiterate adults and non-school going children and helpers at home during the vacations.
2. The colleges also helped out in orienting untrained teachers of the practicing schools and neighbouring schools on different aspects of teaching-learning process.

Evaluation System

1. Most student teachers felt that the weightage of 30/70 for internal and external activities was not fair as most activities are assessed internally. They suggested that more should be given to internal assessment and that it should be even 50/50 for both the aspects. This view was shared by many of the teacher educators too.
2. Most of the student teachers as well as teacher educators were of the view that evaluation system was subjective in many aspects. Some cited that in some colleges, educators gave maximum of the internal marks to their student teachers whether they deserved it or not. And that in actual experience, though some student teachers were very good, due to biasness within the system, some undeserving were ranked higher when it comes to the end result at the end of the course.

Finance

1. The Annual Budget of the institutions ranged from 3,50,00,000 on the higher side to 1,00,00,000 on the lower side. However, most colleges felt it was a confidential matter and gave just the approximate figure. Here it need to be noted that the one with the highest figure gave the amount which was meant for two teacher education programmes. In regards to this, the study also showed that Plan Budget figure show the ranged from Most of the colleges found the fund allocated by the Government /Management Authority sufficient to meet the requirements of the Institute.
2. 1,16,00,000 to 33,00,000 and Non-Plan Budget range from 2,34,00,000 to 60,00,000.

Administration

1. The government colleges were wholly run, managed and administered by the government under Higher Education Department and the private colleges by Managing board. The Principals were the heads in all the institutes.
2. For proper management and administration of the colleges, the principal convened meeting with the faculty as well as with the ministerial staff. In some colleges, faculty meeting were convened once a month, in some once in two months and still in some cases, it was convened as and when the need arises.

5.1. (C). Objective. III. Examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS Workshop, IGNOU programmes on Distance education.

Staff extension work

1. Only a quarter of them participated in Extension Service. The Extension Service they participated in were giving seminar in schools, organising orientation programmes for Secondary Teachers, as Academic Counsellor and facilitator for different IGNOU Programmes, and as Interviewer as well as expert for teachers interview for both government private schools.
2. Most colleges organised workshop in their practising school on different teaching aspect like teaching skills, preparation of teaching aids and evaluation beside others.
3. Most of the colleges and Eco Club and Red Ribbon Club through which they tried to disseminate about environment protection and HIV AIDS.
4. Some colleges also created awareness about blood donation and were involved in blood donation drive. In some colleges Teacher Educator as well as Student Teachers went for voluntary donation of blood every year in collaboration with Health Department.

Faculty Development Programme

1. Majority of the teacher educators had attended professional development programme viz. Faculty development programme on different aspects of teaching, state level workshop on the development of teacher education curriculum, workshop on review of B.Ed. and M.Ed. curriculum, workshop on ICT, workshop on constructivism, Innovative Pedagogy and Effective Teaching Strategies, Skill Development Training, Capacity Building Programme,

Participation in Seminar at different Level, Faculty Enhancement Programme, Workshop on Quality Assurance in Higher Education and the like. Some of them had attended Orientation Programme, Refresher Courses, Short Term Courses organised by different Central Universities.

2. The different colleges have organised different programmes for faculty development namely, Capacity Building Programme, National Seminar on National Education Policy Perspectives, Workshop on Development of 2 year Teacher Education Curriculum, One Day Retreat for Teachers Educators, National Seminar on Constructivism and Faculty Enhancement Programme.

IGNOU Programme and Distance Education

Most of the colleges were involved in different IGNOU programmes as Facilitator and Counsellor. This involved organising contact programmes, workshops for different courses of study, evaluating and grading of assignments. Also some colleges were working as study centres for the various programmes of IGNOU, thereby involving the teaching as well as non-teaching staffs in the examination of the said university too.

5.1. (D). Objective IV. Assess the nature of practice of teaching

1. Majority of the colleges organised microteaching for the student teachers and that microteaching skills were based on constructivist approach. It also showed that in majority of the colleges, practice of microteaching skills was considered necessary for the student teachers.
2. More than half of the colleges organised Block Teaching for the student teachers. The allotted days differ from college to college; 2 days in some, 3 and 4 days in others and 5 days was the most.
3. Different colleges have different practices with regards to phases of practice of teaching. Majority responded they underwent 3 phase, followed by those who said they underwent 1 phase and by those who said they underwent 2 phase and 4 phase. This finding showed that some did not have clear concept about the phases. However, there were some who were following the phases as ought to, viz: Pre-Internship, Internship and Post-Internship and One day of Final Practice teaching.
4. During teaching period, for most college supervisors were sent to observe and evaluate the classes of the student teachers on daily basis. However this supervision work differed from college to college. In some, instead of daily supervision, weekly supervision was done and in some colleges, no supervision at all by the teacher educators.
5. In most colleges, student teachers were made to plan 50 lesson plan, in other cases 45 lesson plans, whereas in some instances 40 lesson plan. Therefore, finding showed that lack of uniformity was there in the number lesson planning done by the student teachers.
6. The student teachers were made to maintain a reflective diary covering the whole of their internship period which were the assessed at the end of the practice teaching.

5.1. (E). Objective V. Effectiveness of the practice teaching from student teachers perspective

1. Most student teachers who experienced Micro-teaching felt that it made them develop different teaching skills and enable them to gain confidence and prepared them for real classroom situation.
2. Most of the in-service student teachers felt that practice teaching helped them develop different skills as well as learn on how to use the different methods of teaching more effectively.
3. Besides teaching, during practice teaching in their practicing school, the student teachers were involved in the different curricular activities, co-curricular activities; preparation of teaching materials and other activities like interaction with the community and different evaluation works, and most of the student teachers feel all these help in their growth as teachers and prospective teachers.
4. During practice teaching, most colleges made it mandatory for the student teachers to go for peer observation and this practice according to most student teachers was very helpful in detecting their own weaknesses as well as helped them learn better as they believed certain skills were better learn through observation than from listening to mere talks.

5.1. (F). Objective VI. Innovative practices if there are any in the colleges

1. Half of the Teacher educators were using innovative practices in their teachings. They mentioned Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and the like.
2. Majority of the colleges were using innovative Practice(s) in their college and mentioned the following: having mentoring and placement cell, creating plastic free zone and Tobacco Free Zone in the college campus, Dissemination of Paperless Resource materials via class group on Whatsapp and Telegram, Maintenance of self-reflection and feedback diaries and records of responsibilities and assignment by both teacher educators and student teachers. Adoption of two types of settings namely Rural and Urban for Internship.
3. One college have this innovative practice of reusing printed paper from their college office for rough or draft work. This practice they felt help save unnecessary wastage and also kept the environment clean.

5.1. (G). Objective VII. Issues and challenges faced by the Principals, Teacher Educators and Student Teachers

1. With regard to the major problems teacher educators faced Related to Teaching are – No refresher course or development programmes for them; lack of reading materials/handbooks for them; time constraint to balance practical and theoretical aspects because of the vast syllabus; to transact or cover the whole theory papers using constructive approach was a problem as it was more time consuming as compared to the use of behaviourist approach; difficulty to handle student teachers from different background, streams and age level; and lack of infrastructure facilities and its resources.

2. With regard to Student Related, more of the teacher educators specified the following: demotivated student teachers, lack of interest, response, participation on the part of the student teachers; poor attendance/irregularities of the student teachers; unfamiliarity of in-service student teachers with most methods of teaching and their difficulty to imbibe and practice new teaching approach; poor commands of English Language; negative attitude of student teachers especially that of in-service teachers.
3. With regards to Syllabus Related, the teacher educators specified the following: lack of relevant materials in the market and in the library too, irrelevance of some contents ; overlapping of topics, vastness of the course contents of both full paper as well as half paper, too less emphasis on local needs and requirement and over theoretical curriculum.
4. With regards to Evaluation Related, the teacher educators specified that imbalance was there for theory and practice, weightage should be equal for both internal and external, evaluation of internal activities were subjective and teacher educators needed to be properly trained and oriented in the area of evaluation.
5. With regards to Infrastructural Facility Related, most of the teacher educators specified the following problems: No separate room for mentoring, insufficient classrooms and staff rooms, insufficient books/materials in the library, not disabled friendly, lack of ICT facilities, lack of well-stocked library and well equipped laboratories.

5.1. (H). Objective VIII. Measures for Improvement of Secondary Teacher Education

1. Many science and maths student teachers felt that while selection of candidate was done on merit basis for pre-service, steps should be taken to give more seats to Science and Maths candidates as they were very less as compared to those from other stream.
2. Co-curricular activities should be given more emphasis and should be conducted on a more frequent basis. Theory papers and practice teaching should not dominate the whole of the course. At least, a day should be set aside for co-curricular activities/club activities.
3. The Library should be well stocked with books that were relevant for the various course papers.
4. Changed some contents in the syllabus and make it more relevant. More application oriented content should be introduced and theory should be less.
5. Proper collaboration between secondary schools and the teacher education colleges should be there.
6. Monitoring and appropriate mechanism to raise the quality of secondary teacher education should be devised by concerned department at the government level as well as at the university level too Commercialization of B.Ed course especially in private institutions should be checked.

5.2. Findings from the Interview Schedule

Interview Schedule was prepared and given to 15 experts in the field of education. The findings were more in the context of suggestive measures for improvement of secondary teacher education. They are:

1. Basing on right to Education which specified B.Ed being a prerequisite qualification for a person to teach at secondary stage of education, the government should follow the direction and restrict the appointment of any person to teach at the said level without B.Ed degree.
2. Majority of them suggested that quality education depends on the quality of the teachers. Education of teacher prepare competent, committed and professional as well as qualified teacher who also meet the demands of the society.
3. Most of them felt that there was the need for a separate department for teacher education in the State as the government is not sincere in developing teacher training institutions. This would give a boost to the teacher education in general and secondary teacher education in particular.

5.3. Discussion and Conclusion of the Study

The study found out many things and some of them deserve a discussion on them. One of the glaring findings was the lack of adequate infrastructural facilities like adequate number of classroom, well stocked library, well equipped laboratory, not adequate computers etc in some of the colleges. To give out quality teacher education to the teachers, availability of different needed facilities is one of the first priorities. This fact was acknowledged by other investigators with similar finding. **Ajanta DuttaBordoloi**(1990) also found out that teacher education institutes in Assam lack adequate infrastructural facilities. **DulomoniGoswami (2007)** in his study titled ‘Student-teachers perception of quality Teacher Education’ also found the same and recommended that for quality teacher education, the institutions should have good infrastructural facilities like adequate number of classroom, library, laboratory and the like. **KumariLalyanPreeti** and **GoelChhaya** in 2015 also found that private teacher education institutions were found to be higher as compared to public teacher education institutions. They therefore recommended the need to enhance the infrastructural facilities of Public teacher education institutions. **ImkonsenglaLongchar (2017)** held similar findings that the DIETs in Nagaland do not have adequate infrastructural facilities such as good library, separate toilet for men and women, hostel facilities for men and women, proper electrification, seminar etc.

In quick succession to this issue was lack of adequate teacher educator in the some of the colleges. This is a serious problem because as a professional course which comprises of both theory and practical and of foundation courses, specialisation courses and methodology paper, it is unthinkable for a teacher education institute to be functioning without the needed number of educators. The finding was in accordance with **Chandra Prakash Reddy** who found that the staff pattern was inadequate to maintain quality in the pre-service teacher education in Andhra Pradesh. **National Council of Teacher Education** found out in 2001that in the colleges of education in Andhra Pradesh, there was scarcity of lecturers in the subjects of philosophical and psychological

foundations courses, and seemed to be unsatisfactory according to the NCTE norms. In 2011, **P. Babukuttan** also concluded from his study that one of the major problems of DIETs in Kerala was the lack of sufficient manpower in all subject areas. So lack of adequate faculty in the colleges was found to be a problem in different levels of teacher education and need to be addressed accordingly at earliest if quality of teacher education and education in general is desired.

Another important matter is to do with the availability of computers in the colleges. It was concluded that half of the colleges have computer/laptop for all the teacher educators while the other half do not have. Only a quarter of the colleges have sufficient computer for the student teachers, while majority of the colleges do not have. All the colleges have Internet Connection. However, only more than half of the colleges have Internet facility for all the classrooms. On the mode of Internet Connection, half of the colleges have Wi-Fi Router, 4 colleges have Regular Connection and 1 college used Broadband. **Mary Ann Louise Kjetsaa**(2002) of Seton Hall University had expressed about a shift from learning about computers to learning with computers had occurred in teacher education, and recommended for the introduction of innovations into pre-service education programmes. This is so true with regards to secondary teacher education in Nagaland too as now in this time of the pandemic; it has become more pertinent than ever for every education institutions to be equipped with computers as well as other technological devices for educators and students.

The present study found that though half of the teacher educators were found to be trying out innovative methods like Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and also beginning to use power point presentation, activity method use of video clips and distribution of materials, most of them still used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods in their daily teaching. **Dulomoni Goswami** (2007) in his study titled 'Student-teachers perception of quality Teacher Education' also found that teacher educators still follow traditional methods like lecture and dictation of notes, and therefore suggested that they should be trained to use innovative practices and that they should take up action research thereby helping the student teachers to do the same. As teacher of teachers, the teacher educators need to be open to try out different methods and techniques of teaching so that student teachers could learn by observing them.

In our education system, inclusive education has formed an integral component but there are a lot that need to be done with regards to this aspect in teacher education; infrastructural and curriculum wise too. It was found most of the colleges do not have differently abled friendly with regards to the infrastructural facilities. Only one college have ramp for people with disability. None of the colleges have separate toilet for people with disability. So this is also a matter of concern in teacher education institutes. **Nancy Burstein** (2019) disclosed the satisfaction of special teacher education's graduates with their preparation for teaching career. **Anne Marie Thomas** (1998) in her study of teacher preparation efficacy at Ohio University indicated that skills with working with the gifted and challenged were where the teacher education programme could improve upon. **Malinen, et al.** in 2012 reviewed teacher education in Finland and the effort for preparation of teachers for future wrote that one Finnish solution is the extensive learning support system of special education,

which can be regarded as a challenge for the future with regard to the universally agreed goals of inclusive education. The same could be recommended for secondary teacher education in the State.

It was found that the colleges were having different practical activities and conducting differently. Even internship was done differently, number of days allotted were different and the evaluation and supervision techniques were not same. Given the fact that they have the same curriculum and all affiliated to the same university, this practice proves to be detrimental to the whole system of secondary teacher education in the state. Therefore all the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. In this regard, the number of days for internship programme should also be made uniform. Timely meeting among the principals of the Secondary Teacher Colleges should be called so that they coordinate and collaborate in their efforts in developing teacher education in the State. The finding agreed with **BunoLiegise's** recommendation for teacher education in Nagaland in her article published in 2007, which urgently called for better coordination among various institutions as lack of it seemed to stand in the way of effective implementation of teacher education in the State. Here, it need to noted that effective and regular communication between the B.Ed colleges and then between them and the university and other concerned departments should be there so as to bring transparency among the colleges and uniformity in the programmes and activities of all the colleges.

One finding was in-service teachers having 6-10 years of experience consist of the most number pursuing the degree followed by those having 11-15 years. Those having 16-20 years were very less and beyond 20 years, there were none. This shows that the fresh and younger are more interested in the course than those of the seniors. Also, another reason for more junior pursuing the course could be the change in policy that made B.Ed degree a compulsory qualification to teach at secondary.

With regards to the reason cited by the student teachers in pursuing the B.Ed course. Most gave the reason 'To teach effectively' followed by the reason 'For professional growth', then by 'As a means for further studies'. Very few stated the reasons 'For promotion' and others. This means teachers are developing the awareness that teaching is a profession and that they need professional course to help them become better teacher and to grow professionally.

On the decision making process of the institute and in the administration and functioning of the institute, majority of the teacher educators said they sometimes participated in them, some said they never participate and still a few said they always participate in them. Here, it is important that all the educators take equal participation in them. Only then, better understanding will come about between the head and the educators and among the educators leading to the development of the college and to teacher education as a whole.

As discussed earlier, half of the Teacher educators were using innovative practices in their teaching. They mentioned Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and the like. Though the above mentioned practices may not sound new for many, old method/practice may be modified and use in an innovative way. So teacher educators or

the college as a whole should think of ways to reuse every day practices in new ways so as to create interest in the student teachers towards the teaching-learning process.

The study also found that majority of teacher educators are 'Sometimes' given training for supervision/evaluation of Micro and Macro Teaching, followed by those who are 'Frequently' given training. A few 'Never' get any training for supervision/evaluation of Micro and Macro Teaching. Here training should be given annually to the teacher educators as new educators joined colleges every year and though they may be qualified and may already know the process, it is important that uniformity and objectivity are maintained in the supervision/evaluation of the teachings. Talking about uniformity and objectivity, Guidance material and hand book for the teacher educators should be developed so that all the colleges follow the same process.

Majority of the teacher educators do not carry out any extension service. Those who carry out extension services mentioned giving orientation of school teachers, visiting schools and giving seminars, resourcing in training for in-service teachers, as member of interview board for teacher recruitment, resourcing in different programmes, giving orientation programmes for secondary school teachers as and when required by the practicing schools. In this context, it is important for them to carry out different extension services like outreach programmes, conduct activities in the community under development board, Academic counsellors for IGNOU programmes, Participating in Blood Donation Drives, Visitation to old age home, orphanage, inclusive schools and the like. All these would help them in growing professionally as well as in bridging the gap between the college and the community the banner of RRC and Eco club, Interview Board members as subject experts for RMSA, SSA and other selection Boards constituted by the government, members of NBSE or NU Curriculum.

So those are some of the pertinent findings of the study. They need serious consideration and contemplation, so that they help in bringing changes and development in the secondary teacher education in the State.

Teacher education being an integral component in bringing quality education in a country is very important and should be given emphasis. The objective of teacher education is not just to give the teacher with a professional degree at the end of the course but to enhance their competencies and equipped them the necessary skills that would make him/her an effective professional in his/her area of work. Also it is to enable the teacher with the knowledge of how to help his/her student achieved overall development and realised their full potentialities.

The present study 'A Critical Study of Secondary Teacher Education in Nagaland' has attempted to make a comprehensive analysis of the whole of secondary teacher education, thereby bring out the strength and weaknesses of it. In the attempt many findings, both positive and negative were brought to the forefront for anyone involve in it to contemplate over and improve upon it. The good practices should be reinforced and followed and wherever any practice is crippling the system should be weeded out or modified according to the need of the situation and demand of the individual as well as the society. Some good practices and innovative practices were revealed through the findings of the study, and the colleges which are not following them or do not have their own good/innovative practices should emulate the colleges which are practicing them. All these

would contribute towards raising the status and in the development of secondary teacher education leading to qualitative education in Nagaland.

5.4. Educational Implications and Suggestion for improvement of Secondary Teacher Education

1. There should be a clear streamlining from the Government and concerned department like Directorate of School Education in sending in-service teachers at Elementary and Secondary levels in pursuing courses according to the level they are teaching. This is because there is a huge backlog of untrained teachers at different levels of education and it has been found out that many elementary teachers are taking B.Ed. course instead of DL.Ed. Here, B.Ed. colleges or selection body should also look into the matter and give priority to Secondary teachers in allotting seats to the candidates.
2. The government and the administrative bodies should look into areas where there is shortage or lack of any facilities and provide for them. In this regard, every college needs to be provided with better facility in terms of Conference/Seminar hall, Canteen, Library, proper electrification, xerox/ copier, Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory. Proper infrastructural facilities such as enough classrooms, IT facilities, properly equipped and advanced library and the like should be made available in every Secondary teacher Education Colleges.
3. Efforts should be made in creating more units/seats and there should be ratio among the districts basing on geographical division/district and demographical factor. This is because it was found that student teachers from certain districts were dominant in the colleges.
4. More priority should be given to activities like writing of assignments, projects, seminars, power point presentations instead of mere paper presentations, class tests/unit tests on frequent basis, as those will help the student teachers learn more as well as gain more confidence.
5. Co-curricular activities should be given more emphasis and should be conducted on a more frequent basis. Theory papers and practice teaching should not dominate the whole of the course. At least, a day should be set aside for co-curricular activities/club activities every week.
6. Timely review and change in the curriculum of secondary teacher education is strongly suggested. Outdated knowledge which has no relevancy in the present context should be omitted. Also, vast content area should be done away with. Only those subjects which have functional utility and have relevancy in secondary level of education should be included. Also, the curriculum developers should see that there is no overlapping in the content area in a given paper or in the different papers.
7. All colleges should have micro teaching, the teaching skills modified and based on both Behaviourist and Constructivist approach. It is through micro teaching that the student teachers gain the various teaching skills and confidence too. Here it need to be noted that though it is needed for both the in-service and pre-service student teachers, it the latter really

do benefits from micro teaching. Also, Block teaching should also be made an integral part of the course curriculum.

8. All the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. In this regard, the number of days for internship programme should also be made uniform. This is so because it was found that the colleges are having different activities and number of days allotted for those activities also varies from college to college.
9. All the teacher educators should be oriented with the different aspects of practice teaching so that they are able to give clear information to the student teachers. This is because the study revealed the lack of clarity with certain aspects of internship, starting with the number of phases too. Also, some colleges do not supervise their student teachers during internship.
10. Teacher educators should participate in paper presentations and publications more both at State level and National level and even at International level. These are needed for professional growth and development and the study revealed that only a few of them participated in such activities. Authority and managing boards should encourage the teacher educators to grow professionally by participating in those cited activities.
11. The Nagaland University should also help the teacher educators in professional development programmes and extension programmes. This is so because most of them have to go out of the State to attend Orientation programmes, Refresher courses and Short term programmes. Also it should take initiative in organising more Workshops and Seminars for the educators of Secondary Teacher Education Colleges.
12. All teacher educators should become members of professional associations. This would create an opportunity for them to grow professionally, at the same time help them to get in touch with other experts, senior practising professionals and educationists thereby enable them to learn from those cited persons.
13. Teacher educators should use the Constructivist as well as Behaviourist Approach in their teaching. This is because the study found that totally using constructivist approach have some difficulty in some subject areas. Therefore, the teacher educator should be encouraged to use both the approaches in such a way that they supplement and complement one another.
14. Teacher educators should use teaching aids and employed different technological devices in their teachings so as to make their classes more interesting. It will help them gain proficiency and mastery in using different technology in the teaching learning process. Also, it will help the student teachers learn how to use them by observing their educator(s).
15. The college should provide separate common room for female teacher educators, satisfactory refreshment facility, and required text book for teaching and sufficient teaching aids.
16. All the colleges should have a well-stocked library with relevant and upto date books on the new curriculum as well as online library facility for both the teacher educators and the student teachers. Besides, the library should be well staffed with a librarian and other well qualified and efficient personnel.

17. Frequent meetings should be called by the Principal for the teachers educators, for the supporting staff and for all the staffs; both teaching and non-teaching so as to bring in more coordination among them, create more understanding and transparency among them and in the institute.
18. The teacher educators should take part in the administrative decision making process of the institute. Also, they should be involved in the administration and functioning of the institute also. This is so because in many cases the teacher educators do not have much knowledge pertaining to the administration of the college.
19. All the teacher educators should be computer literate as well as techno-savvy as in this day and age everything in the society including education is technology reliant. This is more so important in this pandemic period where we are more reliant on online classes, online meeting, different online activities and programmes like e-conference, webinar, workshop and the like.
20. Government must create a separate department for teacher education in the State to look after all the teacher education/training institutes as it is totally different from general education. Besides, it was found that many bureaucrats and officials have very less knowledge about teacher education and therefore were not aware of its importance.
21. Only qualified Principals who fulfilled all the criteria specified by NCTE and UGC should be appointed. Delayed in looking into such matter may compromised the quality of teacher education and subsequently the quality of secondary education in the State.
22. More Secondary Teacher education institutes in the state should be created: may be one in each district. As of now, all the secondary teacher education colleges are concentrated in three districts only, namely Kohima, Dimapur and Mokokchung.
23. The government should prioritise and look after financial requirements of Secondary Teacher education colleges. As a professional college, every teacher education college needs more resources as compared to other general colleges. Each should be equipped with all the needed infrastructural facilities, technological devices and should have financial support of the government/managing body.
24. Secondary Teacher Education Colleges should work in close coordination with stakeholders in education of the State. Also in coordination with school education department, the colleges should identify and adopt schools for practical so that schools can plan out their academic calendar accordingly.
25. Every college should have a practicing school of its own so that there is close coordination between theory and practice; whatever is taught is practiced upon. No B.Ed course should be allowed in a college which does not have demonstration/practicing school. This is because side by side with theory papers, B.Ed student teachers should regularly practice teaching under supervision.
26. Another suggestion was that traditional method of training teachers should be done away with so as to liberate the student teachers from listening to only their teacher educators throughout the 2 years and allowing them to learn from others too. The training classroom should be open

to many professionals through regular Guest Lectures, as done in the Western/Advanced countries, facilitating the teacher trainees to learn from many practicing professionals in different fields of teachings in school settings.

5.5. Suggestions for future Research

Education is an all encompassing concept and teacher education dealing with it and being of it has a wide scope. Some of the areas that would need further as well as new research to be undertaken are:

1. Diagnostic Study of B.Ed course as a whole
2. A Critical study of the phases of Internship
3. A study on the Effective of EPC towards the development of Professionalism for a teacher
4. A diagnostic Study of Teacher Education and NPE 2020
5. Multidisciplinary Approach in the context of Teacher Education

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CHAPTER 1

1.0. Introduction

Teacher education refers to the processes, procedures and provisions designed to help teachers and future teachers learn and master the knowledge and skills needed in the profession, also enable them to develop positive attitude towards teaching. It could be pre-service or in-service teacher education programme or one that is meant for both. Again it could be Teacher Education for Early Childhood (ECE), Elementary Teacher Education (ETE), and Secondary Teacher Education (STE) in accordance with the different levels of education. These are the three major teacher programmes which comprise the mainstream system of teacher education in the country. Besides, there are subject specific courses such as B.P.Ed, level specific courses as in B.El.Ed, different courses of RIEs and of NCERT. However, more than 90% of teacher education institutions in the country offer only the two year courses in Early Childhood Education, Elementary Teacher Education and Secondary Teacher Education.

‘Quality Education’ has become the watchword in today’s educational scenario. Everyone talks about it at all level of education. An important area where emphasis needs to be put if the society is to realise Quality Education is good teacher education. Teacher education therefore needs special focus because it is the pivot around which the educational system depends upon. It is a target and an instrument of quality assurance mechanisms, particularly at the school education level. This is because of the fact that good quality teacher education produces good teachers leading to high-quality students, who in turn feeds higher and professional education and ultimately leads the country to great heights. Therefore, good schooling is basic to national development, as schools provide the largest single human resource. Without quality school education, there will be no quality at higher, technical and professional education. So for qualitative improvement in education, assured quality teacher through improved quality teacher education is the need of the hour. And for teacher education to be effective, its strengths and weaknesses, the issues and problems faced by it needs to be studied and be brought to light and addressed appropriately. For this reason, the present study is directed towards the Education of the Secondary Teacher in Nagaland with the hope that it will contribute towards bringing quality education in the state.

1.1. A Brief Overview of Nagaland

The tribal state of Nagaland was inaugurated as the 16th State of the Indian Union on 1st December 1963. Nagaland bordered with Assam in the West, Myanmar in the East, and Arunachal Pradesh in the North. It has 12 districts namely: Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Noklak, Peren, Phek, Tuensang, Wokha and Zunheboto.. Kohima is the capital. Nagaland is inhabited by different tribes, both major and minor as well as other sub-tribes. Each tribe has its own distinct custom, dress and language and has a rich oral tradition which has been passed down through the generations.

1.2. Geographical Features

Nagaland covers an area of 16,579 sq. km. It is located approximately between 25° 6' and 27° 4' latitude North of the Equator and between 93° 20' E and 95° 15' Longitude. Typographically, the state is mountainous and the altitude varies approximately between 194 meters and 3841 meters above sea level. Mount Saramati in Tuensang district which is a part of the Patkai range measuring 3841 meters above sea level is the highest peak in the state, it is followed by Mount Japfü of Barail range in Kohima with a height of 3048 metres. The main rivers are Dhansari, Doyang, Dikhu, Milak, Tizu and Zungki.

1.3. Climate

The state is blessed with pleasant sub-alpine climate all year round. The temperature here is quite bearable during summer with min 16°C to 31°C max and during winter with 4°C to 24°C max. However, some places experience more scorching summers and some other places experience more severe winters. The heavy monsoon rain occurs from May to August, but continues to October and November to April is the dry season. The average rainfall is 2000mm to 2500mm.

1.4. People

The people of Nagaland are wholly tribal. Its original inhabitants belong to the Mongoloid race and are known as Nagas. Though Nagaland is said to have 16 major tribes, it is sometimes debatable as the so called minor tribes and sub-tribes are growing and emerging into bigger ones. It is a fact that Nagas are not only concentrated in Nagaland but are living in the neighbouring States like Arunachal Pradesh, Assam, Manipur and in the country of Burma as

well. Some of the tribes are; Angami , Ao, Chakhesang, Chang, Khiamniungan, Konyak, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger, Zeliang, Tikhir etc.

1.5. Language

The Nagas do not have a common language as such. Each tribe has its own language and each village and region of the tribes has its own unique dialect again. So Nagas mostly communicate with each other using Nagamese which is an Assamese Creole language. However, the recognised official language of Nagaland is English. The Nagas do not have an original script of their own, but with the adoption of western education, they also adopted the Roman alphabet, though each tribe had made a slight variation to it by addition or omission of a letter or two.

1.6. Religion

Christianity is the predominant religion of Nagaland. It was the American missionaries who brought Christianity to Nagaland. Rev. E. W. Clark was the first missionary to come to Nagaland in the year 1872. However, as a state in a secular country, there is freedom to professed and practiced any religion by the people in the State. And though Nagas are mostly Christian, they co-exist peacefully with people of other religions. Also people from other parts of the country residing in the State freely worshipped and practiced their religion without any interference or opposition from the Nagas.

1.7. Population

As per the 2011 census, the total population of Nagaland stands at 1,980,602. The male population is 1,025,707 and female is 954,895 respectively. The population rate shows a decline, as according to 2001, it was 1,990,036, out of which males were 1,047,141 while females were 942,895. Sex ratio is recorded as 931 female per 1000 males and density of the population is 110 per sq. kms as per the 2011 census.

1.8. Literacy

In Nagaland, the literacy rate has grown so much over the years as everyone has become aware of the importance of education. In 2001, the literacy rate was 66.59%, but as per the census of 2011 it has increased to 80.11 %, with the male literacy showing 83.3% and that of female showing 76.7%. The details of the literacy rate in Nagaland district wise as per 2011 census are shown in the table below:

Table No. 1.1. Decadal Literacy Rate of Nagaland as per 2011 Census

Sl. No	Name of the District	Literacy rate
1.	Dimapur	84.79 %
2.	Kiphire	69.54%
3.	Kohima	85.23%
4.	Longleng	72.17%
5.	Mokokchung	91.62%
6.	Mon	56.99%
7.	Peren	77.95%
8.	Phek	78.05%
9.	Tuensang	73.08%
10.	Wokha	87.69%
11.	Zunheboto	85.26%

1.9. Education in Nagaland

The beginning of formal education in Nagaland may be traced back to the advent of the American missionaries in the then Naga Hills in the 1880's. They not only brought Christianity to the land, but with them, education also came to the State. Rev. E.W.Clark opened the first school in Mokokchung, in the village of Molungkimong in 1878, which was later shifted to Impur in 1882. The mission school at Mission Compound in Kohima which was started with half a dozen boys by Rev. Dr. C.D. King and his wife, ran and managed by the American missionaries who succeeded them also did a commendable job in imparting education to many Nagas, especially the Angamis, Chakhesangs, Semas, Zeliangs, Rengmas and others. The schools at Impur and Kohima served the Naga people in education to a large extent as many early students later on became teachers themselves and spread education in their community. After the American Missionary left the land, the British who were the colonial power then, took over the education. The education then was mainly on the 3 Rs, namely, Reading, Writing and Arithmetic.

The growth of education gained impetus after Nagaland got statehood in 1963. From a few schools concentrated in Kohima and Mokokchung, the number grew to thousands now. The state government as well as private individuals and organisation has taken upon themselves to educate all through formal schooling and therefore had set up many schools and colleges. Over the years, School and college have grown lots. So though education appeared late in Nagaland, it has taken quantitative leap since statehood.

The growth of education can be seen at all levels of education. And this has been observed in Secondary and higher level of education too as shown in the table below.

Table No 1.2. Status of secondary schools and colleges in Nagaland as per 2021 record

Sl. No.	Level of Education	No. of institute
1.	High School (Govt. & Private)	349
2.	Higher Secondary School with Secondary section(Govt. &Private)	154
3.	Permitted Schools	224
4.	Colleges (Government & Private)	64

1.10. Teacher Education in Nagaland

Teacher education first made its appearance in Nagaland only in the 1950's. It started out to improve the teacher of the primary schools. Then the priority was to improve the teaching capacity of the teachers as most of them were under matric. The Basic Education Officer of Assam at the time, Shri. Suresh Raj visited Kohima and discussed upon the idea of setting up a teacher training centre in the State. He even visited sites for the said centre. In 1955, with the financial support of Hindustani Talmi Sangh, a teacher training centre was established at Chiechama, Kohima. The centre was designated as Junior Teacher Training institute (JTTI). Two similar centres were opened in 1962 and 1964 respectively at Mokokchung and Tuensang. These centres at Kohima, Mokokchung and Tuensang were later on upgraded to DIETs. At present, there are eight (8) DIETs, functioning and offering Diploma of Elementary Education to pre-service trainees and Diploma in Education to in-service student teachers in the state. Besides these, private sector is also taking active part in educating primary teacher. St. Paul Institute of Education at Phesama began primary teachers training in 1977. Salt Christian College, Dimapur has followed suit in 2006. These institutes provide Diploma in Elementary Education programme, meant for elementary teacher, to both in-service and pre-service student teachers. They are listed in Table No. 1.2 below:

Table No. 1.3. List of Elementary Teacher Education Institutes in Nagaland with the year of Establishment

Sl. No.	Name of the Institution	Year of establishment
1.	DIET Kohima	1992
2.	DIET Mokokchung	1999
3.	DIET Tuensang	1999
4.	DIET Dimapur	2006

5.	DIET Mon	2007
6.	DIET Pfütsero	2007
7.	DIET Wokha	2014
8.	DIET Zunheboto	2014
9.	St. Paul Institute of Education, Phesama,	1977
10.	Salt Christian College, Dimapur	2006

College for Education to provide teacher education courses to graduate and under graduate teachers called Nagaland College of Education was established in 1975 in Kohima. This was the first of such institution in the state and was established under the initiative of North Eastern Hill University (NEHU) and the State Government of Nagaland to impart quality and value based teacher education. It was affiliated to NEHU and initially offered both B.Ed and Under Graduate Teacher Training. The latter was offered from 1976 till 1992. The college was upgraded to College of Teacher Education in 1990, and came to be called Nagaland College of Teacher Education. The college was among the first three B.Ed institutions in the North East to be given recognition by National Council of Teacher Education ERC in 1998. The college later changed its nomenclature and now came to be known as State College of Teacher Education. In 1995, it transferred its affiliation to Nagaland University.

After two decades, other colleges also started offering B.Ed course to student teachers, both in-service and pre-service. At present, there are nine colleges providing B.Ed programme. The name of secondary teacher education colleges along with their mode of management and year of their establishment or starting of B.Ed programme was reflected in the table below:

Table No. 1.4. Secondary Teacher Education in Nagaland and the year of their establishment/Starting of B.Ed Programme as per 2021 record

Sl. No.	Name of the College	Whether Government/ Private	Year of Establishment/Starting B.Ed Programme
1.	State College of Teacher Education, Kohima	Government	1975
2.	Salt Christian College, Dimapur	Private	1995
3.	Bosco College of Teacher Education, Dimapur	Private	2003
4.	Modern Institute of Teacher Education, Kohima	Private	2011
5.	Mokokchung College of Teacher Education, Mokokchung	Government	2012
6.	Unity College of Teacher Education, Dimapur	Private	2013
7.	Ura College of Teacher Education, Kohima	Private	2014
8.	Sazolie College of Teacher Education, Kohima	Private	2014
9.	Mount Mary College, Dimapur	Private	2017

Besides, IGNOU is also offering B.Ed course in Nagaland since 2002 and Certificate in Primary Education since 2005 through distance mode. Though now the study centre for the programme has shifted to Jorhat, Assam. Mount Mary College, Dimapur has also started offering B.ed course in 2017.

Regarding teacher education for teacher educators and other professionals in the field of education, State College of Teacher Education, Kohima, has been offering Masters in Education (M.Ed) since 2014. Nagaland University also established Department of Teacher Education and started offering M.Ed programme. Besides M.Ed course, it has also been offering M.Phil and Ph.D.

1.11. Present Scenario of Secondary Teacher Education in Nagaland

There are nine (9) colleges namely: State College of Teacher Education, Salt Christian College, Bosco College of Teacher Education, Modern College of Teacher Education, Mokokchung College of Teacher Education, Unity College of Teacher education, Ura College of Teacher Education, Sazolie College of Teacher Education and Mount Mary College, are

providing B.Ed to secondary teachers in the State. Of the nine (9), two (2) are government and six (7) are private. All of these colleges are catering to both in-service and pre-service student teachers. The number of student teachers in all the eight institutes ranges from 50 to 100 in a semester. While majority of the student teachers in Government institute were in-service, most of the student teachers from the seven private institutes were fresh graduates and post graduates. In a year, the nine (9) colleges are training approximately six hundred (600) student teachers. All the institutes have library and laboratory facilities. Some have computer facilities too, though internet facilities are limited. Some of the institutes were understaffed with only four (4) teacher educators.

The colleges all affiliated to Nagaland University. At the institutional levels, they are headed by the Principal. The Private colleges are managed by their own managing board/body. However, the government colleges are directly under Higher Education Department, Government of Nagaland. The department is headed by Higher Education minister. At the Secretariat level are the Commissioner and Secretary at the apex, followed by the Additional Secretary, then the Deputy Secretary under whom are two Under Secretary. They are all supported and assisted by the Secretariat Assistants headed by the Section Officer. At the Directorate level, the Director is the head. Under her/him are the following in descending order: the Additional Director, the Joint Director, the Deputy Director, one Special Officer (Budget), one Officer on Special Duty (Planning), one Officer on Special Duty (Establishment), some other Officer on Special Duty (Attached), One Senior Accounts Officer who was deputed from Treasuries and Accounts and one Statistical Officer deputed from Economics and Statistics. They are supported and assisted by the ministerial staffs which include Superintendent, Assistant Superintendent, Grade III and Grade IV staffs. The department look after all the colleges in Nagaland including secondary teacher education colleges.

The B.Ed programme offered by them is of two years and covers four semesters. The curriculum followed was in accordance with the NCTE framework and National Curriculum Framework for secondary teacher education. The course has core papers like Childhood and growing up; Contemporary India and education; Language across curriculum; Understanding disciplines and subjects; Assessment of learning; Knowledge and curriculum; Gender, school and society; Creating an inclusive school and Pedagogy of schools subject (Social Science, English, Maths, Life Science and Physical Science). It also has optional papers like Peace Education, Guidance and counselling, Health and physical education and the like. Besides, it has four EPC (Enhancing Professional Capacities), namely Reading and reflecting on texts, Drama

and Art in Education, Critical understanding of ICT and Understanding Self. Then practical activity consists of field based experiences like practice teaching, micro and macro, peer observation, community work, work experience etc. The Macro teaching consist of Pre-Internship (different activities like visiting schools and observed real classroom situation, peer group discussion etc. spread over 4 weeks), Internship (practice in practising schools for a duration of 10 weeks), Post-Internship (duration of one month involving Extended discussion, writing reflective journals)and Final Practice Teaching(duration of two days). Besides, there are lots of workshops on different aspects of teaching like Evaluation, Low cost/no cost teaching aids, lesson planning and the like.

Regarding evaluation of the programme, it follows both formative and summative. All the activities carried out in theory classes like class room interaction, assignment, project, class test, learning activities, paper presentation and the like are assessed individually. Then at the end of each semester, an external exam is conducted by the university. The scheme followed is 70 marks for external and 30 marks for internal assessment. The total mark for the whole of the programme including theoretical and practical aspects is 1600.

Besides, all the secondary teacher education colleges organise different co-curricular activities like college sports week, cultural day, literary day, talent fest, science exhibition, celebration of important days, various club activities, fresher's/induction day, parting social, college picnic, field trip, educational tour and the like. Also they are also involved in different community services. All these activities are practiced so as to give different experiences to the student teachers and to the make course more relevant to them and to the community too.

Though, a lot has been done and have being doing by both government and private organisations and individuals in training secondary teacher, a lot still need to be done in this area. This is because the number of backlog of untrained secondary teacher in the state is still very large.

1.12. Need and Significance of the Study

“People in this country have been slow to recognise that education is a profession for which intensive preparation is necessary as it is other profession”, was what University Education Commission (1948-49) expressed. And even after six decades, it still rings true as in many instances, development in aspects like social, political and economic took priority and

education is relegated to the backseat. However in reality, it should be given special attention then development in other area will follow suit.

. Teaching is a profession and not merely a job. And as a professional, a teacher needs a repertoire of skills, knowledge and expertise to be effective in his profession. This view was aptly observed by the International Encyclopaedia of Teaching and Teacher Education, 1987, “Enjoying the same social status and prestige as all those who eminently serve society, today’s or tomorrow’s teachers must be a professional, where educational programme and level should be more comparable with the physician’s education.” Therefore teacher education is of great importance and many recommendations were made in this regards.

The Education Commission (1964-66) said, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions.” For the improvement of teacher education, it recommended:

- i) Improving professional training through well-organised subject orientation or content courses.
- ii) Conducting curricula’s surveys and initiating courses for teacher training reviews.
- iii) Creating new professional courses to guide headmasters, teacher educators, educational administrators etc.
- iv) Improving teacher educators’ academic and professional qualifications.
- v) Expansion of infrastructural facilities of the training institutes.

National Commission for School Teachers (1983-85), revitalizing and improving teacher education measures such as four-year integrated courses, curriculum redesign, instructional learning, structured teaching practice, holistic content, use of technology in teacher training, adequate physical facilities, qualified teachers etc. .

The Working Group on Teacher Education (1986) also made the following recommendations:

- i) The central and state governments will conduct courses to determine the need for intelligent and competent teachers in each of the Five Year Program.
- ii) All teacher training institutions should have a good library with books in all subjects. It must also subscribe to at least five professional journals.

- iii) All teacher training institutions should have adequate hardware and software in the education technology and trainees should be given a small amount of work to do with the use of educational technology under minimum and minimum teaching hours.
- iv) All teacher training institutes should have a state-of-the-art laboratory with the necessary equipment and apparatus for conducting all experiments in sciences upto higher secondary stage.
- v) The state government must provide full financial support to all teacher training institutions in the province so as to provide resources as described above.
- vi) The four-year integrated teacher education program as prevalent in the Regional Colleges of Education is a better example of teacher education and many such institutions in state institutions should be implemented. Such institutions can be started by combining college the facilities of science and art college institutions with one year B.Ed college in the same town.
- vii) A minimum instruction period of a one-year B.Ed should programme should be 36 weeks after the last day of admission.
- viii) All professional activities for professional development of teacher educators, such as participation in in-service training programme, book publishing, research work and the like should be recognised.

The NPE 1986, called for a redesign of the teacher education system in the country. It emphasised the need for continuing education for teacher continuity so that teachers can meet the intended objectives of this policy. A new programme funded by the Centrally Sponsored Scheme of Restructuring and Reorganization of education was launched in 1987-88. Out of the many components of this restructuring which has the basic objective of providing training and resources support to education at different level is upgradation of Secondary teacher institutions into Colleges of Teacher Education, establishment of Institutes of Advanced Studies in Education, strengthening of SCERTs and University department of education through the University Grant Commission.

A lot of emphasis has been given on teacher education. For revitalisation and improvement of teacher education, its profile and status, strength and weaknesses, availability of different facilities, needs, problems and issues and its every aspects, needs to be studied and bring to the notice of policy makers, administrators and different stakeholders for necessary actions.

Lawes's study on teacher education in Jamaica (1997), found that countries are influencing teacher education reform as it leads to improvement of different levels of educational system. Therefore, many countries are focussing their attentions on teacher education and teacher's role. And to know about the effectiveness of teacher education and how it contributes towards education of the country is through research in the area.

As discussed earlier, an important area where emphasis needs to be put if the society is to realise Quality Education is good teacher education. In educational system, teacher education is uniquely located, as it affects the total system positively or negatively. It is a target and an instrument of quality assurance mechanisms if quality education is to be strived for and therefore needs special focus. This is because good quality teacher education could result in good teachers leading to quality education and quality students. The high quality student would then feeds higher and professional education and ultimately leads the overall development of the society. As such, we can say that an effective teacher education is fundamental to national development. Therefore, it is truism to add that without quality school education, there will be no quality at higher, technical and professional education. So for qualitative improvement in education, assured quality teacher through improved quality teacher education is the need of the hour. And for teacher education to be effective, its strengths and weaknesses, the issues and problems faced by it needs to be studied and be brought to light and addressed appropriately. For this reason, the investigator of the present study felt the importance to take up study in the area of teacher education with the belief that it will contribute towards bringing quality education in the state.

Many pertinent concerns in teacher education have been raised and debated over time by different education commissions. Some have been implemented in different forms while others seem to have defied solutions. Now the time is here to look at teacher education as it is; with its good aspects as well as the bad ones, its strength and its weaknesses and its issues and problems, so that decisions which will leads towards its reorganisation and restructuring in the direction of positive implementation. And to reach such a position and conclusion on how best to reorganise or restructure the teacher education in the country, is to have critical and in-depth investigation carried out in all its aspects. So it is significant to have more of such study carried out about the teacher education at different levels in the country.

Study on Secondary teacher education is important as it is an attempt to help bring innovative practices in education and that it will help bring to fore the need to facilitate the continuing attempt to restructure teacher education in the country, keeping in view the change in

different aspects of the society. Also, it is important to study of secondary teacher education as it will help towards better understanding of present thinking and practices in secondary teacher education and to the problems and issues that student teachers, teacher educators and principals faced today for planning a better secondary teacher education in the State tomorrow.

The current secondary teacher education preparation programmes are predominantly devoted to the teaching of a few educational theory and teaching methodology courses. As part field work or practical experience of teaching in real school situations, the student teachers are required to plan 30-40 lessons in the practicing schools and to observe few lessons delivered by their peers. And though many of the secondary teacher education colleges are organising the different activities of the programme professionally with effective management and committed, competent and professional teacher educators, there some institutes which are compromising the quality of the course by making business out of the it and also by not following or adhering to the norms of NCTE. As such, all these needs to be looked into and addressed accordingly. And study in the area is what it needs, hence the relevancy to carry different researches in secondary teacher education.

The present study, ‘A Critical Study of Secondary Teacher Education in Nagaland’, was done in the light of the above mentioned reasons, and with the objectives to study the profile of the secondary teacher education and its status in Nagaland. It also studied the present situation of the secondary teacher education in Nagaland with reference to physical facilities, academic work, staff extension work, innovative programmes, finance, administration, curricular as well as co-curricular activities, community work and the effectiveness of school organisational climate. Through the study, the investigator wanted to contribute to the world of knowledge, facts about secondary teacher education in Nagaland.

And as no study has been done so far on this area, that is, on secondary teacher education in the state, the investigator felt that it was right to do research on it with the aim to study the nature and practices of the secondary teacher education, to find out problems faced in the area and to suggest measures for improvement for the overall quality education in Nagaland. And those aims were realised at the end of the study.

1.13. Statement of the Problem

The study undertaken is titled “**A Critical Study of Secondary Teacher Education in Nagaland**”.

1.14. Operational Definition of the Terms Used

Some key words used in the study are defined as:

1. Critical Study would mean an analytical evaluation of something. Various aspects of Secondary Teacher Education would be analysed.
2. Secondary Teacher education would mean Bachelor of Education (B.Ed), a broad professional preparation needed for the highly complex task of teacher of class 9 to 12 in the modern world.
3. Teacher Educator would mean those people who teach B.Ed course in the Teacher Education Colleges.
4. Student Teacher implies those people who come for B.Ed course in the Teacher Education Colleges.

1.15. Objectives of the Study

1. To study the profile of the teacher educators and the student teachers.
2. To make a critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education.
3. To examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS workshop, IGNOU programmes on Distance education.
4. To assess the nature of practice of teaching in the colleges of secondary teacher education
5. To find out the effectiveness of the practice of teaching from the perspectives of the student teachers.
6. To highlight innovative practises if there are any in the colleges.
7. To find out the issues and challenges faced by the principals, secondary teacher educators and student teachers.
8. To suggest measures for improvement of secondary teacher education in Nagaland.

1.16. Research Questions

1. What is the profile of the Student Teachers and Teacher Educators in the B.Ed colleges in the State?

2. What are the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education?
3. Are the secondary teacher education institutions conducting other training programmes, besides B.Ed course like staff extension work, faculty development programme, CSS workshop, IGNOU programmes on Distance education?
4. How is practice teaching carried out in the colleges of secondary teacher education?
5. What is the effectiveness of the practice of teaching from the perspectives of the student teachers?
6. What are some of the innovative practises, if there are any, in the colleges?
7. What are the issues and challenges faced by the principals, secondary teacher educators and student teachers?
8. What are some of the measures for improvement of secondary teacher education in Nagaland?

1.17. Delimitation of the Study

The study is delimited to the eight B.Ed Colleges in Nagaland, the Principals, Teacher \Educators and the Student Teachers of the 4th Semester as they are the ones who can answer the questionnaire satisfactory.

1.18. Organisation of the study

The study will be organised into 5 (five) chapters. In the first chapter are the Introduction, general overview of Nagaland, then on Education and Teacher education in Nagaland, the need and significance of the study, Statement of the problem, Definition of the terms used, Objectives of the study, Research Questions and the like. The second chapter is on review of literature; both Indian and Foreign studies, Overview of the literature. Chapter 3 contained the Nature and Design of the Study like Methods and procedures, Sample, Tools of study, Administration and collection of data and Techniques of analysis and interpretation. Then Chapter 4 comprises of Data analysis interpretation of the data collected from Students Teacher, Teacher Educator, Principals of Secondary Teacher Colleges studied upon and from experts in the field of education. In the final chapter, viz., Chapter 5 has the Finding, Discussion and the conclusion, Educational implications and Suggestions of the study, Conclusions, Suggestions for future study.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

Research work to be carried meaningfully needs review of related literature by the researcher. This is so because, it acquaints the researcher with the current knowledge and the field in which he/she is interested to conduct research. A comprehensive review provides a rich background knowledge which enables the researcher to perceive relationships among the variables and also to determine what findings others researchers have reported on the problems related to the problems under study. It also helps the researcher to know about the recommendations of previous researchers highlighted in their studies for further research. Review also helps the researcher to avoid duplication and enable him/her an understanding of the research methodology which is helpful in the selection of sample groups, selection and development of tools and techniques and application of data analysis techniques.

The Indian studies focuses on both Pre-service and In-service but more on the latter. They are concentrated on critical study of teacher education programme, its system and impact on student teachers; Evaluative study of teacher education programme at different levels, namely DIETs and B.Ed colleges, their effectiveness, their curriculum; Issues and Problems of teacher education; Survey study of teacher education; In-service teacher education programme of both DIET and B .Ed colleges and the like.

On the other hand, the foreign studies though touches in-service teacher education were more on Pre-service teacher education, teacher preparation programme in general and specifically on preparation of science/maths/English/social sciences teacher; how pre-service teacher education programme influenced the efficiency, attitude, teaching behaviours of prospective teachers; the different practices in pre-service teacher education programmes,; integration of technology in pre-service teacher education, use of technology in instruction and technological trends in pre-service teacher education; teacher preparation components in teacher education programmes; mentoring and tutoring; impact of pre-service teacher education on novice teachers; development of pedagogical practices and the like.

Some related literatures reviewed for the present study are cited under two heads namely:

1. Studies done in India
2. Studies done abroad

2.1. Studies Done in India

Yadav, D.D. 1980. Critical Study for Teacher Education in Haryana Province and Comparison with CIE, Delhi and RCE, Ajmer.

The study was conducted with the objectives to analyse the trends and challenges of secondary education for teachers in Haryana, compare its teacher training program with the Central Institute of Education programs, Delhi, and the Regional College of Education, Ajmer, and to conduct a case study of five institutions, three from Haryana, one from Delhi (CIE) and one from Ajmer (RCE).

The study sample contained teacher of the training institutes in Haryana province, the Central Institute of Education, Delhi and the Regional College of Education, Ajmer. The study was a normative survey, conducted with the help of a variety of questions, based on the teacher's educational theory model. The concerned factors were planning and management of colleges, teacher education objectives, admission and registration procedures, teaching methods, physical structures, etc. Other tools were an interview schedule and the Ahluwalia Teacher Attitude Inventory to measure students' attitudes about teaching.

The findings of the study were the growth of education colleges was not need-based according to the province of Haryana, 60% of public colleges in the public service were operating without complying with the requirements of universities, the institutions organized a limited number of co-curricular activities to differentiate different experiences of relevant teachers, demonstration schools did not help student-teachers in practice teaching, and school teachers were kept apart from the programme, many colleges have used the lecture method to transfer education to student-teachers and only a few institutions focused on tutorials, seminars, group discussions etc, there was no incentive for professional growth for teacher-educators and no provision for extension services at education colleges in Haryana. In addition most of the teachers in these colleges were receiving UGC pay scales but only seven teachers held Ph.D. degrees; most of these colleges did not pay much attention to the practice of teaching; no

significant relationship was found between socio-economic status and attitudes towards the teaching of student-teachers in Haryana. The research has impacted various aspects of the secondary teacher education program. It was suggested that further expansion of education colleges in Haryana needed to be stopped. The objectives of the teacher education program need to be specified in the syllabus. Special attention is needed in teaching-practice and co-curricular activities. If possible, internship programs in B.Ed can be made where teachers working in demonstration schools should help student-teachers. Above all, deliberate efforts need to be made by all institutions that deal with the teacher -education program in order to improve the quality and develop a positive attitude towards teaching.

SCERT, Andhra Pradesh. 1981. Evaluation of In-service Training Programme for Primary Teachers in the Selected Government and Aided Teacher Training Institutions.

The study was conducted with the objective to assess the management phase of the science teaching course for primary school teachers, to assess the academic aspects, that was, the work schedule and activities acquired during the in service training programme, and study the importance of course content in the objectives of the in-service training program.

A sample of the study consisted of 500 elementary school science teachers who attended an in-service training programme in government and aided teacher training centers in the twin towns of Hyderabad and Secunderabad. The sample also included 100 key personnel who were attached to the program as coordinators, principals and teacher educators. In the study three types of tools were used. The first was a questionnaire for key staff to assess training courses. The second was a questionnaire for primary school teachers to evaluate the training program with respect to administration, course content and activities organized during the course. The third tool was an observation schedule to observe the various types of activities organized during the training programme.

The findings of the study were, the key people in the study felt that there were no enough staffs and that individual care could not be provided in the study, science consultants were not provided, and that there were no books on which modern concepts could be developed. The participants felt that the training programme was fair and helpful in developing knowledge of new scientific concepts; they felt motivated to apply the many teaching strategies taught during the course; they felt that the skills to be used during class teaching were not sufficiently practiced during the training; adequate pressure was placed on the learning of concepts in science rather

than the concepts. The teachers put a lot of pressure on students' participation in the classroom, according to the participants; the teaching teachers put a lot of pressure on the use of environmental resources while teaching science but could not use the resources themselves. Participants felt that subjects had a high academic value but were unable to do many activities due to heavy syllabus in the primary classes. Both key members and participants felt that the budget was inadequate for the training programme.

Srivastava, Kanti Mohan. 1982. Effectiveness of the Teacher Education Programme, Ph.D. Education., Avadh U.

The investigation was an attempt to find out the effectiveness of the teacher training program at Avadh University. The main objectives of the study were to study the actual position of resources, current conditions and the effectiveness of the teacher training program, to study the characteristic quantity and quality of the final product of the programme, to study about the impact of the programme on teaching student-teacher competence, T.Reading ideas related to the implementation of the plan from the perspective of the teacher's work, and Identifying the most desirable changes needed to make the system work.

The study was a normative survey. All teacher-education departments of the ten colleges affiliated with Avadh University located in the five Faizabad Division districts - Faizabad, Gonda, Bahraich, Sultanpur and Pratapgarh - were included in the study. The sample consisted of ten college principals, 76 teachers, 929 student teachers, 175 high school teachers trained by these departments, 38 high school principals and eight education administrators. The data was collected with the help of two questionnaires, two interview schedules, four rating scales (all prepared by the investigator), a specific Test of Teaching Aptitude conducted by Dr. Jai Prakash and Dr. RP Srivastava, institutional review, and content analysis of university, college and government records.

Some of the main findings were; the teacher-educator-student-teacher ratio was 1:14, which was higher than what the government prescribed, 60% of departments did not have teachers in all schools for their staff. As indicated by the test results, the effectiveness of teaching has been found to be very high among trainees compared to professional knowledge. There is no significant contribution of the programme in developing teaching skills among trainees as evidenced by a comparative study of preparation methods and post-tests scores using a single group design. From the point of view of college principals and teachers-educators, the current

situation and the performance of the system were not good at all points. With regard to the 'use of the programme for high school teachers', the view expressed by education administrators, principals of schools and colleges, and secondary school teachers was of a 'less helpful' category, while for teachers-educators it was a 'general useful' category. The most desired changes to the program were its curriculum, teaching practice planning, adoption and assessment procedures, the establishment of an independent educational college, a teacher educators' orientation and research facilities.

Seetharamu, A.S. and Usha, M.N. 1984. Pre-primary Teacher Education-A Survey, ISEC, Bangalore.

The purpose of the study was to inspect the facilities available in the institutions that trained teachers' pre-primary level, to draw profiles of professionals and teaching staff at those institutions, to study the educational programmes and assessment practices adopted by those institutions, and to assess the financial position and problems of institutions.

Data collected through the institutional system. The study included 33 institutions and 18 of them responded to the schedule. The main findings were: The provincial government was not responsible for pre-primary education in the state, which is why all teacher training institutions were unaided and managed by the private sector. The method of teaching in institutions was Kannada, which was not only a regional language but also popular at a very lowest level of education. A few institutions had Urdu, Marathi and English as the language of instruction. Most of the institutions report that they have adequate facilities such as classrooms, facilities such as water, electricity, sanitation and outdoor activities. The drop-out rate was 4.83 and the results of the successfully trained students reached 60. The age of the trainees ranged from 16 to 35 years. During the admission of trainees to institutions the reservation policy for SCs / STs was strictly adhered to by management. Most institutions had trained teaching staff, but only a few of them had kindergarten training / Child education staff and other forms of teacher training such as B.Ed. and M.Ed worked in these institutions. Most teaching staff were fully employed. Part-time teachers were also working in the institutions for subject such as craft, drawings, physical education, music, etc. Institutional education programs consist of regular classes and part-time teaching activities. Sometimes, block practice teaching was also followed. Most institutions have offered at least two demonstration courses to trainees. In addition to the prescribed programmes, institutions provided for physical education, crafts, drawings and music, besides, first aid classes,

citizen camps, study visits and educational tours. A detailed analysis of the financial position of the institutions revealed that their sources of revenue were collected from trainees and administrative contributions. The money spent on equipment, libraries and teaching aids was small. Institutions often spend most of their money on teacher salaries.

Goyal. J.C., Sabharwal, N., Tewari, A.D. 1984. Developing Tools for Admission to Secondary Teacher Training Institutions in India. NCERT.

The main objectives of the study were: Identifying factors that may assist in the selection of prospective teachers, to study the relationship between these factors and the achievement of student teachers in B.Ed. examination, to make a battery of reliable and effective tools in selecting candidates for admission to educational colleges. To develop a criteria for selecting candidates for secondary teacher training institutions by providing appropriate weight to the factors involved, and develop a battery of tools in accordance with the criteria for the selection of candidates.

The sample had 749 student-teachers. Of these, 352 were from four provincial colleges of education and 397 were from other public education colleges. The data was collected with the help of a personal data system, success tests, interview schedules, mindsets, intelligence tests, and a list of personal items. The data obtained were analysed using a variety of mathematical strategies, namely, t test, product minute, equilibrium interaction, several analyses of retrospective regression and co-op speculation using multiple regression.

The major findings of the study were: All six groups of student educators - male and female teachers, married and single, rural-urban, graduate, scientific and non-experienced, who are very different from each other in terms of previous academic record. The total marks scored by student-teachers in their final examinations are very much in line with the external theory marks, external examination marks and theory marks. Total marks protected by students-teachers did not indicate a statistically significant relationship with scores of teaching experience. Intelligence, attitude and personality were found to be the leading predictions of student-teacher performance in B.Ed. final examination.

Natarajan, S. 1984. A Competency Based Programme in Teacher Education Curriculum, Ph.D. Education, Madras University.

The main objectives of this investigation were to study the effectiveness of teacher-based education in a pre-service curriculum for high school teachers, to identify factors that contribute to skills achievement such as social status, economic status and level of education, and finding the relationship between personal confidence and skill achievement.

Competencies were spelled out in behavioural terms for the units in the selected topic, 'Institutional Planning and Administration', of B.Ed. course of the Madras University, and these were designed to identify knowledge and performance competencies. Knowledge competencies skills contain information about concepts, information on the use of concepts and information on specific examples of those applications. The skills list was verified by a panel of five teachers. In the experimental study, all students of the two government colleges of education in Pudukottai and Orathanad, approximately 200 were involved. They were male students in the age group 21-26. Five treatment groups with 40 student-teachers in each group were formed at random. The first group received instruction in the traditional way by being given notes through dictation from time to time. The second group learned about the small group discussions that had been planned earlier. Resources were provided. The third group studied the subject well in the form of conferences followed by interviews, with the researcher or one of the students-teachers supervising all the time. The fourth group was involved in guided self-study, supported by a resource center and a weekly interview led by a researcher. The last group learned about self-study modules based on the skills process. Students were sent to proceed at different speeds. The actual test lasted five months. . Validated criterion-referenced tests were used for pretests as well as post-test for all groups. The criterion-referenced tests were based on identified explicit competencies. Attitude scale was also used to study student-teacher attitudes towards the teacher preparation programme.

The main findings of the study were; competency-based instructions have proven appropriate for teaching selected units in Institutional Planning and Administration. The method of holding the seminar seemed to be an effective method as it was well compared favourably with the competency-based approach. The lecture method was effective as a group method. There was an important relationship between self-esteem and skills acquisition. Attitudes toward teaching methods were positively correlated with skills acquisition. Studies have proven that teacher training programs can be made more efficient by using competency-based approach.

Gupta, P.N. 1985. A Study of Administrative Procedures and Problems of Secondary Teachers Training Colleges in Maharashtra State, Ph.D. Edu., Bombay University.

The objectives of the study were; to identify the selection procedures for teachers trained at Maharashtra education colleges, learning about the planning of a teacher training program at Maharashtra education colleges, identifying problems for the planning and management of education colleges in Maharashtra, and to study the process of appointment of staff to teach colleges in Maharashtra. The main hypotheses of the research were; there is no significant difference in the administrative problems of government and private colleges. There was no significant difference in the administrative problems of private and university education colleges.

The study used an analytical survey method to collect the data. Random sampling Technique was used for sample selection. The information is collected through a series of open-ended and close-ended questionnaires that cover the various aspects of college administration, a program for interview schedule for their principals, discussion with staff members and non-teaching staff for information about building, library, equipment, classrooms and playgrounds. Questionnaires were sent to the principals of 47 colleges of education in Maharashtra; of the 40 returned with duly completed response. All the tools used in this study are developed by the researcher with the help of professional principals and prominent people in the field.

The main conclusions of the study are; all education colleges in Maharashtra follow the same rules for the selection of teacher members, as set by the UGC. Office planning and procedures were unsatisfactory colleges in education. Other management practices were unequal and inadequate in colleges, reflecting poor practices and management practices in the planning of the teacher education programme. The student-teacher selection process were the same for all academic colleges, except that some colleges use certain tests in English and content courses. Education colleges deal with the shortage of space, classrooms and laboratories which has resulted in a poor quality of teacher training program. Most of the colleges of education did not use objective and standardized evaluation pro-forma to assess student-teachers in many practical activities and skills. In many colleges the relationship between the principal and staff were friendly. As a result, there were no major conflicts affecting the quality of teacher education. Government, universities and private colleges did not show the difference in the administrative problem they had to face in developing a teacher education programme.

Tharyani D.K. 1986. A Study of the Important Factors Affecting Teacher Effectiveness of B.Ed Student, SCERT, Pune.

The objectives of the study are; to assess the role of IQ, attitude, academic achievement and content knowledge features in teacher performance. To assess and identifying factors that make the teacher effective. To assess and identifying factors that contribute to teacher inefficiency.

93 students from K.K. College of Education, Pune built a sample in the current study. On the basis of an average of 20 practical courses offered in one year, 20 most successful and 20 low achievers were selected for the current course. A seven-point rating scale prepared by K.K. College was used to measure teacher performance. An attitude scale prepared by the same college has been used to measure the attitude of teachers by students. NVTI was used for IQ measurement content testing in all modes was administered. Test results were collected as indicators of students' academic achievement. The percentile rank score and rank difference coefficient of correlation were used for analysis of data.

The main findings of the study were; IQ for teacher trainees was found to be a useful predictor. The attitude of teachers towards their students did not reflect any important relationships with teacher behaviour if they were to be very successful. In the case of low achievers, it has shown a negative relationship. Learners' knowledge of their subject areas has been identified as a leading predictor.

Seetharamu, A.S and Manvikar, Sharada. 1986. Secondary Teacher Education-A Status Survey, ISEC, Bangalore.

This is a study of the status of secondary level teacher training institutions and the status of school teachers working there. The 'institutional' status in terms of resources, admission procedures and finally 'individual' status of educators in terms of staff, social, economic and professional status were investigated. The study included teacher training and staff training facilities under the auspices of Bangalore University. Although the entire study area included 17 colleges and 158 teachers, the answers can be found in only 11 institutions and the 76 staff members who work there. The study requested two schedules - one for institutions and one for teachers educator at these institutions. Data obtained were reported in terms of frequencies and percentage.

The main findings were; the criteria accepted by institutions for the admission of nominees varied. The most popular features were the class / class that protected students in appropriate tests, teaching skills, subjects learned at the level or level of graduation, student-protected marks in certain subjects, and social and economic history. The reservation policy for SCs and ST seats was adopted at most institutions. Most of the centres were housed in their own buildings and had adequate exhibition spaces for the adjacent or affiliated schools nearby. Library resources were better in assisted facilities compared to those in non-assisted facilities. Receipts and costs of assisted institutions were significantly higher than those of assisted institutions. Some of the institutions collected capitation fee. Most teachers were male members and came from farming families or teachers. Most of the staffs were postgraduate degree holders. One-third of teachers have master's degrees in other subjects too. A few held doctoral degrees. Significant differences were found between employees in assisted and non-assisted facilities. Number of staffs with teaching experience at school level and experience in mentoring young learners were less. Facilities available for teachers in aided institutions were much better than those available for staff in unaided institutions. Only a few staff members attended seminars/ conferences at state level.

Singh, Satyanarayana K. 1987. A study of the effect of remedial instructional microteaching course on the instructional competence of in-service primary school science teachers. Ph.D., Edu. Karnataka Univ.

This research was to address the problem of evaluation of the remedial instructional micro teaching course on the instructional competence of in-service primary school science teachers.

The objectives of the research were; to establish RIM (remedial instructional micro-teaching) courses to improve primary science education, and to evaluate its effectiveness. Of the 25 teachers found to be weak in probing questions and demonstration skills, only 22 teachers were selected for the study. Minor repair kits are used to strengthen two weak skills. The duration of the entire experimental treatment was 10 days with an average of six hours per day. The effectiveness of these studies was tested by including pre-treatment scores with immediate post-treatment scores and delayed post-treatment scores by using the 't' test.

The major findings were; The RIM course was effective in improving the skill of probing questioning and demonstration, but not in improving the skill of explaining and illustrating with examples. The RIM course was effective skill of probing questioning of both and less

experienced teachers. Teachers sustained the science instructional competence strengthens by the RIM course even six weeks after the training.

Devi Laxmi, 1988, Evaluation of the Teacher Education Programme in Agra University.

The study attempted to test the teacher training program at Agra University. The objectives of the study were to measure attitude, values and adjustment of B.Ed students in the beginning of the points against the attitude of student teachers towards teaching profession in the beginning of the session and to investigate into the nature of change in the professional attitude, teachers' value and personality adjustment of the students during the training period.

The sample had a cohort of 1000 students-teachers studying in all departments of teacher education at Agra University. The study followed a pre-test and post-test approach to the field test: corresponding comparisons of other group designations, eligibility points, Recognition of Learning the concurrent correlation-cum-concurrent comparison of contrasting groups design was chosen, Admission merit scores, Teacher-Attitude Inventory (Ahluwalia), the teacher value Inventory (Ahluwalia), Personality Adjustment Inventory (Quadri) were the tools used, mean, median, SD, Skewness Product-Moment correlation and 't' test were computed.

The study found out that there a low and significant correlation between the selection points and the teacher attitudes scores of the student teachers at the beginning of the session. There has been a positive tendency of inter-correlations between attitudes, adjustments and values. The teacher education programme did not contribute towards the teacher attitude of the student teachers. The teacher training program did not contribute to the attitude of teacher educators. The overall trend towards teacher numbers was positive but not significant.

Mani, R.S. 1988. Evolving a programme of teacher education at the +2 stage. Ph.D. Edu. The Maharaja Sayajirao Univ. of Baroda.

The study attempts to evolve a programme of teacher education at the +2 stage in Gujarat State. The main objective of the study were to evolve a teacher education programme for the higher secondary school teachers by studying the needs of the pre-service and in-service programmes for the +2 teachers as perceived by teacher educators, higher secondary teachers and school principal and to analyse the pre-service and in-service education programmes for the +2 teachers in terms of types, objectives and curriculum.

For this study relevant data were collected from the teacher educators of the departments of education of various universities in Gujarat State and from some school teachers of the higher secondary stage. Questionnaires were used for identifying the needs of higher secondary teachers. A Job Analysis Scale was used to get details regarding the functions of the higher secondary teachers. Through interviews, experts' reactions to the designed programme were obtained. Some of the data were analysed qualitatively while for others, percentages were computed.

The study found out that majority of the teacher educators and higher secondary teachers opined that the present B.Ed. programme did not make any specific provision for higher secondary teachers with regard to methodology. They felt that specific training was needed in methodology, guidance and counselling in use and repair of audio-visual aids, and in techniques of education, etc. for higher secondary teachers. Most of the teachers felt that the job analysis gave a detailed account of the various functions which a higher secondary teacher is supposed to carry out, and in training teachers' emphasis should be laid on these functions. Although the experts were quite unanimous in their agreement on the overall structure of the components of the model, it was still to be subjected to refinement and regular improvement through classroom research before it could be used widely.

RAJAMEENAKSHI, P.K. 1988. Factors Affecting Teaching Competency of B.Ed. Trainees in Teaching Physical Science, Ph.D. Education., Madras U.

The main objectives of the study were to identify factors that affected the teaching competence of B.Ed. trainees, to assess the teaching competencies of B.Ed. students using appropriate tools, and to make differential and co relational studies between teaching competence and various factors.

A number of 610 students of the colleges of teacher education in Tamil Nadu were studied under the category of physical science and 1500 school pupils. The data were obtained with the help of a questionnaire, self-evaluation scale and pupils' evaluation scale for measuring teaching competence of B.Ed. trainees. In order to study the effect of demonstration skill on teaching competence, 20 B.Ed. trainees were selected and divided into two groups of ten each. The experimental group was exposed to microteaching in the skill of demonstration and, later, the teaching competence of both the groups was measured. The effect of microteaching was also studied on a group of 50 students by using the pretest-post-test design. The student teaching

marks of B.Ed. students were collected from all the colleges. The obtained data were analysed with the help of suitable statistical techniques, viz., mean, SD t-test and correlation.

The study found out that the scores of the students were collected at the higher end of 80-95, self-evaluation scores were between 50 and 85, and professors' scores ranged from 45 to 65 with regard to the teaching competence of B.Ed. students. Training in the skill of demonstration and microteaching significantly increased teaching competence. The type of management, the time of admission to the B.Ed. course and the teacher-pupil ratio were the factors that affected the mean teaching competence of B.Ed. trainees in almost all colleges of education in Tamil Nadu. Female teacher trainees, teachers who taught in girls' schools, teacher trainees who got a first class in degree examinations, and teacher trainees with higher socio-economic status scored significantly higher in teaching competency than others. In all the three methods of evaluation, the analysis revealed that there was a negative correlation between age and teaching-competence scores.

Bordoloi, Ajanta Dutta. 1990. A Critical Evaluation of Teacher Education in Assam at the Primary level during the Post-Independence period with special reference to the curriculum and in-service training. Ph.D., Edu. Gauhati Univ.

This research attempts to critically evaluate the teacher-education in Assam at the primary level during the post-independence period with special reference to curriculum and in-service training.

Some of the main objectives were to trace the historical development of primary teacher education in Assam, to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, to identify the major drawbacks of the present curriculum, to analyse the problems faced by the trainees and teacher-educators, and to make suitable recommendations to solve the problem. In this research, questionnaire, interview and observation were used as tools.

A sample survey of 27 primary schools was conducted. Information was collected from old records, documents, books, magazines, periodicals, school annual reports, office registers, office files, newspapers, reports of different committees and commissions, curriculum and syllabi of basic training centre and the B.T. course of Gauhati University and Dibrugarh University. Information was also collected from interviews and from questionnaires circulated to

the Principals, Basic training Centres, headmasters/headmistresses, teacher-educators and teacher-trainees.

Through this research it was found that, despite the existence of 22 training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark, lack of sufficient physical and educational facilities, organisation and evaluation of practice teaching were not scientific. Supervision of practice-teaching was not satisfactory. The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the basic Training Centre seemed to be practical in outlook but theoretical in practice. Trained teacher did not get the chance to apply the techniques teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their course.

Nakum, G.G. 1991. A Study of the Existing Value Pattern of Secondary Teacher-Trainees of Saurashtra.Ph.D., Edu. Saurashtra Univ.

The study attempts to find the existing value pattern of secondary teacher-trainees of Saurashtra. The main objective were to find out the value pattern of secondary teacher-trainees with reference to their sex, area, socio-economic status and faculty and to study the independent and interactive effects of sex, area, SES and faculty of education on values.

For this study 525 secondary teacher-trainees were selected as sample from eight secondary teacher training colleges affiliated to Saurashtra University. The tools used included the Personal Value Questionnaire (PVQ) of G.P Sherry and R.P. Verma (Gujarati adaptation prepared by the investigator), and the socio-economic Status Scale of K.G. Desai. The data collected were treated with mean, median, standard deviation, quartile deviation, percentile rank, skewness, kurtosis 't' test and three-way ANOVA.

The study found out that all the trainees scored a higher mean score on family, hedonistic and health values; medium in democratic, religious power and social values but lower in economic aesthetic and knowledge values, female trainees scored significantly higher than male trainees in regard to social and democratic values, urban trainees scored significantly higher than rural trainees, interactive effects of sex, area, and socio economic status were found on democratic and economic values, and these were significant, science trainees scored a

significantly higher mean score on knowledge and health values than non-science trainees but non-science trainees scored significantly higher mean score on power value than science trainees.

Roy, Sinha D.1991. Impact of the Elementary Teacher Education Programme on Attitudinal Change of the Elementary Teacher-Trainees of Orissa towards Community Involvement.Ph.D., Edu, Utkal Univ.

The main objective of this research was to study the impact of elementary teacher education programme on the attitudinal change of the elementary teacher-trainees of Orissa towards community involvement.

The stratified random sampling method was adopted for the selection of the sample. Two types of samples were involved in the present investigation. One was meant for the purpose of standardisation of the scale developed by the investigator and the other type was selected to study the impact of the elementary teacher education programme on change in the attitude of the student-teachers towards community involvement. For the first type of sample, 200 male and 200 female student teachers, and for the second type, 100 male and 100 female student-teachers were selected for investigation. The sample was selected from 43 secondary training schools of Orissa covering rural, urban and tribal areas. The tools used were the Community Involvement Attitude Scale of Sinha and the Social Service Scale of the vocational interest Inventory of Samal. The data were treated using chi-square and 't' test.

It was found out that the elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student-teachers towards community involvement; both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement; previous teaching experience had no role to play in the change in attitude of student-teachers towards community involvement and the degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement.

Reddy. Chandra Prakash. 1991. Quality Improvement of Pre-Service Teacher Education of Primary School Teachers in Andhra Pradesh. Ph.D., Edu. Osmania Univ.

The study was an attempt to improve the quality of pre-service teacher education for primary school teachers in Andhra Pradesh. Its main objectives were to assess the current state of pre-service teacher education for primary school teachers in Andhra Pradesh, and improving the quality of teacher education in terms of resources, staff pattern, learning process, the curriculum and assessment process.

The population included teacher-educator staff working in 23 TTIs/ DIETs in the state of Andhra Pradesh. They Master's degree with M.Ed., with a minimum mark of 50% in both degrees. The researcher used a list of questions to gather information. Chi-square and percentages calculated during data treatment.

The finding of the study were; the gender ratio of teachers-educators who responded was 4: 1 (male and female, respectively); four out of five teachers were younger, they were below 39 years old; many teacher training institutes (DIETs) did not have the necessary physical facilities. However, all of these TTIs, as improved as DIETs, were receiving state-sponsored facilities from the Government of India; the current staff pattern was considered inadequate to maintain quality in pre-service teacher education; the study suggested that the 1 + 5 staff pattern should be changed to 1 + 9. In addition, the study identified the following to be considered when appointing teacher-teachers: qualified post-graduates in relevant subjects with relevant methodology in B.Ed. and M.Ed with proper aptitude and attitude, and having a minimum three years' experience of teaching should be treated as eligible candidates; and teacher-educators were strongly recommended to follow and implement the activity method and stress equally on all the four components, viz. knowledge, understanding, application, and skills, to bring quality into teacher education.

Nagpur, V.R. 1991. A Critical Study of the System of Teacher Education at the Secondary Level in Maharashtra.

The study was an attempted to critically analyse the teacher education system at secondary level in Maharashtra.

The main objectives of the study were; to study the current state of the secondary education system in Maharashtra, with regard to physical facilities, educational work, staff

expansion, innovative programmes, finance, administration, evaluation and development, and analysing the professional needs of secondary school teachers in the state (pre-service and on-the-job) based on the quality of teacher education as contemplated in the NPE 1986.

The sample consisted of 853 high school graduates and 25 teacher educators and principals. The tools used contain a list of questionnaire, an opinionnaire, interview schedules, percentage were calculated. The main findings of the study were; the percentage of permanent association with public colleges of education was 41% and the number of private assisted colleges of education was 71%; most students admitted had no teaching experience; the average cost of each private education college was Rs.2.38 lakhs which is 1/3 of the cost per private college assisted; innovative methods such as team teaching and teaching models were rarely tried out in educational colleges; and about 30% of education colleges run centres of vocational guidance, adult education, population education, continuing education and distance education.

Sharma, Subhash Chandra. 1992. A Critical Study of the Impact of In-Service Education on the Professional Efficiency of Teachers of PGT Scale Working in Kendriya Vidyalayas of Lucknow Region.

The research was an attempt to study the impact of in-service education on the efficiency of PGT level teachers working in Kendriya Vidyalayas in Lucknow region. The purpose of research was to investigate the impact of in-service teachers' education on the PGT scale in their professional performance.

The research methodology was adopted in the study. A sample of 60 science postgraduate teachers and few teachers were taken from the humanities. The tools used were Information Schedule, Questionnaires and Interview Schedule prepared by the investigator. Percentages were calculated and graphical and pictorial presentation was done while treating the data.

The major findings of the study were; teachers in the age group of 45 to 60 years of age or with experience of more than 15 years had little or no productive impact on in-service education; teachers with a lot of non-teaching jobs have not been able to justify themselves as teachers so far as their teaching responsibilities were concerned; 85% teachers could get their concepts (in their subject) clear through in-service education; 75% of teachers got useful reference material during the in-service education course; 89% of teachers would have the opportunity to discuss the syllabus they taught.; Seventy-five percent of teachers can experience

a measurable change in their learners' performance; 80% of teachers feel more confident and competent because of their in-service education course; 76.5% of teachers may experience a change in their attitudes 'as a result of in-service teaching programs; 70% teachers may experience a moderate change in their behaviour as a result of in-service education course; only 45% of teachers can see a change in their values as science teachers; only 35% of teachers use alternative teaching methods after in-service education; 75% were trained to prepared a question bank for Class XII during the in-service education courses; with regard to errors in the professional education organization, a large number of teachers have listed common disabilities such as inadequacy of time, lack of funding for incentives, lack of resources, ignorance, lack of action, lack of follow-up action etc.; only 48.33% of educators agreed with the NPE (1986) on teacher education.

Patted, L.B. 1992. A Critical Study of the Qualitative Improvement of Secondary School Teacher Preparation in Karnataka State.

Research has sought to determine how the selection process, the modified syllabus, the new, the assessment process affect the improvement of the quality of the Karnataka teachers' teaching program.

The main objectives of the study were; to study the selection procedure, curriculum and methods of teaching of pre-student teaching, procedure of evaluation and existing conditions of resources in the colleges on education in the universities of Karnataka state; to study the teaching and other school related behaviour of teachers with varying experience and are trained with different B.Ed syllabi; review of the B.Ed syllabi at Karnataka universities from 1968-88.

The sample consisted of 39 principals and 215 faculty teachers working in education colleges, 213 headmasters/headmistresses of secondary schools who rate 639 assistant teachers with varying experience as 0-5, 5-10, 10-15 and 15-20 yrs. The sample was selected randomly. The tools used included questionnaires and a rating scale. Percentage analysis, correlation technique and 't' test were used to test the data.

The main findings were; the eligibility for admission to B.Ed courses which was 35% from 1968-81 increased to 45% in 19882 in all universities; lectures, assignment, discussion and seminars were used while case study and project methods were used as innovative approaches; most colleges had its own buildings, classrooms, psychology-lab, audio and visual room, ladies'

lounge, books and journals and SUPW facilities; most colleges were run by students' fee, donations and management funds, except the colleges run by the state government or university; a majority of teaching staff had BA/B.Sc, MA/M.Sc and M.Ed degrees in the second class; a few had Ph.D degrees; few universities had framed the objectives after 1982 and framed regulations for admission to the B.Ed course; the enhancement of minimum percentage at the bachelor's degree to 50% and a minimum of two school subject to be studies at this level and an entrance test were quite essential for qualitative improvement of the secondary teachers education course; and for assessment of annual lessons, the mean of the two examiners were taken into consideration.

Walia K. 1992. Secondary Teacher Education Programmes in Northern India: An Evaluative Study.

This study addressed the problem of curriculum of teachers' education at the secondary level. It seeks to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education.

The objectives of the study were; to study the curriculum of teacher education at the secondary level; discover the weaknesses and dysfunctionality of the curriculum and practical at this level of teacher education; to work out a functionally useful teacher education programme for the country; the syllabi of 17 universities of six northern states were collected and analysed. A questionnaire was constructed to seek opinions on teacher education. 60 filled in questionnaires were received and they provided the data for this study.

The study found out that the curriculum of secondary teacher education lacked uniformity and clear-cut definition; majority of teacher education institutions had late defective admission criteria and late admissions; provision for the optional/specialisation paper ranged from 4 to 39 papers in different universities, out of which only one paper was to be selected; and a four year teacher education programme was preferred to the existing one year B.Ed programme.

National Council for Teacher-Education.2001. Demand and Supply Estimates of School Teachers and Teacher-Educators.

The council studied Teacher-Education in Andhra Pradesh. Being a state level study, it included all Teachers-Educational Institutions in the State at the primary and secondary levels. It

highlights the current situation, its historical growth, organizational structure, roles and responsibilities of these institutions. It also learned about strengths and weaknesses, problems and issues related to academic, financial, and professional aspects. It provided detailed information on a survey conducted in Andhra Pradesh. The findings of the study were: - In educational colleges, there were shortages of lectures in subjects such as philosophical and psychological foundations. The situation at DIETs, CTEs and IASEs in the province seems unsatisfactory in terms of NCTE norms. Therefore, there was an urgent need for staff members to satisfy their requirements of manpower planning as well as to have an effective and efficient teacher education system in state.

Subrahmanian, T. 2001. The Impacts of DIETs on the Work Efficiency of Primary School Teachers of Kerala State.

The researcher conducted a study on the impact of DIET on the effectiveness of primary school teachers in the state of Kerala. The study was conducted among 400 teachers of primary schools. The study examined the effectiveness of teachers after conducting In-Service courses in DIETs with regard to content enrichment, classroom management, and testing and community participation. The study reported that after attending the in-service training programmes, teachers have a positive impact on their performance in schools.

Dhawan, Kavita. 2003. Evaluation of In-Service Training Programme for Primary School Teachers in a DPEP District of Himachal Pradesh.

The researcher found that the DIET's were actively engaged in organizing in-service teacher training programmes in a regular way, with the help of academic and technical support from SCERT, has been minimally used. It was found that there was a lack of discussion on in-service training programs. Major problems with staff training as primary school teachers were heard to plan, access to additional learning resources and resources and a lack of participation. It was further indicated that transfer effect of In-Service training on attitude of Primary school teachers towards teaching and teacher-student relationship was appreciable, more markedly in case of female teachers.

Duggal, Shyni. 2004. An Evaluative Study of In-Service Teacher-Education programmes conducted by DIETs of NCT Delhi.

The researcher conducted a pilot study of In-Service Teacher-Education programs by DIETs at NCT, Delhi and found that; the target group, in terms of the number of qualified teachers, has never been made by any DIET in any year with one-two exception; it was noted that 58.08% of the sessions, lecture method was adopted; in most programmes, the focus was on content enrichment while pedagogy was ignored in both types of programmes; and teaching methods and techniques such as child-centered education, low-cost teaching resources were dealt within only few sessions.

Goswami, Dulumoni. 2007. Student-Teachers' perception of Quality Teacher Education.

The researcher suggested that teachers-educators should be trained to use new methods to make their teaching more relevant to the modern environment and should avoid traditional methods such as lecturing and dictating notes. Teacher-educators should do action research and train Student-Teachers alike. To impart quality Teacher-Education, the Teacher-Education institutions should have adequate facilities such as library, laboratory, classrooms etc.

Liegise, Buno. 2007. Teacher Education in Nagaland.

Liegise in her publication wrote about the various types of teacher education institutes at different levels, namely DIET's, B.Ed Colleges and also on IGNOU B.Ed programme; the curricula and type of evaluation followed by them. The author also touched upon role of SCERT in training the teachers by organising short and medium courses on timely basis. Liegise made some suggestions for improvement, such as, upgradation of facilities in the colleges/institutes, introduction of innovative methods and materials and that teacher educator should keep themselves updated and developing by attending refresher and orientation courses and by taking up research work like Ph.D. Suggestions were also made on better coordination among various institutes so that teacher education programmes were implemented effectively in the State. Besides, better coordination should also be established between Directorate of School Education and SCERT so as to help smooth functioning of the teacher education programmes.

Mohamedunni, Alias Musthafa. 2007. A critical study of Pre-Primary Teacher-Education in Kerala.

The researcher conducted a study entitled "A Critical Study of Pre-Primary Teacher-Education in Kerala". The main objectives of the research were (i) to investigate the availability and use of resources at a selected pre-primary teacher training institutions and (ii) to assess the financial resources and problems of pre-primary teacher training institutions. Questionnaire and interview schedule were used as tool were used. Percentage analysis was mainly used to interpret the data obtained using various tools. The main findings were (i) the availability and use of tangible infrastructure was unsatisfactory in pre-primary teacher training institutions (ii) there was a lack of proper and systematic planning in budget and expenditure. (iii) The assessment process adopted at the Per-Primary teacher training institutions in Kerala was unsatisfactory. (iv) There was a poor provision of co-curriculum activities

Kapoor, et al. 2008. Effectiveness of Capacity building training programme on the knowledge and attitude of Teacher-Educators of DIETs in Arunachal Pradesh. North East India Education Society (NEIES) Shillong- Education: North East.

Researchers in their study, "“Effectiveness of Capacity building training programme on the knowledge and attitude of Teacher-Educators of DIETs in Arunachal Pradesh”, revealed that the skills development program had a significant and positive impact on teachers-educators process and research activities. Of the DIET in terms of expanding their knowledge pertaining to various aspects of the teaching-learning process. It was also noted that the results of the post-test attitude improved significantly due to the impact of Capacity Building Training Programme (CBTP). From this it is interpreted that CBTP has a great impact on the attitudinal change in substantial and positive change in nature.

Bendangyapangla. 2010. A Study of Distance Teacher Education Programme in Nagaland.

In this article the Distance Teacher Education Programme in Nagaland have been studied in terms of enrolment, curriculum, curriculum transactions, student support services and evaluation. The study also attempts to identify factors that lead to teachers’ choice of distance Mode over the regular course and to fix out the level of satisfaction of student teachers, the problem faced by them and the steps for improving teachers’ training through distance learning mode.

Enrolment in the B.Ed programmes has increased over the years and the dropout rate was under control. Teachers in both the public and private sectors are enrolled in the Distance Teacher Education Programme in the State.

Appropriate facilities should be provided to trainees at PSCs. The provision of ICT facilities and VSA technology coordination can go a long way in developing Distance Teacher Education Programme in the State.

Arti, Anand. 2011. An Evaluative study of Teacher Training Programme of Elementary Teachers. Doctoral Thesis, Department of Education.

The researcher conducted a study to evaluate the Primary School Teacher Training Program and concluded that most members of the DIET faculty were unaware of the purposes and objectives of the DIETs. Therefore, it was recommended that members of the DIET faculty should be oriented on the goals and objectives of the DIET at the time of appointment. There was a need for induction training and guidance for DIET faculty members. Only the objectives of pre-service training and in-service trainings have been achieved by the DIET. There was also a need to address the problems of DIET operations, for which sufficient infrastructural facilities and human resources were needed in DIETs.

Babukuttan.P. 2011. Human Resources and Teacher Training in Kerala- A Study on DIETs.

The researcher reported that the study focused on the factors that lead to the achievement of Human Resource Development (HRD) through existing training institutions. The identified factors that lead to enhance the HRD of teachers were subject knowledge, pedagogic skill, and preparation of Teaching learning Material (TLM), preparation of Teaching Manual (TM), preparation of evaluation tool, skill in classroom management and skill in devising innovations in classroom. The level of excellence in the seven identified areas was found to be below average. Major problems for DIETs were inadequacy of manpower in all subjects, lack of well-equipped labs, libraries and information technology (IT), lack of good research unit, lack of skills development programmes, delays in fund allocation, lack of advanced training and lack of resources in -Art and Physical Education, full- fledged research wing and lack of IT enabled facilities.

Hariday, Kant Dewan. 2012. DIETs: Structure, Possibilities, Issues and Concerns.

In his article DIETs: Structure, Possibilities, Issues and Concerns on the conception and implementation of DIETs in various Provinces. The structure of DIETs, which focused on the decentralisation responsibility and academic authority, provided a more organic Teacher-Education programme in developing schools, student learning material and assessments based on the context of the district. The implementation of this has been marred by inadequate faculty placements, role clarity and independence and involvement in all major educational activities taking place across their districts.

Yadav, S.K. 2012. Impact of In-Service Teacher Training on Class room transaction.

In his study conducted in 15 states of Indian observed positive impact of INSET (In-Service Education for Teachers) on classrooms transactions in the provinces of Tamil Nadu, Madhya Pradesh, Andhra Pradesh, Chhattisgarh, Gujarat, Odessa and Uttar Pradesh whereas this impact was found unimportant in the provinces of Maharashtra, West Bengal, Bihar, Haryana, Nagaland and Rajasthan. It was also observed that films and videos were not used in the provinces during the classes. The high percentage performance in most skills has been seen in classroom transactions in the remaining five states of Maharashtra, West Bengal, Haryana, Nagaland and Rajasthan.

Pooja. 2013. A Study of In-Service Teacher-Education programmes at Elementary Education Level in Punjab.

The researcher conducted a study to evaluate the effectiveness of the In-Service Teacher Education Program at Elementary Education Level in terms of organisation, content, transactions, materials (Modules) provided and the impact of the in-service Teacher Education programme on teacher professional development. The organization as a whole from planning, monitoring infrastructure, the content of the programme, the quality and commitment of resources persons, the quality of the modules provided and the impact on the professional development of teachers have been found to be effective.

Husain Noushad. 2015. Effectiveness of Cooperative Learning Method on the Lesson Planning Abilities of Pre-Service Teachers.

The researcher aims to study the effectiveness of a collaborative learning approach in Lesson Planning Ability (LPA) for pre-service teachers. The design of Quasi-experimental research was used for the present study. The Lesson Plan Rubric (LPR) was developed by the researcher to evaluate the lesson plans that the pupil-teachers prepared as a data collection tool. The Lesson Plan Rubric (LPR) consisted of 9 dimensions that are specifically related with the Lesson Planning Abilities (LPA). For the purpose of the test, 17 students (12 males and 5 females) were selected from the control group and 17 students (13 males and 4 females) were randomly selected to take the test. The lesson plans that the students had prepared were evaluated by two examiners, including the researcher. The data obtained was analysed with the help of Mean, Standard Deviation (SD) and 't'-test. Research clearly shows that collaborative learning develops in pupil-teachers with all the necessary knowledge, skills and behaviours that are essential to make lesson plans.

Preeti, KumariLalyan&Chhaya, Goel. 2015. Total Quality Management (TQM) in Teacher-Education Institutions.

Researchers had attempted to study the Total Quality Management (TQM) of Teacher-Education Institutions in Gujarat State, both Public and Private in terms of Work Place Culture, Teaching Learning Scenario, Administration, and Professional Development of Teachers, Infrastructure, and Networking with Alumni, Educational Organisations and industries. Five-point Perception Scale was developed by a researcher to obtain the views of teacher-educators on TQM in their institutions. Workplace Culture, Teaching Learning Scenario, Administration and Professional development of one of the private teacher-education institutions were found to be the greatest amongst all three institutions where TQM was studied. Infrastructural facilities were found to be higher than that of both in Private Teacher-Education Institutions compared to Government Institutions. Networking was found to be greater in the Public Institution than that of both the Private Teachers-Education Institutions. All Teacher-Educational Institutions should learn from each other's profiles. There has been a need to improve the infrastructural facilities and academic climate of Public Teacher-Education Institutions.

Longchar, Imkongsenla. 2017. A study of the effectiveness of District Institute of Education and Training (DIETs) in Nagaland.

The purpose of the research was to; to study people of DIET in Nagaland; to study the people of Teacher Educators and Trainees; to study the functions and management of DIET; to assess the activities and practical teaching method determined by the DIET; to identify various teaching skills and their integration with regard to the development of teaching competencies; to examine the effectiveness of DIET's in relation to student academic achievement, pedagogy, aim, co-curricular activities and evaluation; to Identify the problems faced by teacher educators and Trainees ; and to suggest ways to improve IDIET for quality education.

The study used a descriptive survey method. The investigator used 3 sets of questionnaire and an interview tool. The study found out that, the study of Teacher Education Institutions at elementary stage in Nagaland consisted of 10 institute: DIET Chiechama, DIET Mokokchung, DIET Tuensang, DIET Dimapur, DIET Pfutsero, DIET Mon, DIET Zunheboto, DIET Wokha, St Paul Institute of Education Phesama and Salt Christian College of Teacher Education Dimapur; it has been found that 80% of Elementary Teacher Education institutions were state-funded institutions and 20% are private institutions. Also, 100% of the facilities have a pucca construction; all teacher educators were Post Graduate and 90.55% of them have additional qualifications. And 34.64% of them were specialized in various areas; the majority of trainees were trained women, (79.33%). The majority of the training age group was between the ages of 25-30 (50.82%). Most of them were students (50.06%) and 1.65% with specialisation, 89.67% of teacher trainees were pre-service students and 9.09% were debuted by government for training. Few of them (13.22%) have teaching experience of less than 10 years; most of the principal of DIET Institutions were of the opinion that the institution did not have adequate and sufficient infrastructure. The current study also revealed that there was a provision of library space, separate toilets for men and women, hostel accommodation for male and female student teachers, a classroom, seminar hall, proper electrical installation and drinking water. But other facilities such as staff- quarter, ladies common room, canteen, practical room, science laboratory, ICT laboratory and playground were not available at most of the institutes. Most of the institutions were found to be healthy and fit for effective teaching and learning; major agencies for conducting inspection in DIET institutes were SCERT, NCERT, NU, and Directorate of Higher Education. Majority of the Heads revealed that inspections were done yearly, while 30% revealed no inspections were conducted till date. 50% of the principals were satisfied with the

system of inspection, while 20% were not sure and 30% gave no response; it has been found in the present study that in most institutions, the frequency of staff meetings was low and teachers' participation in decision-making was limited except for some of the priorities; and it was found in the study that all teachers were dedicated to their work. Good co-ordination between teachers-educator, trainees and principals were observed from the study.

Majority of the DIETs lack proper infrastructural facilities like furniture, proper black/white boards, shortage of classroom for practical activities, good library, science laboratory, ICT laboratory, lack of hostel for both boys and girls and staff quarters for teachers, lack of transport facility etc.; the investigator suggested well equipped library, laboratories and adequate classrooms for imparting quality Teacher Education, faculty development programme for Teacher Educators, use of innovative teaching methods/techniques by teacher educators; Seminars, workshops, capacity building programme etc should be conducted for both teacher educators and student teachers by the concerned authority; Teacher Educator should be encouraged to take up work and DIET should be set up in every district.

2.2. Studies Done Abroad (25)

Lawes, Yvonne Joy, Ph.D, The University of Connecticut, 1997. An Analytical Study of Teacher Education in Jamaica.

A major focus of education reform in Jamaica is to promote teacher education that will in turn improve all levels of the education system. Attention has changed, in teacher education and the role of teachers.

The study examines current trends in teacher preparation in Jamaica and how it has changed from 1975 to 1993, with respect to internal forces. Example: admission requirements, certificate requirements, governance and placement. In addition, external forces such as counties that affect teacher teaching in Jamaica, socio-economic conditions, cost to the government and registration governing teacher education are presented. Areas where significant changes can help improve teacher education are also discussed. The literature relevant to the education in Jamaica was presented. It also exposed some the countries that are influencing teacher education reform. The literature focuses on new trends in teacher education and what can be done to improve teacher preparation in the future.

The importance of the study is mainly two-dimensional. First, this research is important because it can be seen as an attempt to help the process of education innovations that has been set to operate in Jamaica. The model serves as a tool to be used to support the on-going effort to identify and transform teacher education in Jamaica. Secondly, it contributes to a better understanding of current thinking and practices in teacher preparation and to the problems and issues that Jamaican teachers face today in planning for the future.

Twelve research questionnaires were addressed in this study. They were concerned about the current changes and developments in teacher education and they also discussed the programs that remained the same from 1975 to 1993. The interview schedule was used to collect data from selected teacher educators and administrators. Findings from the interview data indicated that most respondents were happy with the new teacher education direction. They also believe that if they are provided with good teacher education, the necessary training tools, support and incentives, teachers can reverse falling literacy and numeracy levels and lead Jamaica to a higher level of social well-being and economic prosperity.

Thomas, Anne Marie, Ph.D. The Ohio State University, 1998. A Study of Teacher Preparation Program Efficacy at The Ohio State University.

The scrutiny and the many teacher education reform proposal choices aided the Ohio State University College of Education to reach the point of program transformation in the late 1980s. The College of Education has taken what was considered a "bold" step by embracing the former philosophy of the Holmes Group (now the Holmes Partnership) which promotes teacher graduation. In addition, the college of education emphasizes Partnership recommendations including support for high levels of teacher certification and strong collaboration with local schools (The Ohio State University, 1996).

The focus of the Ohio State University pre-service programme transformation effort was to improve the quality of teachers. Effective measures need to be evaluated to determine the actual impact. The focus of this study conducted at Ohio State University College of Education was to graphically define their programmes to test system strengths and weaknesses in order to conserve strengths and improve on weaknesses as the programmes moves into the 21st century.

This inquiry utilised both survey research and interview methods to collect data from college of education certification graduates and graduate supervisors. The data provided job

satisfaction, program quality, skills and knowledge measures such as primary measures for efficiency as well as a Supervisor Professional Behaviour rating and graduate open-ended responses to evaluate the pre-service preparation. These data were compared with national measures. Analysis of Variances (ANOVA) techniques indicated that female and elementary school level graduates offered student teaching and field experiences, the ability to reflect upon and improve teaching performance, and knowledge of subjects taught as program strengths. Graduates also point out that advice from academic advisors; practical skills, with gifted knowledgeable or challenging and knowledge of recent academic research were areas where the system could improve.

Wang, Ying-Feng. Ph.D. The University of Iowa, 1999. A Study of How a Pre-Service Teacher Education Program in Taiwan Influenced the Attitudes and Teaching Behaviours of Four Elementary Pre-Service Teachers.

This study was designed to clarify the link between the classroom practices of four pre-service science teachers preparing to obtain licenses and their experience in the elementary science pre-service programme at the National Metropolitan Teachers 'College. Two faculty members who had major responsibilities for planning and teaching in the programme provided details about the programme, their course, and their philosophies.

Data were collected through classroom observations, personal interviews, examination of instructional materials,, and videotaping of pre-service teachers in classroom. As current educational reform emphasizes emphasises constructivism, the pre-service teachers' attitudes and teaching behaviours were analysed from a constructivist's perspective. Students enrolled in the pre-service teachers' classrooms also provided information about the perceptions of the class content and the learning environment.

The three key qualifications for faculty members include focusing on creating positive attitudes through science and science education, providing pedagogical content knowledge, and concern for the personal traits of pre-service teachers.

The results showed that pre-service teachers used a variety of teaching methods to develop students' positive attitudes toward science and to encourage students' higher thinking order through hands-on experience and collaborative learning. The influence of co-operative teachers was found to be significant. The attitudes and teaching methods of the four pre-service

teachers were in perfect harmony with the teaching philosophy backed by the professors of college teachers. The link between the preparation program for science teachers and pre-service teachers has been found to be strong in creating positive attitudes about science teaching. Special attention needs to be given to school curricula and the continued growth of co-operative teachers.

Franks, Ruth Ann. 2000. An Investigation into the “trainer of trainers” model for In-service science professional development programs for elementary teachers.

The purpose of this study was to determine the effectiveness of the “trainer of trainers” model for professional development of primary science teachers participating in the Mathematics and Science Education Co-operative (MSEC). The subjects included in the study included approximately 200 teachers in the MSEC program that teach up to six kindergarten grades in the first five primary schools. Both qualitative and quantitative methods have been used to collect data. Teachers consider state-sanctioned mandated assessment test to have a significant impact on school curriculum and to be a major reason why teachers do not have time to teach science. In addition, they believe that administrators play a key role in determining whether science takes a back seat in their schools.

Crawford C.M 2001. Graduate and In-Service.

The investigator conducted an investigation into In-Service teacher training programmes conducted by the Society for Information Technology and Teacher-Education (SITE) in Texas, United States. Key topics covered in this study were ways to integrate classroom technology, teacher communication technology, models of professional development course in instructional technology for teachers, an In-service methodology course via the internet and training of electronic information research with special orientation towards Instructional Technology moved the investigation a little more into the section of action research.

Gray, Jon Phillip. 2001. The Relations of Teacher Education Students’ Resiliency, Work Motivation, and School-Level Resilience.

The study reported that the schools today were faced with a daunting challenge to ensure the success of all students and to promote a positive work and learning environment. University teacher certification programs were challenged by providing appropriate training for prospective teachers. Now, many university teacher education pre-service programmes are field-based with

students spend many hours in the classroom and working with school faculty and students. In these settings prospective teachers may already face the pressures associated with teaching. The psychological construct of resilience may provide a means for identifying why some pre-service teachers not only survive but succeed under stressful situations. Additional factors may also affect how people respond to stressful situations and may contribute to levels of resilience.

The purpose of this study was to examine the relationship between individual strengths, career motivation, and school strength of student teachers. One hundred and fifty-nine teacher-students, (130 women, and 29 men) complete and return a questionnaire including the Dispositional Resiliency Scale (Bartone, 1989), Work Motivation Inventory (Hall & Williams, 1973), and a modified form of Social Support Scale (Billings & Moos, 1982). The reliabilities of these scales were .73, .91, and .80 respectively. Numerous reviews determined the influence of career motivation and ideas for school resilience at the level of these teacher education students.

Work motivation and perceptions of school resilience had a positive significant contribution on teacher education students resiliency ($F = 16.39, p < .01$). Teacher education students' motivation toward work accounted for 14% of the variance, while perceptions of school resilience accounted for an additional 5% of the variance in teacher education students' resiliency.

Kroener-Ekstrand, Mary E., Ph.D. The University of Wisconsin-Madison 2001. The Construction of Practical Knowledge: A Study of Student Teachers in Secondary Social Studies.

This dissertation presented a wide range of information about the teaching of student teachers in secondary social studies that are enrolled in a reformed undergraduate teacher education programme. The study aims to contribute to the field of teacher education by extending our understanding of the relationship between teachers' knowledge, beliefs and actions through examination of the construct of practical knowledge. In this study, the management conference is evaluated through action research by the university supervisor of student teachers. The three cases presented offer different perspectives on who should decide the content of the social studies curriculum, what the purpose of social studies should be, what are the traits of a good teachers were, and what methods should be used to evaluate the effectiveness of social studies. Analysis of these cases suggests that certain aspects of influence different areas of practical information about participants' teaching.

The findings of the study suggested that there were tensions between university supervisors between trying to help a student teacher to gain access to their practical knowledge and actively trying to create an indicator of knowledge growth. Research also suggests that teacher education coursework play a key role in shaping the practical knowledge that many students acknowledge. This raised questions about how important it was for students to understand the impact of formal teacher education in the process of learning to teach.

Martin, Lisa Michalle. 2001. The Changes in Open Inquiry Understandings and Teaching Among Pre-Service Secondary Science Teachers During their Pre-Service School Practice and Student-Teaching.

The purpose of this study was to examine the development of the understanding of pre-service science teachers and their change in teaching abilities central to inquiry as they continue through the Secondary Science Teacher Education Programme at The University of Iowa.

The research process consisted of both qualitative and quantitative methods. By comparison, the Repeated Measure Multivariate Analysis of Variance (MANOVA) was used to assess statistical variability. . The Open Inquiry Assessment Rubric was developed as along with the modified Open Inquiry Framework. The Modified OIF was used to interpret the quantitative data obtained from the OIAR into categorical levels of inquiry.

The details of the interview were tested in many ways. Some methods are made by measuring topics, feedback. Appropriate data were obtained through interviews with student teachers.

Qualitative data were used to assist the researcher its explaining results of quantitative data as well as measuring topics that were difficult to measure using quantitative methods. Major findings include; Statically, significant positive trend in the means indicate that change is taking place over time in secondary science pre-service teachers' understanding and ability to teach using an inquiry method; Pre-service teachers are generally in the development stage of actualisation regarding inquiry teaching. They were able to teach as inquiry lesson yet it was not a regular part of their teaching; Pre-service teacher indicate trough interview response that cooperating teachers had an influence upon their views of inquiry, whether positive or negative; Student teacher, during student teaching reverted somewhat to their former understanding of science teaching similar to their own high school learning experience; As additional science

teaching methods courses were completed, there was a positive trend, statistically significant, in the pre-service teachers' understandings of inquiry. 960 Pre-service teachers deal with roadblocks to teaching using an inquiry approach.

The results from the study imply that a gradual approach to introduction strategies of teaching with inquiry should be used along with explicit examples of different inquiry lesson. If possible, cooperating teachers open to the idea of inquiry teaching need to be assigned to student teacher.

Matsoukas, Diana-Elena, Ph.D., New York University, 2001. The Multicultural Perspectives of Pre-Service Students in an Introductory Education Course.

This study reflected the multicultural perspective of a diverse group of pre-service students as they engaged with multicultural material in an introductory education course. It specifically documented the students' views on a variety of issues regarding race, ethnicity, culture, language, social class, gender, sexual orientation, religion, age, and ability. The group participants consisted of four females and three male participants. Four of the participants were White Euro-Americans, including one of the Jewish heritage. Three of the participants were people of color who identified themselves as African-Haitian-Native, Korean-American, and Puerto Rican-American. Participants were students in my study, and details were taken from classroom observations, class assignments related to issue of distinctions, written reflections, and individual interviews.

One research question and three sub-questions steered my investigation: How do education students responds to diversity issues in an introductory pre-service course? (a) How do pre-service students situate themselves in a diverse society? (b) What do pre-service students take into consideration when addressing multicultural issues in a classroom setting? And (c) What questions and concerns, if any, do selected pre-service student raise about teaching students, responses to multicultural classroom material and classroom activity which involve: the reading and discussion of autobiographical texts: the reading of Keith Gilyard's, *Voices of the self*, and Beverly D. Tatum's article "Talking about Race, Learning about Racism: The application of Radical Identity Development Theory in the Classroom" (Tatum,1992; and participation in the "Multicultural Circle" classroom activity. My analysis was based on three interpretive frameworks: Autobiographical Writing, Multicultural Education, and Racial Identity Theory. The students' engagement revealed their beliefs, values, assumptions, and levels of

understanding and awareness of issues of diversity. The findings identified multicultural perspectives which were sometimes individual interpretations, sometimes ran across racial/ethnic boundaries, and sometimes formed patterns within the racial and ethnic groups.

Research had found that race, culture, and language appear to be a major factor in the personal experience of color students, while they do not carry the same level of weight with the white students. At the same time, learning and maintaining the Italian language of her for bearers was important to one White participant. The study also revealed some of the students, idea for Standard English vs. Black English.

KohlhassLabuda, Kathryn, Ph.D, Texas, A&M University, 2002. A Comparison of Two Secondary Science Teacher Preparation Programmes.

This dissertation examines the salient and latent features of the two major philosophically different university based secondary science teacher preparation programmes. Written documents from the two programmes and the Salish I Research Project provided important information. New teachers' interview transcripts provided the latent data. This study provides an opportunity to hear teachers express their ideas for preparation programmes. Three questions were investigated in this study. First, what are the distinguishing features of the two secondary science teacher preparation programmes? Second, what are the latent features of the two different secondary science teacher programs as perceived by the new teacher? Third, how often do new secondary science teachers from various disciplines perceive their pre-service programmes? The final question incorporates teachers' views on gaps and compliance in programmes and teachers' recommendations for improving their pre-service programs.

Salient features of the programmes revealed different in the types of certification and the amounts and types of required course work. Both programmes certified teachers on the secondary science level but only M programme certified their teachers as elementary science specialists. Programme M required more semester hours of education and science course work than programme S.

Although teachers from both programmes perceived little coherence between their science and education courses, S-Teachers presented a more fragmented picture of their education programme and perceived fewer benefits from the programme. Lack of relevance and courses that focussed on elementary teaching were perceived as part of the problem. M-Teachers

perceived some cohesion through the use of cohorts in three consecutive semesters of science methods courses that provided multiple field experiences prior to students teaching. S-Teachers did not perceive an organised philosophy of their programme revolved about research based teaching. S-Teachers reported more research experiences. S-Teachers perceived better student science faculty relationship while. M-Teachers reported stronger student education faculty relationships.

Teachers from both programmes recommended a lot of field knowledge that was very similar to the real life situations of the teachers. They recommended smaller classes in both science and education. They suggested that the subjects that were not beneficial must be removed or modified.

Hornung Claire Smith 2002. Integrating technology into Pre-Service Teacher-Education Programmes: A Study of Preparedness, Attitudes, and Self-Efficiency.

The researcher conducted the study by incorporating technology into the Pre-Service Teacher Education Program: Productive research, attitudes and self-efficiency. Three research questions examined the statistical significance of students-teachers preparedness with, attitude towards and self-effectiveness uses computer technologies in relation to the supervisor's actual observation of preparedness, attitude and self-efficiency. Data were analysed using a sample-related t-test with a confidence level of 95% (alpha 0 .05). The investigator concluded that the student-teacher's educational experience gave them a more positive attitude towards teaching.

Clark, Frances Thacker 2002. Impact of the Cognitive Apprenticeship Model on Preparing Pre-Service Teachers to Effectively Plan for the Use of Technology in Instruction.

The researcher concluded that the use of the Collins-Brown-Newman (1989) cognitive Apprenticeship model is based on the inclusion of the NTeQ (Morrison & Lowther, 2002) model into an instructional technology course that positively affected Pre-Service teachers.

1. Beliefs / concerns about using a computer-as a tool to improve student learning,
2. Perceived ability to apply technology and integrate it with the curriculum effectively, and
3. Ability to effectively design subjects that incorporate technology into the primary school curriculum.

Kjetsaa, Mary Ann Louise, Ph.D., Seton Hall University, College of Education and Human Services, 2002. Technology Education Trends in Pre-Service Teacher Education Between 1980 and 1999 as Reflected in Dissertation Research.

The study underlined that technology had become part of our everyday lives. Schools in the United States were preparing for the next generation 'information age' workforce. The curriculum and the educational methodology in Schools, Colleges and Departments of Education (SCDEs) had contributed to the need to prepare future teachers to be able to use, apply and integrate technology in the classroom and the challenge of adding technical education and / or training in a comprehensive teacher education programme. This study looked at technology education pre-service training trends.

Using Everett Rogers' theory of the diffusion as a framework, the researcher conducted a content analysis of a sample of 119 dissertation identified with UMI pro Quest. The Content Analysis Data Collection Sheet (CADCS) was developed by the researcher and underwent careful reliability and validity testing and closely followed the tenets of Everett Rogers' theory. This study collected both quantitative and qualitative data.

The findings highlighted specific styles and guidelines in educational technology and/pre-service teacher training between 1980 to 1999. Each of the elements, innovation, communication, time, and social system, as described by Rogers were identified in the dissertations and tested for trends. The data suggested that innovation had spread to education in various ways and appeared to grow over time. A variety of innovative items identified in studies from sixty-eight different institutions. Trend data on innovations suggested that shift from learning about computes to learning with computers and or technology had occurred.

Although the pre-service teacher's student appears to be the most frequently identified data source for investigators over time, an increase in frequency was noted in the use of faculty and by student teachers as additional data sources. SCDEs have often emerged as a social phenomenon but an increase was noted in the use of the SCDE-K12 setting by researchers.

Recommendations for further study included the use of Diffusion of Innovation Theory as a framework for developing future plans to introduce innovations into pre-service teacher education programs. Suggestions for practitioners and policymakers included a listing of diffusion components that foster the spread of an innovation and maximise the possibility for adoption by the participants.

White, Mary Jane, Ed.D., Texas A&M University - Commerce, 2003. Designing a Teacher-Mentoring Program Based on the Consensus of Experts.

The primary purpose of this study was to establish consensus among experts on the answers to the following questions:

- (1) What are the requirements for the program?
- (2) What are some important aspects of exemplary counseling teachers?
- (3) What factors are important in eliminating counselors and clients?
- (4) What are the roles of institutional designers and district staff?
- (5) What are the appropriate guidelines for program evaluation?

The second objective was to use these responses to provide a foundation for those who develop and implement teacher training programmes.

Delphi study was conducted with a panel of experts in the field of teacher training programmes. The panel consisted of mentors, mentees, a coordinator of a teacher-mentoring program, and researchers. In the Delphi study participants should remain anonymous as they were asked. There was name-sharing among participants. Controlled feedback was provided to participants using group methods. Finally, the group's response was reported statistically.

The expert panel was able to agree on the answers to four of the five questions. The fifth question regarding the test did not provide an illicit answer meeting the three criteria.. The answer, "Identifying of mentors," to the first question drew greater agreement than the team. A sub-group of inexperienced participants gave total consensus for the response, "Understand what a first-year teacher is facing," in the second question.

The importance of the mentor's relationship with the mentee was a common thread among all five questions. This ranges from the opening of the mentor to the communication vehicles between the two. There was a limited value assigned to the role played by local initiators and regional operators. Consensus was not reached by the panel on the fifth question regarding the evaluation of the teacher training programme. It seemed to be an area with little emphasis on public schools. Over time, resources, and efforts put into these programmes, outcomes must be considered.

Overbeke, Van, Ann, Deborah, Ed.D. University of South Dakota, 2003. Essential Middle-Level Teacher Preparation Components in Minnesota Teacher Preparation Programmes: Education Faculty Members' Perception.

The purpose of this study was to identify the views of members of the academic disciplines in Minnesota's teacher preparations regarding the importance and inclusion of an essential component of the intermediate level. Categories included and identifiable intermediate programme, the nature of early adolescence and the needs of young adolescents; young adolescence development in the school environment; philosophy and a middle-level education organization; intermediate curriculum, pedagogy, and assessment; collaboration; teaching fields and pedagogy; and intermediate level experiences. The study also investigates barriers to implementation and recommendations to increase the implementation of key intermediate components in teacher preparation programmes.

The population of this study consists of members of the academic faculty of teachers who have taught intermediate education at 28 Minnesota Teacher Preparation Institutions. A research-based assessment tool, based on the "Teacher Education Curriculum Guidelines" (NMSA, 1996) and recommendations for intermediate teacher education in *Turning Points 2000: Educating Adolescents in the 21st Century* (Jackson and Davis 2000), was used to collect data.

Responses were received from 43 academic faculty members representing 17 educational programmes. Five-Point Likert Scales were used to measure respondents' perceptions. Accounting means that the middle-class sectors were considered the most important to the most important; however, they were included from the smallest to the highest levels of education programmes. Computation of items means indicated that all middle-level component categories were considered to be more important than the degrees to which they were included from only little to some extent in the education programmes. Following the differences between these approaches (PL .05) it was found that eight categories and 34 out of the 37 category component were not being included in the preparation of middle-level pre-service teachers to as great an extent as expected given the importance that faculty members placed on the components. Finally, no research issues were identified to determine the implementations of intermediate level to a great extent, nor did education faculty members identify the recommendations. Instead, a combination of parameters and recommendations were obtained.

Mofokeng, Lenka Elias, P.D., University of Pretoria (South Africa), 2003. A Study of In-service Education and Training (INSET) of University Lecturers in South-Africa.

This study focused on the in-service teacher and training, (INET) of University lecturers. The challenges faced by the universities and the skills required by faculty are discussed in full on INSET and efforts to improve the research, teaching and community-service functions of academics in both developed and developing countries. In addition, the study also described the standard measures that have been put in place in the higher education sector.

A multi-method approach was used to investigate the current INSET for lecturers. In addition, this approach has enabled the researcher to study the current provisions of INSET programmes. Data collection methods include systematic reviews of literatures, questionnaires, interviews and participant observation.

The study reflects the expectations of the theories, models and concepts that support the INSET of academics. System theory as the framework for the analysis and understanding of INSET as well as the importance of pedagogy and andragogy in academic professional development are briefly described. The roles INSET's in the provisions of opportunities for the improvement of the qualifications and competencies of university lecturers internationally and in South Africa were being investigated.

Conclusions and recommendations related to INSET provision derived from South African and international settings were developed, synthesised and synchronised. These conclusions and recommendations were based on a comprehensive review of the literature, comparative historical studies, empirical study and the researcher's personal experience of assisting INSET for university lecturers in South Africa and Abroad.

Samek, Linda Lou, Ed.D, Portland State University. 2003. Elementary and Middle level Pre-Service Teachers, Emerging Conceptual Understanding of Central Tendency and Statistical Mean: A Model for Learning and Teaching.

Among the requirements for accountability for the teacher preparation program set out in article 2 of the Higher Education Act and the introduction of the No Child Left Behind Act of 2001, there was much to consider in teacher training programs and the making of "Highly Trained Teachers". There were complaints about the lack of scientifically based research in the teaching and learning of mathematics and in the making of mathematics teachers. The

performance of American students in both national and international exams seems to be much lower than expected. This was due to poor teaching quality, which stems from poor teacher preparation programmes.

The study was constructed as a teaching trial (Cobb and Steffe, 1983) by a researcher as a teacher in an undergraduate elementary and intermediate teacher preparation programme at a liberal arts university. The researcher utilised Simon's (1995) Mathematics Teaching Cycle to plan, implement, and analyse the sequence of learning activities designed to develop a deeper understanding of conceptualisation with measures of moderate inclination. The researcher hypothesised that; pre-service teachers who had experienced successful maths learning in a constructive environment would pass on their knowledge to their own planning for classroom instruction. The researcher conducted a thorough examination of the pre-service teacher's pre-existing knowledge of the central tendency through concept maps, problem solving, journal writing, and interviews. The design of learning sequences was carefully formulated with the available information. Activities in the learning sequence provided opportunities for inquiry, discourse, and reflection around open-ended problem situations. Although elementary and middle school teachers provided evidence of significant growth in their understanding of central tendency, they did not pass on the process they had experienced in the constructivist learning environment in their lesson planning for elementary and middle level students.

As a result of this research, the researcher made changes to the Simon's mathematics teaching cycle especially for the teacher educators. The new teaching cycle looks at what pre-service teachers know about reading and teaching mathematics in addition to what they know about mathematics. Four recommendations are included in teacher preparation programmes that prefer to prepare “Highly Qualified Teachers” of mathematics of primary and secondary schools.

Luo, Wen-Heing. Ph.D., University of Toronto (Canada). 2003. A study of one EFL pre-service programme in Taiwan.

The current study was designed to be a case study of a specific teacher programme in English as a Foreign Language (EFL) in Taiwan, where the teacher education programme are centrally regulated by the Ministry of Education. The purpose of this study was to look at the nature and content of the newly developed elementary school EFL, teacher training programme based on (a) pre-service teachers, (b) practicing teachers, and (c) teaching educators. I also tried

to articulate their concerns about the EFL teacher education programme at the elementary school level.

In order to explain the content and nature of the four-year EFL Teacher programme, which was in its second year of implementation at the time of study, it is important to understand how teachers and teacher educator conceptualise and apply their experience in formal teaching education programmes as well as of her teaching practices (Freeman and Richards, 1996). Accordingly, twelve informants, four pre-service teachers, four practicing teachers, and four teacher educators were included in the study. Using empirical data gathered from (a) individual interviews with pre-service teachers, practicing teachers, and teacher educators; (b) focus group interviews; and (c) pre-service teachers, journals, the present study intended to gain insight into the experiences of EFL practicing teachers, pre-service teachers and teacher educators, and their thoughts about elementary EFL teacher education programmes. Their views on the usefulness of the teacher education programme in the EFL and the effectiveness in their presence are being explored.

Findings from the current study showed that teacher educators, practicing teachers, and pre-service teachers had a different view of elementary EFL pre-service teacher's education in Taiwan, and the appropriateness of the items under the current programme remained a critical point. As well, the practicing and pre-service teachers perceived a gap between theory and practice in teacher education programmes, and were uncertain about the role of formal pre-service teacher education in their learning to teach. It was also found that practicing teachers emphasised experimental knowledge in the instruction of teacher knowledge, while pre-service teachers' practical knowledge and application of theoretical knowledge in real teaching.

Finally, viable implications for change in elementary EFL teacher education were discussed. It was an effort to help improve the implementation of primary school EFL teacher education programmes in Taiwan in particular, as well as to contribute to the understanding and knowledge of EFL teacher education and teacher development in general.

Hall, E. Gene. Smith, Carol & Nowinski, Mary Beth. 2005. An Organizing Framework for Using Evidence-Based Assessments.

To Improve Teaching and Learning in Teacher Education Programs'. There is widespread understanding of the need to evaluate teacher education programs. For example, the importance

of conducting program evaluations has been addressed in past, as well as current, National Council for Accreditation of Teacher Education (NCATE) standards. There is a widespread expectation for teacher educators to provide evidence of effectiveness of regular, as well as innovative, programs. Additional impetus is present in the No Child Left Behind Act of 2001 with its mandate to school districts to place high quality teachers in every classroom. Policy makers, the media, fellow teacher educators, and teacher education candidates all assume that their programs are effective and that supporting documentation is readily available. Unfortunately, the history of teacher education program evaluation is spotty, evolutionary, and limited in scope. However, there exists a convergence of new expectations, policies, and methodologies for gathering, interpreting, and reporting evidence about program effectiveness and the quality of graduates.

Marable, M.A. & Raimondi, S.L. 2007. Teachers' perceptions of what was most (and least) supportive during their first year of teaching. Mentoring & Tutoring.

Researchers conducted a study to analyse the views of teachers during their first year of teaching. The sample had 326 teachers in New York State. Early teachers report the need for training in curricular policies and procedures, the role of teachers, planning skills and strategies, and classroom management. Studies had recommended higher quality of teaching to in-service training for new teachers. The study highlighted the need for increased awareness of the needs of new teachers.

Lee, Boyd Charlton. 2010. From College to Kindergarten: Teacher-Education Background and student Achievement.

The researcher conducted a study to assess the background of teachers-education and development-based teaching methods such as predicting student achievement in kindergarten. Using multi-level regression and hierarchical linear models, the study found that the only factor that teachers found most influencing achievement of spring success in both maths and reading was instructional time. The findings of this study stressed the importance of family and individual characteristics such as predictors of the success of pre-school students and the need to continue research in this area.

Etta, R. Holling. 2011. Teacher Preparation for Quality Teaching.

In this article, 'Teacher Preparation for Quality Teaching', the author introduced a comprehensive, two-part approach to preparing participants for quality teaching. The first part described the important knowledge, skills, and psychological practices of mind for quality teaching. Emphasis was placed on understanding the learning process as influenced by the cultural and experimental background of specific students and the philosophical context in which the purpose of schooling was appreciated. The philosophical stance influence the design of learning experiences, the framing of learning opportunities to teach with an emphasis on epistemic practices and program qualities. In the discussion, essentially, the practices of preparing teachers were a minor picture of the practices for quality teaching. Standards of evidence for integrity and trustworthiness were the same for teacher preparation in schools.

Malinen, et al. 2012. Teacher-Education in Finland: A Review of a National Effort for Preparing Teachers for the Future.

A researcher who conducted a study on Teacher Education in Finland concluded that the quality of teachers was one of the most cited factors that define the quality of the education system. This article discussed the nature and role of teacher education as part of the Finnish education system. Teacher education in Finland was a highly competitive field of masters' degree university course and was offered at universities across the country. Students were selected through two-phase entrance exams that emphasise, in addition to academic qualifications, student competence and motivation for teacher work. Elementary-class-teacher education, which was discussed in more detail, includes a strong practical and research orientation. The Finnish school system's approached in responding to the needs and demands of the rising standards that put a lot of trust in teachers and local education authorities to deliver positive results instead of centralised norms and consequential accountability. One Finnish solution and a comprehensive learning support programme; for example, through special education, which can also be considered as a future challenge in terms of internationally agreed goals for inclusive education.

Karen, J. DeAngelis et al. 2013. The impact of Pre-service Preparation and Early Career Support on Novice Teachers' Career Intentions and Decisions.

The study states that the idea of providing high- quality support during the first few years of teachers was to further develop the skills teachers acquired during preparation and to help them overcome weaknesses that may lead them to quit the job. However there was almost no consideration given to the possible interaction between pre-service preparation and induction support received. This study used survey and administrative data to evaluate outcomes, including interactions, of Pre-Service preparation and early career support on new teachers' career intentions and decisions. Consistent with previous research, a direct link between the apparent quality of preparation and leaving teaching was found out. In addition, it was found that the quality and comprehensiveness of mentoring and induction was related to teachers' related to the goals and decisions of teachers. The results also suggested that overall support measures the relationship between pre-service preparation and intentions to leave. The findings pointed to the importance of pre-service preparation in combination with integration and support in efforts to address teacher attrition.

Ross, Danielle K. & Cartier, Jennifer L. 2015. Developing Pre-Service Elementary Teachers' Pedagogical Practices while Planning using the Learning Cycle.

Researchers in their study examined Pre-Service Elementary teachers for years of curriculum and curriculum materials by identifying the types of teaching tools used in the learning cycle. The findings underscore the importance of providing pre-service elementary teachers with supporting frameworks in opportunities to learn to critique and adopt curriculum resources so that they can begin to develop their creative ability in their pedagogical design for learning cycle lessons.

Caliborne, Shandra 2016. Teachers' Perceptions of the Virginia State University Teacher-Education programme's Effectiveness.

The researcher conducted a research on the concept of Teachers by perceiving the Virginia State University Teacher Education Program's Effectiveness. A problem in this study was the lack of teachers' effective strategies and skills to facilitate learning. Teachers often feel like their experience in their teacher preparatory programme had not achieved the goal of preparing them for teaching. With this in mind, the purpose of this advanced research was to

evaluate the teacher training program at Virginia State University (VSU) based on the standards of the National Council for Accreditation of Teacher Education (NCATE) that recognise the knowledge, skills, and professional standards expected of education professionals, as well as organizational structures, policies, and procedures provided by the institution to support teachers in meeting the standards. To achieve the purpose of the study, content analysis was analysis was used in the interviews. The teachers' perceptions were found that, indeed, the VSU adheres to NCATE standard guidelines. Most study participants also believed that their VSU education programme provided them with the functionality and skills that teachers need to use. Based on the findings, the researcher was able to find out how VSU did an excellent job in training and developing their teachers.

Catherine, Hahs Brinkley 2016. Teacher-Education in Central Equatoria, South Sudan. Dissertation Abstract, Walden University, College of Education.

A researcher conducted a study on Teacher-Education in Central Equatoria, South Sudan. The purpose of the study was to determine the teaching needs of teachers in South Sudan. Within the conceptual framework for participatory action research, the qualitative study examined teachers' perceptions of the effectiveness of the Teacher-Education performance that identified the pedagogical needs of teachers and appropriate teacher training models in view of the current state of the country. The key outcome showed that teachers had little to no preparation, different in their motivation to teach, and perceived challenges and needs differently depending on their level of education.

Burstein, Nancy et al. 2009. Providing qualified teachers for urban schools: the effectiveness of the accelerated collaborative teacher preparation programme in recruiting, preparing, and retaining teachers.

The author of this article examines the effectiveness of one year full-time Special Education Teachers for urban schools. The programme was designed to restructure Teacher-Education as a shared school University responsibility and to highlight the best teacher preparation methods that address the diverse needs of students in urban communities. Demographic and survey data were collected from six years of program graduates. Findings showed over six years, with 94% completing it, 43% were hired in an urban school district where they were trained and at the end of five years of teaching and retention average of 73%. Overall,

the graduates reported satisfaction with their preparation and teaching activities and discussed the most helpful factor in their preparation. The implications were discussed regarding the design and components of the school university accreditation system that improve the preparation of high quality teachers for urban schools.

2.3. Overview of the Literature Reviewed

After reviewing the different literatures on teacher education, an overview on them is outlined under:

D.D. Yadav's study on teacher education in Haryana (1980) implied that deliberate and conscious efforts should be made to develop positive attitudes in the student teachers towards the profession of teaching. It also talked about the practicing schools not helping the student teachers in practice teaching as the school regular teachers were not made a part of the programme. Also, the study revealed that most colleges used lecture method in the teaching learning process, though a few of them emphasised on tutorials, seminars, discussion and the like too. **Dulomoni Goswami (2007)** in his study titled 'Student-teachers perception of quality Teacher Education' also found that teacher educators still follow traditional methods like lecture and dictation of notes, and therefore suggested that they should be trained to use innovative practices and that they should take up action research thereby helping the student teachers to do the same. The study also recommended that for quality teacher education, the institutions should have good infrastructural facilities like adequate number of classroom, library, laboratory and the like.

A. S. Seetharamu and SharadaManvikar in their 1986 survey study on secondary teacher education in Bangalore revealed that library facilities were better in aided institutions than in unaided institutions, that male teachers were more than female teachers and that only few of them had attended state level seminars/conferences,

On the effectiveness of teacher education programmes, **Satyanarayana Singh** 1987 found that remedial instructional micro teaching course was effective in enhancing the skill of probing questioning of both experienced as well as inexperienced student teachers. **Sinha Roy** (1991) concluded that the elementary teacher education course in Orissa through its elements of community involvement in theory as well as practice affected the attitude of the student teachers positively towards the community. **Yvonne Joy Lawes (1997)** concluded from her study on Jamaican teacher education that if provided with a good teacher education, needed training tools,

support and incentives, teachers can help bring up literacy rate and take the country to prosperity. **Ying-Feng Wang** (1999) concluded that the link between Science teacher preparation programme and development of positive attitudes by the pre-service teachers in Iowa towards teaching was strong. **Malinen**, et al. (2012) reviewed teacher education in Finland and concluded that the quality which rest on teacher education was one of the factors in deciding the quality of an education system. **Shandra Caliborne** (2016) from her study on the effectiveness of teacher education at Virginia State University, dwelt on the belief that teacher education programme of the university provided the teachers with the needed effectiveness and competency that a teacher should possess. **Nancy Burstein** (2019) disclosed the satisfaction of special teacher education's graduates with their preparation for teaching career. Contrary to the above studies finding, **Kanti Mohan Srivastava** in his 1982 study found that there was no significance contribution of the programme for developing teaching aptitude among trainees as revealed by the comparative study of means pretest and post-test score using single group design.

On problems and issues of teacher education, **R.S. Mani** 1988 study concluded that the then B.Ed programme did not have any methodological provision meant for higher secondary teachers and suggested for training in the methodology and teaching techniques for them. **P. Babukuttan** (2011) reported that the major problems were dearth of adequate educators in all subjects, well equipped laboratory, well stocked library, faculty development programmes, information technology facilities in art and physical education etc. The level of excellence in areas like subject knowledge, pedagogic skill, preparation of teaching learning materials, manual, preparation of evaluation tools, skill in classroom management etc were found to be below average.

Also **Ajanta Dutta Bordoloi** (1990) held that teacher education institutes lack adequate infrastructural facilities and that organisation and evaluation of the practice teaching activities were not scientific. Also it found B.ed curriculum to be too heavy and more theoretical than practical in nature. **Imkonsengla Longchar** (2017) held similar findings that the DIETs in Nagaland do not have adequate infrastructural facilities such as good library, separate toilet for men and women, hostel facilities for men and women, proper electrification, seminar etc. Also it was found that majority of the teachers do not used any technological devices in the teaching learning process and that the curriculum was vast.

Besides, **National Council of Teacher Education** (2001) also pointed out that in teacher education colleges in Andhra Pradesh, there were scarcity of educators in foundation subjects

like Philosophy and Psychology. Besides, DIETs, CTEs and IASEs were found to be unsatisfactory as per NCTE norms. The council therefore recommended for recruitment of staffs to fulfil the requirement of manpower planning which in the long run would help to bring an effective teacher education system in Orissa. **Kavita Dhawan(2003)** also disclosed that most of the problems faced by primary teacher in-service training in Himachal Pradesh were in the areas of planning, availability of supplementary teaching learning materials, good resource persons and the like. Also female teachers were found to have more positive attitudes towards teaching. **Katharyn Labuda Kohlhas** (2002) pointed out that lack of relevance of the course on elementary teaching as a problem and suggested for alteration of courses that were not beneficial and that field experience that closely resembled real classroom situations for pre-service teacher education.

On integrating technology in teacher education, **Claire Smith Hornung** (2002) concluded that educational experience of the student teacher afforded them developed positive attitude towards integrating technology in teaching. **Mary Ann Louise Kjetsaa** (2002) of Seton Hall University also expressed about a shift from learning about computers to learning with computers had occurred in teacher education, and recommended for the introduction of innovations into pre-service education programmes.

On reviewing the literature of both Indian and foreign studies, the investigator found out that the Indian studies focuses on both Pre-service and In-service but more on the latter. They are concentrated on critical study of teacher education programme (Yadav, D.D. 1980, A critical study of teacher education in the state of Haryana and its comparison with that of CIR, Delhi and the RCE, Ajmer) its system and impact on student teachers (Nagpur, V.R. 1991, A critical study of the system of teacher education at the secondary level in Maharashtra) and (Sharma, Subhash Chandra. 1992. A critical study of the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region); Evaluative study of teacher education programme at different levels, namely DIETs and B.Ed colleges (SCERT, Andhra Pradesh. 1981. Evaluation of in-service training programme for primary teachers in the selected government and aided teacher training institutions; Walia, K. 1992. Secondary teacher education programmes in Northern India: An evaluative study; Dhawan, Kavita. 2003. Evaluation of in-service teacher education programmes for primary school teachers in a DPEP District of Himachal Pradesh; Duggal, Shyni. 2004. An evaluative study of in-service teacher education programmes conducted by DIETs of NCT Delhi; Aarti, Anand. 2011, An evaluative study of teacher training programme of elementary teachers), their

curriculum (Natarajan, S. 1984. A competence based programme in teacher education curriculum, Bordoloi, Ajanta Dutta. 1990. A critical evaluation of teacher education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training;); Issues and Problems of teacher education; Survey study of teacher education (Seetharamu, A.S. and Usha, M.N. 1984. Pre-primary teacher education – A survey, ISEC, Bangalore; Seetharamu, A.S. and Manvikar, Sharada. 1986. Secondary teacher education – A status survey, ISEC, Bangalore), In-service teacher education programme of both DIET and B .Ed colleges (Yadav S.K. 2012. Impact of in-service teacher training on class room transaction; Pooja. 2013. A study of in-service teacher education programmes at elementary education level in Punjab) and the like.

On the other hand, the foreign studies though touches in-service teacher education were more on Pre-service teacher education, teacher preparation programme in general and specifically on preparation of science/maths/English/social sciences teacher; how pre-service teacher education programme influenced the efficiency, attitude, teaching behaviours of prospective teachers; the different practices in pre-service teacher education programmes; integration of technology in pre-service teacher education, use of technology in instruction and technological trends in pre-service teacher education; teacher preparation components in teacher education programmes; mentoring and tutoring; impact of pre-service teacher education on novice teachers; development of pedagogical practices and the like.

After thorough review of different literature, it has been found that there is lack of a serious and an in depth study in teacher education carried out in the State, hence the investigator took up the present study on “A Critical Study of Secondary Teacher Education in Nagaland”.

CHAPTER 3

METHODOLOGY OF THE STUDY

3.0. Introduction

In order to carry out a systematic study, methodology with effective procedure is the basic necessity. The success of any study depends greatly on the kind of methodologies and procedures followed in the step-wise execution of the study by the researcher. For this, the researcher chooses appropriate methods, population and sample, and develops appropriate tools to help in the acquisition of data.

3.1. Nature and Design of the Study

The study was a Descriptive method of research, an accepted form of scientific study. It was undertaken to study the profiles of Student Teachers and Teacher educators, the infrastructural facilities, academic programmes and co-curricular activities, finance and management, practices, effectiveness of practice teaching, problems and challenges and different aspects of Secondary Teacher Education in Nagaland.

3.2. Population

Population of the study included all the eight (8) Principals of the eight B.Ed colleges in Nagaland, which were in existence during the period of data collection, ie, 2017, 70 Teacher Educators and 540 Student teachers.

The data as per 2017-18, regarding the number of secondary teacher college, teacher educator and student teacher were given in the table below:

Table No. 2.2. List of Secondary Teacher Education Colleges as per 2017-18

Sl. No.	Name of the College	No. of Principal	No. of Teacher Educator	No. of Student Teacher
1.	State College of Teacher Education, Kohima	1	16	50
2.	Mokokchung College of Teacher Education, Mokokchung	1	6	50
3.	Modern Institute of Teacher Education, Kohima	1	7	100
4.	Sazolie College of Teacher Education, Kohima	1	5	46

5.	Ura College of Teacher Education, Kohima	1	8	54
6.	Salt Christian College of Teacher Education, Dimapur	1	10	80
7.	Salesian Bosco College of Teacher Education, Dimapur	1	10	80
8.	Unity College of Teacher Education, Dimapur	1	8	80
Total	8	8	70	540

3.3. Sample

In the study, the sample consisted of all the 8 Principals, simple random sampling was used to select 54 Teacher Educators and 390 student teachers of the eight B.Ed. colleges who shared their views through the questionnaires provided to them. Besides, 15 experts belonging to different fields of education such as Higher Education, School Education, SCERT, Ex-Principal of Secondary Teacher Education College, DIETs, Nagaland University were included via Interview Schedule.

3.4. Tools of the Study

Three sets of Questionnaires were constructed for the three categories of the sample, namely Principals, Teacher educators and Student teachers so as to obtain the required data. The questionnaires consist of both closed ended and open ended forms of questions. All the items were framed in consultation with the Supervisor. The Questionnaires were then given to experts for their perusal, correction and approval. Thereafter, basing on their feedbacks, minor changes in the forms of addition and deletion were made. In this way, Content Validity of the items of the questionnaires was established. Then, with the approval from the Supervisor, they were given for pilot testing with some selected student teachers, teacher educators and principals. Again a few minor changes were made in a couple of items according to the responses and comments of the testees. The final questionnaire for student teacher have 78 items covering aspects like their profile, infrastructural facilities, academic programmes, co-curricular activities, evaluation system, nature of practice teaching, effectiveness of practice teaching, innovative practices in the college, issues and challenges faced by them, measures for improvement of secondary teacher education. The questionnaire for the teacher educator consisted of 71 items which covered aspects regarding their profile, infrastructural facilities, academic programmes, community work, evaluation system, staff extension work, faculty development programme, IGNOU programme

and distance education, assessment of practice teaching, innovative practices in the college, issues and challenges faced by them, measures for improvement of secondary teacher education and the like. The questionnaire for the principal carried 87 items which covered areas such as their profile, infrastructural facilities, co-curricular activities, finance, administration, staff extension work, faculty development programme, IGNOU programme, issues and challenges faced by them and measures for improvement of secondary teacher education in the State. Finally, they were administered to the subjects for collection of data. Besides the three sets of questionnaires, office files and record of the eight colleges and that of the government were examined for necessary information. Interview schedule was also prepared in consultation with the supervisors and feedback from some experts and was administered to 15 experts in the field of education. The interview schedule have 5 questions which covered the importance of secondary teacher education, present status of secondary teacher education, problems faced by secondary teacher education, shortcomings of secondary teacher education and suggestion for the improvement of secondary teacher education.

3.5. Administration and Collection of data

For the collection of data, the investigator used both primary and secondary sources. For primary data, the investigator first of all through written as well as telephonic communication took permission from the Principal for the administration of the questionnaires to the different subjects. Then a day was set for the said purpose when the investigator personally went to the field and administered the questionnaires to the student teachers, teacher educators and the principals. In some colleges, the questionnaires were returned back on the day of the administration itself, but majority of them returned/collected after a lapse of 1-3 days. Still those who could not submit on the appointed day(s) mailed them to the investigator. Also an interview schedule was used to collect the same from 15 experts in the field of education. The interview was carried out through face to face mode as well as through telephonic interview. For the collection of other secondary data, other means like office files and records were consulted.

3.6. Techniques of Analysis and Interpretation of data:

The raw data collected by the investigator through the different tools as cited were organised and tabulated in order to determine the inherent facts or meanings. The data were analysed, calculated and discussed from as many angles as possible to arrive at new facts. Percentage was used for the final interpretation of the data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0. Introduction

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Selltitz, Jahoda and others opine that analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organising these in such a manner that they answer the research question(s).

Analysis of data means categorizing, systematizing, and classifying the data. Interpretation refers to the task of drawing inferences from the collected facts after an analytical study. In order to procure a significant picture of the raw information collected, analysis and interpretation is a core of a research study so as to draw accurate result and inferences.

This chapter deals with the analysis and interpretation of the data collected through three sets of Questionnaires, oral interview of 15 experts in the field of education and governmental reports/records and official records from the colleges that were studied. The analysis of the data collected for the present study “A Critical Study of Secondary Teacher Education in Nagaland” was analysed keeping in view the 8(eight) objectives of the study. The data were collected in response to both closed as well as open-ended questions from the questionnaire. All the responses thus collected from each items were calculated and then converted into percentages followed by interpretation and discussion which were analysed and presented in tabular forms.

Analysis and interpretation were carried out in different sections under the following headings:

4.1. Analysis and interpretation of data collected through 3 sets of Questionnaires.

They were analysed and interpreted under 3 categories namely:

Category 1: Analysis and interpretation of responses of Student Teachers

Category 2: Analysis and interpretation of responses of Teacher Educators

Category 3: Analysis and interpretation of responses of Principals

4.1.1. Analysis and interpretation of the Responses of Student Teachers.

The Student Teachers were from the 8 colleges of Secondary Teacher Education and consists of 390 respondents. The analysis and interpretations were as follow:

Table No. 4.1. Background information of the Student Teachers.

Gender	Male			Female	
	75.38%			24.62%	
Age	21-25 yrs	26-30 yrs	31-35 yrs	36-40yrs	41-45 yrs
	28.47%	57.94%	10%	2.83%	0.76%

Table 4.1 indicated that out of the 390 respondents, 296 (75.38%) were female and 94 (24.62%) were male. With regards to the age of the student teachers, 111 (28.47%) were in the age group of 21-25 years, 226 (57.94%) were in the age group of 26-30 years, 39 (10%) were in the age group of 31-35 years, 11 (2.83%) were in the age group of 36-40 years, 3 (0.76%) were in the age group of 41-45 years

Table No. 4.2. Tribes of the Student teachers

Tribes	Percentage %
Angami	15.90 %
Ao	17.44%
Chakhesang	11.02%
Chang	4.10%
Khamniungan	1.03%
Konyak	6.67%
Lotha	9.74%
Phom	4.10%
Pochury	1.03%
Rengma	1.79%
Sangtam	1.03%
Sumi	15.64%
Yimchunger	1.28%
Zeliang	2.30%
Kuki	0.51%
Tikhir	0.26%
Rongmei	0.51%
Mao	1.03%
General	4.62%

Table 4.2 indicated that out of the total 390 respondents, 62 (15.90%) of the respondents were from Angami tribe, 68 (17.44%) of the respondents were from Ao tribe, 43 (11.02%) of the respondents were from Chakhesang tribe, 16 (4.10%) of the respondents were from Chang tribe,

4 (1.03%) of the respondents were from Khamniungan tribe, 26 (6.67%) of the respondents were from Konyak tribe, 38 (9.74%) of the respondents were from Lotha tribe, 16 (4.10%) of the respondents were from Phom tribe, 4 (1.03%) of the respondents were from Pochury tribe, 7 (1.79%) of the respondents were from Rengma tribe, 4 (1.03%) of the respondents were from Sangtam tribe, 61 (15.64%) of the respondents were from Sumi tribe, 5 (1.28%) of the respondents were from Yimchunger tribe, 9 (2.30%) of the respondents were from Zeliang tribe, 2 (0.51%) of the respondents were from Kuki tribe, 1 (0.26%) of the respondents were from Tikhir tribe, 2 (0.51%) of the respondents were from Rongmei tribe, 4 (1.03%) of the respondents were from Mao tribe, and 18 (4.62%) of the respondents were from General category.

Table No. 4.3. Information about the Student Teachers' educational qualification

Educational Qualification	B.A	B.Sc	B.Com	B.A LLB	M.A	M.Sc	M.Com	M.A. NET	M.Phil
	31.80%	42.56%	6.92%	12.05%	2.56%	1.29%	1.80%	0.51%	0.51%
Streams of their Degree	Arts			Science			Commerce		
	77.18%			18.98%			3.84%		

Table 4.3 indicated that out of the total respondents, 124 (31.80%) of the respondents have B.A degree, 166 (42.56%) of the respondents have B.SC degree, 27 (6.92%) of the respondents have B.COM degree, 47 (12.05%) of the respondents have B.A, LLB degree, 10 (2.56%) of the respondents have M.A degree, 5 (1.29%) of the respondents have M.SC degree, 7 (1.80%) of the respondents have M.COM degree, 2 (0.51%) of the respondents have M.A.NET degree, 2 (0.51%) of the respondents have M. PHIL degree. The above table indicates that out of the total respondents, 301 (77.18%) were from Arts streams, 74 (18.98%) were from Science streams, 15 (3.84%) were from Commerce streams.

Table No. 4.4. Service conditions of the Student Teachers

Status of the student Teachers	In –Service		Pre - Service	
	34.35%		65.65%	
Nature of their Service	Regular	Contract	Ad –hoc	
	75.37%	12.69%	11.94%	
Years of Experience	1-5 years	6-10 years	11 -15 years	16 -20 years
	26.12%	35.82%	32.09%	5.97%

Table 4.4 indicated that out of the total respondents, 134 (34.35%) were In-service, 256 (65.65%) were Pre-service. The above table indicated that out of the total respondents, 101 (75.37%) of them were Regular employees, 17 (12.69%) of them were Contract employees, 16 (11.94%) of them were Ad-hoc employees. The above table indicated that out of the total respondents of 134 (34.35%) who were in-service, 35 (26.12%) of the respondents had 1-5 years of experience, 48 (35.82%) of the respondents had 6-10 years of experience, 43 (32.09%) of the respondents had 11-15 years of experience, 8 (5.97%) of the respondents had 16-20 years of experience

Table No. 4.5. Subjects and classes taught by In-service Student Teacher.

Class	Elementary level (4-8)	Secondary level (9-10)	Higher Secondary level (11-12)	Degree level (B.A)
Percentage %	53.73%	30.60%	14.18%	1.49%
Subject(s) taught		Percentage %		
i) English		11.19%		
ii) Social Studies		10.45%		
iii) Science		5.22%		
iv) Maths		3.73%		
v) MIL		1.49%		
vi) English & Social Studies		37.31%		
vii) Maths& Science		14.92%		
viii) Education		2.24%		
ix) Political Science		2.99%		
x) Psychology		2.24%		
xi) Sociology		2.24%		
xii) History		2.99%		
xiii) Environmental Studies		1.49%		
xiv) Chemistry		0.75%		
xv) Physics		0.75%		

Table 4.5 indicated that out of the total respondents, 72 (53.73%) of the respondents taught Elementary level, 41 (30.60%) of the respondents taught Secondary level, 19 (14.18%) of

the respondents taught Higher Secondary level, 2 (1.49%) 37 of the respondents taught Degree level. The above table indicated that out of the total respondents, 15 (11.19%) taught English subject; 14 (10.45%) taught Social Studies subject; 7 (5.22%) taught Science subject; 5 (3.73%) taught Mathematics subject; 2 (1.49%) taught MIL subject; 50 (37.31%) taught English & Social Studies subject; 20 (14.92%) taught Mathematics & Science subject; 3 (2.24%) taught Education subject; 4 (2.99%) taught Political Science subject; 3 (2.24%) taught Psychology subject; 3 (2.24%) taught Sociology subject; 4 (2.99%) taught History subject; 2 (1.49%) taught Environmental subject; 1 (0.75%) taught Chemistry subject; 1 (0.75%) taught Physics subject.

Table No. 4.6. Reasons for undergoing B.Ed, fulfillment of expectations and the duration of the course

Reason for Undergoing B. ED	To teach effectively	For professional growth	As a mean for further studies	For promotion	Other reason
Order of relevance	64.87%	60.51%	23.33%	9.48%	6.41%
Extend of expectation being fulfilled		Percentage			
To a great extend		62.06%			
To some extend		32.43%			
Doubtful		2.05%			
Not at all		0%			
Duration of the course	Lengthy		Sufficient		Insufficient
Percentage	22.82%		74.11%		3.0%

Table 4.6 indicated that out of the total respondents, 253 (64.87%) of the respondents underwent B. ED, 'To teach effectively', 236 (60.51%) of the respondents underwent B. ED, 'For professional growth', 91 (23.33%) of the respondents underwent B. ED, 'As a mean for further studies', 37 (9.48%) of the respondents underwent B. ED, 'For promotion', 25 (6.41%) of the

respondents underwent B. ED for, ‘Other reason’. Out of the total respondent Of 390, 242 (62.06%) responded ‘To a great extent’ and 146 (32.43%) responded ‘To some extent’, while 2 (2.05%) responded ‘doubtful’ and 0 (0%) responded ‘not at all’. Out of the total respondent 89 (22.82%) of them said the duration was ‘Lengthy’ and 289 (74.11%) said it was ‘Sufficient’ while 12 (3.0%) said it was ‘Insufficient’.

Table No. 4.7. Infrastructural facilities available in the institute

Sl/No	Facility	Satisfactory	Average	Unsatisfactory
i	Classrooms	59.74%	32.82%	7.44%
ii	Chairs	66.15%	31.03%	2.82%
iii	Tables	62.05%	33.34%	4.61%
iv	Conference/Seminar Hall	36.66%	33.85%	29.49%
v	Science laboratory	7.94%	20.77%	71.29%
vi	Separate toilets for men & women	52.30%	26.65%	22.05%
vii	Canteen	23.58%	51.29%	25.13%
viii	Indoor-games room	13.84%	34.62%	51.54%
ix	Library	28.97%	48.47%	22.56%
x	ICT Laboratory	19.74%	36.16%	44.10%
xi	Language Laboratory	7.43%	28.98%	63.59%
xii	Proper electrification	45.38%	43.85%	10.77%
xiii	Drinking water	39.48%	43.08%	17.44%
xiv	Xerox/Copier	26.67%	33.58%	39.75%

Table 4.7 indicated that, regarding classroom facility 233 (59.74%) responded Satisfactory, 128 (32.82%) responded Average and 29 (7.44%) responded Unsatisfactory.

Regarding Chairs, 258 (66.15%) responded Satisfactory, 121 (31.03%) responded Average and 11 (2.82%) responded Unsatisfactory. Regarding Tables, 242 (62.05%) responded Satisfactory, 130 (33.34%) responded Average and 18 (4.61%) responded Unsatisfactory. Regarding Conference/Seminar hall, 143 (36.66%) responded Satisfactory, 132 (33.85%) responded Average and 115 (29.49%) responded Unsatisfactory. Regarding Science laboratory, 31 (7.94%) responded Satisfactory, 81 (20.77%) responded Average and 278 (71.29%) responded Unsatisfactory. Regarding Separate toilets for men & women, 204 (52.30%) responded Satisfactory, 100 (26.65%) responded Average and 86 (22.05%) responded Unsatisfactory. Regarding Canteen, 92 (23.58%) responded Satisfactory, 200 (51.29%) responded Average and 98 (25.13%) responded Unsatisfactory. Regarding Indoor-games room, 54 (13.84%) responded Satisfactory, 135 (34.62%) responded Average & 201 (51.54%) responded Unsatisfactory. Regarding Library, 113 (28.97%) responded Satisfactory, 189 (34.62%) responded Average and 88 (51.54%) responded Unsatisfactory. Regarding ICT Laboratory, 77 (19.74%) responded Satisfactory, 141 (36.16%) responded Average and 172 (44.10%) responded Unsatisfactory. Regarding Language Laboratory, 29 (7.43%) responded Satisfactory, 113 (28.98%) responded Average and 248 (63.59%) responded Unsatisfactory. Regarding Proper Electrification, 177 (45.38%) responded Satisfactory, 171 (43.85%) responded Average and 42 (10.77%) responded Unsatisfactory. Regarding Drinking water, 154 (39.48%) responded Satisfactory, 168 (43.08%) responded Average and 68 (17.44%) responded Unsatisfactory. Regarding Xerox/Copier, 104 (26.67%) responded Satisfactory, 131 (33.58%) responded Average and 155 (39.75%) responded Unsatisfactory.

Table No. 4.8.Hostel facility in the Colleges

Hostel facility	Percentage
Yes	38.47%
No	61.53%
Satisfied	Percentage
Yes	80%
No	20%

In table 4.8, out of the total 390 respondents, 150 (38.47%) responded that they were being provided with hostel facility by the institute and the remaining 240 (61.53%) were not provided with hostel facility. Out of the 150 (38.47%) who were provided with hostel facility, 120 (80%) were satisfied with it and 30(20%) were not satisfied with the facilities.

Table No. 4.9. Role of Student Teachers in the institute

Student body being formed In the institute	Yes	No
	85.38%	14.62%
Participation of the Class Representative in decision making	Yes	No
	92.82%	7.18%
Funds for student welfare	Yes	No
	24.87%	75.13%

Table 4.9 indicated that out of the total respondent, 333 (85.38%) of them said that student body/organization are formed in their institutes; and 57 (14.62%) said that student body/organization are not formed in their institute. Out of the 333 respondents who responded 'Yes', 98 (29.43%) specified that the student body help in coordinating between the authority/educators and the student teachers; 121 (36.34%) specified that the student body work for the welfare of the student; 62 (18.62%) Promote and initiate various co-curricular activities; 52 (15.61%) specified that the student body help in maintaining the norms of the college and in organizing different activities like sports week and club activities. The above table indicated that out of the total respondent of 390, 362 (92.82%) responded that class representatives/student body participated in decision making of the institute in times of organising programme/activities; and 28 (7.18%) responded that class representatives/student body did not participated in decision making of the institute in times of organising programme/activities. The above table also indicated that out of the total respondent, 97 (24.87%) responded there were separate funds for students' welfare; and 293 (75.13%) responded that there were no separate funds for students' welfare. Those who responded 'Yes', cited the same reason that the fund is managed by the Student Union Executives. Those who responded 'No' gave no reason.

Table No. 4.10. Management of programmes/activities organised by the Student-Teachers

Source of Income	Percentage
By contribution among the student teachers	54.36%
With the donations received from the teaching faculties	12.82%
With the allotted amount sanctioned from the management authority	5.64%
Any other	0%

Regarding the matter on how the programmes/activities organised are financially managed, table 4.10 indicated the responses in the following manner: 212 (54.36%) responded that they were financially managed 'By contribution among the student teachers'; 50 (12.82%) responded that they were financially managed 'With the donations received from the teaching faculties'; 22 (5.64%) responded that they were financially managed 'With the allotted amount sanctioned from the management authority'.

Table No. 4.11. Relationship between the Teacher Educator and Student Teachers.

Whether there is good relationship between the teacher educators and student teachers	Percentage %	
	Yes	97.17%
	No	2.83%
Whether teacher educators readily help the student teachers	Percentage %	
	Yes	99.23%
	No	0.77%
Whether the head was approachable	Percentage %	
	Yes	92.82%
	No	7.18%
Whether head the institute look after the welfare of the student teachers	Percentage %	
	Yes	89.74%
	No	10.26%

Table 4.11 indicated that out of the total respondent, 379 (97.17%) responded there is a good relationship between teacher educators and student teachers; and 11 (2.83%) responded there is no good relationship between teacher educators and student teachers. It indicated that out of the total respondent of 390, 387 (99.23%) responded that the teachers readily help the student-teachers in case of any difficulties; and 3 (0.77%) responded that the teachers do not help the student-teachers in case of any difficulties. It also indicated that out of the total respondent, 362 (92.82%) responded that the head of the institution is approachable; and 28 (7.18%) responded that the head of the institution is not approachable. The above table also indicates that out of the total respondents, 350 (89.74%) responded that the head of the institution look after the welfare

of the student teachers; and 40 (10.26%) responded that the head of the institution do not look after the welfare of the student teachers.

Table No. 4.12. Admission and Teacher Educator

Whether the student teachers are satisfied with the existing pattern of their selection/admission	Satisfied	Percentage
	Yes	91.53%
	No	8.47%
Regularity of the Teacher Educators	Percentage	
	Yes	95.12%
	No	4.88%
Whether Teacher Educators are competent	Percentage	
	Yes	89.74%
	No	10.26%

Table 4.12 indicated that out of the total respondents, 357 (91.53%) responded that they were satisfied with the existing pattern of student teachers selection/admission; and 33 (8.47%) responded that they were not satisfied with the existing pattern of student teachers selection/admission. Of the total 33 respondents who responded 'No', the reason stated were: 3 (9.1%) there should be ratio among the given geographical district; 4 (12.12%) not properly maintained; 18 (54.54%) very limited seats.8 (24.24%) quota systems should be done away with. It indicates that out of the total respondent, 371 (95.12%) responded that the teacher educators were regular in their work; and 19 (4.88%) responded that the teacher educators were not regular in their work. The above table also indicated that out of the total respondent, 350 (89.74%) responded that the teacher educators were competent in their teaching; and 40 (10.26%) responded that the teacher educators were not competent in their teaching. Out of the 40 who responded 'No', reasons cited were 11 (27.5%) of them stated that some teachers only give notes; 15 (37.5%) of them said that some teachers do not do their homework; 14 (35%) of them said that some lack in effective classroom communication.

Table No. 4.13. Academic works for Students Teachers

Whether student teachers write assignments	Yes			No
	100%			0%
Whether they have class test	Yes			No
	82.05%			17.95%
Whether they present papers	Yes			No
	93.07%			17.95%
Mode of seminar	Individual	Group	Paper	Power point presentation
	93.59%	94.62%	60.51%	77.18%
Active student teachers' participation	Yes			No
	97.43%			2.57%

Table 4.13 indicated that out of the total respondent, 390 (100%) responded that they were required to write assignments; and 0(0%) responded that they were not required to write assignments. Regarding class test, 320 (82.05%) responded that they had to write test; and 70 (17.95%) of them responded that they do not have to write test. Out of the 70 respondents who responded 'Yes', the reasons cited were 8 (11.43%) cited that it is not fixed and depends on the teacher educators, 9 (12.86%) said once a week, 7 (10%) said twice a week, 11 (15.71%) said once a month, 13 (18.57%) said frequently, 6 (8.57%) said twice or thrice depending on the syllabus, 16 (22.87%) said once or twice per semester. The table also indicated that out of the total respondents, 363 (93.07%) responded that they had to present seminar papers; and 27 (6.93%) responded that they do not had to present seminar papers. Out of the 49 respondents who responded 'Yes', the number of seminar required to be presented per semester given were, 25.34% cited once per semester, 7.71% said twice per semester, 4.95% said thrice per semester, 9.09% cited 1-2 times per semester, 12.94% cited 2-3 times in one semester, 7.98% said 3-4 times per semester, 15.42% said 4-5 times per semester, 3.03% said 5-6 times per semester, 5.50% said once in a month, 3.03% said depends on the teacher educator, whereas 7.98% said not often, just occasionally.

The above table also indicated that out of the total respondents, 365 (93.59%) of the respondents responded that seminars were conducted by 'Individual presentation'; 369 (94.62%) of the respondent responded that seminars were conducted through 'Group presentation'; 236 (60.51%) of the respondents responded that seminars were conducted by 'Paper presentation';

301 (77.18%) of the respondents responded that seminars were conducted through 'Power point presentation'.

Regarding the participation of student teachers 380 (97.43%) responded that the students actively participate during seminar/workshop; and 10 (2.57%) responded that the students do not actively participate during seminar/workshop. Out of the 1 respondent who responded 'No', the reasons cited being there were some who does not even know how the classes are going on and so they fail to participate during seminar.

Table No. 4.14. Methods of Teaching

Methods mostly used by the teacher educator	Lecture	Discussion	Lecture cum discussion	Dictation of notes	Demonstration
	41.79%	40%	79.23%	35.13%	12.56%
Whether satisfied with the teaching methods used by the teacher educator	Yes			No	
	88.38%			14.62%	
Whether teachers use technological device while teaching	Yes			No	
	74.61%			25.39%	
Whether Teacher Educators employ Constructivist Approach in their teaching	Yes			No	
	79.48%			20.52%	

Regarding the Methods mostly used by the teacher educator, Table 4.14 indicated that, 163 (41.79%) respondents responded that the teacher educators used 'Lecture' method for teaching, 156 (40%) responded that the teacher educators used 'Discussion' method for teaching, 309 (79.23%) responded that the teacher educators used 'Lecture and Discussion' method for teaching, 137 (35.13%) responded that the teacher educators used 'Dictation of notes' method for teaching, 49 (12.56%) responded that the teacher educators used 'Demonstration' method for teaching. According to the respondents the other methods used for teaching were; 8 (2.05%) of them responded 'Power point presentation'; 2 (0.51%) responded 'PPT, White Board, Video clips'; 5 (1.28%) responded 'Activity method'; 1 (0.26%) responded 'Distribution of materials'. Regarding whether satisfied with the teaching methods used by the teacher educator, 333 (88.38%) responded that they are satisfied with the teaching methods used by their teachers and 57 (14.62%) responded that they are not satisfied with the teaching methods used by their teachers. Out of the 57 respondents who responded 'No', the reasons cited were, 33.33% said they often use lecture method which is quite monotonous, 22.80% Very traditional, less interaction and authoritative, 12.28% lack of appropriate method and teaching aids, 8.77% lack

of content master, 14.03% very limited time for group activity and discussion and 19.29% lack of use of ICT and constructivist approach. The above table also indicated that out of the total respondents, 291 (74.61%) responded that the teachers use technological devices while teaching; and 99 (25.39%) responded that the teachers do not use technological devices while teaching. Out of the 291 respondents who responded 'Yes', the devices used were, 50.17% ICT Projector, 31.61% Power point presentation, 45.36% Audio visual aids 20.27% Laptop. In addition the table also indicates that out of the total respondent, 79.48% responded that the teacher educators employ Constructivist Approach in their teaching; and 20.52% responded that the teacher educators do not employ Constructivist Approach in their teaching.

Table No. 4.15. Course Curriculum

Present curriculum according to Student Teachers	Too vast	Vast	Appropriate	Light	Too light
	13.84%	42.82%	42.30%	0.52%	0.52%
Whether the existing curriculum meeting the needs of the Student Teachers as a teacher	Yes			No	
	92.82%			7.18%	
Whether satisfied with the course curriculum	Yes			No	
	88.20%			11.80%	
Whether the content of the curriculum is relevant	Yes			No	
	81.79%			18.21%	

Regarding the present curriculum according to Student Teachers, Table No. 4.15 indicated that, 54 (13.84%) respondents responded that the present curriculum was Too vast; 167 (42.82%) responded that the present curriculum was Vast; 165 (42.30%) responded that the present curriculum was Appropriate; 2 (0.52%) responded that the present curriculum was Light; 2 (0.52%) responded that the present curriculum was Too light. Out of the total respondents, 362 (92.82%) responded that the present curriculum was meeting their needs as a teacher; and 28 (7.18%) responded that the present curriculum was not meeting their needs as a teacher. Of the 28 respondents who responded 'No', the reasons cited were, 78.42% curriculum needed to be revised, 78.57% too many overlapping, 64.28% practice teaching should be initiated from the first semester itself and 71.42% the present curriculum was not constructive in nature. Out of the total respondent, 344(88.20%) responded that they were satisfied with the course curriculum; and 46 (11.80%) responded that they were not satisfied with the course curriculum. Out of the 46 respondents who responded 'No', the reasons cited were, 15.21% there should be more practical, 28.26% theory paper should be reduced, 36.95% course should be well confronted with the time

frame, some were too short while others too long, some semesters were too heavy loaded, 17.39% unnecessary topics were included, 17.39% it was unorganised and not structured properly. Regarding whether the content of the curriculum was relevant, 319 (81.79%) responded that the content of the syllabus was relevant; and 71 (18.21%) responded that the content of the syllabus is not relevant. Out of the 71 respondents who responded 'No', the reasons given were, 36.61% irrelevant for rural village schools on practical ground, 32.39% not relevant to real life practice teaching, too much theory that encourages rote learning, 18.30% not relevant to the students' curriculum especially inclusive education, 21.12% lack of coordination between school curriculum and B.Ed course.

Table No. 4.16. Subjects relevancy according to Student Teachers

Sl.No.	Name of the paper	Very Relevant	Relevant	Undecided	Not Very Relevant	Not at all Relevant
		5	4	3	2	1
1	Childhood and growing up	60.76%	35.64%	2.06%	1.54%	0%
2	Contemporary India and education	16.41%	57.44%	16.67%	8.20%	1.28%
3	Language across the curriculum	34.10%	52.31%	9.48%	3.86%	0.25%
4	Understanding disciplines and subjects	41.54%	47.95%	7.70%	2.56%	0.25%
5	Assessment of learning	46.15%	45.39%	7.43%	1.03%	0%
6	Learning and teaching	50.77%	41.79%	5.90%	1.54%	0%
7	Knowledge and curriculum	33.58%	52.83%	10.26%	3.33%	0%
8	Gender, School and Society	44.10%	47.95%	6.67%	1.03%	0.25%
9	Pedagogy of school subject	48.72%	43.59%	5.39%	2.05%	0.25%
10	EPC1 Reading and reflecting on texts	26.67%	48.72%	19.23%	5.13%	0.25%
11	EPC2 Drama and art	22.30%	53.34%	15.39%	7.69%	1.28%
12	EPC3 Critical understanding of ICT	38.20%	51.80%	8.46%	1.54%	0%
13	EPC4 Understanding self	43.07%	45.13%	9.75%	2.05%	0%

Table 4.16 indicated that with regards to the paper, Childhood and growing up, 237 (60.76%) of the respondents found it Very Relevant; 139 (35.64%) found it Relevant; 8 (2.06%) found it Undecided; 6 (1.54%) found it Not very Relevant; 0 (0%) found it Not at all relevant. Contemporary India and education, 64 (16.41%) of the respondents found it Very Relevant; 224 (57.44%) found it Relevant; 65 (16.67%) found it Undecided; 32 (8.20%) found it Not very Relevant; 5 (1.28%) found it Not at all relevant. Language across the curriculum, 133 (34.10%) of the respondents found it Very Relevant; 204 (52.31%) found it Relevant; 37 (9.48%) found it Undecided; 15 (3.86%) found it Not very Relevant; 1 (0.25%) found it Not at all relevant. Understanding disciplines and subjects, 162 (41.54%) of the respondents found it Very Relevant; 187 (47.95%) found it Relevant; 30 (7.70%) found it Undecided; 10 (2.56%) found it Not very Relevant; 1 (0.25%) found it Not at all relevant. Assessment of learning, 180 (46.15%) of the respondents found it Very Relevant; 177 (45.39%) found it Relevant; 29 (7.43%) found it Undecided; 4 (1.03%) found it Not very Relevant; 0 (0%) found it Not at all relevant. Learning and teaching, 198 (50.77%) of the respondents found it Very Relevant; 163 (41.79%) found it Relevant; 23 (5.90%) found it Undecided; 6 (1.54%) found it Not very Relevant; 0 (0%) found it Not at all relevant. Knowledge and curriculum, 131 (33.58%) of the respondents found it Very Relevant; 206 (52.83%) found it Relevant; 40 (10.26%) found it Undecided; 13 (3.33%) found it Not very Relevant; 0% found it Not at all relevant. Gender, school and society, 172 (44.10%) of the respondents found it Very Relevant; 187 (47.95%) found it Relevant; 26 (6.67%) found it Undecided; 4 (1.03%) found it Not very Relevant; 1 (0.25%) found it Not at all relevant. Pedagogy of school subject, 190 (48.72%) of the respondents found it Very Relevant; 170 (43.59%) found it Relevant; 21 (5.39%) found it Undecided; 8 (2.05%) found it Not very Relevant; 1 (0.25%) found it Not at all relevant. EPC 1 Reading and reflecting on texts, 104 (26.67%) of the respondents found it Very Relevant; 190 (48.72%) found it Relevant; 75 (19.23%) found it Undecided; 20 (5.13%) found it Not very Relevant; 1 (0.25%) found it Not at all relevant. EPC 2 Drama and art, 87 (22.30%) of the respondents found it Very Relevant; 208 (53.34%) found it Relevant; 60 (15.39%) found it Undecided; 30 (7.69%) found it Not very Relevant; 5 (1.28%) found it Not at all relevant. EPC 3 Critical understanding of ICT, 149 (38.20%) of the respondents found it Very Relevant; 202 (51.80%) found it Relevant; 33 (8.46%) found it Undecided; 6 (1.54%) found it Not very Relevant; 0 (0%) found it Not at all relevant. EPC 4 Understanding self, 168 (43.07%) of the respondents found it Very Relevant; 176 (45.13%) found it Relevant; 38 (9.75%) found it Undecided; 8 (2.05%) found it Not very Relevant; 0 (0%) found it Not at all relevant.

Table No. 4.17. Co-curricular Activities and Community Work

Whether the colleges organised co-curricular activities	Yes	No
	98.46%	1.54%
Whether the college has clubs for different co-curricular activities	Yes	No
	64.61%	35.39%
Whether the student teachers were satisfied with the co-curricular activities organized in the institution	Yes	No
	61.28%	38.72%
Whether the colleges participate in/organise any community work	Yes	No
	70.26%	29.74%

Regarding whether the college had clubs for different co-curricular activities, Table No. 4.17 showed that 384 (98.46%) respondents responded that their college organized co-curricular activities and 6 (1.54%) responded that their college does not organised co-curricular activities. Out of the 384 respondents who responded 'Yes', the list of co-curricular activities and programs conducted were, 100% Sports week, 78.12% Cultural day, 40.36% Talent fest, 98.95% Teacher's day, 52.08% Fresher's day, 54.42% Farewell/parting, 25.78% Discussion, 23.17% Assembly, 65.10% Social gathering, 46.87% Workshops & seminar, 28.65% Literary day, 72.91% Orientation day, 72.91% College picnic, 15.62% Unity day, 15.62% Field trip, 52.08% Club activities, 65.10% Observation and 46.87% Pre-Christmas

Regarding whether the student teachers were satisfied with the co-curricular activities organized in the institution, 252 (64.61%) responded that their college have clubs for different co-curricular activities and 138 (35.39%) responded that their college did not have clubs for different co-curricular activities. Out of the 252 respondents who responded 'Yes', the name of the clubs cited were, 71.42% Cultural Club, 87.30% Aesthetic Club, 39.68% Health Club, 31.74% Medicinal Plants Club, 71.42% Environmental Club, 53.57% Music Club, 50% Gastronome Club, 46.03% Photography Club, 87.30% Red Ribbon Club, 31.34% Technology Club, 43.65% Eco Club, 31.74% Horticulture Club, 50% Literary Club, 46.03% Science Club, 71.42 Current Events Club, 31.74% Music Club

Regarding whether the colleges participated in/organised any community work, 239 (61.28%) responded that they were satisfied with the co-curricular activities organized in their institute and 151 (38.27%) responded that they were not satisfied with the co-curricular activities organized in their institute. Out of the 151 respondents who responded 'No', the reasons cited were, 77.48% mentioned that the co-curricular activities were more of the same old activities.

More innovative ideas need to come up and organise activities where everyone can have active part, 92.05% Inter-BE.d College Literary Day should be organised were debate, seminar and extempore and other co-curricular activities should become the core part of it, 79.47% In-service and mostly married student-trainees show lack of inters and do not participate in such activities, in fact they hardly turn up on such co-curricular events, 76.15% There was hardly any time for such co-curricular activities due to tight syllabus and over loaded assignments, report writing and reflective writing on ever activity that were being conducted in the college, 77.46% Not well organized, mostly the preparation was at the eleventh hour, 70.86% Too less co-curricular activities and 72.18% Literary day should be conducted

Regarding whether the colleges organised co-curricular activities, 116 (29.74%) of them responded that their college participated in/organize community work and 274 (70.26%) responded that their college did not participated in/organized in community work. Out of the 116 respondents who responded 'Yes', the reasons stated were, 36.86% Inter-college fest week, 80.29% Participated in All Nagaland B. ED sports meet/week, 96.35% Cleanliness drive, 94.89% Social work in College surroundings, 65.69% Visiting orphanage and old age home, 54.74% Charity work, 44.16% Plantation of trees.

Table No. 4.18. Observation of important/special days

Sl.No	Day	Percentage %
i)	Sanitation Day	13.33%
ii)	Teacher's Day	97.69%
iii)	World Environment Day	52.82%
iv)	World Literacy Day	23.07%
v)	International Woman's Day	24.10%
vi)	World Aids Day	20%
vii)	World Disabled Day	4.35%
viii)	Earth Day	16.15%
ix)	Water Day	2.05%
x)	World Consumer Day	14.10%
xi)	World Tobacco Day	15.89%

Table 4.18 showed that out of the total respondents, 52(13.33%) responded that their colleges observe Sanitation Day, 381(97.69%) responded that their colleges observe Teacher's Day, 506(52.82%) responded that their colleges observe World Environment Day, 90(23.07%)

responded that their colleges observe World Literacy Day Sanitation Day, 94(24.10%) responded that their colleges observe International Woman's Day, 78(20%) responded that their colleges observe World Aids Day, 17(4.35%) responded that their colleges observe World Disabled Day, 63(16.15%) responded that their colleges observe Earth Day, 8(2.05%) responded that their colleges observe Water Day, 55(14.10%) responded that their colleges observe World Consumer Day and 62(15.89%) responded that their colleges observe World Tobacco Day.

According to the respondents, other days observed were: 8(2.05%) responded that their colleges observe World Health Day, 14(3.58%) responded that their colleges observe Unity Day, 4(1.02%) responded that their colleges observe Fresher's Day, 4(1.02%) responded that their colleges observe Farewell Day, 8(2.05%) responded that their colleges observe Cultural Day, 5(1.28%) responded that their colleges observe World Mental Health Day, 2(0.51%) responded that their colleges observe Foundation Day, 1(0.25%) responded that their colleges observe Orientation Day.

Table No. 4.19. Organisation of Workshop(s)

Whether the institution organizes any workshop on different aspects of teaching	Yes	No
	46.15%	53.85%
Whether the workshops are necessary in Teacher Education	Yes	No
	81.02%	18.98%

Regarding whether the institution organise any workshop on different aspects of teaching, Table No.4.19 showed that 180(46.15%) responded that their institute organised workshop(s) on different aspects of teaching (e.g. Preparation of teaching aids, Evaluation etc.) and 210(53.85%) responded that their institute organised workshop(s) on different aspects of teaching (e.g. Preparation of teaching aids, Evaluation etc.). Out of the 180 respondents who responded 'Yes', 100% mentioned Preparation of lesson plan 72.77% mentioned Workshop on evaluation and assessment, 76.11% mentioned Workshop on the use of ICT in teaching, 49.11% mentioned Workshop on Block Teaching, 61.11% mentioned Art and drama, 37.77% mentioned Demo class by lecturer, 77.77% mentioned Preparation of teaching aids, 72.77% mentioned Preparation of 5Es of teaching (Engage, Explain, Explore, Elaborate, Evaluation), 37.77% mentioned Workshop on food preservation, 50.55% mentioned Making chart and 72.77% mentioned Teaching skills.

Regarding whether the workshops were necessary in Teacher Education, 316(81.02%) responded that these workshops were necessary in teacher education and 74(18.98%) responded that these workshops were not necessary in teacher education. Out of the 316 respondents who responded 'Yes', 82.27% said, 'yes', it helped to acquire more knowledge, 85.44% said, 'yes' because it helped teacher to be more creative, 63.28% mentioned, so that the student-teacher become efficient and well-equipped, 56.96% mentioned, to make teaching and learning more effective, 66.45% mentioned that it enabled a student-teacher to be more confident, 53.79% mentioned that it equipped the student teacher with the skills necessary for practice, 47.46% mentioned, to provided knowledge, 60.44% said, it helped teachers to make use of TLMs more effectively, 50.63% said, it renovated the teaching techniques, 50.63% said, it improved as well as gave ideas, 44.30% said, it developed teaching skills and 45.25% said, to motivate.

Table No. 4.20. Organisation of Micro-Teaching and Orientation of Teaching Skills

Whether the institution organise Micro-Teaching for the Student Teachers				Yes		No	
				67.94%		32.06%	
If ‘Yes’, were you oriented with Micro Teaching Skills based on Constructivist Approach							
Yes				No			
67.69%				32.31%			
Whether the Student Teachers were made to practice the Micro-Teaching skills				Yes		No	
				67.94%		32.06%	
Number of teaching skills practiced by the Student Teachers							
1 Skill	2 Skills	3 Skills	4 Skills	5 Skills	6 Skills	7 Skills	8 Skills
0%	3.77%	13.21%	13.21%	13.21%	16.98%	17.73%	21.89%
Whether satisfied with the performance of teacher educator in orienting the Student Teacher on the teaching skills					Yes		No
					84.61%		15.39%

Regarding whether the institution organised Micro-Teaching for the Student Teachers, Table No. 4.20 showed that 265(67.94%) respondents responded that their institute organised Micro Teaching for the student teachers and 125(32.06%) responded that their institute did not organised Micro Teaching for the student teachers. Of the total respondent of 265 who said 'Yes', 265(67.69%) responded that they were oriented with Micro Teaching Skills based on Constructivist approach and 125(32.31%) responded that they were not oriented with Micro

Teaching Skills based on Constructivist approach. Regarding whether the Student Teachers were made to practice the Micro-Teaching skills, 265(67.94%) responded that they were made to practice Micro Teaching Skills and 125(32.06%) responded that they were not made to practice Micro Teaching Skills. Regarding the number of teaching skills practiced by the Student Teachers, 0% responded to 1 skill, 3.77% responded to 2 skills, 13.21% responded to 3 skills, 13.21% responded to 4 skills, 13.21% responded to 5 skills, 16.98% responded to 6 skills, 17.73% responded to 7 skills and 21.89% responded to 8 skills.

Regarding whether satisfied with the performance of teacher educator in orienting the Student Teacher on the teaching skills, 330(84.61%) responded that they were satisfied with the performance of teacher educators in orienting them on the teaching skills, and 60(15.39%) responded that they were not satisfied with the performance of teacher educators in orienting them on the teaching skills. Out of the 60 respondents who responded 'No', the reasons cited were, 66.66% responded, shortage of time to cover the syllabus, teaching skills could not be completed, 58.33% mentioned, not enough class, 70% mentioned, no proper orientation/proper instruction was given to the student trainees on teaching skills, 66.66% mentioned, need a special paper that deals with skill development, 61.66% mentioned and should have a separate class for skills development, apart from the normal class instructions.

Table No. 4.21. Block Teaching, Phases of Practice Teaching/Internship and Duration of the Phases

Whether the institute organizes Block Teaching			Yes	No
			54.35%	45.65%
Number of Phases of practice teaching/internship did the				
1 Phase	2 Phases	3 Phases	4 Phases	5 Phases
11.26%	19.75%	57.18%	11.04%	0.77%
Duration of the Phase				
1 Month, 2Weeks	2 Months	2 Months, 1 week	2 Months, 2 weeks	3 Months
27.95%	18.21%	48.46%	3.33%	2.05%
Whether the teacher-educator guide/ supervise you during practice teaching/ internship			Yes	No
			95.64%	4.36%

Regarding whether the institute organizes Block Teaching, Table No.4.21 showed that 212(54.35%) respondents responded that their institute organized Block Teaching for them and 178(45.65%) responded that their institute did not organised Block Teaching for them. Out of the 212 respondents who responded 'Yes', the reasons given were, 54(25.47%) responded 1 day, 34(15.56%) responded 2 days, 68(32.08%) responded 1 week, 30(14.16%) responded 2 weeks and 27(12.73%) responded 1 month or 2 months.

Regarding the Phases of practice teaching/internship did, the student teacher have to undergo, 77 (19.74%) said that they underwent 1 phase of practice teaching, 44(11.28%) said that they underwent 2 phase of practice teaching, 203(52.05%) said that they underwent 3 phase of practice teaching, 43 (11.04%) said that they underwent 4 phase of practice teaching, and 3(0.77%) said that they underwent 5 phase of practice teaching.

Regarding the duration of the Phase, 109(27.95%) said that they underwent 1 month and 2 weeks of practice teaching, 79(20.25%) said that they underwent 2 months of practice teaching, 189(48.46%) said they underwent 2 months and 1 week of practice teaching, 13(3.33%) said that they underwent 2 months and 2 weeks of practice and 8(2.05%) underwent 3 months of practice teaching.

Regarding whether the teacher-educator guide/ supervise you during practice teaching/ internship 373(95.64%) responded that the teacher educators guide/supervise them during practice teaching/internship; and 17(4.36%) responded that the teacher educators do not guide/supervise them during practice teaching/internship. Out of the 373 respondents who responded 'Yes', the reasons were, 93(24.93%) responded once a week, 53(14.20%) responded twice a week, 51(13.67%) responded thrice a week, 25(6.70%) responded once in a month, 34(9.12%) responded twice in a month, 31(8.32%) responded 5-6 times per internship, 20(5.37%) responded every teacher comes once, 24(6.43%) responded often, 19(5.09%) responded everyday and 23(6.17%) responded alternate days.

Table No. 4.22. Lesson Planning and Method of teaching practiced by the Student Teachers

Lesson plans prepared for practice teaching by the student teachers	40 Lesson Plans	45 Lesson Plans	50 Lesson Plans	51 Lesson Plans
	13.58%	4.62%	71.28%	10.52%
Whether Student Teacher had any difficulty in lesson planning			Yes	No

				42.05%	57.95%
Method of teaching practiced by the student teachers during practice teaching					
Lecture	Discussion	Lecture and Discussion	Demonstrations	Any other	
14.74%	33.59%	70.77%	42.56%	37.69%	
Any other Method of teaching practice mentioned by Student Teachers were:					
i	Activity method		38.1%		
ii	Inductive & Deductive		13.60%		
iii	Interaction & Debate		10.20%		
iv	Brainstorming		6.12%		
v	Lecture cum Demonstration		5.44%		
vi	Questioning		4.1%		
vii	ICT aided class		1.36%		
viii	Group Discussion		9.52%		
ix	Role Play		3.40%		
x	Analytic & Synthetic		1.36%		
xi	Problem solving		2.72%		
xii	Direct method		2.04%		
xiii	Laboratory/Experimental		2.04%		

Regarding lesson plans prepared for practice teaching by the student teachers, Table No. 4.22 showed that 53(13.58%) student trainees prepared 40 lesson plans, 18(4.62%) prepared 45 lesson plans, 278(71.28%) prepared 50 lesson plans and 41(10.52%) prepared 51 lesson plans.

Regarding whether Student Teacher had any difficulty in lesson planning 164(42.05%) responded that they have difficulty in lesson planning and 226(57.95%) responded that they did not have difficulty in lesson planning. Out of the 164 respondents who responded 'Yes', the reasons specified were, 36.5% mentioned inductive & deductive, 54.87% mentioned framing questions, 51.82% mentioned lack of appropriate materials, 67.07% mentioned using the 5Es, 48.78% mentioned lengthy lesson plans for a topical syllabus, 42.68% mentioned tendency to be monotonous, 85.36% mentioned time management, 57.92% mentioned applying constrictive, 59.14% mentioned applying 5 E's models, 51.82% mentioned difficult to find appropriate TLMs for the topic, 48.78% mentioned making teaching aids, 45.73% mentioned making models, 48.78% mentioned preparing lesson plans, 48.78% mentioned engage model, 51.82% mentioned making objectives of the model and 42.68% mentioned use of teaching aids.

Regarding the method of teaching practiced mostly by the student teachers during practice teaching, 77(14.74%) responded that they used the method of 'Lecturer', 131(33.59%) responded that they used the method of 'Discussion', 276(70.77%) responded that they used the method of 'Lecture cum Discussion', 166(42.56%) responded that they used the method of 'Demonstrations' and, 147(37.69%) responded on 'Any Other'. Under any other, Method of teaching practiced mentioned by Student Teachers were, 38.1% responded 'Activity method', 13.60% responded 'Inductive & Deductive method', 10.20% responded 'Interaction & Debate method', 6.12% responded 'Brainstorming method', 5.44% responded 'Lecture cum Demonstration method', 4.1% responded 'Questioning method', 1.36% responded 'ICT aided class method', 9.52% responded 'Group Discussion method', 3.40% responded 'Role play method', 1.36% responded 'Analytic & Synthetic method', 2.72% responded 'Problem solving method', 2.0% responded 'Direct method', 2.04% responded 'Laboratory' and 'Experimental' method.

Table No. 4.23. Teaching Aids

Use of teaching aids while teaching	Yes	No
	99.48%	0.52%
Whether the appropriate use of teaching aids can make teaching-learning effective	Yes	No
	100%	0%

Regarding the use of teaching aids while teaching, Table No. 4.23 showed that, 88(99.48%) respondents responded that they use teaching aids while teaching and 2(0.52%)

responded that they did not use teaching aids while teaching. Out of the 388 respondents who responded 'Yes', the reasons used were, 85.56% Charts and maps, 45.90% Models, 51.54% Flashcard, 28.09% Laptop, Projector, Power Point, 38.91% Ordinary classroom teaching aids, 3.60% Textbooks, 23.96% Audio visual aids, 46.39% Pictures, photographs, and cut images, 2.57% worksheet, 1.03% Reference materials, 0.25% Laboratories, 0.25% Documentary films and 0.51% Magazines and Newspapers.

The above table also indicated on whether the appropriate use of teaching aids can make teaching-learning effective, 390(100%) of them responded that Yes, appropriate use of teaching aids can make teaching-learning effective; and 0% responded that they appropriate use of teaching aids cannot make teaching-learning effective.

Table No 4.24. Experiences provided to Student-Teacher during Practice Teaching and types of Feedback

Sl.No	Experiences	Percentage%
i	Participation in school curriculum programmes	73.33%
ii	Participation in-co-curricular activities	69.74%
iii	Preparation of teaching materials	72.59%
iv	Any other	3.6%
Type of feedback given to teacher trainees	Individual Feedback	Group Feedback
	82.05%	30.26%

Regarding the experiences provided to student-teachers during practice teaching in addition to teaching the lesson, Table No.4.24 indicated that, 286(73.33%) responded 'Participation in school curricular programmes, 272(69.97%) responded 'participation in co-curricular activities', 283(72.59%) responded 'Preparation of teaching materials'. With regard to any other, 3.58% respondents cited the following experiences, 1(0.26%) responded 'Interaction with community', 3(0.77%) responded 'Conducting of test', 1(0.26%) responded 'Identifying of individual differences', 1(0.26%) responded 'Invigilation', 1(0.26%) responded 'Setting question papers for exam', 4(1.02%) responded 'Assessment and Evaluation', 3(0.77%) responded 'Classroom Management'.

Apart from that the table also indicated the type of feedback given to teacher trainees, 320(82.05%) responded 'Individual feedback' and 118(30.26%) responded 'group feedback'.

Table No. 4.25. Peer Group Observation, Evaluation and Weightage of marks

The Student Teachers are satisfied with the existing pattern of supervision/evaluation done by the teacher educators during the practice teaching	Yes	No
	81.28%	18.72%
Whether the peer group observes/evaluate the Student Teacher during practice teaching	Yes	No
	63.07%	36.93%
Whether the present weightage given for internal and external examination is appropriate	Yes	No
	90.25%	9.75%
Whether the Student Teachers are satisfied with the process of evaluation pattern during teaching programmes	Yes	No
	88.20%	11.80%

Regarding the Student Teachers are satisfied with the existing pattern of supervision/evaluation done by the teacher educators during the practice teaching, Table 4.25 showed that, 317(81.28%) respondents responded that they were satisfied with the existing pattern of supervision/evaluation done by teacher educators during the practice teaching and 73(18.72%) responded that they were not satisfied with the existing pattern of supervision/evaluation done by teacher educators during the practice teaching. Out of the 73 respondents who responded 'No', 56.16% need more frequent supervision, 43.84% some teachers write comments even before examining the class.

Regarding whether the peer group observes/evaluate the Student Teacher during practice teaching the table 4.25 indicated that out of the total respondent, 246(63.07%) responded that their peer group observed/evaluated them during practice teaching and 144(36.93%) responded that their peer group does not observed/evaluated them during practice teaching.

Regarding whether the present weightage given for internal and external examination is appropriate table 4.25 indicated that out of the total respondent, 352(90.25%) responded that the present weightage given for internal and external examination is appropriate and 38(9.75%) responded that the present weightage given for internal and external examination is not appropriate. Out of the 38 respondents who responded 'No', 76.32% commented that the weightage should be 50-50 for both internal and external examination, 23.68% commented more weightage to be given to internal examination as lots of activities are evaluated internally.

Regarding whether the Student Teachers are satisfied with the process of evaluation pattern during teaching programmes 344(88.20%) responded that they were satisfied with the process of evaluation pattern during the teaching programmes and 46(11.80%) responded that they were not satisfied with the process of evaluation pattern during the teaching programmes.

Out of the 46 respondents who responded ‘No’, the reasons given were 28.26% commented that ‘Some supervisors write comments even before observing the class’, 50% commented that ‘Some supervisors observed for only a few minutes but gave their evaluation for the whole duration of the class which was not fair, 21.74% commented that ‘Some supervisors evaluated outside the contents taught and the teaching skills used’.

Table No. 4.26. Problems faced by Student Teachers during Practice Teaching

Problems	Percentage%
Time management	61.28%
Classroom management	37.43%
Overloaded lesson plans/teaching learning materials	28.71%
Financial problem/expensive TLM	24.35%
Adjustment problem: environment, teachers, students.	22.82%
Preparing and making of lesson plans and TLMs	22.05%
To and Fro problem/ Far from locality/ transportation	20.51%
To follow constructivist approach by the students as well as the teachers	17.23%
Implementing 5E’s in a single period	17.17%
Lack of proper infrastructure in the allotted school	14.35%
Classroom activities overloaded	13.33%
Identifying students with difficulties and dealing with PWD	13.33%
Constructivist approach is not applicable in lower classes	12.05%
Preparing lessons with teaching aids/TLMs	11.28%
Less students interaction and co-operation	11.02%
Lack of smooth coordination between the school and the trainees	10%
Evaluation	7.69%
Language barriers	7.17%

Table 4.26 indicated some of the problems faced by student teachers during practice teaching, of the total respondents of 390 as many as 239(61.28%) of them mentioned time management, 146(37.43%) of them mentioned classroom management, 112(28.71%) mentioned Overloaded lesson plans/teaching learning materials, 95(24.35%) mentioned Financial problem/expensive TLM, 89(22.82%) mentioned Adjustment problem: environment, teachers, students, 86(22.05%) mentioned Preparing and making of lesson plans and TLMs, 80(20.51%) mentioned To and Fro problem/ Far from locality/ transportation, 75(17.23%) mentioned To

follow constructivist approach by the students as well as the teachers, 67(17.17%) Implementing 5E's in a single period, 56(14.35%) Lack of proper infrastructure in the allotted school, 52(13.33%) mentioned Classroom activities overloaded, 52(13.33%) mentioned Identifying students with difficulties and dealing with PWD, 47(12.05%) mentioned Constructivist approach was not applicable in lower classes, 44(11.28%) mentioned Preparing lessons with teaching aids/TLMs, 43(11.02%) mentioned Less students interaction and co-operation, 39(10%) mentioned Lack of smooth coordination between the school and the trainees, 30(7.69%) mentioned Evaluation and 28(7.17%) of them mentioned language barriers.

Table No. 4.27. Final Practice Teaching

How many days are allotted for final practice teaching	Day(s)	Percentage%
	1	100%
How many lessons are require during final practice teaching	Required lessons	Percentage%
	1	100%

Table 4.27 indicates that all the respondents responded that 1 day is allotted for Final practice teaching and all the respondents also responded that they are required to teach 1 lesson during final practice teaching.

Table No. 4.28. Areas liked by Student Teachers in B.Ed course

Areas being liked	Percentage%
Learning different skills and techniques of teaching the students	46.15%
Co-curricular and extra-curricular activities	42.82%
The EPC activities	42.30%
Personal development	32.06%
Fully practical/learning by doing.	25.39%
Practice teaching/internship	24.87%
Co-operation between the trainees and the teacher educators	18.98%
Constructivist approach	17.95%
Seminars and presentations	17.95%
Group activity group discussion and interaction with the classmates and professors,	14.62%
Understanding the real situation of the class	11.80%
Acquisition of new skills and knowledge	10.26%
Child psychology and individual differences	6.93%

Regarding the item on what they like most about B. ED Course, the Table 4.28 showed where the respondents shared the following views: 180 (46.15%) of them mentioned Learning different skills and techniques of teaching the students, 167(42.82%) mentioned Co-curricular and extra-curricular activities, 165(42.30%) mentioned The EPC activities, 125(32.06%) mentioned Personal development, 99(25.39%) mentioned Fully practical/learning by doing, 97(24.87%) mentioned Practice teaching/internship, 74(18.98%) mentioned Co-operation between the trainees and the teacher educators, 70(17.95%) mentioned Constructivist approach another 70(17.95%)of them mentioned Seminars and presentations, 57(14.62%) mentioned Group activity group discussion and interaction with the classmates and professors, 46(11.80%) mentioned Understanding the real situation of the class, 40(10.26%) Acquisition of new skills and knowledge and 27(6.93%) of them mentioned child psychology and individual differences.

Table No. 4.29. Whether the Present Teacher training would be of any help in real classroom situation

Response	Percentage %
Yes	98.20%
No	1.80%

Table 4.29 indicated that out of the total respondent, 383(98.20%) of them responded that the present training undertaken will be of help in real classroom situation and 7(1.80%) of them responded that the present training undertaken will not be of help in real classroom situation. Out of the 383 respondents who responded 'Yes', the reasons given were: 26.89% commented that it would be of real help in the 'Use of teaching skills and teaching aids', 25.85% commented it was helpful in the development of the ability to teach effectively by using different tools of teachings and in understanding the child's interests and needs, 21.67% commented that it will promote effective teaching learning process and in managing classroom situation, 14.62% commented that all the skills learned during the 2 years will help in real classroom situation, 10.97% commented that it will help in moulding their confidence level to teach and that the course was more practical and less theoretical.

Table No. 4.30. Whether the present Secondary Teacher Education would make teacher efficient

Response	Percentage %
Yes	98.46%
No	1.54%

Table 4.30 indicated that out of the total respondent, 384(98.46%) of them responded that the present secondary teacher education will make student teacher an efficient teacher and 6(1.54%) of them responded that the present secondary teacher education will not make student teacher an efficient teacher. Out of the 384 responses who replied ‘Yes’, the reasons given were: 12.5% said, because it promoted and trained democratic teachers and professionalism and made teachers competent enough, 14.32% said, because the training lay emphasis on all various specific pedagogy, 9.11% it equipped student trainees with professional ethics, 12.76% said, it equipped the trainees well in handling the students, 7.81% said, it provided sufficient knowledge and experiences and skills for an effective/efficient teacher, 5.72% said it helped the trainees into areas such as peer group relationship, connecting lessons to life outside school, 5.46% said, it built confidence and know different aspects about children’ behavior, 4.94% said, because it covers all that is needed by a student to learn, 7.29% said, because we were taught in a constructive approach which was innovative and applicable to the secondary stage students, 5.72% said, because it train teacher to be flexible, understanding and approachable using constructivist approach to learning, 4.94% said, because teachers were trained to be innovative and creative every day, 5.72% said, because the B.Ed curriculum gives the secondary teachers sufficient experiences and socialise him into the profession with values in practice, 4.42% said, the syllabus is relatable to the students and teacher. Out of the 390 student trainees 6 responded ‘No’ and the reasons given were: 50% said, because the curriculum were more theoretical and less practical, 33.3% said, the curriculum were outdated, 33.34% said, the curriculum needs to be more relevant to real classroom teaching situation and 33.34% said, to be a reflective practitioner a teacher trainee needs sound theoretical base but the theory should be properly engage in practice.

Table No. 4.31. Whether the Student Teachers were satisfied with the present Secondary Teacher Education

Response	Percentage %
Yes	93.33%
No	6.67%

Table 4.31 indicated that out of the total respondent, 364(93.33%) responded that they were satisfied with the present Secondary teacher education and 26(6.67%) responded that they were not satisfied with the present Secondary teacher education. Out of the 26 respondents who responded ‘No’, the reasons were 92.30% cited, it was mostly based on theory, 76.92% cited, disorganised and lacks communication gap between the centre and the administration, 73.07% cited, more importance and focus is given on the result of the institutions, 73.07% cited, unequal

workload in assignments, journals, presentations and days and ways of practice teaching even though it was just few colleges, 65.38% cited, delayed information and result from the university, 69.23% cited, lack relevancy of the real classroom situation in content and the teaching practices, 42.30% cited, constant change of teacher educators and 53.84% cited, unnecessary topics, making the syllabus bulky with less to be actually studied and make use of.

Table No. 4.32. Major problems encountered by the Student Teachers as a trainee

Sl.No	Problems	Percentage%
i	Administration and management	25.13%
ii	Teacher related	17.95%
iii	Teaching related	16.16%
iv	Micro-teaching	9.49%
v	Block-teaching	6.42%
vi	Practice teaching	27.44%
vii	Any other	9.49%

With regards to the problems encountered by the student teachers in different aspects, in table 4.32, the respondents mentioned the followings: 98(25.13%) responded that Administration and Management was not understanding, not supportive, 70(17.95%) responded on Teacher Related area, 63(16.16%) responded on Teaching Related area, 37(9.49%) responded that Micro Teaching is too tedious and time constraining, 25(6.42%) responded on Block Teaching, 107(27.44%) responded with regards to the area of Practice Teaching that the school and the regular teachers had Negative attitude towards the student-teachers and that the schools did not understand toward the needs of the students' teachers and 37(9.49%) mentioned that preparing 50 lesson plan was a torture.

Regarding the item on how to improve the quality of teacher education, the respondents gave suggestions on the following areas that need to be strengthened:

9.48% suggested that the B.Ed teaching should give more emphasis and importance to practical teaching rather than theory, 8.79% All Secondary Teacher Education Institutes should follow a uniform academic calendar with duration of practice teaching, 7.69% content of the syllabus must be reduced, 7.43% inter B.Ed college seminars and presentations should be organized for student-teacher to improve, to learn from one another and also to increase the level of competition towards professionalism, 5.89% workshop should be made available often for the student trainee in the college across the state, 5.64% use of ICT should be encouraged and practiced, 5.38% the curriculum should be up-to-date, 5.38% the infrastructures should be up-o-

date, 5.38% in private teachers institutes, the Educators must be recruited contractually and avoid frequent change and replacement of the Teacher Educator, 5.38% structured Nagaland University exam routines and dates, including practice teaching, final practice teaching and viva-voice date should be maintained and updated least before 1 month ahead, 4.87% sufficient and efficient facilities such as science lap, computer lap, and language lap should be provided, 4.16% the library should have more books of up-to-date curriculum, 4.16% number of teachers should be increased, 4.16% more emphasis on professional competency of the teacher educator and student-teachers, should be given, 4.16% there should be more seminars and meetings among the teacher educators of all B.Ed colleges, 4.10% the present curriculum has less provision for teaching in audio-visual aids, so proper and modern technological devices should be used to make the classroom teaching more interesting, 3.83% more trained teacher educator and dedicated teacher educator should be employed, 3.58% follow a common set of rules and evaluation tools for evaluation, 3.58% more extra-curricular activities to be incorporated, 3.58% the ratio of student-teacher need to be minimized in order to give quality education, 3.07% emphasis more on how to teach and how to improve instead of the present syllabus content, 3.07% result should be declared as early as possible, 3.07% research based teaching should be made more visible and 2.82% fee structure should be reduced.

4.1.2. Analysis and interpretation of the Responses of Teacher Educators

The Teacher Educators were from the 8 colleges of Secondary Teacher Education and consists of 54 respondents. The analysis and interpretations were as follow:

Table No. 4.33. Background Data of Secondary Teacher Educators

Gender	Female			Male		
	79.63%			20.37%		
Age	25-29	30-34	35-39	40-44	45-49	50-55
	3.71%	35.18%	31.48%	16.67%	9.25%	3.71%
Years of experience.	1-4	5-9	10-14	15-19	20-24	25-29
	57.40%	18.52%	7.41%	11.12%	1.85%	3.70%
Type of appointment	Regular		Contract	Ad hoc		Deputation
	79.63%		16.67%	1.85%		1.85%
Subjects	Education	Mathematics	Science	English	ICT	Social Science
	38.88%	11.12%	12.96%	14.82%	5.55%	16.67%

Table 4.33 indicated, out of the total of 54 respondent, 11(20.37%) were Male and 43(79.63%) were Female and out of it 2(3.70%) of them were aged between 25-29, 19(35.18%) were aged between 30-34, 17(31.48%) were aged between 35-39, 9(16.67%) were aged between 40-44, 5(9.26%) were aged between 45-49 and 2(3.71%) were aged between 50-55. Regarding their years of experience, 31(57.40%) were between 1-4 years, 10(18.52%) were between 5-9 years, 4(7.41%) were between 10-14 years, 6(11.12%) were between 15-19 years, 1(1.85%) were between 20-24 years and 2(3.70%) were between 25-29 years of teaching experience. Out of which 43(79.63%) responded as Regular, 9(16.67%) responded as Contract and 1(1.85%) responded as Ad hoc. in regard to their subjects, 21(38.88%) mentioned Education, 6(11.12%) mentioned Mathematics, 7(12.96%) mentioned Science, 8(14.82%) mentioned English, 3(5.55%) mentioned ICT and 9(16.67%) mentioned Social Science.

Table No. 4.34. Tribes of the Teacher Educators

Tribe	Percentage%
Ao	11.11%
Angami	38.89%
Chang	0%
Chakhesang	3.71%
Konyak	3.71%
Khamniungan	1.85%
Lotha	0%
Phom	0%
Rengma	1.85%
Sumi	9.25%
Yimchunger	1.85%
Zeliang	1.85%
Others	25.92%

Table 4.41 indicated, out of the total respondents of 54, 2(11.11%) belonged to Ao tribe, 21 (38.89%) belonged to Angami tribe, 0% from Chang tribe, 2(3.71%) belonged to Chakhesang tribe, 2(3.71%) belonged to Konyak tribe 1(1.85%) belonged to Khamniungan Tribe, 0% from Lotha and Phom tribe, 1(1.85%) belonged to Rengma tribe, 5(9.26%) belonged to Sumi tribe, 1(1.85%) belonged to Yimchunger tribe, 1(1.85%) belonged to Zeliang tribe and 14(25.92%) are categorised under other tribes.

Table No. 4.35. Qualification of the Teacher Educators

General Qualifications	Percentage%	Professional Qualifications	Percentage%
M.A	66.67%	B.Ed	55.56%
M.Com	0%	M.Ed	20.385
M.Sc	16.67%	B.Ed, M.Ed	9.26%
M.A(Education), M.A (History)	1.85%	B.Ed, MSWC	1.85%
M.Sc, M.A (Education)	3.70%	B.Ed, M.Ed, Diploma in Computer Education	1.85%
M.Com, M.A	1.85%	B.Ed, LLB, PhD	1.85%
M.A, M.Phil	5.56%	B.Ed, Ph.d	7.40%
M.A (Education) M.A(Socio)	1.85%	B.Ed, MBA(Finance)	1.85%
B.Tech	1.85%		
Whether NET Passed	Yes		No
	27.77%		72.23%

Table 4.35 indicated their qualification and out of the total 54 respondent 36(66.67%) responded that they have M.A, 0% responded that they had M.Com, 9(16.67%) responded that they had M.Sc, 1(1.85%) responded that they had M.A(Education) and M.A(History), 2(3.70%) responded that they had M.Sc, M.A,(Education), 1(1.85%) responded that they had M.Com, M.A, 3(5.56%) responded that they had M.A, M.Phil, 1(1.85%) responded that they had M.A(Education) and M.A(Socio) and 1(1.85%) responded that they had B.Tech. 30(55.56%) of them responded that they had B.Ed, 11(20.38%) responded that they had M.Ed, 5(9.28%) responded that they had B.Ed and M.Ed, 1.8% responded that they had B.Ed and MSWC, 1(1.85%) responded that they had B.Ed, M.Ed, and Diploma in Computer Education, 1(1.85%) responded that they had B.Ed, LLB and PhD, 4(7.40%) responded that they had B.Ed and PhD and 1(1.85%) responded that they had B.Ed and MBA (Finance). On whether NET passed or not 15(27.77%) responded 'Yes' and 39(72.23%) responded 'No'. Subject area mentioned by 15(27.77%) who responded 'Yes' were; 10(18.52%) of them mentioned education, 1(1.85%) mentioned Linguistic, 1(1.85%) mentioned Environmental Science, 1(1.85%) mentioned

education and economics, 1(1.85%) mentioned Mathematics and another 1(1.85%) of them mentioned Psychology.

Table No. 4. 36. Professional Development Programme

Whether attended any professional development programme		Yes	No
		62.9%	37.1%
Sl/No	Name Of The Programme	Organised By	Duration
1	Workshop on Teacher Education	NCTE	1 Day
2	ICT Handling	SCERT	2 Days
3	Faculty Development Programme	NU and SCTE Kohima	5 Days
4	Workshop on ASER 2017. Beyond Basics	PRATHAM in Collaboration With NU	2 Weeks
5	National Seminar on Constructivism	Modern Institute of Teacher Education	3 Days
6	NaiTalim Based Teachers Professional Development Programme(Teacher Education)	Department of Teacher Education and Department of Education NU in Collaboration with MGNCRE	
7	State Level Workshop on Development of Teacher Education Curriculum	NU and SCTE-K	2 Days
8	Workshop on Counselling for Teachers	Nagaland College of Teacher Education, Kohima.	2 Days
9	Workshop on National Curriculum Framework	Nagaland College of Teacher Education in Collaboration with Education Department Nagaland University	3 Days
10	National Seminar on National Education Policy Perspectives	State College of Teacher Education, Kohima	2 Days
11	Translating Policy into Practice	ASER Centre & Department of Education, Nagaland University	3 Days
12	One Day Retreat for Teacher Educators	State College of Teacher Education, Kohima, Nagaland	1 Day
13	Workshop on Development of 2year Teacher Education Curriculum	Department of Education, Nagaland University and the State College of Teacher Education, Kohima	3 Days
14	State Level Workshop on Review of B.Ed and M.Ed Curriculum	SCTE-K	2 Days

15	One Day Interaction Programme on New B.Ed Syllabus	Unity College of Teacher Education	1 Day
16	Orientation Programme	UGC-HRDE, NEHU Shilong, Meghalaya	2 days
17	Refresher Course	UGC-NEHU	21 Days
18	Short Term Course	UGC-NEHU	6 Days
19	Conference	NU Education Department IITER	1 Day
20	Seminar	IGNOU	1 Day
21	Capacity Building Programme	State College of Teacher Education Nagaland University	2 Weeks
22	National Seminar	Unity College of Teacher Education, Dimapur	4 Days
23	National Seminar on “Quality Teacher Education , Issues and Challenges”	Department of Teacher Education and Department Of Education, Nagaland University	2 Days
24	Faculty Enhancement Programme	Unity College of Teacher Education Programme	1 Day
25	Skill Development Training	MSRLM in Co-Ordination with Basics Limited	10 Days
26	Workshop on Constructivism	SCTE-K	2 Days
27	Innovative Pedagogy and Effective Teaching Strategies	NEHU and SCTE	2 Days
28	Capacity Building Programme for Teacher Education on Emerging Concerns of Gender School & Society	Department of Gender Studies NCERT	1 Week
29	NAAC Sponsored Workshop on Quality Assurance in Higher Education	Nagaland University Central, Lumami	2days

Table 4.36 indicated, out of the total respondents of 54, 34(62.97%) of them said ‘Yes’ that they attended professional development programme and 20(37.03%) of them said ‘No’ for the same. Out of the 34(62.97%) who attended professional development programme 28 of them attended all the 29 programmes cited on the table. 4 of them attended Workshop on Teacher Education organised by NCTE, ICT handling organised by SCERT, Faculty Development Programme organised by NU and SCTE Kohima, State Level Workshop on Development of Teacher Education Curriculum organised by NU and SCTE-K, National Seminar on National Education Policy Perspectives organised by SCTE-K, Translating Policy into Practice organised by ASER Centre & Department of Education, One day Retreat for Teacher Educators organised by SCTE-K, One Day Interaction Programme on New B.Ed Syllabus organised by Unity College of Teacher Education, Orientation Programme organised by UGC-HRDE, NEHU Shillong, Meghalaya, Short Term Course organised UGC-NEHU, Conference organised by NU Education Department IITER, Faculty Enhancement Programme organised by Unity College of Teacher

Education Programme, Skill Development Training organised by MSRLM in Co-ordination with Basics Limited, Workshop on Constructivism organised by SCTE-K, Innovative Pedagogy and Effective Teaching Strategies organised by NEHU and SCTE, Capacity Building Programme for Teacher Education on Emerging Concerns of Gender School and Society organised by Department of Gender Studies NCERT. 3 of the attended Workshop on Teacher Education organised by NCTE, Faculty Development Programme organised by NU and SCTE Kohima, Nai Talim Based Teachers Professional Development Programme (Teacher Education) organised by Department of Teacher Education and Department of Education NU in Collaboration with MGNCRE, Workshop on Development of 2year Teacher Education Curriculum organised by Department of Education NU and SCTE-K, Capacity Building Programme organised by SCTE, Skill Development Training organised by MSRLM in Co-ordination with Basics Limited, Capacity Building Programme for Teacher Education on Emerging Concerns of Gender School and Society organised by Department of Gender Studies NCERT.

Table No. 4.37. Professional Developmental Activities

Read educational journal	Yes	No
	51.85%	48.15%
Presentation of paper	Yes	No
	38.88%	61.12%
Having Published Work	Yes	No
	24.07%	75.93%
Member of any Professional Association	Yes	No
	68.51%	31.48%
Participation in Extension Service	Yes	No
	24.07%	75.93%

Table 4.37 indicated that out of the total of 54 respondents, 28(51.85%) of them read educational journals and 26(48.15%) of them did not read. Of which 1(1.85%) person read Feminist Teacher, Health Education and Teacher Education; 1(1.85%) person read Encyclopedia of Teacher Education; 1(1.85%) person read Indian Journal of Teacher Education; 2(3.70%) of them read EPW, Edutracks; 1(1.85%) read Journal of Teacher Education and Journal of Educational Psychology; and another 1(1.85%) read The Journal of Humanities and Social Sciences.

Out of the total 54 respondents, 21(38.88%) said that they had presented papers and 33(61.125) of them said 'No' for the same. Of the 21 of them, 2(3.70%) of them presented paper at State level; 9(16.67%) presented paper at National level; 1(1.85%) presented paper at both

State and National level; 0% presented paper at International level and the rest 9 of them (16.675) did not specified their presentation.

Regarding the published works, 12(24.07%) out of 54 said that they had published works and 33(61.12%) of them said 'No'. of which 1(1.85%) had published work in Teacher Education Journal; 1(1.85%) had published work in (a) Sanshodhan Chetana (b) Research Highlights (c) ITTER Explore; 2(3.70%) had published work in Quality Concerns in Teacher Education (Status and Problems of two years B.ED Programme); 1(1.85%) had published work in Indian Journal of Tropical Biodiversity, Resources and Environment; 1(1.85%) had published work in Development of Primary Education in Zunheboto District.

Out of 54 respondents, 37(68.51%) were members of Professional Association; 17(31.48%) were not members of any Professional Association.

Regarding participation in extension service, 13(24.07%) participated; 41(75.93%) did not participate in any Extension Service. Out of the 24.07% who responded 'Yes', 3(15.38%) specified that they gave seminar in schools within Kohima, 6(46.16%) organised Orientation Programme for Secondary Teachers, 3(23.08%) gave Extension services as Academic Counselor and Facilitator to B.Ed and M.A. Education Programme under IGNOU, 2(15.38%) gave their services as Interviewer for Teacher's Interview in different schools at Mokokchung.

Table No. 4.38. Responsibilities of Teacher Educator

Normal responsibilities of Teacher Educator in the Institution				Percentage%		
Teaching				100%		
Mentoring				50%		
Supervision				79.6%		
Guiding				74.1%		
Question Setting				87.1%		
Evaluating Answer Script				90.7%		
Organising				83.4%		
OTHER RESPONSIBILITIES 16%						
Counselling	Exam Invigilation	Teacher in-Charge for club(s);	Student Coordinator	Projects	Workshops	Seminars
1.8%	3.7%	3.7%	1.8%	1.8%	1.8%	1.8%

With regards to the item on the normal responsibilities in the institution, table 4.38 showed that, 54(100%) of the respondents ticked Teaching; 27(50%) of the respondents ticked Mentoring; 43(79.62%) of the respondents ticked Supervision; 40(74.07%) of the respondents ticked Guiding; 47(87.03%) of the respondents ticked Question Setting; 49(90.74%) of the respondents ticked Evaluating Answer Script; 45(83.44%) of the respondents ticked Organising. And With regards to other responsibilities, the respondents responded that 1(1.85%) cited Counselling; 2(3.70%) cited Exam Invigilation; 2(3.70%) cited Teacher in-Charge for club(s); 1(1.85%) cited student Coordinator; 1(1.85%) cited Projects; 1(1.85%) cited Workshops; 1(1.85%) cited Seminars.

Table No. 4.39. Allotment of Class and Paper to Teacher Educator

Classes per day	1 Class		2 Classes		3 Classes		4 Classes	
	0%		55.55%		38.89%		5.56%	
Classes per week	10 classes	11 classes	12 classes	12 classes	14 classes	15 classes	20 classes	24 max
	44.44%	3.71%	14.82%	5.56%	11.12%	11.12%	5.56%	1.86%
Number of Papers allotted		1 paper	2 papers		3 papers		4 papers	5 papers
		14.81%	40.74%		35.18%		7.42%	1.85%

With regard to the number of class taken, 0% takes 1 class per day; 30(55.5%) of them takes 2 classes per day; 21(38.89%) of them takes 3 classes per day; 3(5.56%) takes 4 classes per day. The above table also indicates that 24(44.45%) takes 10 classes per week; 2(3.71%) takes 11 classes per week; 8(14.82%) takes 12 classes per week; 3(5.56%) takes 13 classes per week; 6(11.12%) takes 14 classes per week; 6(11.12%) takes 15 classes per week; 3(5.56%) takes 20 classes per week; 1(1.86%) takes maximum 24 classes per week.

Table 4.39 also mentioned that that out of the total 54 respondents, 8(14.81%) were allotted 1 paper; 22(40.74%) were allotted 2 papers; 19(35.18%) were allotted 3 papers; 4(7.42%) were allotted 4 papers; 1(1.85%) were allotted 5 papers.

Table No. 4.40. Mentoring of Student Teachers

Whether mentoring of student teacher is done	Yes	No
	61.12%	38.88%
No of student teachers allotted for mentoring.	Percentage%	
1 – 10	7.40%	
11 – 20	12.96%	
21 – 30	5.56%	
31 – 40	5.56%	
41 – 50	3.70%	
51 – 60	0%	
61 – 70	0%	
71 – 80	0%	
81 – 90	0%	
91 – 100	1.85%	

Regarding whether mentoring of student-teachers is done, Table 4.40 indicated that, 33(61.12%) were mentoring with students' teachers; 21(38.88%) do not mentor with students' teachers. 4(7.40%) were allotted 1 to 10 student teachers for mentoring; 7(12.96%) were allotted 11 to 20 student teachers for mentoring; 3(5.56%) were allotted 21 to 30 and 31-40 student teachers for mentoring; 2(3.70%) were allotted 41 to 50 student teachers; mentoring; 0% was allotted 51 to 60 student teachers for mentoring; 0% was allotted 61 to 70 student teachers for mentoring; 0% was allotted 71 to 80 student teachers for mentoring; 0% was allotted 81 to 90 student teachers for mentoring; 1(1.85%) was allotted 91 to 100 student teachers for mentoring.

Table No. 4.41. Frequency in Conducting Class Test

Number of class test conducted	Weekly	Monthly	Quarterly
	12.96%	31.48%	33.34%
Other 12.2%			
Depends on the Teacher	Bi-monthly	2 to 3 per semester	
1.85%	1.85%	8.52%	

With regard to the number of class test conducted, Table 4.41 indicated that, 7(12.96%) of them responded that class test was conducted weekly; 17(31.48%) responded that class test was conducted monthly; 18(33.34%) responded that class test was conducted quarterly; 1(1.85%) responded that it depends on the teacher; 1(1.85%) responded that class test was conducted Bi-monthly; 10(18.52%) responded that class test was conducted 2 to 3 times per semester.

Table No. 4.42. Methods of Teaching used by Teacher Educator

Methods of teaching used in transaction of theory course							
Lecture	Discussion	Demonstration	Lecture cum discussion	Lecture cum demonstration	Dictation of notes		
77.77%	83.34%	37.04%	85.19%	35.18%	29.62%		
Any Other:							
Project method	Debate	Paper presentation	Seminar	Assignment	Case studies	PPT	Co-operative learning
7.40%	3.70%	11.12%	24.08%	1.85%	1.85%	3.70%	1.85%

With regard to the methods of teaching used in transaction of theory course, Table 4.42 indicated that out of the total respondents of 54 teacher educators, 42(77.77%) used Lecture method of teaching in transaction of theory course; 45(83.34%) used Discussion method of teaching in transaction of theory course; 20(37.04%) used Demonstration method of teaching in transaction of theory course; 46(85.19%) used Lecture cum discussion method of teaching in transaction of theory course; 19(35.18%) used Lecture cum demonstration method of teaching in transaction of theory course; 11(29.62%) used Dictation of notes method in transaction of theory course; 4(7.40%) used Project method of teaching in transaction of theory course; 2(3.70%) used Debate method of teaching in transaction of theory course; 6(11.12%) used Paper presentation method of teaching in transaction of theory course; 13(24.08%) used Seminar method of teaching in transaction of theory course; 1(1.85%) used Assignment method of teaching in transaction of theory course; 1(1.85%) used Case studies method of teaching in transaction of theory course; 2(3.70%) used PPT method of teaching in transaction of theory course; 1(1.85%) used Co-operative method of teaching in transaction of theory course.

Table No. 4.43. Availability of Teaching Aids in the Institute

Use of teaching aids in your institute		YES	NO
		68.51%	31.49%
Sl/No	Whether the institute provide the following;	YES	NO
i	Satisfactory classroom	75.92%	24.08%
ii	Separate common room for female teacher	1.85%	98.15%
iii	Proper electrification	88.88%	11.12%
iv	Computer Lab	74.07%	25.93%
v	Internet facility	72.22%	27.78%
vi	Satisfactory refreshment facility	48.14%	51.86%
vii	Sufficient water supply	70.37%	29.63%
viii	Sufficient toilet facility	72.22%	27.73%
ix	Required text book for teaching	33.33%	66.67%
x	Adequate classroom	64.81%	35.19%
xi	Sufficient teaching aids	33.33%	66.67%

Table 4.43 indicated that 37(68.51%) of them responded that they made use of teaching aids available in their institute; 17(31.49%) respondent responded that they did not made use of teaching aids available in their institute.

Regarding whether following facilities were provided by the Institute, 41(75.92%) responded that the Institute provide Satisfactory staff room, 13(24.08%) responded that the Institute did not provide Satisfactory staff room; 1(1.85%) responded that the Institute provide Separate common room for female teacher, 53(98.15%) responded that the Institute did not provide Separate common room for female teacher; 48(88.88%) responded that the Institute provide Proper electrification, 6(11.12%) responded that the Institute did not provide Proper electrification; 40(74.04%) responded that the Institute provide Computer lab, 14(25.93%) responded that the Institute did not provide Computer lab; 39(72.22%) responded that the Institute provide Internet facilities, 15(27.78%) responded that the Institute provide Internet facilities; 26(48.14%) responded that the Institute provide Satisfactory refreshment facility, 28(51.86%) responded that the Institute provide did not provide Satisfactory refreshment facility; 38(70.37%) responded that the Institute provide Sufficient water supply, 16(29.63%) responded that the Institute do not provide Sufficient water supply; 39(72.33%) responded that the Institute provide Satisfactory toilet facilities, 15(27.73%) responded that the Institute did not provide

Satisfactory toilet facilities; 18(33.33%) responded that the Institute provide Required text books for teaching, 36(66.67%) responded that the Institute did not provide Required text book for teaching; 35(64.81%) responded that the Institute provide Adequate classroom, 19(35.19%) responded that the Institute did not provide Adequate classroom; 18(33.33%) responded that the Institute provide Sufficient teaching-aids, 36(66.67%) responded that the Institute do not provide Sufficient teaching-aids.

Table No. 4.44. Facilities available in Library

Sl/No	Whether satisfied with the following aspects of library:	Satisfied	Dissatisfied
i	Quality of books	27.77%	72.23%
ii	Quantity of books	22.22%	77.78%
iii	Help extended by the Library staff	74.07%	25.93%
iv	Educational journals	33.33%	66.67%
v	Library timing	61.11%	38.89%
vi	Physical facilities	53.70%	46.30%
vii	Electrification	85.18%	14.82%
viii	Any other	0%	

Regarding whether they were satisfied with the different aspects of library, table 4.44 indicated that, 15(27.77%) responded that they were satisfied with the Quality of books in the Library, 39(72.23%) responded that they were not satisfied with the Quality of books in the Library; 12(22.22%) responded that they were satisfied with the Quantity of books in the Library, 42(77.78%) responded that they were not satisfied with the Quantity of books in the Library; 40(74.07%) responded that they were satisfied with the Help extended by the Library staff, 14(25.93%) responded that they were not satisfied with the Help extended by the Library staff; 19(35.18%) responded that they were satisfied with the Educational journals provided in the Library, 35(64.81%) responded that they were not satisfied with the Educational journals

provided in the Library; 33(61.11%) responded that they were satisfied with the Library timing, 21(38.89%) responded that they were not satisfied with the Library timing; 29(53.70%) responded that they were satisfied with the Physical facilities in the Library, 25(46.30%) responded that they were not satisfied with the Physical facilities in the Library; 46(85.18%) responded that they were satisfied with the Electrification in the Library, 8(14.82%) responded that they were not satisfied with the Electrification in the Library; and few said that there were hardly any books on the new curriculum.

Table No. 4.45. Accessibility of Technological facilities in the Institute

Technological facilities	Percentage%
Computers	77.78%
LCD Projector	98.15%
Film/cassettes	1.86%
Television	3.71%

Table 4.45 showed that out of the total 54 respondents, 44(77.78%) responded that they had access to Computers in the institute, 53(98.15%) responded that they had access to LCD Projector in the institute, 1(1.86%) responded that they had access to Film/cassettes in the institute, 2(3.71%) responded that they had access to Television in the institute.

Table No. 4.46. Opinion of Teacher Educator with regards to admission, support system and job satisfaction

Whether convinced with the procedure of selection of Student-Teachers	Yes	No
	90.74%	9.26%
Whether the Colleagues gives support	Yes	No
	100%	0%
Whether Principal helps in solving any professional problems	Yes	No
	75.92%	24.08%
Whether satisfied as Teacher-Educators	Yes	No
	100%	0%

Table 4.46 showed that 49(90.74%) responded that they were convinced with the procedure of selection of trainees for admission and 5(9.26%) responded that they were not convinced with the procedure of selection of trainees for admission.

Out of the 5(9.26%) who said No, 2(40%) of them specified that they lack competency, commitment and ability to express themselves freely and motivation, 1(20%) of them specified that the deserving candidates were left out due to biasness and practice of quota system by members of managing boards and higher ups, another 1(20%) specified that unequal number of students from different streams which later on makes the workload of teacher educators imbalance and remaining 1(20%) did not specified any reason.

Regarding whether the Colleagues gave support, all 54(100%) of them responded that they get support from their colleague to perform their job efficiently and 0% responded that they did not get support from their colleague to perform their job efficiently. 41(75.92%) responded that the principal helped teacher educators in solving any professional problems, 13(24.08%) responded that the principal does not help teacher educators in solving any professional problems.

On whether satisfied as a teacher educator, 100% responded they were satisfied with their profession as Teacher Educator and 0% responded they were not satisfied with their profession as Teacher Educator.

Table No. 4.47. Involvement of Teacher Educators in the process of Decision Making and Administration

Frequency of Faculty Meeting	Frequently	Sometimes	Never
	33.33%	66.67%	0%
Participation in the decision making process of the institute	Always	Sometimes	Never
	5.55%	85.18%	9.26%
Involvement in the Administration and functioning of the Institute	Always	Sometimes	Never
	3.71%	59.25%	37.04%

Regarding the frequency of faculty meeting being conducted, Table 4.49 showed that, 18(33.33%) of them responded that faculty meetings were held 'Frequently', 38(66.67%) responded that faculty meetings were held 'Sometimes' and 0% responded that faculty meetings were 'Never' held. Regarding whether they participate in the decision making process of the institute 3(5.55%) responded that they 'Always' participate in the decision making process, 46(85.18%) responded that they 'Sometimes' participate in the decision making process and 5(9.26%) responded that they 'Never' participate in the decision making process.

The table also showed that, 2(3.71%) responded that they ‘Always’ involve in the administration and functioning of the Institute, 32(59.25%) responded that they ‘Sometimes’ involve in the administration and functioning of the Institute and 20(37.04%) responded that they ‘Never’ involve in the administration and functioning of the Institute.

Table No. 4.48. Assessment of Record of Teacher Educator

Whether Teacher-Educators are assessed for their performance		Yes	No
		83.34%	16.67%
Sl. no	Person who do the assessment	Yes	Yes
i	Principal	64.81%	1.85%
ii	Colleague	20.37%	1.85%
iii	Student Teacher	50%	3.70%
iv	External Experts	5.55%	1.85%
Whether Teacher Educators were rewarded for their sincerity/hard work		Yes	No
		85.19%	14.81%

Regarding whether Teacher-Educators were assessed for their performance, Table 4.48 indicates that, out of 54 respondents, 45(83.34%) responded that their performances were assessed and 9(16.67%) responded that their performances were not assessed. Of which 35(64.81%) said that the Principal assessed their performance and 1(1.85%) said ‘No’. 11(20.37%) of them said that their ‘Colleague’ assessed their performance and 1(1.85%) said ‘No’. 50% of the teacher responded that the ‘Student teacher’ assessed their performance and 2(3.70%) responded ‘No’. 3(5.55%) of the Teacher Educator said that ‘External Experts’ assessed their performance and 1(1.85%) said ‘No’.

The above table also indicated that out of the total 54 respondents, 46(85.19%) responded that they were rewarded for their sincere/hard working and 8(14.81%) responded that they were not rewarded for their sincerity/hard working. Out of those 46(85.19%) who responded ‘Yes’, 42(77.87%) of them responded that they were being rewarded with verbal praise, 11(20.37%) responded that they were rewarded with certificate and 1(1.85%) responded that they were being rewarded with gifts.

Table No. 4.49. Whether Student-Teachers should be allowed to assess the performance of Teacher-Educator

Following are some of the views, out of the total respondents of 54;

Sl/No	Opinions	Percentage%
1.	Yes, it should be. Teacher's evaluation is very important	1.85%
2.	Yes, because feedback can improve the teaching learning process.	7.40%
3.	Yes, because it provides reflection on one's teaching. It provides room for improvement.	9.25%
4.	Yes, student teachers can assess the performance of teachers educators because they know better about their teachers since they are involve in the teaching learning process.	7.40%
5.	Yes, because that is how teacher educator get to know about their strength and weaknesses.	7.40%
6.	Yes, because they give honest feedback.	5.55%
7.	Yes, because this is like after-sale-service, no product can stand without consumer/customer feedback and satisfaction.	3.70%
8.	Yes, student if honestly assess without bias can be a good assessor.	1.85%
9.	Yes, feedback from student teachers should also be taken into Account to improve the method of teaching of the teacher educator.	1.85%
10.	Yes, to a certain extend the student teacher can be allowed to assessed.	1.85%
11.	Yes, it is an important aspect in teaching learning process to have reflective practice.	1.85%
12.	Yes, there should be proper channel or platform for constructive criticism.	1.85%
13.	Yes, because we all are in a teaching-learning process.	1.85%
14.	Yes, it is important to know our strength and weakness. It should be confidential. It will help the teacher educator to improve his/her performance.	1.85%
15.	Responded only 'YES'.	11.11%

Out of the total respondents of 54, Table 4.49 showed that 1(1.85%) said 'Yes', it should be. Teacher's evaluation was very important, 4(7.40%) said 'Yes' because feedback can improve

the teaching learning process, 5(9.25%), responded that it provides reflection on one's teaching. It provides room for improvement, 4(7.40%) responded, 'Yes' student teachers can assess the performance of teachers educators because they know better about their teachers since they were involved in the teaching learning process, 4(7.40%) said 'Yes' because that was how teacher educator get to know about their strength and weaknesses, 3(5.55%) said, 'Yes' because they give honest feedback, 2(3.70%) said, 'Yes' because it is like after-sale-service, no product can stand without consumer/customer feedback and satisfaction, 1(1.85%) said, 'Yes', student if honestly assess without bias can be a good assessor, 1(1.85%) yes feedback from student teachers should also be taken into Account to improve the method of teaching of the teacher educator, 1(1.85%) to a certain extend the student teacher can be allowed to assessed, 1(1.85%) said, yes, it is an important aspect in teaching learning process to have reflective practice, 1(1.85%) said, yes, there should be proper channel or platform for constructive criticism, 1(1.85%) said, yes because we all were in a teaching-learning process, 1(1.85%) said, yes, it is important to know our strength and weakness. It should be confidential. It will help the teacher educator to improve his/her performance, 6(11.11%) responded only 'YES'.

Table No. 4.50. Organising/conducting of various programmes for the Student Teachers

Organisation of the following Programmes for the Student-Teachers	Seminar	Workshop	Work-Experience	Life skill Activities	Community Work	Field Trip
	92.59%	51.85%	37.04%	42.61%	64.81%	37.03%
Any Other 37.03%	Debate& Formal Programmes		Club Activities		Paper Presentation	
	2.16%		31.49%		1.85%	
Frequency for the conduct of the Programmes	Frequently		Sometimes		Never	
	25.92%		74.08%		0%	

Table 4.50 showed, 50(92.59%) responded that they organised Seminar, 28(51.85%) responded that they organised Workshop, 20(37.04%) responded that they organised Work-Experience, 23(42.61%) responded that they organised Life Skill Activities, 35(64.81%) responded that they organised Community Work, 20(37.03%) responded that they organised Field Trip. Another 20(37.03%) of them responded that they organised other programmes. Out of these 37.03% of them 2(3.71%) specified that they organised Debate and other formal programmes whenever needed, 17(31.49%) of them specified that they organised Club Activities and 1(1.85%) responded that they organised Paper Presentation. On the frequency for the conduct of the programmes 14(25.92%) responded that they ‘Frequently’ conduct the Programmes, 40(74.08%) responded that they ‘Sometimes’ conduct the Programmes and 0% responded that they ‘Never’ conduct the Programmes.

Table No. 4.51. Technological device in teaching

Used of Technological devices while teaching.	Always	Sometimes	Never
	16.67%	81.48%	1.85%
Frequency in the preparation and utilization of Power Point Presentation (PPP)	Always	Sometimes	Never
	12.96%	83.34%	3.70%
Whether Technological devices make teaching more effective	Yes	No	
	100%	0%	
Use of innovative practice in teaching.	Yes	No	
	55.56%	44.44%	

Table 4.51 indicated the responses of the Teacher Educator on the use of technological device while teaching, out of the total respondents of 54, 6(16.67%) responded that they ‘Always’ used technological devices while teaching, 44(81.48%) responded ‘Sometimes’ and 1(1.85%) responded ‘Never’. The table also indicated that the frequency in the preparation and utilisation of Power Point Presentation (PPP). 7(12.96%) responded that they ‘Always’ prepared

and utilized Power Point Presentation while teaching, 45(83.34%) responded 'Sometimes' and 2(3.70%) responded 'Never'.

Regarding whether technological devices make teaching more effective, 100% of the teacher educators thought that technological devices can make teaching more effective and 0% responded that technological devices cannot make teaching more effective. The views given by the 54 Teacher Educators were, 8(14.81%) shared that technological devices makes teaching-learning process more interesting, 4(7.41%) shared that it encourages individual learning, improves engagement and knowledge retention, 5(9.26%) shared that multi-sensory organs can be utilised through the use of technological devices, 4(7.41%) shared that current issues related to the topics can be updated through technological devices, 2(3.70%) shared that it helped in the use of Constructivist approach, 6(11.11%) shared that these devices helped in accuracy of data and information presentation, 2(3.70%) shared that these devices facilitated in optimum learning outcome, 3(5.56%) shared that it catered to the different types of learners., 5(9.26%) shared that the devices took away the monotony in learning, especially the theoretical aspects, 4(7.41%) shared that satisfactory execution of certain concepts from different subjects are possible through technological devices, 3(5.56%) shared that to prepare teachers for tomorrow; use of technological devices was a must in Teacher Education, 8(14.81%) shared that to introduce technology in the field of education, the best means would be incorporating technological devices in teaching learning process by the Teacher Educators.

Regarding the use of innovative practice in teaching, 30(55.5%) responded that they used innovative practice in their teaching, 24(44.45%) responded that they did not used innovative practice in their teaching. Of those 30 respondents who responded that they used innovative practices: 17(56.66%) of them mentioned they used Peer Teaching, Cooperative/ Collaborative Teaching-Learning approach, 11(36.66%) of them mentioned that they let student-teachers do self-assessment, 5(16.66%) of them mentioned that they used reflective thinking and dialogue, 25(83.33%) of them mentioned that they used ICT in their teaching, 16(53.33%) of them mentioned that they used debate, group activity, brainstorming in their teaching, 21(70%) of the mentioned that they asked for student teachers' feedback after every class which they said makes the students learnt better and at the same time makes them better teacher educators, 19(63.33%) of them mentioned that they used old methods like discussion, problem solving, activity based method, Seminar and the like but with some modifications according to constructivist approach.

Table No 4.52. Micro Teaching and Practice Teaching

MICRO TEACHING.						
No. of days allotted For Teaching	3 Days	5 Days	6 Days	7 Days	10 Days	
	3.70%	55.55%	9.25%	16.68%	14.82%	
No. of Lessons Prepared.	3 Lessons	5 Lessons	6 Lessons	7 Lessons	10 Lessons	2 Lessons
	1.85%	46.30%	22.22%	12.96%	14.82%	1.85%
No. of Lessons Practiced/Taught.	3 Lessons	5 Lessons	6 Lessons	7 Lessons	10 Lessons	20 Lessons
	1.85%	46.30%	22.22%	12.96%	14.82%	1.85%
1 st INTERNSHIP (MICRO TEACHING)						
No. of days allotted for Teaching		No. of Lessons Prepared		No. of Lessons Practiced/Taught		
5 Days	9.25%	3 Lessons	5.56%	2 Lessons	1.85%	
7 Days	5.56%	5 Lessons	3.71%	5 Lessons	3.71%	
10 Days	25.92%	10 Lessons	24.07%	10 Lessons	24.07%	
12 Days	5.56%	12 Lessons	7.40%	12 Lessons	7.41%	
15 Days	5.56%	20 Lessons	42.59%	20 Lessons	46.29%	
20 Days	33.33%	30 Lessons	5.56%	25 Lessons	5.56%	
1 Month	5.56%	40 Lessons	9.26%	40 Lessons	9.26%	
2 Months	9.26%	50 Lessons	1.85%	50 Lessons	1.85%	
2 nd INTERNSHIP (MACRO TEACHING)						
No. of days allotted for Teaching		Number of Lessons Prepared		No. of Lessons Practiced/Taught		
20 Days	46.29%			20 Lessons	38.89%	
1 Month	12.97%	20 Lessons	38.89%	25 Lessons	7.40%	
2 Months	16.67%	30 Lessons	14.81%	30 Lessons	7.40%	
40 Days	14.82%	40 Lessons	12.96%	40 Lessons	12.96%	
60 Days	5.55%	50 Lessons	31.49%	50 Lessons	31.49%	
1 ½ Month	3.70%	60 Lessons	1.85%	60 Lessons	1.85%	

Table 4.52 indicated the responses made on Micro Teaching and Practice Teaching. On the number of days allotted, lessons plans prepared and lessons taught in **Micro Teaching**, 3.70% mentioned 3 days, 55.55% mentioned 5 days, 9.25% mentioned 6 days, 16.66% mentioned 7 days and 14.81% mentioned 10 days; 1.85% mentioned 3 lesson plans, 46.29% mentioned 5 lesson plans, 22.22% mentioned 6 lesson plans, 12.96% mentioned 7 lesson plans, 14.81% mentioned 10 lesson plans and 1.85% mentioned 20 lesson plans; 1.85% mentioned 3 lessons, 46.29% mentioned 5 lessons, 22.22% mentioned 6 lessons, 12.96% mentioned 7 lessons, 14.82% mentioned 10 lessons and 1.85% mentioned 20 lessons. Regarding the No. of days allotted for teaching, No. of lessons Prepared and No. of lessons practiced/taught in **1st Internship (MACRO TEACHING)**, 9.25% responded 5 days, 5.56% responded 7 days, 25.92% responded 10 days, 5.56% responded 12 days, 5.56% responded 15 days, 33.33% responded 20 days, 5.56% responded 1 Month and 9.25% responded 2 Months; 5.56% said 3 lessons, 3.71% said 5 lessons, 24.07% said 10 lessons, 7.40% said 12 lessons, 42.59% said 20 lessons, 5.56% said 30 lessons, 9.26% said 40 lessons and 1.85% said 50 lessons; 1.85% said 2 lessons were being practice/taught, 3.71% said 5 lessons were being practice/taught, 24.07% said 10 lessons were being practice/taught, 7.41% said 12 lessons were being practice/taught, 46.29% said 20 lessons were being practice/taught, 5.56% said 40 lessons were being practice/taught and 9.26% said 50 lessons were being practice/taught. Regarding the No. of days allotted for teaching, No. of lessons Prepared and No. of lessons practiced/taught in **2nd Internship (MACRO TEACHING)**, 46.29% said 20 days, 12.97% said 1 Month, 16.67% said 2 Months, 14.82% said 40 days, 5.55% said 60 days and 3.70% said 1 ½ Month; 38.89% said 20 lessons, 14.81% said 30 lessons, 12.96% said 40 lessons, 31.49% said 50 lessons' and 1.85% said 60 lessons; 38.89% said 20 lessons are practiced/taught, 7.40% said 25 lessons are practiced/taught, 7.40% said 30 lessons were practiced/taught, 12.89 said 40 lessons were practiced/taught, 31.49% said 50 lessons were practiced/taught and 1.85% said 60 lessons were practiced/taught,

Table No. 4.53. Supervision Activity

Whether Teacher Educators are given training for supervision and evaluation of Micro and Macro Teaching.			Frequently	Sometimes	Never
			27.78%	57.41%	14.81%
Method used while supervising Student teachers during Practice Teaching					
Observe and write comments				87.03%	
Observe, write comments and give post teaching feedback				94.45%	
Give feedback and discussion				90.74%	
Peer Observation				81.48%	
Any other; (i) So far did not got the chance to supervise Practice Teaching				1.85%	
Whether satisfied with the present pattern of internship		Yes	No		Can't Say
		29.62%	22.23%		48.15%
Whether Teacher Educator should be oriented for supervision		Yes		No	
		98.14%		1.85%	
Whether there was any problem related to evaluation of Teaching Practice in your institution		Yes		No	
		42.59%		57.41%	
If 'Yes', it was because of (Reasons) ;	Lack of proper training of evaluation	Lack of adequate tools for evaluation		Negative attitude of student teachers towards teaching	
	39.39%	33.33%		24.24%	
Any other: (i) Time constrain during practice teaching.			3.04%		

Table 4.53 showed the responses made on supervision activities. On whether student educator given for supervision/evaluation of micro teaching and macro teaching, 15(27.78%) responded that they were 'Frequently' given training for Supervision and Evaluation of Micro and Macro teaching and 31(57.41%) responded that they were 'Sometimes' given training for Supervision and Evaluation of Micro and Macro teaching and 8(14.81%) responded that they were 'Never' given training for Supervision and Evaluation of Micro and Macro teaching.

On the Method used while supervising Student teachers during Practice Teaching, 47(87.03%) mentioned observe and write comments, 51(94.45%) mentioned observe, write comment and give post teaching feedback, 49(90.74%) Give feedback and discussion, 44(81.74%) mentioned peer observation and 1(1.85%) mentioned other methods.

Whether satisfied with the present pattern of internship, 16(29.62%) said 'Yes', 12(22.23%) said 'No' and 26(48.15%) mentioned 'Cannot Say'. The following were some of the suggestions given by teacher educators:

1. Reading and guidance material/handbook for the teacher educator should be developed
2. 20 weeks minimum duration for internship should be practiced in letter and in spirit with good monitoring mechanism.
3. Difficult to collaborate with school and their demand for sending our student-teachers as intern in their school at the beginning of the year (4th semester)
4. The school should be well informed about importance of internship so that they were more helpful, understanding and accepting towards the student teachers in their practice teaching.
5. Lack of orientation on the school which results in untowardness, reluctance, and absence of proper planning /management for the interns.
6. Micro-teaching should be included as part of the B.Ed curriculum and teaching skills should be incorporated.

On whether teacher educator should be oriented for supervision, 53(98.12%) said 'Yes' and, 1(1.85%) responded 'No'. Regarding whether there was any problem related to evaluation of teaching practice in your institution, 23(42.59%) said 'Yes' and 31(57.40%) said 'No' for the same. The reasons cited were, 13(39.39%) cited Lack of proper training of evaluation, 11(33.33%) cited Lack of adequate tools for evaluation, 8(24.24%) cited Negative attitude of student teachers towards teaching and 2(3.04%) cited relating to time constrain during practice teaching.

Table No. 4.54. Extension Service done by the Institute

Response	Percentage%
Yes	48.15%
No	51.85%

Table 4.54 indicated that 42.8% responded 'Yes' that they carry out extension services and 28(51.85%) responded 'No' for the same. Out of the total respondents of 26(48.15%) who responded yes, the reasons mentioned were: 19.24% mentioned orientation of school teachers, 7.69% mentioned that they go to schools to provide seminars, 19.24% mentioned that they do resourcing in training of in-service teachers, 26.92% mentioned that they interview board for teacher recruitment, 3.84% do resourcing programmes and 23.07% mentioned that they provide orientation programme for secondary school teaches as and when required by the practicing school.

Table No. 4.55. Involvement of institutions in CSS (Centrally Sponsored Scheme) programme

Response	Percentage%
Yes	35.18%
No	64.82%

Table 4.55 indicated that out of total 54 respondents, 19(35.18%) of them responded 'Yes' that their institutes involved in Centrally Sponsored Schemes (CSS) and 35(64.8%) of them responded 'No' for the same.

Table No. 4.56. Involvement of institution in Distance Education Programme

Response	Percentage%
Yes	38.89%
No	61.11%

Table 5.56 indicated, out of the total of 54, 21(38.89%) of them responded 'Yes' that they help out Distance Education Programme and 33(61.11%) responded 'No' for the same.

Table No. 4.57. Organisation of Faculty Development Programmes

Whether the institution organise any Faculty Development Programmes				Yes	No
				48.14%	51.86%
If 'Yes' please specify					
Frequency			Once		Twice
			53.84%		46.16%
Beneficiary	It benefits all	Faculties of our institute	Both the faculties of our and other institute		It is extended to faculties of other institution in certain ways
	11.53%	23.07%	26.92%		38.47%

Table 5.57 showed that out of the total 54 respondents, regarding whether the institution organise any Faculty Development Programmes, 26(48.14%) of them responded 'Yes'

that they organise Faculty Development Programmes and 28(51.86%) of them responded ‘No’ for the same. Of the 26 respondents who responded ‘Yes’, 14(53.84%) of them mentioned Once in a year, and 12(51.86%) of them mentioned twice a year. Regarding whom does it benefits 3(11.53%) responded that it benefits all, 6(23.07%) responded that it benefits the faculties of our institute, 7(26.93%) responded that it benefits both the faculties of our and other institutes and 10(38.47%) responded that it was extended to faculties of their institution in certain ways

Table No. 4.58. Best Practice of the Institutions

Response	Percentage%
Yes	35.18%
No	64.82%

Table 4.58 indicated regarding whether the institution have any best practices, out of the 54 respondents, 19(35.18%) of them responded ‘Yes’ that they had best practices and 35(64.82%) of them responded ‘No’ for the same. Out of the total respondent of 19(35.18%) who said ‘Yes’, 2(10.53%) of them responded that they had mentoring and placement cell, 3(15.78%) responded that the student teaches autonomously conduct various programmes, 4(21.54%) responded that their institute was under tobacco free zone, 4(21.05%) responded that their institute is friendly and approachable towards student teachers, 4(10.52%) responded to dissemination of paperless resource material, 4(10.53%) responded that they had self-reflection and feedback dairies and record maintenance of responsibilities and assignments and 4(10.53%) responded that in practice teaching, the college adopted two types of setting- Rural and Urban for two phases of internship.

Table No. 4.59. Difficulties of Teacher Educators in introducing new innovative practice programmes in the institution

Whether the Teacher Educator faced any difficulty in introducing new innovative practice programmes in the institution		Yes	No
		48.14%	51.86%
If ‘Yes’, it was because of;			
i	Lack of physical facilities in the institution	31.48%	
ii	Lack of proper in-service training of teacher educators	18.51%	
iii	Poor background of student teachers	7.41%	
iv	Any other; Lack of time	1.85%	

Table 4.59 showed the responses regarding, whether the Teacher Educator faces any difficulty in introducing new innovative practice programmes in the institution, 26(48.14%) responded ‘Yes’ that they face difficulty in introducing new innovative practice programmes and

28(51.86%) responded 'No' for the same. Out of 26(48.14%) who responded yes, 17(31.48%) of them mentioned Lack of physical facilities in the institution, 10(18.51%) of them mentioned Lack of proper in-service training of teacher educators, 4(7.41%) of them mentioned Poor background of student teachers and 1(1.85%) of them mentioned under any other category cited Lack of time.

Table No. 4.60. B.Ed Curriculum

Sl.No	Areas	Yes	No
i	Too vast	72.22%	27.78%
ii	Relevant to local need	46.29%	53.71%
iii	Covers all the necessary areas of teaching profession	48.14%	51.86%
iv	Creates teaching effectiveness	66.67%	33.33%
v	Brings desired behaviour among student teachers	72.23%	27.77%
vi	Any Other	12.96%	

Regarding the current B.Ed curriculum, out of the total 54 respondents, 39(72.22%) of them responded 'Yes' for 'Too vast' and 15(27.78%) of them responded 'No' for the same. 25(46.29%) of them responded 'Yes' to 'Relevant to local needs' and 29(53.71%) of them responded 'No' for the same. 26(48.14%) of them responded 'Yes' to 'covers all the necessary areas of teaching profession' and 28(51.86%) of them responded 'No' for the same. 36(66.67%) of them responded 'Yes' to 'Creates teaching effectiveness' and 18(33.33%) of them responded 'No' for the same. 39(72.23%) of them responded 'Brings desired behaviour among student teachers' and 15(27.77%) of them responded 'No' for the same. Out of which, under any other category; 4(7.40%) of them mentioned, with regard to subject or paper specific, the contents are too theoretical and less practical, 1(1.85%) of them mentioned that efforts can be made towards developing their affective domain, 2(3.70%) of them mentioned that it allows the student teacher to learn the different disciplines and enhance their professional capacities.

Table No. 4.61. Efficiency of the Curriculum

Whether the existing curriculum helps in preparing the student teacher as professionals	Yes	No
	98.15%	1.85%
Whether the content of different areas of the curriculum up to date	Yes	No
	66.67%	33.33%
Whether the teacher educator ever involves in development of B.Ed curriculum	Yes	No
	51.86%	48.14%
Whether you are able to complete the course work within the given time frame	Yes	No
	96.29%	3.71%
Whether you are satisfied with the duration of the course	Yes	No
	92.59%	7.41%

The above table indicated that out of the total 54 respondents, 53(98.15%) of them responded 'Yes' that the curriculum helped in preparing the student teacher as professionals and 1(1.85%) of them responded 'No' for the same. 36(66.67%) of them responded 'Yes' that the content of different areas are the curriculum up to date and 18(33.33%) responded 'No' for the same. 28(51.86%) of them responded 'Yes' that the teacher educator involves in development of

B.Ed curriculum and 26(48.14%) responded 'No' for the same. 52(96.29%) of them responded 'Yes' that they are able to complete the course work within the given time frame and 2(3.71%) of them responded 'No' for the same. 50(92.59%) of them responded that they were satisfied with the duration of the course and 4(7.41%) of them responded 'No' for the same. Out of the total respondent of 4 who said 'No', 3(75%) of them cited as limited working days due to extra co-curricular activities and 1(25%) of them said that one (1) year is sufficient.

Table No. 4.62. Co-curricular activities organised in the institutions

Sl.No	Co-curricular activities	Percentage%
1	Sports	90.74%
2	Drama and arts	14.81%
3	Field trip	16.67%
4	Art craft	1.85%
5	Foundation day	5.56%
6	Orientation programme	5.56%
7	Fresher's day	42.59%
8	Cultural programme	64.81%
9	Teachers day	9.25%
10	Literacy day	46.29%
11	Parting social and induction day	42.59%
12	World no tobacco day	1.85%
13	Important national days	9.25%
14	Advent Christmas	3.70%
15	Social work	29.62%
16	Exhibition	3.70%
17	Food carnival/fest	14.81%
18	Workshops	7.40%
19	Talent show	9.25%
20	Seminars	1.85%
21	Sanitation drive	1.85%
22	Club activities	1.85%

Table 4.62 indicated the co-curricular activities of different Teacher Education Colleges. 90.74 % of the colleges organised Sports; 14.81% of the colleges organised Drama and Arts and Food Carnival Fest; 16.67% of the colleges organised Field trips; 1.85% of the colleges organised Art and Craft, Seminars, Sanitation drives, World no tobacco day and Club activities; 5.56% of the colleges organised Foundation day and Orientation programme; 42.59% of the colleges organised Fresher's day, Parting Social and Induction day; 64.81% of the colleges organised Cultural programme; 9.25% of the colleges organised Teacher's day, important National day and Talent show; 46.29% of the colleges organised Literacy day; 3.70% of the colleges organised Advent Christmas and Exhibition; 29.62% of the colleges organised Social work and 7.40% of the colleges organised Workshops.

Table No. 4.63. Frequency and effectiveness in conducting co-curricular activities

Frequency	Frequently	Sometimes	Never
	25.92%	74.08%	0%
Whether the participation of student teachers in co-curricular activities would be useful/ helpful in their teaching profession	Yes		No
	100%		0%

Table 4.63 showed the responses on the Frequency and effectiveness in conducting co-curricular activities. Regarding how often you organise co-curricular activities, out of 54 respondents, 14(25.92%) of them responded that they organise co-curricular frequently, 40(74.08%) of them responded that they organise sometimes and 0% responded never. Whether the participation of student teachers in co-curricular activities will be useful/ helpful in their teaching profession, all 54(100%) of them responded ‘Yes’ that the participation of student teachers in co-curricular activities will be useful/ helpful in their teaching profession and 0% responded ‘No’ for the same. Out of the total respondent of 100% who said ‘Yes’, 20.37% said, they will become more confident as it provides a platform to participate in different activities, 16.66% said, it provided all round development, 7.40% said, it developed social skills, relationship building, and time management skills, and develops self-esteem. 5.56% said, it provided them organising skills, multi-cultural living and tolerance and awareness about various issues, rights and responsibilities, 3.71% said, it enhanced their professional level, encourages them to move out of their comfort zone, and develops critical thinking ability, 7.40% said, student teacher needed to include personal, social and spiritual and moral values and through co-curricular activities it was made possible to achieve such goal. 3.71% said, it helped them to realise their abilities, strength and weaknesses, 7.40% said, it helped student teacher to express their feelings and creates team spirit, 3.71% said, teaching learning included the overall activities and experiences. Their participation in co-curricular activities will help them in equipping themselves with the knowledge and experiences which will help them in guiding the students, 11.11% said, to be able to created creative and independent mind in the trainees, 3.71% when they got involved in schools as a teacher, 9.26% developed their personality and enhanced their leadership skills.

Table No. 4.64. Existing Pattern of Evaluation

Whether the existing pattern of evaluation procedure was adequate to know about the progress of the student teacher	Yes	No
	66.67%	33.33%
Whether satisfied with the break up mark of 70/30 for external and internal assessment	Yes	No
	66.67%	33.33%
Whether satisfied with the tools and techniques being used for evaluation in student teachers' practice teaching	Yes	No
	83.34%	16.66%

Table 4.64 showed the responses of Existing Pattern of Evaluation. Out of the total respondents of 54, 36(66.67%) of them responded 'Yes' that the existing pattern of evaluation procedure is adequate to know about the progress of the student teacher and 18 (33.33%) of them responded 'No' for the same. Out of the total respondent of 18(33.33%) who responded 'No', the following were the suggestion offered offer by them for improvement:

1. Assessment was on cognitive aspect only; it needs to be changed through long deliberation.
2. Individuals sometimes neglected especially in practical and co-curricular areas, therefore evaluation of individuals should also be emphasised in these areas as well.
3. Equal importance should be given in all areas and not just on the final written examinations in passing or failing student teacher.
4. More emphasis should be on assessment.
5. As we cannot judge a person to be a very affective teacher by their performance in the theoretical exam.
6. More weightage should be given to practical aspects.

Table 4.64 also indicated that out of the total respondents of 54, 36(66.67%) of them responded 'Yes', that they were satisfied with the break up mark of 70/30 for external and internal exam and 18(33.33%) of them responded 'No' for the same. Out of the total respondent of 18(33.3%) who responded 'No', the following were some of the reasons to why they said 'No':

1. It should be continuous and comprehensive. Being a professional course/programme, the assessment needs a change.
2. Too less focus on internal marks, whereas, B.Ed curriculum was full of activities and programmes, therefore proper balancing of marks should be accepted.
3. 50 Marks for internal and 50 Marks for external.

4. One cannot judge or decide based on what the trainees have written in their final exam. Likewise more weightage should be given for internal assessment and not external.
5. With the number of activities being conducted comprehensively by the teacher educators, more weightage if not equal should be conferred.

Table 6.64 also indicated that out of the total respondents of 54, 45(83.34%) of them responded 'Yes' that they were satisfied with the tools and techniques being used for evaluation in student teachers' practice teaching and 9(16.66%) responded 'No' for the same. Out of the total respondent of 9(16.66%) who responded 'No', the following were being suggested for improvement:

1. Tools and teaching should be developed according to the local needs and situations and not according to that of other society.
2. Need to include more criteria for assessment.

Table No. 6.65. Major problems encountered by Teacher Educators

Sl.No.	Co-curricular activities	Percentage%
i	Teaching related	40.74%
ii	Student related	42.59%
iii	Syllabus related	59.25%
iv	Evaluation related	16.66%
v	Infrastructure/facility related	20.37%
vi	Any other(s)	9.25%

Table 6.65 indicated the Major Problems encountered by Teacher Educators. Out of the total respondents of 54, 22(40.74%) responded to Teacher Related, 23(42.59%) responded to student related, 32(59.25%) responded to syllabus related, 9(16.66%) responded to evaluation related, 11(20.37%) responded to infrastructure/facility related and 2(9.25%) responded to other opinion.

The following were some of the problems mentioned by them under different head:

Teaching related

- 3.71% cited no refresher course or development programmes
- 27.77% cited lack of reading hand book materials for them, time constrain to balance practical and theoretical aspects because of vast syllabus.
- 3.71% to practice constructivist approach was a problem in teaching.
- 1.85% cited being made to teach paper/course which was not their specification.

1.85% cited not easy to handle student teachers from different background/streams and age level.

1.85% cited lack of infrastructure/ICT facility.

Student related

3.71% cited demotivated student teachers.

9.25% cited lack of interest from the student teachers resulting in lack of participation.

16.67% cited poor attendance /irregular student teachers leading to repetition of topics.

1.85% cited some student teachers were not interested at all.

1.85% cited in-service student teachers were not familiar and found it hard to imbibe and practice new teaching approach.

1.85% said poor background (bad basic-grammar)

5.56% cited attitude of the student teachers.

1.85% said negative attitude of the in service teachers.

Syllabus related

14.81% cited no specific material/lack of relevant materials.

20.37% said some were not relevant and there were overlapping topics.

16.67% said too vast.

1.85% said refinement is needed to make it more professionalised.

1.85% said too less focus on local need and requirement.

1.85% said some syllabus was too much for half paper i.e., 50 marks.

1.85% said more theoretical rather than logical knowledge.

Evaluation related

1.85% mentioned improper and needs change.

1.85% mentioned for evaluation of final answer scripts, the Nagaland University members should evaluate not the B.Ed teaches.

1.85% mentioned time constrain.

1.85% mentioned not being properly trained and oriented in areas of Assessment and Evaluation, it was sometimes difficult to construct the tools.

1.85% mentioned more weightage was given to theory than practical.

3.71% mentioned evaluation of particular paper by the same institution over and over.

1.85% mentioned evaluation at university level seems to be not fair sometimes.

1.85% mentioned evaluation of internal marks was subjective.

Infrastructure/Facility

1.85% mentioned no room for mentoring.

3.71% mentioned insufficient rooms and staff rooms.

5.56% mentioned insufficient books and materials.

1.85% mentioned basic features not provided.

1.85% mentioned not disabled friendly.

3.61% responded lack of ICT facilities.

1.85% responded library.

Any other

3.70% mentioned shortage of faculty.

1.85% mentioned that it does not permit to address individual student problem.

1.85% responded lack of reference material for various paper of the course.

1.85% mentioned lack of co-ordination and communication among the college institutes and also with the university.

Table No. 4.66. Whether Secondary Teacher Education is doing well in Nagaland

Response	Percentage%
Yes	33.34%
No	14.81%
Can't Say	51.85%

Table 4.66 indicated that out of the total respondents of 54, 18(33.34%) responded 'Yes' that the Secondary Teacher Education was Doing well in our State, 8(14.81%) said 'No' for the same and 28(51.85%) responded 'Can't Say'.

In regard to item number 70 "In your opinion what are some areas that need improvement in Secondary Teacher Education. Please mention."

The following are some of the views of the Teacher Educators for the areas that they think need improvement in Secondary Teacher Education.

19.37% of them mentioned that proper teaching material or teaching guide material should be developed.

16.67% Salary of both the private and government colleges should be according to UGC scale.

9.25% mentioned that employment of teachers on the teacher-student ratio should be according to UGC norms.

20.37% said frequent seminars, conference, symposium and other such activities should be organised for both the student teachers and teacher educators.

8.46% of them mentioned that more application oriented and less theory content should be introduced.

16.67% of them mentioned that it should improve the evaluation system so as to make it more fair and objective.

9.25% of them mentioned that change some contents in the syllabus and make it more relevant, correlation between contents of the syllabus and marks allotment should be done and irrelevant topics should be omitted.

13.15% of them mentioned that microteaching should be introduced again in the curriculum.

9.25% of them mentioned that modernise infrastructure with essential modern amenities and teaching learning facilities.

12.56% mentioned that it should Improve/increase opportunities for professional development.

8.46% of them mentioned that better commitment on the part of the government towards transparent on educational funding.

13.15% of them mentioned that stringent and clear cut policies on Teacher Recruitment.

16.67% of them mentioned that there should be linkages between the various Secondary Teachers Education Institutions so as to bring about a planned and Co-ordinated course transaction, internship patterns and processes to avoid anomalies in transaction, evaluation or even finding solutions to problems faced in academic areas etc...

8.46% of them mentioned that In-service training should be organised for newly appointed teacher.

20.37% said timely curriculum review according to the local need and requirements and according to the need of the hour.

13.15% of them mentioned that uniform practices of internship by all the colleges.

16.67% said that review on the duration of internship needs to be done.

13.15% of them mentioned that commercialisation of B.Ed colleges, especially private institutions needs to be checked.

9.25% mentioned that greater emphasis needs to be put on the internship and on practical based activities.

16.67% of them mentioned that language proficiency of the teacher educator needs to be enhanced.

20.37% said more professional training to be conducted for all teachers' educators.

18.16% of them also mentioned that screening test should be there during admission of the student teachers; as many of them join the course by chance and not by choice, which really affects the standard of education of our children.

20.37% said timely inspections of the Secondary Teacher Education Colleges by experts from the University or from Higher Education Department should be done.

18.16% of them also mentioned that should focus more on skill development.

20.37% said organising faculty development programmes and workshop on timely basis.

16.67% mentioned that subjectivity in internal activities has to be checked.

9.25% said that follow programmes should be organised periodically.

9.25% of them mentioned that licensing for teaching should be done so as to make it a profession like other profession this step can improve the status of Secondary Education Colleges.

Regarding item number 71, “In your opinion regarding the position, progress and development of secondary teachers education programme in Nagaland towards quality education.”, the following were the opinions of the Teacher Educators on the progress and development of Secondary Teachers Education Programme in Nagaland towards quality education.

With regard to the position, progress and development of secondary teachers education programme, the findings showed 27.77% educators shared their opinion that number of seats should be enhanced in the Teacher Education institutions to cater to the needs of the untrained teachers.

13.15% of them mentioned that Secondary education programme was developing steadily but teacher educators need to develop professionally.

14.24% of them mentioned that the state government need to be more serious towards improving in all aspects of teacher education if quality has to be ensured.

18.16% of them have their opinion that it was progressing and developing year by year as compared to other teacher education programme. Therefore, it was important that government should play more of its role as a driving force for all the developmental process, have better relation with all the institutions etc.

24.17% of them mentioned that the expansion of Secondary Teacher Education institution during the past few years characterise the teacher education scenario of today which cater the need for qualitative improvement of teachers in the state. The status of secondary teacher education in

Nagaland was quite good, but still much needed to be reviewed and done in terms of privatisation of the teacher education allocation of seats of student teachers, curriculum etc.

18.16% of them also mentioned that apart from teaching skills and degrees, areas like guidance and counselling, development of life skills, values, ICT, innovation in teaching and learning.

9.11% of them mentioned that gender perspective etc. need to be focussed upon.

13.15% of them mentioned that Teacher Education was making the teacher to be better equipped in teaching and dealing with the students, which results in better outcome.

13.15% of them mentioned that there was lack of proper teaching materials for training teachers.

17.15% of them mentioned that no proper training programmes were provided to the teachers to execute the syllabus.

13.15% of them mentioned that Secondary Teacher Education was stagnant and fails to be relevant/ practical to the needs of the Naga society.

24.17% of them mentioned that a proper handbook for Teacher Educator will be more helpful.

10.13% of them have mentioned that all the teacher educators should co-operate and work together for common goal so that we can uplift and bring quality education.

18.16% of them have their opinion that more faculty programmes should be organised by the colleges of Teacher Education and the State.

5.56% said that the evaluation system should be made effective and should be void of any unparalleled or bias examiner.

24.17% of them mentioned that a lot of achievement needs to be made in the State to come at par to the standards set by other state in our country. To enhance the quality of quality education, more institution should come up with M.Ed course to upgrade the standards of teaching in every teacher-training institute.

18.16% of them have their opinion that to give quality education different kinds of programmes like refreshers course, seminar and workshops on teacher education should be conducted frequently.

13.15% of them mentioned that should try to accommodate more student teachers in all the colleges.

19.35% of them mentioned that the course should be made more practical.

13.15% of them mentioned that there will be quality education only if student-teachers go out and teach they are trained.

18.16% of them have their opinion that the course should bring in more practical aspects.

13.15% of them mentioned that Secondary Teacher Education needs more qualified, dedicated and hardworking teachers.

13.15% of them mentioned that Monitoring and appropriate action should be devised for no-performing teachers.

17.15% of them mentioned that Curriculum should be relevant for professional development.

11.18% of them have mentioned that Internship should be properly planned by working in collaboration with SCTE and DSE.

4.1.3. Analysis of the responses of the Principals of the 8 colleges.

The Principals were from the 8 Secondary Teacher Education Colleges which were studied upon. The analysis and interpretations were as follow:

Table No. 4.67. Information about the Principal of the B.Ed Colleges

Gender of the principal	Female			Male		
	25%			75%		
Educational Qualification	PG	M.Phil	Ph.D		Any Other	
	25.5%	12.5%	50.5%		12.5%	
Subject	Education	Education and Psychology	Psychology	Mathematics	English	
	50%	12.5%	12.5%	12.5%	12.5%	
Professional qualification	B.Ed		M.Ed		Any other	
	25%		75%		0%	
NET/JRF	NET			JRF		
	Yes	No		Yes	No	
	25%	75%		25%	75%	
Service condition	Permanent	Temporary	Contract	Adhoc		Substitute
Percentage%	75%	25%	0%	0%		0%
Year of experience as Principal						
Year(s)	1	2	3	4	5	6
	25%	0	25%	12.5%	12.5%	25%

Table 4.67 indicated the response on the Information about the Principal of the B.Ed Colleges. Out of the total respondent of 8, 6(75%) of them were male, 25(25%) were female.

Regarding the Educational Qualification 2(25%) had P.G. degree, 1(12.5%) had M.Phil degree, 4(50.5%) had Ph.D degree, 1(12.5%) mentioned other qualifications. Regarding the subject, 4(50%) responded Education, 1(12.5%) responded Education and Sociology, 1(12.5%) responded Psychology, 1(12.5%) responded Mathematics and 1(12.5%) responded English. The table also shows that with regards to Professional qualification, 6(75%) had B.Ed and 2(25%) had M.Ed. On whether they were NET Qualified, 25% were NET qualified and 75% were not NET Qualified. On whether they were JRF Qualified, 2((25%) were qualified and 6(75%) were not qualified. The above table also indicates, out of the total respondent of 8 6(75%) principals said that their service condition was Permanent and 2(25%) of them said that it was Temporary. Out of the total respondent of 8, 2(25%) of them had 1 year of experience, 2(25%) of them had 3 years of experience, 1(12.5%) of them had 4 years of experience, 1(12.5%) had 5 years of experience, 2(25%) had 6 years of experience as a Principal.

Table No. 4.68. Name of the Colleges

Sl.No	Name of the College
1	State College of Teacher Education, Kohima
2	Mokokchung College of Teacher Education, Mokokchung
3	Modern Institute of Teacher Education, Kohima
4	Sazolie College of Teacher Education, Kohima
5	Ura College of Teacher Education, Kohima
6	Salt Christian College of Teacher Education, Dimapur
7	Bosco College of Teacher Education, Dimapur
8	Unity College of Teacher Education, Dimapur

Table 4.68 indicated the name of the 8 colleges viz : State College of Teacher Education, Kohima, Mokokchung College of Teacher Education, Mokokchung, Modern Institute of Teacher Education, Kohima, Sazolie College of Teacher Education, Kohima, Ura College of Teacher Education, Kohima, Salt Christian College of Teacher Education, , Dimapur, Bosco College of Teacher Education, Dimapur and Unity College of Teacher Education, Dimapur has been undertaken for the study.

Table No. 4.69. Information about the B. Ed Colleges

Year of Establishment	Name of the College							
	College 1	College 2	College 3	College 4	College 5	College 6	College 7	College 8
	1975	1995	2003	2011	2012	2014	2014	2013
Location of the college	Kohima			Dimapur			Mokokchung	
	50%			37.5%			12.5%	
Category of the college	Government		Private		Autonomous		Any other	
	25%		75%		0%		0%	
Status of affiliation to NU	Permanent			Temporary		Provisional		
	37.5%			12.5%		50%		
Type of College	CTE				B. ED College			
	12.5%				87.5%			
	Year of college graded as College of Teacher Education							
	9/10/1998							
Is your college assessed by National Assessment and Accreditation Council(NAAC)					Yes		No	
					12.5%		87.5%	
If ‘Yes’,specify	Grade			CGPA		Year of accreditation		
	B			2.52%		2011		

Table 4.69 showed the responses made by the Principals on the Information about the B.Ed Colleges. Regarding the establishment of colleges, College 1 were established in 1975, College 2 in 1995, College 3 in 2003, College 4 in 2011, College 5 in 2012, College 6 and College 7 in 2014 and College 8 in 2013. With regards to the location, 4(50%) Colleges were in Kohima, 3(37.5%) in Dimapur and 1(12.5%) in Mokokchung. Regarding the categories, 2(25%) were Government, 6(75%) were Private and 0% Autonomous. In regards to the status of affiliation to NU, 3(37.5%) were Permanent, 1(12.5%) were Temporary and 4(50%) were

Provisional. Regarding the type of college, 1(12.5%) College was CTE and 7(87.5%) were B. ED College. The institute was graded as College of Teacher Education on 10th October 1998. Regarding the assessment by NAAC, 1(12.5%) responded 'Yes' and 7(87.5%) responded 'No'.

Table No. 4.70. Position of Non-Teaching staff in the Institute

Nature of work	No. of Non-Teaching staff	Percentage%
Office Assistant	17	17.17%
Computer Assistant	10	10.10%
Technician	5	5.05%
Librarian	7	7.07%
Librarian Assistant	8	8.08%
Driver	9	9.09%
Peon/Chowkidar	20	20.20%
Gardener	7	7.07%
Sweeper	7	7.07%
Any other	9	9.10%
TOTAL	99	100%

Table 4.70 indicated the position of non-teaching staffs. Of the total 8 colleges, they had 99 non-teaching staffs of which, 17.17% were office Assistant, 10.10% were Computer Assistant, 5.05% were Technician, 7.07% were Librarian, 8.08% are Librarian Assistant, 9.09% were Driver, 20.20% were Peon/Chowkidar, 7.07% were Gardener, 7.07% were sweeper, and 9.09% responded to any other categories. Again under any other category; 2.02% were store keepers; 4.04% lap assistant; 3.04% as bus conductor.

Table No. 4.71. Criteria for Admission of Pre-Service Student Teacher and number of Enrolment in the institute

Criteria for admission	Merit Basis	Entrance Test Basis	Interview Basis	First Come First Basis	Random Basis	Any other
	62.5%	100%	50%	0%	0%	0%
Number of enrolment of B. ED students in your college for 2017-2018	Colleges	No. of In-service student teacher		No. of Pre-service student teacher		Total
	College 1	30	30%	70	70%	100
	College 2	16	16%	84	84%	100
	College 3	60	30%	140	70%	200
	College 4	30	30%	70	70%	100
	College 5	60	60.61%	39	39.39%	99
	College 6	40	20%	160	80	200
	College 7	65	38.23%	105	61.77%	170
	College 8	67	36.41%	117	63.59%	184
Total		368	31.91%	785	68.09%	1153
Number of Male and Female Student Trainees 2017-2018	Year	No. of Male Student Teachers		No. of Female Student Teachers		Total
	College 1	26	26%	74	74%	100
	College 2	30	30	70	70%	100
	College 3	57	28.5%	143	71.5%	200
	College 4	33	33%	67	67%	100
	College 5	24	24.24%	75	75.76%	99
	College 6	66	33%	134	67%	200
	College 7	70	41.17%	100	58.83%	170
	College 8	73	39.69%	111	60.33	184
Total		379	32.87%	774	67.13%	1153

Table 4.71 indicated the responses made on the criteria for admission of pre-service Student teacher and number of enrolment in the colleges. With regard to the criteria for admission, 5(62.5%) colleges mentioned 'Merit Basis', 8(100%) also responded 'Entrance Test Basis' and 4(50%) responded 'Interview Basis'. In regards to the enrolment of B.Ed, out of 1153 students, 368(31.91%) were In-service trainees and (785)68.09% student trainees were Pre-Service trainees. Regarding the number of male and female trainees, 379(32.87%) of them were male student trainees and 774(67.13%) were female student trainees.

Table No. 4.72. Ratio of Teacher Educator-Student Teacher in the B. Ed Colleges

College	Ratio of Teacher Educator-Student Teacher
1	1:18
2	1:20
3	1:25
4	1:30
5	1:35
6	1:40
7	1:42
8	1:48

The above table indicated, that all the colleges have different Teacher Educator-Student Teacher ratio, College 1 had the ratio of 1:18, College 2 had the ratio of 1:20, College 3 had the ratio of 1:25, College 4 had the ratio of 1:30, College 5 had the ratio of 1:35, College 6 had the ratio of 1:40, College 7 had the ratio of 1:42 and College 8 had the ratio of 1:48.

Table No. 4.73. Role of the Principal as head of institution

Convening of Faculty Meeting	Yes	No
	100%	0%
If Yes,	Number of faculty meeting	Percentage%
	Annually	0%
	Half Yearly	0%
	Quarterly	0%
	Monthly	75%
	Any other	25%
Involvement of faculty in decision making of the institution	Yes	No
	100%	0%
Involvement of student teachers' body in decision making	Yes	No
	62.5%	37.5%
Managing Board/governing body	Yes	No
	75%	25%

Table 4.73 indicated the responses made on the Information about the role of the Principal as head of institution. Out of 8 colleges, all 8(100%) of the principals responded that they convene faculty meeting. With regards to the number of faculty meeting, 6(75%) of the principals responded that they conduct faculty meeting every month and 2(25%) responded only when emergency arises. Regarding the involvement of faculty in decision making of the institution, 8(100%) of the principals responded that they involve the faculty in decision making of the institute. The table also showed, 5(62.5%) of the principals responded that they involve student teachers' body in decision making and 3(37.5%) of the principals responded that they do not involve student teachers' body in decision making. In regards to having a Managing board /governing body, 6(75%) of the principal responded that they have a managing board/governing body and 2(25%) of them said they did not have. Out of the 6 Principal who responded yes, 3(37.5%) of them mention that they had it at the convenience of the Board, 2(25.5%) of the Principals mentioned that they had it once in a year and 1(12.5%) Principal said that they had it twice a year.

Table No. 4.74. Assessment of the performance of the Teacher Educators

Classroom performance	Yes		No	
	75%		25%	
Professional performance	Yes		No	
	87.5%		12.5%	
Any other:	Feedbacks discussed informally			
	12.5%			
If yes.	How frequently do you assess their Performance			
	Annually		50%	
	Half yearly		37.5%	
	Quarterly		0%	
	Monthly		0%	
	Any other		12.5%	
Level of commitment	Highly committed	Committed	Less committed	Not at all committed
	37.5%	62.5%	0%	0%

Table 4.74 indicated the responses made on the Information about the assessment of the performance of your teacher educators. 6(75%) of the principals assessed the classroom

performance of the teacher educators while 2(25%) do not. Regarding professional performance 7(87.5%) of the principals assessed the performances of the teacher educators. The table also showed 1(12.5%) of the principals discussed the feedbacks informally. Regarding the frequency of assessing the performance of the teacher educators, 4(50%) responded annually, 3(37.5%) half-yearly and 1(12.5%) whenever the need arise. With regards to the level of commitment of the teacher educators, 3(37.5%) of the principals responded they were highly committed and 5(62.5%) responded they were committed.

Table No. 4.75. Teacher Educators' participation in Professional Activities

Presentation of papers at seminars and articles for journal publication	Yes		No
	75%		25%
No. of faculty who has published work at various level	State	National	International
	25%	75%	0%
No. of faculty who has presented paper at various level	State	National	International
	50%	62.5%	0%
Research funds for teacher educator	Yes		No
	12.5%		87.5%
Book grant facility	Yes		No
	0%		100%

Table 4.75 showed the responses made on the Information of principals encouraging the teaching faculty to presents paper at seminars and write articles for journal publication. 6(75%) of the principals responded they did while 2(25%) did not do. With regards to publishing of works at different levels 2(25%) of the faculty have published under State Level and 6(75%) at national level. The table also showed that 4(50%) of the faculty have presented paper at state level and 5(62.5%) of them at national level. Regarding the research funds for teacher educator, 1(12.5%) responded that the college had research funds while 7(87.5%) responded there were no research funds for teacher educator. In regard to book grant facility, all 8(100%) of the principals responded negatively.

Table No. 4.76. Organisation of Workshop/Seminar for own and other Teacher Educators

Organisation of Workshop/Seminars		Percentage%
Yes		87.5%
No		12.5%
Kindly mention the number of faculty who had attended the following:		
Sl.No	Name of Programme	No. of Faculty
1.	Refresher Course	48.57%
2.	Orientation Programme	51.42%
3.	Summer/winter school	25.71%
4.	Short term course	45.71%
5.	Seminar at State/National/International level	57.14%
6.	Workshop at State/National/International level	55.71%

Table 4.76 indicated that, out of the total respondents of 8, 7(87.5%) responded ‘Yes’ that they organise Workshops/Seminar for Teacher Educators and 1(12.5%) responded ‘No’ that they did not organise Workshops/Seminar for Teacher Educators. The above table also indicated, out of the total 70 faculties, 34(48.57%) responded that they attended Refresher Course, 36(51.42%) responded that they attended Orientation Programme, 18(25.71%) responded that they attended Summer/Winter School, 32(45.71%) responded that they attended Short Term Course, 40(57.14%) responded that they attended Seminar at State/National/International Level and 39(55.71%) responded that they attended workshop at State/National/International Level.

Table No. 4.77. Preparation of Academic Calendars

Preparation of Academic calendars	Percentage%
The Institution	100%
Managing Board	0%
Government officials	0%
Any other	0%

Table 4.78 showed, out of the total respondents of 8, all of them responded that the Institution prepares the academic calendar.

Table No. 4.78. Recruitment of B.Ed Teachers

Recruitment of Teacher Educator in case of government college	
Process	Percentage%
Through NPSC	100%
Recruitment of Teacher Educator in case of private college	
Process	Percentage%
Through managing board	33.33%
According to NCTE norms	16.67%
Interview	50%

Table 4.78 indicated that, of the 2 Government Teacher Educator Colleges: 100% responded that Teacher Educators are recruited through NPSC. The table indicates, out of the total respondent of 6 private colleges: 2(33.33%) of them responded that they recruit Teacher Educators through the Managing Board, 1(16.67%) responded that they recruit Teacher Educators according to NCTE norms and 3(50%) of them responded that they recruit Teacher Educators through Interview.

Table No. 4.79. College Buildings and Classrooms

Availability of own building	Percentage%
Yes	100%
No	0%
Type of building	Percentage%
RCC	100%
Hill type	0%
Kacha	0%
Any other	0%
Sufficient room in college	Percentage%
Yes	87.5%
No	12.5%
No.of rooms available for B.Ed course	Percentage%
6	12.5%
7	25%
10	25%
12	37.5%

Table 4.79 indicated, out of the total respondents of 8 all of them (100%) responded that they had their own building and all of them (100%) had responded that its RCC type. It also indicates that, out of the total respondent of 8, 7(87.5%) colleges responded 'Yes' of having sufficient classrooms in the college and 1(12.5%) responded 'No' that they do not have sufficient classrooms in the college. The table also indicates, out of the total respondent of 8, 1(12.5%) responded of having 6 separate rooms for B.Ed course, 2(25%) responded of having 7 separate rooms for B.Ed course, 2(25%) responded of having 10 separate rooms for B.Ed course, 3(37.5%) responded of having 6 separate rooms for B.Ed course.

Table No. 4.80. Availability of various facilities in the college

Facilities available in the college	Percentage%
a) Playground	50%
b) Volleyball court	50%
c) Basketball court	62.5%
d) Recreational center	37.5%
e) Auditoriums	75%
f) Hall for Indoor games	75%
g) Canteen	87.5%
h) Guidance and Counselling room	75%
i) Science laboratory	75%
j) Language laboratory	50%
k) ICT laboratory	87.5%
l) Teacher Educators common room	75%
m) Student teachers common room	50%
n) Hostel for female student teachers	50%
o) Hostel for male student teachers	50%
p) Quarter for Teaching faculty	62.5%
q) Quarter for Non-teaching faculty	62.5%
r) Separate toilet for Female Teacher educators	100%
s) Separate toilet for Male Teacher educators	75%
t) Separate toilet for Female Student teachers	100%
u) Separate toilet for Male Student teachers	62.5%
v) Separate toilet for people with disability	0%
w) Ramp for people with disability	12.5%
x) College Canteen	87.5%
y) Safe drinking water facility	75%
z) Any other, please specify	0%

Table 4.80 indicated the responses made of the Availability of various Facilities in the College. Out of the total respondents of 8, 4(50%) responded they had football ground, 4(50%) responded they had volleyball court, 5(62.5%) responded they had basketball court, 3(37.5%) responded they had recreational centre, 6(75%) responded they had auditorium, 6(75%)

responded they had all for Indoor games, 7(87.5%) responded they had canteen, 6(75%) responded they had Guidance and counseling room, 6(75%) responded they had Science Laboratory, 4(50%) responded they had Language Laboratory, 7(87.5%) responded they had ICT laboratory, 6(75%) responded they had Teacher Educators common room, 4(50%) responded they had student teacher common room, 4(50%) responded they had hostel for female for student teachers, 4(50%) responded they had hostel for male student teachers, 5(62.5%) responded they had quarter for teaching faculty, 5(62.5%) responded they had quarter for non-teaching faculty, 8(100%) responded they had separate toilet for female teacher educators, 6(75%) responded they had separate toilet for male teacher educators, 8(100%) responded they had separate toilet for female student teachers, 5(62.5%) responded they had separate toilet for male student teachers, 0(0%) responded to separate toilet for people with disability, 1(12.5%) responded they had ramp for people with disability, 7(87.5%) responded they had college canteen, 6(75%) responded they had safe drinking water facility.

Table No. 4.81. Availability of Technological Devices

No. of computers available	5	7	16	20	22
	12.5%	12.5%	25%	37.5%	12.5%
Computer/laptop for all the teacher educator			Yes	No	
			50%	50%	
LCD Projector in all the classroom			62.5%	37.5%	
Sufficient computer for the student teacher			25%	75%	
Sufficient computers for the ministerial staff			100%	0%	
Internet Connection			100%	0%	
Whether classroom avail internet facility			62.5%	37.5%	
Mode of connection	Wi-fi router		Regular connection		Broadband
	50%		37.5%		12.5%

Table 4.81 indicated the following; regarding the number of computers available out of 8 colleges, 1(12.5%) College had 5 computers, 1(12.5%) Colleges had 7 computers, 2(25%) Colleges had 16 computers, 3(37.5%) colleges had 20 computers and 1(12.5%) college had 22 computers. Regarding the number of Computer/laptop for all the teacher educator, 4(50%) colleges responded 'Yes' that they had computers/laptops for all the teacher educators and another 4(50%) colleges responded 'No' for the same. 5(62.5%) responded 'Yes' that they had ICT projector in all classrooms and 3(37.5%) responded 'No' for the same and 2(25%) of the

colleges responded 'Yes' that they had sufficient computers for the student teachers and 6(75%) colleges responded 'No' for the same. On whether they had sufficient computers for the ministerial staff, 100% responded 'Yes' that they had sufficient computers for the ministerial staff and 0% responded 'NO'. Regarding whether they had internet connection, all the 8 principals, 100% of them responded 'Yes' that they had internet connection and 0% responded 'No'. 5(62.5%) principals responded 'Yes' that they the classroom avail internet facility, 3(37.5%) responded 'No', 4(50%) of them responded that they used Wi-fi router, 3(37.5%) responded that they use regular connection and 1(12.5%) college responded that they have broadband.

Table No. 4.82. Availability of Library, Reading Materials and other facilities in the Library

Availability of library		Yes	No
		100%	0%
Whether there are Sufficient latest books on all subjects		Yes	No
		62.5%	37.5%
Items	Percentage%	Number of Books in the Library	Percentage%
Text book	100%	2500	9.46%
Journals	87.5%	1500	5.67%
Magazine	62.5%	9487	35.90%
Encyclopedia	87.5%	5490	20.78%
Newsletter	62.5%	3000	11.36%
Newspaper	100%	749	2.84%
Any other, please specify	12.5%	2000	7.56%
		1700	6.43%
		Total=26,426	100%
Availability of e- library facility		Yes	No
		25%	75%
Availability of Xerox Centre		Yes	No
		62.5%	37.5%
Whether satisfied with the library facility			
Highly satisfied	Satisfied	Dissatisfied	Highly dissatisfied
12.5%	50%	25%	12.5%

Table 4.82 indicated the following; regarding whether the college have a library, 8(100%) colleges responded 'Yes' that they had library and 0% responded 'No'. in regards to whether your library was equipped with sufficient latest books for the different subjects of the course, 5(62.5%) principals of the college responded 'Yes' that their library was equipped with sufficient latest books for the different subjects of the course, 3(37.5%) principals of the college responded 'No' that they were not equipped with sufficient latest books for the different subjects of the course. Out of the total respondent of 8, 100% responded that they were well stocked with text books, 7(87%) principals responded that they were well stocked with journals, 5(62%) responded that they were well stocked with magazine, 7(87.5%) principals responded that they were well stocked with encyclopedia, 5(62.5%) responded that they were well stocked with newsletter, 8(100%) colleges responded that they were well stocked with newspapers, and 1(12.5%) under any other mentioned as, no separate records for this maintenance.

Again out of the total books available in all the 8 colleges; (2500)9.46% of books were in College 1 library, 1500(5.6%) of books are in College 2 library, 9487(35.90%) of books were in College 3 library, 5490(20.78%) of books were in College 4 library, 3000(11.36%) of books were in College 5 library, 749(2.82%) of books were in College 6 library, 2000(7.56%) of books were in College 7 library and 1700(6.43%) of books were in College 8 library.

The above table indicated, out of the total respondent of 8; 2(25%) principal responded 'Yes' that the college had e-Library and 6(75%) responded 'No' and 5(62.5%) said 'Yes' of having a Xerox center and 3(37.5%) said 'No' for the same.

The above table also indicated that of the total respondents of 8; 12.5% mentioned highly satisfied, 50% mentioned Satisfied, 25% mentioned dissatisfied and 12.5% of them mentioned highly dissatisfied.

Table No. 4.83. Availability of various facilities in the college

Availability of Science laboratory	Yes	No
	75%	25%
Whether the laboratory is well stocked	Yes	No
	50%	50%
Availability of language laboratory	Yes	No
	12.5%	87.5%

Table 4.83 showed the responses on the availability of various facilities in the college. Regarding whether the college have science laboratory in your college, out of the total respondent of 8, 6(75%) of them said ‘Yes’ of having science laboratory in the college and 2(25%) said ‘No’ for the same. Of the total respondent of 8 who said ‘Yes’, 4(50%) principal of the colleges responded ‘Yes’ that it was well stocked with the necessary equipment and 4(50%) responded ‘No’ for the same. The table also indicated that 1(12.5%) colleges responded ‘Yes’ that they had language laboratory and 7(87.5%) said ‘No’ for the same.

Table No. 4.84. Availability of Guidance and Counselling Cell

Availability of Guidance and Counselling cell	Yes		No	
	100%		0%	
If ‘Yes’ whether there is trained personnel for the cell	Yes		No	
	50%		50%	
Beneficiary of Guidance and Counselling service	Student teacher with behavioral problem	All the student teachers	Any other	
	87.5%	37.5%	12.5%	
Availability of women cell	Yes		No	
	12.5%		87.5%	

Table 4.84 showed the responses on availability of Guidance and counseling cell. Whether the college have guidance and counselling cell, all 8(100%)of the colleges said ‘Yes’ that they had guidance and counselling cell and 0% said ‘No’ for the same. They also mentioned that 4(50%) said ‘Yes’ that they had trained personnel for the cell and 4(50%) said ‘No’ for the same. In regards to whom the guidance and counselling service is provided, 7(87.5%) out of 8 colleges responded that it is given to student teacher with behavioral problem and 3(37.5%) out of 8 colleges responded that it is given to all students teachers.

1(12.5%) college, under any other category, mentioned that the guidance and counseling is given to office staff and to some extend to faculty through informal sharing. Out of the total respondent regarding whether they had a women cell, 1(12.5%) college said ‘Yes’ of had a women cell and 7(87.5%) said ‘No’ for the same.

Table No. 4.85. Whether the colleges have their own Practicing School

Own Practicing School	
Yes	No
25%	75%

Table 4.85 showed, whether the college had their own practicing school 2(25%) said, 'Yes' that they had their own practicing school and 6(75%) said 'No' for the same.

Table No. 4.86. Assigning of various Curricular Activities to Student Teachers

Sl/no	Curricular activities	
a	Assignment	100%
b	Paper presentation	100%
c	Project work	100%
d	Practicum	100%
e	Group discussion	100%
f	Panel discussion	75%
g	Class test	100%
h	Any other	0%
Exposure trips		
Yes		No
62.5%		37.5%

Table 4.86 showed the response on Assigning of various Curricular Activities to Student Teachers. Regarding whether the college assigns student teachers with the various co-curricular activities, 8(100%) out of 8 colleges said that they assigned student teachers with assignments, 8(100%) out of 8 colleges said that they assigned student teachers with paper presentation, 8(100%) out of 8 colleges said that the college assigned student teachers with project work, 8(100%) out of 8 colleges said that the college assigned student teachers with practicum, 8(100%) out of 8 colleges said that the college assigned student teachers with group discussion, 6(75%) out of 8 colleges said that the college assigned student teachers with panel discussion, 8(100%) out of 8 colleges said that the college assigned student teacher with class test and 0% responded under any other.

On whether the college organise exposure trip; out of 8 colleges 5(62.5%) colleges responded that they go field trip and 3(37.5%) colleges responded 'No'. Of the 5 respondents who said 'Yes' 100% of them responded, that they go for a field trip once a year.

Table No. 4.87. Duration of Working Hours

Duration of working hour in a day	5 Hours		6 Hours	
	37.5%		62.5%	
Duration of Class Period	45 Minutes		50 Minutes	1hour
	37.5%		12.5%	50%
Saturday Schedule	Regular class		Co-curricular activities	Holiday
	0%		50%	25%
College Programmes	Tutorial	Mentoring	Remedial	Extra classes
	0%	37.5%	50%	50%
	Coaching class			
	0%			

Table 4.87 indicated the duration of working hours. Regarding the duration of working hour in a day, out of the total respondent of 8, 3(37.5%)responded 5 hours as duration of the working hours in a day and 5(62.5%) responded 6 hours as duration of the working hours in a day. Out of 8 colleges 3(37.5%) colleges responded 45 minutes as duration of class period, 1(12.5%) college responded 50 minutes as duration of class period and 4(50%) colleges responded 1hour as duration of class period. Regarding the schedule for Saturday, out of the 8 colleges 0% said they conduct regular class, 4(50%) colleges said, they conduct co-curricular activities and 2(25%) colleges responded to holiday. Under any other category, 2(25%) colleges responded, the responses were; 1 college principal said, it is as per government notifications and another 1 principal said it is a study leave for the student trainees. The above table also indicates that 0% out of 8 colleges responded to tutorial, 3(37.5%) out of 8 colleges said that they conduct Mentoring programmes, 4(50%) out of 8 colleges said that they conduct remedial programmes, 4(50%) out of 8 colleges said that they conduct extra class programmes and 5(50%) out of 8 colleges responded to coaching class.

Table No. 4.88. Whether the College organise various Co-curricular Activities

Organisation of Co-curricular activities			
Yes		No	
100%		0%	
Physical activities/Games and sports		Intellectual activities	
Yoga	25%	Essay	75%
Football	100%	Slogan	37.5%
Volleyball	87.5%	Poem	62.5%
Basketball	62.5%	Book Review	25%
Badminton	62.5%	Reflective Writing	62.5%
Table Tennis	50%	Quiz	50%
Cricket	12.5%	Extempore	37.5%
Track Events	62.5%	Debate	50%
Javelin Throw	25%	Elocution	25%
Discuss Throw	25%	Recitation	25%
Shot Put	25%	Science Exhibition	37.5%
Cultural activities		Aesthetic	
Cultural day	75%	Fashion show	12.5%
Folk song	37.5%	Beauty contest	12.5%
Folk dance	50%	Flower show	25%
Drama	75%	Painting	62.5%
Skit	25%	Drawing	37%

Table 4.88 indicated the response made on organizing of various co-curricular activities. Regarding whether the college organise co-curricular activities, 8(100%) out of 8 college principal responded 'Yes' that the college organise co-curricular activities and 0% responded 'No'. of the total respondents who said 'Yes', Under physical activities; 25% responded to Yoga,100% responded to Football,87.5% responded to Volleyball,62.5% responded to Basket Ball,62.5% responded to Badminton,50% responded to Table Tennis,12.5% responded to Cricket,62.5 responded to Track Events,25% responded to Javelin Throw,25% responded to Discuss Throw and25% responded to Shot Put.

Under intellectual activities; 75% responded to essay,37.5% responded to slogan writing,62.5% responded to poem writing,25% responded to book review,62.5% responded to reflective writing,50% responded to quiz,37.5 responded to extempore,50% responded to debate,25% responded to elocution,25% responded to recitation and 37.5% responded to science exhibition.

Under cultural activities; 75% responded to Cultural Day, 37.5% responded to Folk Song, 50% responded to Folk Dance, 75% responded to Drama and 25% responded to Skit.

Under aesthetic activities: 12.5% responded to Fashion Show, 12.5% responded to Beauty Contest, 25% responded to Flower Show, 62.5% responded to Painting and 37% reported to Drawing.

Table No. 4.89. Availability of various Clubs/Unions/Organisations

Whether the College have Clubs		Whether the college have unions/Organisations	
Cultural club	87.5%	National Cadet Corps (NCC)	0%
Science club	62.5%	National Service Scheme (NSS)	0%
Aesthetic club	75%	Red Ribbon Club (RRC)	62.5%
Current events club	75%	Eco club	62.5%
Literary club	75%	Students Union	100%
Medicinal plants club	50%	Any other	0%
Any other	32.5%	-	-

Table 4.89 indicated the availability of various Clubs/Unions/Organisations. Regarding whether the college have the following clubs; 7(87.5%) out of 8 colleges said that they have Cultural Club, 5(62.5%) out of 8 colleges said, they have Science Club, 6(75%) out of 8 colleges said, they had Aesthetic Club, 6(75%) out of 8 colleges said, they had Current Events Club, 6(75%) out of 8 colleges said, they had Literary Club, 4(50%) out of 8 colleges said, they had Medicinal Plants Club and 3(37.5%) out of 8 colleges responded under Any Category.

Of the 37.5% who responded to any other category mentioned the following; 1(12.5%) mentioned Environmental Club, 1(12.5%) mentioned Gastronome Club and another 1(12.5%) mentioned Music Club

On whether they have the following Clubs/Unions/Organisations; 0% out of 8 colleges responded to National Cadet Corps (NCC), 0% out of 8 colleges responded to National Service Scheme (NSS), 5(62.5%) out of 8 colleges said that the college had Red Ribbon Club (RRC), 5(62.5%) out of 8 colleges said that the college had Eco Club, 8(100%) out of 8 colleges said that the college had Students Union and 0% responded to any other category.

Table No. 4.90. Observation of Different Days

Sl/No	Days	Percentage (%)
a	Republic Day	50%
b	Independence Day	50%
c	Teachers Day	100%
d	World Health Day	12.5%
e	World Environment Day	87.5%
f	World Literacy Day	75%
g	World AIDS Day	12.5%
h	World Disabled Day	25%
i	International Woman's Day	37.5%
j	Earth Day	12.5%
k	Water Day	0%
l	Any other	25%

Table 4.90 showed the responses regarding the observation of different days; 4(50%) out of 8 colleges said that the college observed Republic Day, 4(50%) out of 8 colleges said that the college observed Independence Day, 8(100%) out of 8 colleges said that the college observed Teachers Day, 1(12.5%) out of 8 colleges said that the college observed World Health Day, 7(87.5%) colleges said that the college observed World Environment Day, 6(75%) colleges said that the college observed World Literacy Day, 1(12.5%) college said that the college observed World Aids Day, 2(25%) colleges said that the college observed World Disable Day, 3(37.5%) colleges said that the college observed International Women's Day, 1(12.5%) college said that the college observed Earth Day, 0% said that the college observed Water Day and 2(25%) colleges responded under any other category.

Of the 2(25%) colleges who responded under any other category: 1(12.5%) college mentioned Consumers Right Day; and 1(12.5%) college mentioned Mother Language Day.

Table No. 4.91. Community Work

Whether the College invite community participation in its functions	Yes	No
	75%	25%
Whether the college help out the community in any way	Yes	No
	87.5%	12.5%

Table 4.91 indicated on how Community Work was being carried out in the different colleges of B.Ed. Regarding whether the college invite community participation in any of your college function; 6(75%) out of 8 colleges responded 'Yes' that they invite community participation in college function and 2(25%) out of 8 colleges responded "No" for the same.

With regards to whether the college help out the community in any way; 7(87.5%) responded as 'Yes' that they help out the community and 1(12.5%) responded as 'No'.

Of the 87.5% who responded as 'Yes': 2(25%) colleges said that they extend Gym facility to the community and also during internship education in the form of talks and many persistent issues like HIV Aids, Environmental concern etc., were given to the community, and 4(50%) colleges said that they do social work, community activities, helping/visiting old age home and differently abled.

Table No. 4.92. Annual Budget

College	Annual Budget of The Institutions	College	Plan	Non-Plan
1	₹3,50,00,000	1	₹1,16,00,000	₹2,34,00,000
2	₹1,11,20,000	2	₹37,06,600	₹74,13,400
3	₹1,13,00,000	3	₹37,00,000	₹76,00,000
4	₹1,10,00,000	4	₹36,00,000	₹74,00,000
5	₹1,16,46,000	5	₹38,00,000	₹78,46,000
6	₹1,15,00,000	6	₹38,00,000	₹77,00,000
7	₹1,12,00,000	7	₹52,00,000	₹60,00,000
8	₹1,00,00,000	8	₹33,00,000	₹67,00,000
Total=	₹11,27,66,000/-	Total=	₹2,82,66,600/-	₹8,44,99,400/-
Whether the fund allocated by the Government/Management authority was sufficient to meet the requirements of the institute.			Yes	No
			62.5%	37.5%
Whether the college get other the funds from any other source besides the Government/Management authority,			Yes	No
			12.5%	87.5%

Table 4.92 indicated the flow of Annual Budget. Regarding the annual budget of the institutions; College 1 said ₹3.5 crore was their annual budget, College 2 said ₹1,11,20,000 was their annual budget, College 3 said ₹1,13,00,000 was their annual budget, College 4 said

₹1,10,00,000 was their annual budget, College 5 said ₹1,16,46,000 was their annual budget, College 6 said ₹1,15,00,000 was their annual budget, College 7 said ₹1,12,00,000 was their annual budget and College 8 said ₹1,00,00,000 was their annual budget. Of which,

₹2,82,66,600/- was mobilised under plan budget and ₹8,44,99,400/- was mobilised under non-plan budget.

Out of 8 colleges, 5(62.5%) colleges responded 'Yes' that the allocated fund was sufficient to meet the requirements of the institute and 3(37.5%) colleges responded 'No' for the same. The above table also indicated that 1(12.5%) college out of 8 colleges responded 'Yes' that the college get funds apart from other source too and 7(87.5%) out of 8 colleges responded 'No' for the same. Out of the total respondents, 1(12.5%) college who said 'Yes' mentioned that, they receive fund from the Directorate of Higher Education.

Table No. 4.93. Inspection of the Institutions

Whether there is any inspection done at the institute:	Yes		No	
	100%		0%	
If yes, who do the assessment:	Nagaland University		Managing Board	
	87.5%		12.5%	
How often:	Yearly		Quarterly	
	87.5%		12.5%	
Whether satisfied with the system of inspection:	Satisfied	Dissatisfied		Can't say
	62.25%	0%		37.5%

Table 4.93 indicated the responses on the Inspection of the Institutions. Regarding whether the inspection was done at the institute; 8(100%) colleges out of 8 colleges responded

‘Yes’ that the inspection was done at the institute and 0% responded ‘No’ for the same. 7(87.5%) colleges out of 8 colleges responded to Nagaland University and 1(12.5%) college out of 8 colleges responded to Managing Board. 7(87.5%) colleges responded that it was done ‘Yearly’ and 1(12.5%) college responded that it was done ‘Quarterly’. 5(62.25%) colleges out of 8 colleges responded that they were ‘Satisfied’ with the system of inspection, 0% responded to ‘Dissatisfied’ and 3(37.5%) colleges responded to ‘Can’t Say’.

Table No. 4.94. Organisation of Faculty Development Programme

Whether the college organise Training/Orientation programme/ Faculty Development Programme for Teacher-Educators		Yes	No
		62.5%	37.5%
Name of the programme conducted during the last 4 years			
Duration of the programme	Theme of the programme	Organised By	
2 Days	National Seminar On National Education Policy Perspectives	State College Of Teacher Education, Kohima	
1 Day	One Day Retreat For Teacher Educators	State College Of Teacher Education, Kohima, Nagaland	
3 Days	Workshop On Development Of 2year Teacher Education Curriculum	Department Of Education, Nagaland University and The State College Of Teacher Education, Kohima.	
2 Weeks	Capacity Building Programme	State College Of Teacher Education Nagaland University	
4 Days	National Seminar	Unity College Of Teacher Education, Dimapur	
1 Day	Faculty Enhancement Programme	Unity College Of Teacher Education Programme	
3 Days	National Seminar On Constructivism	Modern Institute Of Teacher Education	
Whether the Government organise/invite Teachers for training			
Yes		No	
25%		75%	

Table 4.94 showed the responses on the Organisation of Faculty Development Programmes. Regarding whether the college organised training/Orientation programme/ Faculty Development Programme for Teacher-Educators: 5(62.5%) college principal responded 'Yes' that they Organise Training/Orientation/Faculty Development Programmes for the Educators and 3(37.5%) colleges responded 'No' for the same. Some of the programmes mentioned are; 2 Days National Seminar on National Education Policy Perspectives, organised by State College Of Teacher Education, Kohima; One Day Retreat For Teacher Educators organized by State College Of Teacher Education, Kohima, Nagaland; 3 days Workshop On Development of 2year Teacher Education Curriculum organized by Department Of Education, Nagaland University and The State College Of Teacher Education, Kohima; 2 weeks Capacity Building Programme organized by State College Of Teacher Education Nagaland University; 4 Days National Seminar organized by Unity College Of Teacher Education, Dimapur; 1 day Faculty Enhancement Programme organised by Unity College Of Teacher Education Programme; and 3days National Seminar On Constructivism organised by Modern Institute Of Teacher Education. Regarding whether the Government organise/invite Teachers for training 2(25%) colleges responded 'Yes' that the government organise/invite teachers for training and 6(75%) colleges responded 'No' for the same. Of the 2 colleges that respondents 'yes', all gave the reason that the Invitation is given by the government to the in-service teachers.

Table No. 4.95. Research Project(s) and Publications in the institute

Whether the institute work on any research project(s)			Yes	No
			0%	100%
Whether the College have any publication(s)			Yes	No
			25%	75%
If ‘Yes’,				
Annually	Six monthly	Quarterly	Monthly	Weekly
100%	0%	0%	0%	0%

Table 4.95 indicated on the Research Project(s) and Publications carried out in the institution. Regarding whether the institute is working on any research project(s); 0% out of 8 colleges responded 'Yes' and 100% responded 'No'. In regard to whether the institutions have any publication(s), 2(25%) colleges responded 'Yes' that the institution as publications and 6(75%) colleges responded 'No' for the same. Of the total respondents who responded 'Yes', 100% mentioned Annually, 0% half month, 0% quarterly, 0% monthly and 0% weekly.

Table No. 4.96. Innovative Practices adopted in the Colleges

Innovative practices	
Use of constructivist method of teaching	50%
No se of plastic (stick files)	12.5%
write both sides of the paper	12.5%
Extension activity	25%

Table 4.96 showed the responses on the Innovative Practices adopted in the College. 4(50%) colleges out of 8 mentioned that they use constructive method of teaching, 1(12.5%) college out of 8 mentioned that they did not use plastic/stick file, 1(12.5%) college out of 8 said, they write both sides of the paper and 25% said that they do extension activity.

Table No. 4.97. Semester and Course related Information

Course/Semester division			
4Semesters		100%	
Number of examination conducted in one(1) semester			
1 Exam		2 Exams	
62.5%		37.5%	
Total number of working days in a year			
200 Days	220 Days	223 Days	270 Days
37.5%	25%	12.5%	25%
Weightage for the following areas			
Area	Theory		Practical
Weightage (%)	1200		300
(Mark)	100%		100%
Types of evaluation and their weightage (%)			
Types	Internal		External
Marks	30		70
	100%		100%
Whether satisfied with the existing techniques of evaluation			
Yes		No	
62.5%		37.5%	

Table 4.97 showed the data on semester and course related information. Regarding the division of course/semester division; all the 8(100%) colleges mentioned they their course was divided into 4 semesters in the course. 5(62.5%) colleges out of 8 said that they conduct 1 examination in one semester and 3(37.5%) colleges out of 8 said that they conduct 2 examinations in one semester. 3(37.5%) colleges mentioned 200 working days a year, 2(25%) colleges mentioned 220, 1(12.5%) college mentioned 223 and 2(25%) college mentioned 270. Of the total 8 colleges 100% said that their theory paper weight 1200 marks and again 100% said that their internal paper weight 300 marks. 8 out of 8(100%) colleges mentioned that their internal mark was 30 and 8(100%) out of 8 colleges said that their external mark is 70. The above table also indicated that out of 8 colleges 5(62.5%) colleges said 'Yes' that they were satisfied with the existing techniques of evaluation and 3(37.5%) colleges said 'No' for the same. The comment on the above mentioned areas were: 5(62.5%) colleges said, more weightage to internal assessment and practical should be in practice; and 3(37.5%) colleges said, right now weightage seems ok.

Table No. 4.98. Improvement of Teacher Education

Whether Teacher Education has made any improvement	
Yes	No
75%	25%

Table 4.98 showed whether Teacher Education has improved over the years. Regarding the quality of teacher education, 6(75%) out of 8 colleges responded 'Yes' that the teacher education has made some improvement as compared with the earlier years of your joining the service and 2(25%) responded 'No' for the same.

Table No. 4.99. Problems faced by the Principal in different areas

Sl/No	Area	Percentage (%)
i	Teaching faculty	12.5%
ii	Non-teaching faculty	12.5%
iii	Student-trainees	0%
iv	Syllabus	25%
v	Infrastructure	37.5%
vi	Finance	12.5%
vii	Management and administration	0%
viii	Any other	12.5%

Table 4.99 showed the data on the Problems faced by the Principals in various areas. Out of the 8 colleges 1(12.5%) college responded to Teaching Faculty, 1(12.5%) college responded to Non-Teaching Faculty, 0(0%) college responded to Student-Trainees, 2(25%) college responded to Syllabus, 3(37.5%) colleges responded to Infrastructure, 1(12.5%) college responded to Finance, 0(0%) college responded to Management and Administration and 1(12.5%) college responded under any other category. All the colleges who mentioned under any other category cited as ‘Water Problem’.

Table No. 4.100. Rating of the Institutions' performance

Sl/No	Range	Percentage (%)
i	75%	62.5%
ii	Between 65%-75%	25%
iii	Between 60%-65%	12.5%
iv	Between 50%-60%	0%
v	Below 50%	0%

Table 4.100 showed the data on the Rating of the Institutions. Out of the 8 colleges, 5(62.5%) colleges responded that their college falls under 75% rating in performance, 2(25%) colleges responded that their college falls between 65%-75%, 1(12.5%) college responded that their college falls between 60%-65%, 0% between 50%-60% and 0% below 50%.

4.2. Analysis and interpretation of data collected through Oral Interview from 15 experts

Interview Schedule was prepared and given to 15 experts in the field of education. The items were meant to find out the importance and present status of secondary teacher education in the state, problems it is facing, shortcoming of the secondary teacher education and the suggestions for its improvement. The items were analysed in the following manners:

1. On the first item, **“In your opinion, how important is Secondary Teacher Education for Secondary Teachers?”** all 15 agreed that it was very important for Secondary Teachers to have B.Ed degrees and therefore all Secondary Teachers should have it. 8 of them cited the reasons for importance that secondary stage coincides with adolescence period which is a problematic stage of development. They therefore cited that the teachers should needs to be well aware of educational psychology which deals with the individual's behavior in the teaching-learning process, the developmental stages, learning and its laws, motivation, intelligence etc so as to deal effectively with the learners, their problems and help them learn effectively and meet the challenges that comes with the

adolescence stage. 10 of them responded that teaching as a profession, secondary teachers needs to have the professional degree as in B.Ed so as to become a true professional.

2. Regarding the second item on, **“What do you think of the present status of Secondary Teacher Education in the State?”** 13 responded that it was doing well till date while 2 of them did not find it satisfactory. 10 of them said that most of the secondary teacher education colleges are yet to fulfill the mandatory norms and standards laid down by NCTE. 11 of them responded that curriculum was more theory based and that it was too vast. 3 of them said that the secondary teacher education colleges were still ran on traditional mode as most colleges lack proper ICT facilities for both the teachers and the students.
3. Regarding the third item on, **“In your opinion, what are the problems faced by secondary Teacher Education in Nagaland?”** all 15 of them cited the lack of infrastructural facilities like good building, sufficient classroom, well equipped library and laboratory, internet connectivity, LCD projector in the classrooms, safe drinking water, college canteen and the like in the colleges as the main problems. 10 of them said that government did not give enough importance on teacher education institutes and that it has lackadaisical attitudes towards teacher education in the state. 12 of them responded that there were not enough secondary teacher colleges in the state. 14 of them cited the curriculum as a problem as it is too theoretical. 6 of them said that there was difficulty in getting trained and qualified teacher educators for the Secondary Teacher Education Colleges. Yet another problem cited by 8 of them was the difficulty of getting qualified principals for the B.Ed colleges.
4. On the item, **“What do you think are the short comings of Secondary Teacher Education in the state?”** 12 of them cited the insincerity of most of the teacher educators and supporting staff of the colleges. 8 of them said that the colleges lacked coordination and understanding among themselves and carry out activities according to their wish and convenience. 3 of them said that one shortcoming was the subjectivity of the college authority and teachers educator in the evaluation of internal activities of the student teachers. 5 of them responded that the present Secondary Teacher Education course failed to make its trainees as professional in the profession. 7 of them said one shortcoming of secondary teacher education in the states was the lack of practicing schools in the B.Ed colleges. 4 respondents responded that over emphasis on theory was a shortcoming of secondary teacher education in the state.

5. With regards to item 5, **“What would you suggest for the improvement of Secondary Teacher Education?”** 11 of them suggested that besides the usual classroom teaching, workshops, panel discussion, research symposia, inter-college activities should be organized more frequently. 13 of them suggested that Government should priorities Secondary Teacher Education and look after the financial requirements of the institutions. 8 of them suggested that Secondary Teacher Education colleges should work in close co-ordination with stake holders in education of the state. 6 of them suggested that the B.Ed colleges should in co-ordination with School Education Department identify and adopt schools for practical so that schools could plan out their calendar of activities accordingly. 10 of them suggested that government must create a separate department for teacher education in the state to look after all the teacher education institutes. 14 of them suggested that proper infrastructural facilities such as enough classrooms, IT facilities, internet connection, proper advance library and laboratory, hostel facilities for both male and female student teachers, and the like should be make available in all the B.Ed colleges. 7 of them suggested that the government/managing board should appoint qualified principals and Teacher Educators as per NCTE norms. 8 of them suggested for the creation of more Teacher Education institutions by the government; at least one in each district. 5 of them suggested that all B.Ed colleges should have its own practicing schools. 3 of them suggested that the government should formulate a clear cut state policy with regards to the criteria and standards to be maintained by B.Ed colleges. 5 of them suggested that Secondary Teacher Education colleges should break away from traditional method of teaching learning and shift towards the use of ICT in classroom interaction, regular guest lecturers to facilitate the student teachers to learn from varied practicing professionals in different fields of education.

CHAPTER 5

**FINDINGS, DISCUSSION AND CONCLUSIONS,
EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS, SUGGESTIONS FOR FUTURE RESEARCH**

5.0. Introduction

The study attempted to make a critical study of secondary teacher education in Nagaland. On the basis of the analysis and interpretation of data, the findings of the study were confirmed according to the objectives of the study titled, ‘A Critical Study of Secondary Teacher Education of Nagaland.’

5.1. Findings of the study

The findings of the study were summarised under the eight (8) objectives of the study as given below.

5.1. (A). Objective I. Profile of the Student Teachers and Teacher Educators

1. There were more female than male student teachers and most of them belong to the age group of 26-30 years of age.
2. More graduates/post graduates from Arts stream were pursuing the course followed by those from Science streams and then by those from Commerce streams.
3. There were more pre-service candidates as compared to in-service candidates pursuing the B.Ed degree.
4. Among the in-service, those having 6-10 years of experience consist of the most number pursuing the degree, followed by those 11-15 years and 1-5 years of experience. Teachers who have 16-20 years of experience are very less and none having more than 20 years enrolled for the course. In this regard, most of the in-service teachers pursuing the degree were regular teachers. Only a few from Contract and Ad-hoc category were pursuing the degree.
5. In-service student teachers who were teaching English or Social Sciences or both English and Social Sciences were more in number as compared to those who teach Science and Maths.
6. There were more female teacher educators as compared to male teacher educators. The age group of most of the teacher educators falls within 30-39 years.

7. With regards to years of experience of the teacher educators, majority have 1-4 years, followed by 5-9 and 15-19.
8. Majority of the teacher educators have Master degree in Arts followed by those having Master degree in Science. Also that majority have B.Ed. as their professional qualification. Only some have M.Ed and only quarter of the total educators are NET passed.
9. Majority of the teacher educators have attended professional development programme viz. Faculty development programme on different aspects of teaching, state level workshop on the development of teacher education curriculum, workshop on review of B.Ed. and M.Ed. curriculum, workshop on ICT, workshop on constructivism, Innovative Pedagogy and Effective Teaching Strategies, Skill Development Training, Capacity Building Programme, Participation in Seminar at different Level, Faculty Enhancement Programme, Workshop on Quality Assurance in Higher Education and the like. Some of them had attended Orientation Programme, Refresher Courses, Short Term Courses organised by different Central Universities.
10. Majority read educational journal, such as, Encyclopaedia of Teacher Education, Health Education, Indian Journal of Teacher Education, Journal of Humanities and Social Sciences.
11. Less than half of the teacher educators presented paper and that most of those who presented were at National Level.
12. Only some of them have published work in journals like Sanshodhan Chetana, research highlights, ITTER EXPLORE, Teacher Education, and Indian Journal of Tropical Biodiversity, Resources and Environment Nebio.
13. Only a quarter of them participated in Extension Service. The Extension Service they participated in were giving seminar in schools, organising orientation programmes for Secondary Teachers, as Academic Counsellor and facilitator for IGNOU Programmes, as Interviewer for teachers interview for different private schools.
14. Besides teaching, the normal responsibilities for all teacher educators entailed mentoring, supervision, guiding, question setting, evaluating answer scripts, organising and others like counselling, in-charge of different club activities, exam invigilation duty.

5.1. (B). Objective- II. Critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education.

Infrastructural facilities

1. Most of the colleges have satisfactory classroom facility, chairs, tables, separate toilets for men and women. It also showed the colleges need to provide better facility in terms of Conference/Seminar hall, Canteen, Library, proper electrification and xerox/ copier, though in some cases the colleges were without satisfactory facility such as Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory.
2. Not even half of the student teachers were availing hostel facility. This could mean most of the student teachers have their own living quarters or that the hostel has limited seats only.
3. Majority of the teacher educators agreed that the college provide satisfactory staff room, proper electrification, computer lab, internet facilities, sufficient water supply, satisfactory toilet facilities and adequate classroom. However, in some cases the college do not provide separate common room for female teacher educators, satisfactory refreshment facility, required text book for teaching and sufficient teaching aids.
4. Majority of the teacher educators have access to LCD Projector followed by computer in their institutes.
5. All the colleges have its buildings. Also it found out that all have RCC building.
6. On the sufficiency of rooms in the colleges, majority of the colleges have sufficient, except for 1 college which did not have. In this regards, some colleges have 12 rooms followed by those who have 10 rooms, then by 7 rooms and 6 rooms.
7. With regards to the various facilities available in the colleges, findings indicated that all the colleges have separate toilet for Female Teacher Educators and separate toilet for Female Student Teachers. Also almost all the colleges have College Canteen and ICT Laboratory. Majority of them have Guidance and Counselling Room, Science Laboratory, separate toilet for Male Teacher Educators, Safe Drinking Water Facility, Auditorium and Hall for Indoor Games. This was followed by colleges which have facilities like Quarter for Teaching Faculty, Quarter for Non-Teaching Staff, and Basketball Court. Half of the colleges have Playground, Volleyball Court, Language Laboratory, Student Teachers Common Room, One college have ramp for people with disability. None of the colleges have separate toilet for people with disability.

8. On the availability of computers in the colleges, 3 colleges have 20 computers, 1 college have 22 computers, 2 colleges have 16 computers, and the remaining 2 have 7 and 5 respectively.
9. Half of the colleges have computer/laptop for all the teacher educators while the other half do not have.
10. More than half of the colleges have LCD Projector in all the classrooms.
11. Only a quarter of the colleges have sufficient computer for the student teachers, while majority of the colleges did not have.
12. All the colleges have Internet Connection. However, only more than half of the colleges have Internet facility for all the classrooms. On the mode of Internet Connection, half of the colleges have Wi-Fi Router, 4 colleges have Regular Connection and 1 college used Broadband.
13. All the colleges have Library. More than half of them have library equipped with sufficient latest books for different subjects of the course, a few of them did not have. Findings showed that all the colleges' libraries have Text Books and Newspaper available, majority of them have Journals and Encyclopaedia, more than half of them have Magazine and Newspaper. On the number of books available in the libraries, the study found out that the library with the most book numbers at approximate 9487, followed by the approximate 5490 books approximate 3000 books, approximate 2500 books, approximate 2000 books, approximate 1700 books, approximate 1500 books and by approximate 749 books. Only 2 colleges out of 8 have E-Library facility, the remaining 6 do not have the facility.
14. Regarding Library facility, findings showed that majority were satisfied with the help extended by library staff, library timing, physical facilities and electrification. But with regards to with the quality of books, quantity of books, and educational journal besides their dissatisfaction on the lack of books on the new curriculum, most were not satisfied.
15. Three quarters of the colleges have Science Laboratory. A quarter of them did not have. Half of those science laboratories were well stocked and half of them were not well stocked.

Academic Programmes

1. The student teachers felt most teacher educator as competent in their teaching. Only a few disagree and the reasons were some give only notes, some did not do their homework and some lack effective classroom communication skill.

2. Most teacher educators used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods. It also showed that some teacher educators were beginning to use power point presentation, activity method use of video clips and distribution of materials.
3. All student teachers in all the colleges were required to write at least one assignment in all in all papers. It also showed that most student teacher writes class test except for a few who don't. The number of test(s) in any given paper depended on the teacher educator.
4. Presentation of seminar paper was a compulsory part in all the papers in all the colleges. It also showed that at least one paper presentation is required in all the papers and group presentation through power point was the preferred mode. Though some said two papers were required to be presented per semester, majority agreed on one seminar paper on every subject in a semester. It also indicated that all student teachers take active participation during seminar and workshop.
5. Regarding the relevancy of the subjects in the course, majority found Childhood and growing up as Very Relevant, though some did not found it Relevant. Majority felt Contemporary India and education as Relevant, though only a few feel it Very Relevant. On the subject, Language across the curriculum, more than half found it Relevant; only some found it Very Relevant. On the paper, Understanding disciplines and subjects, less than half of the respondents found it Very Relevant. Regarding Assessment of learning, a little less than half of the respondents found it Very Relevant, another less than half found it Relevant. On the paper Learning and teaching, a little more than half of the respondents found it Very Relevant. About Knowledge and curriculum, majority found it Relevant followed by those who found it Very Relevant. With the paper Gender, school and society, less than half of the respondents found it Very Relevant, another less than half found it Relevant. On the paper, Pedagogy of school subject a little less than of the respondents found it Very Relevant, another less than half found it Relevant. On EPC 1 Reading and reflecting on texts, less than half found it Relevant, followed by those who found it Very Relevant. For EPC 2 Drama and art, more than half of the respondents found it Relevant, then by who found Very Relevant. On EPC 3 Critical understanding of ICT, more than half of the respondents found it Relevant, followed by those who found it Very Relevant. On EPC 4 Understanding self, a little less than half of the respondents found it Very Relevant, another less than half found it Relevant.

6. Finding indicated that most teacher educators use constructivist approach in their teaching.
7. Most student teacher agreed on the present curriculum as vast, though some said that it was appropriate. Some felt it was too vast and only negligible number said it light or too light. It also showed that the existing curriculum meets the needs of the student teacher and that they were satisfied with the course curriculum.
8. On the content of B.Ed. curriculum, majority of the student teachers felt it was too vast but that it creates teaching effectiveness, and bring desirable behaviour among student teachers. However, some of them felt that it was not relevant to local needs, or covers all the necessary areas of teaching profession. Some mentioned other reasons like, contents to be too theoretical and less practical, that emphasis should be given on development of the student teachers' affective domain and that they allow student teachers to learn different disciplines and enhance their professional capacities.
9. On whether the content of different areas in the curriculum were up to date, findings showed that majority of the teacher educators felt that it was.
10. All the colleges assigned student teachers with various curricular activities, namely: Assignment, Paper Presentation, Project Work, Practicum, Group Discussion and Class Test. Majority of the colleges conduct Panel Discussion.
11. Majority of the colleges have duration of 6 hours of working hour in a day. A few of them have the duration of 5 hours of working hour a day. In regards to this, half of the colleges have 1 hour duration for a class period followed by 45 minutes and 50 minutes for a class period.
12. Half of the 8 colleges conduct Remedial teaching, half of them conduct Extra classes and some of them conduct Mentoring.

Co-curricular activities

1. All the colleges organised co-curricular activities. The list of co-curricular activities and programs conducted were Sports week, Cultural day, Talent fest, Teacher's day, Fresher's day, Farewell/parting, Discussion, Assembly, Social gathering, Workshops & seminar, Literary day, Orientation day, College picnic, Unity day, Field trip, Club activities, Observation, Pre-Christmas/Advent Christmas. It has been found that majority were satisfied with the co-curricular activities organized in the e colleges
2. It also showed that majority of the colleges have clubs for different co-curricular activities. The clubs were Cultural Club, Aesthetic Club, Health Club, Medicinal Plants

Club, Environmental Club, Music Club, Gastronome Club, Photography Club, Red Ribbon Club, Technology Club, Eco Club, Horticulture Club, Literary Club, Science Club, Current Events Club and Music Club.

3. All the colleges celebrated Teacher's Day while more than half of the colleges observed world Environment Day. Some colleges observed World Literary Day, International Women's Day, World Aids Day, World Tobacco Day, Earth Day, World Tobacco Day, World Consumer Day, Sanitation Day and World Disabled Day. A few colleges also observed Water Day, World Health Day, Cultural Day and College Foundation Day.

Community Work

1. Most of the college helped out the community in any way they could. Those colleges who helped out extend their Gym Facility to the community, gave talks on issues like HIV AIDS, Environmental Concern etc to the community during the Internship period, do Social Work, any community activities, helped/visited old age home and differently abled. Also, the colleges who participated in those kind of activity help the community by organising Awareness Programmes on Banking, Consumer Rights, Blood donation drives, Cleanliness Drives and the like by both the Teacher Educators and Student Teachers. The Students were assigned with the above mentioned activities besides others like conducting evening classes for illiterate adults and non-school going children and helpers at home during the vacations.
2. The colleges also helped out in orienting untrained teachers of the practicing schools and neighbouring schools on different aspects of teaching-learning process.

Evaluation System

1. Most student teachers felt that the weightage of 30/70 for internal and external activities was not fair as most activities are assessed internally. They suggested that more should be given to internal assessment and that it should be even 50/50 for both the aspects. This view was shared by many of the teacher educators too.
2. Most of the student teachers as well as teacher educators were of the view that evaluation system was subjective in many aspects. Some cited that in some colleges, educators gave maximum of the internal marks to their student teachers whether they deserved it or not. And that in actual experience, though some student teachers were very good, due to biasness within the system, some undeserving were ranked higher when it comes to the end result at the end of the course.

3. Most of the student teachers were found out to be happy with the present pattern of evaluation during practice teaching. Though some were of the view some supervisors observed the teaching for a few minutes only and based their evaluation on that which was not fair.

Finance

1. The Annual Budget of the institutions ranged from 3,50,00,000 on the higher side to 1,00,00,000 on the lower side. However, most colleges felt it was a confidential matter and gave just the approximate figure. Here it need to be noted that the one with the highest figure gave the amount which was meant for two teacher education programmes. In regards to this, the study also showed that Plan Budget figure show the ranged from 1,16,00,000 to 33,00,000 and Non-Plan Budget range from 2,34,00,000 to 60,00,000.
2. Most of the colleges found the fund allocated by the Government /Management Authority sufficient to meet the requirements of the Institute.
3. Only one college got other financial assistance from other source besides the funds from the Government/Management Authority. The remaining 7 colleges did not get any other assistance except the funds from the Government/Management Authority.
4. Most colleges did not have separate funds for student welfare. Finding shows in matter on how the programmes/activities organised were financially managed by contribution among the student teachers, though some were taken care of with the donations received from the teaching faculties, and with the allotted amount sanctioned from the management authority.

Administration

1. The government colleges were wholly run, managed and administered by the government under Higher Education Department and the private colleges by Managing board. The Principals were the heads in all the institutes.
2. For proper management and administration of the colleges, the principal convened meeting with the faculty as well as with the ministerial staff. In some colleges, faculty meeting were convened once a month, in some once in two months and still in some cases, it was convened as and when the need arises.
3. On the inclusion of teacher educators in decision making process, most agreed that they were involved and consulted in the decision making as well as in the functioning of the

institute. However there were some who disagreed that they were involved in such matter.

4. Regarding the inclusion of student teachers in decision/matters relating to the welfare of the students, most said they were consulted and their views heard and considered upon. But there were others who said they were never involved in any such matter.

5.1. (C). Objective. III. Examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS Workshop, IGNOU programmes on Distance education.

Staff extension work

1. Only a quarter of them participated in Extension Service. The Extension Service they participated in were giving seminar in schools, organising orientation programmes for Secondary Teachers, as Academic Counsellor and facilitator for different IGNOU Programmes, and as Interviewer as well as expert for teachers interview for both government private schools.
2. Most colleges organised workshop in their practising school on different teaching aspect like teaching skills, preparation of teaching aids and evaluation beside others.
3. Along with the student teachers, many colleges were involved in organising and participating in community work by having awareness programmes on AIDs, Banking, Conducting evening classes for illiterate adults and non-school going children and helpers at home in the locality during the vacation
4. Most of the colleges and Eco Club and Red Ribbon Club through which they tried to disseminate about environment protection and HIV AIDS.
5. Some colleges also created awareness about blood donation and were involved in blood donation drive. In some colleges Teacher Educator as well as Student Teachers went for voluntary donation of blood every year in collaboration with Health Department.
6. Almost all the colleges help out the community in any they could. The colleges who helped out extend their Gym Facility to the community, gave talks on issues like HIV AIDS, Environmental Concern etc to the community during the Internship period, do Social Work, any community activities, helped/visited old age home and differently abled institutes.

Faculty Development Programme

1. Majority of the teacher educators had attended professional development programme viz. Faculty development programme on different aspects of teaching, state level workshop on the development of teacher education curriculum, workshop on review of B.Ed. and M.Ed. curriculum, workshop on ICT, workshop on constructivism, Innovative Pedagogy and Effective Teaching Strategies, Skill Development Training, Capacity Building Programme, Participation in Seminar at different Level, Faculty Enhancement Programme, Workshop on Quality Assurance in Higher Education and the like. Some of them had attended Orientation Programme, Refresher Courses, Short Term Courses organised by different Central Universities.
2. Majority read educational journal, such as, Encyclopaedia of Teacher Education, Health Education, Indian Journal of Teacher Education, Journal of Humanities and Social Sciences.
3. Less than half of the teacher educators presented paper and that most of those who presented were at National Level.
4. Only some of them have published work in journals like Sanshodhan Chetana, research highlights, ITTER EXPLORE, Teacher Education, and Indian Journal of Tropical Biodiversity, Resources and Environment Nebio.
5. More than half of the teacher educators were members to professional associations.
6. The different colleges have organised different programmes for faculty development namely, Capacity Building Programme, National Seminar on National Education Policy Perspectives, Workshop on Development of 2 year Teacher Education Curriculum, One Day Retreat for Teachers Educators, National Seminar on Constructivism and Faculty Enhancement Programme.
7. Besides, many teacher educators had attended Orientation Programme, Refresher Course, Summer School, Winter School, Short Term Course on different areas organised by UGC-HRDC, NEHU Shillong, UGC-HRDC, Gauhati University Guwahati. Also others have participated in Conference at NU Education Department IITER, Seminar organised by IGNOU and others colleges in the State.

IGNOU Programme and Distance Education

Many colleges were involved in different IGNOU programmes as Facilitator and Counsellor. This involved organising contact programmes, workshops for different courses of study, evaluating and grading of assignments. Also some colleges were working as study centres

for the various programmes of IGNOU, thereby involving the teaching as well as non-teaching staffs in the examination of the said university too.

5.1. (D). Objective IV. Assess the nature of practice of teaching

1. Majority of the colleges organised microteaching for the student teachers and that microteaching skills were based on constructivist approach. It also showed that in majority of the colleges, practice of microteaching skills was considered necessary for the student teachers.
2. Majority of the student teachers were happy with the performance of the teacher educators in orienting them on the teaching skills.
3. More than half of the colleges organised Block Teaching for the student teachers. The allotted days differ from college to college; 2 days in some, 3 and 4 days in others and 5 days was the most.
4. Different colleges have different practices with regards to phases of practice of teaching. Majority responded they underwent 3 phase, followed by those who said they underwent 1 phase and by those who said they underwent 2 phase and 4 phase. This finding showed that some did not have clear concept about the phases. However, there were some who were following the phases as ought to, viz: Pre-Internship, Internship and Post-Internship and One day of Final Practice teaching.
5. One college break up the teaching phase into two separate periods where the student teachers were sent to urban schools for practice of half period and the next half to rural schools. This practice made them more efficient as a teacher in dealing and meeting challenges brought forth by different settings of our schools.
6. During teaching period, for most college supervisors were sent to observe and evaluate the classes of the student teachers on daily basis. However this supervision work differed from college to college. In some, instead of daily supervision, weekly supervision was done and in some colleges, no supervision at all by the teacher educators.
7. The colleges that sent supervisors to supervise and observe their student teachers' teaching in their practicing schools, findings showed that most teacher educators/supervisors give their feedback there and then on the lesson plan of the student teachers. However, it was also found that in the post-internship period, general feedbacks were also given to all the student teachers.

8. In most colleges, student teachers were made to plan 50 lesson plan, in other cases 45 lesson plans, whereas in some instances 40 lesson plan. Therefore, finding showed that lack of uniformity was there in the number lesson planning done by the student teachers.
9. The student teachers were made to maintain a reflective diary covering the whole of their internship period which were the assessed at the end of the practice teaching.
10. Majority of teacher educators were given training for supervision/evaluation of Micro and Macro Teaching Sometimes. A few Never had any training for supervision/evaluation of Micro and Macro Teaching.

5.1. (E). Objective V. Effectiveness of the practice teaching from student teachers perspective

1. Most student teachers who experienced Micro-teaching felt that it made them develop different teaching skills and enable them to gain confidence and prepared them for real classroom situation.
2. Most of the in-service student teachers felt that practice teaching helped them develop different skills as well as learn on how to use the different methods of teaching more effectively.
3. The different constructive feedbacks from the educators/supervisors helped them understand where their strength and weakness lies and help become efficient teachers.
4. Besides teaching, during practice teaching in their practicing school, the student teachers were involved in the different curricular activities, co-curricular activities; preparation of teaching materials and other activities like interaction with the community and different evaluation works, and most of the student teachers feel all these help in their growth as teachers and prospective teachers.
5. During practice teaching, most colleges made it mandatory for the student teachers to go for peer observation and this practice according to most student teachers was very helpful in detecting their own weaknesses as well as helped them learn better as they believed certain skills were better learn through observation than from listening to mere talks.
6. Most student teachers also said that practice teaching enabled them to prepare as well as use the different teachings aids; how to use and when to use so as to bring better learning outcomes.

5.1. (F). Objective VI. Innovative practices if there are any in the colleges

1. Half of the Teacher educators were using innovative practices in their teachings. They mentioned Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and the like.
2. Majority of the colleges were using innovative Practice(s) in their college and mentioned the following: having mentoring and placement cell, creating plastic free zone and Tobacco Free Zone in the college campus, Dissemination of Paperless Resource materials via class group on Whatsapp and Telegram, Maintenance of self-reflection and feedback diaries and records of responsibilities and assignment by both teacher educators and student teachers. Adoption of two types of settings namely Rural and Urban for Internship.
3. One college even practiced the cleaning up of the colony their campus is located in through cleanliness drive from time to time. In this regard, the student teachers of the said college who started the practice also went for a cleanup of Kohima town, starting from B.O.C point to High School junction which was a first for a teacher education college to carry out on such a scale. Though the practice could not be continued due to different reasons, the college wished to carry forward the practice into days to come too.
4. One college have this innovative practice of reusing printed paper from their college office for rough or draft work. This practice they felt help save unnecessary wastage and also kept the environment clean.

5.1. (G). Objective VII. Issues and challenges faced by the Principals, Teacher Educators and Student Teachers

1. Some issues and challenges faced by the student teachers were that the curriculum was vast and that there were too many activities in the course. Another problem was that most of them shared the unfriendly/negative attitude of the practising schools towards them. It was found that some were not provided lunch too even if they stayed with the regular teachers for the whole duration of the school. Another problem cited by them was that lesson planning was tedious and too time consuming. Besides, preparing teaching aids for all the lesson was another problems as some colleges insisted on that. Lack of required books in the college library, lack of adequate number of books even if it was available, lack of Xerox centre within the campus and the like were also cited by the student teachers. Besides, insufficient seats in the colleges hostel was another issue brought forth by the student teachers.

2. With regard to the major problems teacher educators faced Related to Teaching are –
No refresher course or development programmes for them; lack of reading materials/handbooks for them; time constraint to balance practical and theoretical aspects because of the vast syllabus; to transact or cover the whole theory papers using constructive approach was a problem as it was more time consuming as compared to the use of behaviourist approach; difficulty to handle student teachers from different background, streams and age level; and lack of infrastructure facilities and its resources.
3. With regard to Student Related, more of the teacher educators specified the following: demotivated student teachers, lack of interest, response, participation on the part of the student teachers; poor attendance/irregularities of the student teachers; unfamiliarity of in-service student teachers with most methods of teaching and their difficulty to imbibe and practice new teaching approach; poor commands of English Language; negative attitude of student teachers especially that of in-service teachers.
4. With regards to Syllabus Related, the teacher educators specified the following: lack of relevant materials in the market and in the library too, irrelevance of some contents ; overlapping of topics, vastness of the course contents of both full paper as well as half paper, too less emphasis on local needs and requirement and over theoretical curriculum.
5. With regards to Evaluation Related, the teacher educators specified that imbalance was there for theory and practice, weightage should be equal for both internal and external, evaluation of internal activities were subjective and teacher educators needed to be properly trained and oriented in the area of evaluation.
6. With regards to Infrastructural Facility Related, most of the teacher educators specified the following problems: No separate room for mentoring, insufficient classrooms and staff rooms, insufficient books/materials in the library, not disabled friendly, lack of ICT facilities, lack of well-stocked library and well equipped laboratories.
7. Besides, some other problems specified by the teacher educators were shortage of faculty, lack of coordination and communication among the eight colleges and lack of reference materials for various papers of the course.

5.1. (H). Objective VIII. Measures for Improvement of Secondary Teacher Education

1. Many science and maths student teachers felt that while selection of candidate was done on merit basis for pre-service, steps should be taken to give more seats to Science and Maths candidates as they were very less as compared to those from other stream.
2. Most of the student teachers also suggested that government and the administrative/managing bodies should look into areas where there was shortage or lack of any facilities and provided for them.
3. Co-curricular activities should be given more emphasis and should be conducted on a more frequent basis. Theory papers and practice teaching should not dominate the whole of the course. At least, a day should be set aside for co-curricular activities/club activities.
4. The Library should be well stocked with books that were relevant for the various course papers.
5. Inspection of the Secondary Teacher Education Colleges by experts from the University or from Higher Education department should be done on timely basis.
6. Many teacher educators suggested that proper teaching material should be developed and that salary of both private and government colleges should be according to UGC scale.
7. Another suggestion was frequent seminars, conferences, symposium and other such activities should be organised for both student teachers and teacher educators.
8. Also that evaluation system should be improved so as to make it more fair and objective.
9. Changed some contents in the syllabus and make it more relevant was also another suggestion. More application oriented content should be introduced and theory should be less.
10. Modernised the infrastructural facilities with essential amenities and teaching learning facilities.
11. Proper collaboration between secondary schools and the teacher education colleges should be there.
12. Commercialization of B.Ed course especially in private institutions should be checked.
13. Besides B.Ed course, In-service training programmes should be organised from time to time in collaboration with Teacher Education Department in the University and SCERT.

14. Monitoring and appropriate mechanism to raise the quality of secondary teacher education should be devised by concerned department at the government level as well as at the university level too.
15. Most Stakeholders also suggested for the need for teacher educators with more professionalism, dedication, honesty, sincerity in work and those fulfilling the norms in the aspect of qualification.

5.2. Findings from the Interview Schedule

Interview Schedule was prepared and given to 15 experts in the field of education. The findings were more in the context of suggestive measures for improvement of secondary teacher education. They are:

1. Basing on Right to Education (RTE) which specified B.Ed being a prerequisite qualification for a person to teach at secondary stage of education, the government should follow the direction and restrict the appointment of any person to teach at the said level without B.Ed degree.
2. According to most of them, since teaching is a profession, to be a teacher one needs professional degree to teach as educational qualification alone do not make one a teacher in its true sense. So B.Ed degree is very important for Secondary Teacher and therefore should be treated accordingly.
3. Majority of them suggested that quality education depends on the quality of the teachers. Education of teacher prepare competent, committed and professional as well as qualified teacher who also meet the demands of the society.
4. Again most of them were of the opinion that teacher play a very important role for students during their formative years and are also responsible for providing career guidance to the students and especially at the adolescence stage which coincides with secondary stage of education. Therefore a teacher needs to be equipped with the required teacher education so as to make them a guide, confidante, facilitator, counselor, besides being a good teacher.
5. Some of them felt that though B.Ed degree was now treated as a prerequisite qualification for teaching in the school, B.Ed degree holders do not enjoy any extra salary or extra allowances in terms of money, whereas in the past they were highly regarded and given extra allowance, viz: two advance increments were added to their normal monthly salary.

The lack of such incentive in present time makes it non-attractive to many teachers, especially the in-service ones.

6. Most of them felt that there was the need for a separate department for teacher education in the State as the government is not sincere in developing teacher training institutions. This would give a boost to the teacher education in general and secondary teacher education in particular.

5.3. Discussion and Conclusion of the Study

The study found out many things and some of them deserve a discussion on them. One of the glaring findings was the lack of adequate infrastructural facilities like adequate number of classroom, well stocked library, well equipped laboratory, not adequate computers etc in some of the colleges. To give out quality teacher education to the teachers, availability of different needed facilities is one of the first priorities. This fact was acknowledged by other investigators with similar finding. **Ajanta Dutta Bordoloi**(1990) also found out that teacher education institutes in Assam lack adequate infrastructural facilities. **Dulomoni Goswami** (2007) in his study titled 'Student-teachers perception of quality Teacher Education' also found the same and recommended that for quality teacher education, the institutions should have good infrastructural facilities like adequate number of classroom, library, laboratory and the like. **Kumari Lalyan Preeti** and **Goel Chhaya** in 2015 also found that private teacher education institutions were found to be higher as compared to public teacher education institutions. They therefore recommended the need to enhance the infrastructural facilities of Public teacher education institutions. **Imkonsengla Longchar** (2017) held similar findings that the DIETs in Nagaland do not have adequate infrastructural facilities such as good library, separate toilet for men and women, hostel facilities for men and women, proper electrification, seminar etc.

In quick succession to this issue was lack of adequate teacher educator in the some of the colleges. This is a serious problem because as a professional course which comprises of both theory and practical and of foundation courses, specialisation courses and methodology paper, it is unthinkable for a teacher education institute to be functioning without the needed number of educators. The finding was in accordance with **Chandra Prakash Reddy** who found that the staff pattern was inadequate to maintain quality in the pre-service teacher education in Andhra Pradesh. **National Council of Teacher Education** found out in 2001 that in the colleges of education in Andhra Pradesh, there was scarcity of lecturers in the subjects of philosophical and psychological foundations courses, and seemed to be unsatisfactory according to the NCTE

norms. In 2011, **P. Babukuttan** also concluded from his study that one of the major problems of DIETs in Kerala was the lack of sufficient manpower in all subject areas. So lack of adequate faculty in the colleges was found to be a problem in different levels of teacher education and need to be addressed accordingly at earliest if quality of teacher education and education in general is desired.

Another finding was that though majority of the colleges organise Micro-teaching based on Constructivist approach, some have done away with but wished to have it back. Here, teaching being a profession is not only about theoretical knowledge but about skills too. And the teaching skills can be best shown as well as learnt, developed and mastered through micro teaching. So micro teaching should be making an integral part of teacher education, be it under Behaviourist or Constructivist approach. The micro skills should be modified wherever necessary according to the favoured approach. Only then, student teachers will gain proficiency in the various teaching skills. This is in consonance with **P.K. Rajameenakshi's** finding (1988) that training in the skill of demonstration and microteaching enhanced teaching competencies of the student teachers. **Satyanarayana Singh** also in his study in 1987 found that remedial instructional micro teaching course was effective in enhancing the skill of probing questioning of both experienced as well as inexperienced student teachers.

The present study found that there were more female than male student teachers and most of them belong to the age group of 26-30 years of age. There were more female teacher educators as compared to male teacher educators. The age group of most of the teacher educators falls within 30-39 years. This finding is also in consonance with **Imkongsenla Longchar** study in 2017 which found out that majority of the trainees at elementary teacher education institutes in Nagaland were female. As opposed to this finding, **A. S. Seetharamu and Sharada Manvikar** in their 1986 survey study on secondary teacher education in Bangalore revealed that male teachers were more than female teachers.

For the professional development, teacher educators need to keep updating themselves with innovative ideas, concepts, techniques and practices in the field of education. However, the study found that though most of the teacher educators have participated in such activities, they need to do more and give more efforts to take up as well as participate in such developmental activities. It was found that majority of the teacher educators have attended professional development programme on different aspects of teaching; most read educational journal, such as, Encyclopaedia of Teacher Education, Health Education, Indian Journal of

Teacher Education, Journal of Humanities and Social Sciences; less than half of them presented paper and that most of those who presents were at National Level while only few have published work in journals. **A. S. Seetharamu and Sharada Manvikar** in their 1986 survey study also found that only few of the teacher educators had attended state level seminars/conferences.

For secondary teacher from different districts to avail to B.Ed course, it is important that the colleges have good hostel facility for the student teachers. This is because all the eight colleges were concentrated in Kohima, Dimapur and Mokokchung districts. However, this is not the case in the State as not even half of the student teachers are availing hostel facility. This matter needs consideration so that aspirant teachers from different parts of the state could take up the course. The finding agreed with **Seetharamu and Usha** who found in 1984 that most of the Pre-primary Teacher Education institutes were located in district headquarters and in urban area and they were non-residential too. **Seetharamu and Manvikar** (1986) also had similar finding that most of the secondary teacher education institutions were located in Bangalore city and that majority of them were non-residential and with very less strength too.

Another important matter is to do with the availability of computers in the colleges. It was concluded that half of the colleges have computer/laptop for all the teacher educators while the other half do not have. Only a quarter of the colleges have sufficient computer for the student teachers, while majority of the colleges do not have. All the colleges have Internet Connection. However, only more than half of the colleges have Internet facility for all the classrooms. On the mode of Internet Connection, half of the colleges have Wi-Fi Router, 4 colleges have Regular Connection and 1 college used Broadband. **Mary Ann Louise Kjetsaa** (2002) of Seton Hall University had expressed about a shift from learning about computers to learning with computers had occurred in teacher education, and recommended for the introduction of innovations into pre-service education programmes. This is so true with regards to secondary teacher education in Nagaland too as now in this time of the pandemic; it has become more pertinent than ever for every education institutions to be equipped with computers as well as other technological devices for educators and students.

Patted (1992) found that lecture, assignment, discussion and seminars were the preferred modes used of teacher educators in Karnataka. **Duggal** (2004) also expressed that lecture method was the favoured by most teacher educators in the teaching learning process. After all these times, the present study also concluded the same. And **V.R.Nagpur** (1991) found

that innovative methods like team teaching and models of teaching were rarely tried out in colleges of education in Maharashtra. The present study found that though half of the teacher educators were found to be trying out innovative methods like Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and also beginning to use power point presentation, activity method use of video clips and distribution of materials, most of them still used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods in their daily teaching. **Dulomoni Goswami** (2007) in his study titled 'Student-teachers perception of quality Teacher Education' also found that teacher educators still follow traditional methods like lecture and dictation of notes, and therefore suggested that they should be trained to use innovative practices and that they should take up action research thereby helping the student teachers to do the same. As teacher of teachers, the teacher educators need to be open to try out different methods and techniques of teaching so that student teachers could learn by observing them.

Education is a sub-system of the society and is closely related with the community and community living. **Sinha D. Roy** (1991) pointed out that elementary teacher education programme in Orissa, with the components of community involvement in both theory and practice affected the attitudes of the student teachers positively with regards to the community and community involvement. In this connection, the present study found out that very few Colleges participate in community work. Only a few are organising and involving in community work by having awareness programmes on AIDs, Banking, Conducting evening classes for illiterate adults and non-school going children and helpers at home in the locality during the vacation. But here, it needs to be noted that all the colleges should participate in community work. There are a lot teacher education college can do towards the community. Different kinds of awareness programmes can be organised by the colleges for the benefits of the community. For instance, many in the community are not aware about Consumer Rights, harmful effects of using tobacco, abuse of technology especially mobile phone, gaming apps etc. And teacher Education College is a pool house of different experts as it has under its roof teacher educators from different streams and subject areas as well as student teachers with lots of hands on experiences in different aspects of education and community living. So each college should make it a priority to become interested and involved in more community work. Each may adopt a colony, ward/khel or even a village and contribute something towards it. Such good practices

would surely help the teacher educators and the student teachers towards developing healthy attitudes towards the community and to humanity in general.

In our education system, inclusive education has formed an integral component but there are a lot that need to be done with regards to this aspect in teacher education; infrastructural and curriculum wise too. It was found most of the colleges do not have differently abled friendly with regards to the infrastructural facilities. Only one college have ramp for people with disability. None of the colleges have separate toilet for people with disability. So this is also a matter of concern in teacher education institutes. **Nancy Burstein** (2019) disclosed the satisfaction of special teacher education's graduates with their preparation for teaching career. **Anne Marie Thomas** (1998) in her study of teacher preparation efficacy at Ohio University indicated that skills with working with the gifted and challenged were where the teacher education programme could improve upon. **Malinen, et al.** in 2012 reviewed teacher education in Finland and the effort for preparation of teachers for future wrote that one Finnish solution is the extensive learning support system of special education, which can be regarded as a challenge for the future with regard to the universally agreed goals of inclusive education. The same could be recommended for secondary teacher education in the State.

On the importance of secondary teacher education programmes, right to Education specified B.Ed as prerequisite qualification for a person to teach at secondary stage of education, therefore government should follow the direction and restrict the appointment of any person to teach at the said level without B.Ed degree. Since teaching is a profession, to be a teacher one needs professional degree to teach as educational qualification alone do not make one a teacher in its true sense. So B.Ed degree is very important for Secondary Teacher and therefore should be treated accordingly. The present study found that student teachers agreed that B.Ed course helped them to develop different teaching skills as well as learn how to use the different methods of teaching more effectively. This was expressed by both pre-service and in-service student teachers. The pre-service student teachers also added that it enabled them to gain confidence and prepared them for real classroom situation. **Yvonne Joy Lawes** (1997) concluded the importance of teacher education from her study on Jamaican teacher education that if provided with a good teacher education, needed training tools, support and incentives, teachers can help bring up literacy rate and take the country to prosperity. **Ying-Feng Wang** (1999) concluded that the link between Science teacher preparation programme and development of positive attitudes by the pre-service teachers in Iowa towards teaching was strong. **T. Subramanian** (2001) disclosed that after attending in-service training programme, there was positive impact of the teachers on their

work efficiency in schools. **Malinen, et al.** (2012) reviewed teacher education in Finland and concluded that the quality which rest on teacher education was one of the factors in deciding the quality of an education system. **Shandra Caliborne** (2016) from her study on the effectiveness of teacher education at Virginia State University, dwelt on the belief that teacher education programme of the university provided the teachers with the needed effectiveness and competency that a teacher should possess. All these conclusions led to the fact that teacher education is very important for teachers as it equipped them with the needed knowledge and skills and also with the right attitude towards the profession and their student.

It was found that the colleges were having different practical activities and conducting differently. Even internship was done differently, number of days allotted were different and the evaluation and supervision techniques were not same. Given the fact that they have the same curriculum and all affiliated to the same university, this practice proves to be detrimental to the whole system of secondary teacher education in the state. Therefore all the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. In this regard, the number of days for internship programme should also be made uniform. Timely meeting among the principals of the Secondary Teacher Colleges should be called so that they coordinate and collaborate in their efforts in developing teacher education in the State. The finding agreed with **Buno Liegise's** recommendation for teacher education in Nagaland in her article published in 2007, which urgently called for better coordination among various institutions as lack of it seemed to stand in the way of effective implementation of teacher education in the State. Here, it need to noted that effective and regular communication between the B.Ed colleges and then between them and the university and other concerned departments should be there so as to bring transparency among the colleges and uniformity in the programmes and activities of all the colleges.

Most in-service student teachers were from Arts stream as compared to those from Science stream. This may be due to the existence of more teachers teaching Social Sciences and Language or again due to the factor of seniority or again could be because of the fact that most science and maths teachers are non-local and preferences are given to local candidates. However, teachers teaching the Sciences and Maths also need teacher education degree too. So encouragement should be given and deliberate steps should be taken in the mode of selection for in-service teacher by the concerned department. In a State like ours where many students doesn't have favourable attitudes towards Maths and Science subjects, it is more pertinent to trained teachers who taught the subjects, so that they help their students develop liking for the subjects

by using different methods of teaching, relevant aids and appropriate techniques of motivation, all which they could develop through teacher education programme. A finding by **Ying-Feng Wang** in 1999 was that the link between science teacher preparation programme and pre-service teachers were found to be strong in inculcating positive attitudes toward science teaching. This finding is relevant in the context of the above discussion. In 2000, **Ruth Ann Frank** found that teachers believed administration played an important role in determining if science took a backseat at their respective schools.

One finding was in-service teachers having 6-10 years of experience consist of the most number pursuing the degree followed by those having 11-15 years. Those having 16-20 years were very less and beyond 20 years, there were none. This shows that the fresh and younger are more interested in the course than those of the seniors. Also, another reason for more junior pursuing the course could be the change in policy that made B.Ed degree a compulsory qualification to teach at secondary.

It was found out that most in-service teachers pursuing the degree are regular teachers. Only a few from contract and ad-hoc category are pursuing the degree. This may be due to the Department of School Education willingness to invest in its regular employee and unwillingness to invest in its Contract/Ad-hoc teachers. Also, it may be due to the factor of seniority in the service.

With regards to the reason cited by the student teachers in pursuing the B.Ed course. Most gave the reason 'To teach effectively' followed by the reason 'For professional growth', then by 'As a means for further studies'. Very few stated the reasons 'For promotion' and others. This means teachers are developing the awareness that teaching is a profession and that they need professional course to help them become better teacher and to grow professionally.

With regard to the different specification for the phases of Internship programme by the student teachers. Some said they undergo 3 phase, then there were those who said 1 phase, 2 phase and 4 phase. This shows the lack of clarity about the phases of teaching by the student teachers or may even to do with misinformation by the teacher educators. So an orientation should be given to the teacher educators so that they help their student teachers in getting a clear concept about it.

Regarding to the type of appointment of the teacher educators in both private and government colleges, majority are regular employees, some are contract appointees and there

were cases of deputation from other department in the government colleges. In this regards the government should send requisition to the NPSC whenever any vacation occurs or new post creation is done so that appointment of qualified teacher educator is done following the norms of the government in the appointment of college teachers.

On the decision making process of the institute and in the administration and functioning of the institute, majority of the teacher educators said they sometimes participated in them, some said they never participate and still a few said they always participate in them. Here, it is important that all the educators take equal participation in them. Only then, better understanding will come about between the head and the educators and among the educators leading to the development of the college and to teacher education as a whole.

As discussed earlier, half of the Teacher educators were using innovative practices in their teaching. They mentioned Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and the like. Though the above mentioned practices may not sound new for many, old method/practice may be modified and use in an innovative way. So teacher educators or the college as a whole should think of ways to reuse every day practices in new ways so as to create interest in the student teachers towards the teaching-learning process.

Also some agreed to having Best Practice(s) in their college and mentioned the following: adoption of two types of settings namely Rural and Urban for internship, having mentoring and placement cell, student-teachers autonomously construct various programmes, Tobacco Free Zone in the college campus, Dissemination of Paperless Resource materials via class group on Whatsapp and Telegram Maintenance of self-reflection and feedback diaries and records of responsibilities and assignment by both teacher educators and student teachers.

The study also found that majority of teacher educators are ‘Sometimes’ given training for supervision/evaluation of Micro and Macro Teaching, followed by those who are ‘Frequently’ given training. A few ‘Never’ get any training for supervision/evaluation of Micro and Macro Teaching. Here training should be given annually to the teacher educators as new educators joined colleges every year and though they may be qualified and may already know the process, it is important that uniformity and objectivity are maintained in the supervision/evaluation of the teachings. Talking about uniformity and objectivity, Guidance material and hand book for the teacher educators should be developed so that all the colleges follow the same process.

Majority of the teacher educators do not carry out any extension service. Those who carry out extension services mentioned giving orientation of school teachers, visiting schools and giving seminars, resourcing in training for in-service teachers, as member of interview board as subject experts for RMSA, SSA teacher recruitment and members of other selection board constituted by the government, resourcing in different programmes, giving orientation programmes for secondary school teachers as and when required by the practicing schools. In this context, it is important for them to carry out different extension services like outreach programmes, conduct activities in the community under development board, Academic counsellors for IGNOU programmes, Participating in Blood Donation Drives, Visitation to old age home, orphanage, inclusive schools and the like. All these would help them in growing professionally as well as in bridging the gap between the college and the community.

So those are some of the pertinent findings of the study. They need serious consideration and contemplation, so that they help in bringing changes and development in the secondary teacher education in the State.

Teacher education being an integral component in bringing quality education in a country is very important and should be given emphasis. The objective of teacher education is not just to give the teacher with a professional degree at the end of the course but to enhance their competencies and equipped them the necessary skills that would make him/her an effective professional in his/her area of work. Also it is to enable the teacher with the knowledge of how to help his/her student achieved overall development and realised their full potentialities.

The present study 'A Critical Study of Secondary Teacher Education in Nagaland' has attempted to make a comprehensive analysis of the whole of secondary teacher education, thereby bring out the strength and weaknesses of it. In the attempt many findings, both positive and negative were brought to the forefront for anyone involve in it to contemplate over and improve upon it. The good practices should be reinforced and followed and wherever any practice is crippling the system should be weeded out or modified according to the need of the situation and demand of the individual as well as the society. Some good practices and innovative practices were revealed through the findings of the study, and the colleges which are not following them or do not have their own good/innovative practices should emulate the colleges which are practicing them. All these would contribute towards raising the status and in the development of secondary teacher education leading to qualitative education in Nagaland.

5.4. Educational Implications and Suggestion for improvement of Secondary Teacher Education

1. There should be a clear streamlining from the Government and concerned department like Directorate of School Education in sending in-service teachers at Elementary and Secondary levels in pursuing courses according to the level they are teaching. This is because there is a huge backlog of untrained teachers at different levels of education and it has been found out that many elementary teachers are taking B.Ed. course instead of DL.Ed. Here, B.Ed. colleges or selection body should also look into the matter and give priority to Secondary teachers in allotting seats to the candidates.
2. While selection of candidate is done on merit basis for pre-service, steps should be taken to give more seats to Science and Maths candidates. Regarding this aspect, the Directorate of School Education should not merely send their in-service deputees on seniority basis, but should see that judicious allotment of opportunity to teachers basing on the subjects they teach. This is because number of student teachers teaching Social Sciences and English outweighed those who teach Maths and Sciences in most of the secondary teacher education colleges.
3. The Colleges should see that some funds are set aside for student body for student welfare and activities so that they do go seeking help from authority or for go for collection among themselves. There are lots of pre-service student teachers too and collecting money from them to organize different programmes and activities was found to be a problem for many.
4. The government and the administrative bodies should look into areas where there is shortage or lack of any facilities and provide for them. In this regard, every college needs to be provided with better facility in terms of Conference/Seminar hall, Canteen, Library, proper electrification, xerox/ copier, Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory. Proper infrastructural facilities such as enough classrooms, IT facilities, properly equipped and advanced library and the like should be made available in every Secondary teacher Education Colleges.
5. Efforts should be made in creating more units/seats and there should be ratio among the districts basing on geographical division/district and demographical factor. This is because it was found that student teachers from certain districts were dominant in the colleges.
6. More priority should be given to activities like writing of assignments, projects, seminars, power point presentations instead of mere paper presentations, class tests/unit tests on

frequent basis, as those will help the student teachers learn more as well as gain more confidence.

7. Co-curricular activities should be given more emphasis and should be conducted on a more frequent basis. Theory papers and practice teaching should not dominate the whole of the course. At least, a day should be set aside for co-curricular activities/club activities every week.
8. Timely review and change in the curriculum of secondary teacher education is strongly suggested. Outdated knowledge which has no relevancy in the present context should be omitted. Also, vast content area should be done away with. Only those subjects which have functional utility and have relevancy in secondary level of education should be included. Also, the curriculum developers should see that there is no overlapping in the content area in a given paper or in the different papers.
9. All colleges should have micro teaching, the teaching skills modified and based on both Behaviourist and Constructivist approach. It is through micro teaching that the student teachers gain the various teaching skills and confidence too. Here it need to be noted that though it is needed for both the in-service and pre-service student teachers, it the latter really do benefits from micro teaching. Also, Block teaching should also be made an integral part of the course curriculum.
10. All the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. In this regard, the number of days for internship programme should also be made uniform. This is so because it was found that the colleges are having different activities and number of days allotted for those activities also varies from college to college.
11. All the teacher educators should be oriented with the different aspects of practice teaching so that they are able to give clear information to the student teachers. This is because the study revealed the lack of clarity with certain aspects of internship, starting with the number of phases too. Also, some colleges do not supervise their student teachers during internship.
12. Teacher educators should have complete mastery over the subject matter and should keep updating their knowledge keeping in view the expectation of the student teachers and their position as 'Teacher Educators'. In this regard, they should do away with traditional method of mere Lectures, Discussion and especially dictating of notes and use more technological devices and new innovative methods/modification of old methods according to the needs and situations of the hour.

13. Teacher educators should participate in paper presentations and publications more both at State level and National level and even at International level. These are needed for professional growth and development and the study revealed that only a few of them participated in such activities. Authority and managing boards should encourage the teacher educators to grow professionally by participating in those cited activities.
14. The Nagaland University should also help the teacher educators in professional development programmes and extension programmes. This is so because most of them have to go out of the State to attend Orientation programmes, Refresher courses and Short term programmes. Also it should take initiative in organising more Workshops and Seminars for the educators of Secondary Teacher Education Colleges.
15. All teacher educators should become members of professional associations. This would create an opportunity for them to grow professionally, at the same time help them to get in touch with other experts, senior practising professionals and educationists thereby enable them to learn from those cited persons.
16. Teacher educators should use the Constructivist as well as Behaviourist Approach in their teaching. This is because the study found that totally using constructivist approach have some difficulty in some subject areas. Therefore, the teacher educator should be encouraged to use both the approaches in such a way that they supplement and complement one another.
17. All the teacher educators should participate in Extension Service like giving seminar in schools, organising orientation programmes for Secondary Teachers, as Academic Counsellor and facilitator for Distance Education Programmes, and as Interviewer for teachers' interview for different secondary schools. All these will help them in their professional growth and development.
18. Teacher educators should use teaching aids and employed different technological devices in their teachings so as to make their classes more interesting. It will help them gain proficiency and mastery in using different technology in the teaching learning process. Also, it will help the student teachers learn how to use them by observing their educator(s).
19. The college should provide separate common room for female teacher educators, satisfactory refreshment facility, and required text book for teaching and sufficient teaching aids.
20. All the colleges should have a well-stocked library with relevant and upto date books on the new curriculum as well as online library facility for both the teacher educators and the

student teachers. Besides, the library should be well staffed with a librarian and other well qualified and efficient personnel.

21. Frequent meetings should be called by the Principal for the teachers educators, for the supporting staff and for all the staffs; both teaching and non-teaching so as to bring in more coordination among them, create more understanding and transparency among them and in the institute.
22. Timely meeting among the principals of the Secondary Teacher Colleges so that they coordinate and collaborate in their efforts in developing teacher education in the State. It will also help towards bringing transparency among the colleges and uniformity in the programmes and activities of all the colleges.
23. The teacher educators should take part in the administrative decision making process of the institute. Also, they should be involved in the administration and functioning of the institute also. This is so because in many cases the teacher educators do not have much knowledge pertaining to the administration of the college.
24. All the teacher educators should be computer literate as well as techno-savvy as in this day and age everything in the society including education is technology reliant. This is more so important in this pandemic period where we are more reliant on online classes, online meeting, different online activities and programmes like e-conference, webinar, workshop and the like.
25. The government and the specific department and the administrative bodies should organised development programmes for Teacher educators so as to enable them do their job well as true professional. In this regard, university should also contribute by giving different short term training courses to the educators of secondary teacher education.
26. Keeping in view the rapid by change in education and the unforeseen changes brought by the Covid19 pandemic, secondary teacher education practical and functional experiences and development of ICT skills need to be emphasised upon. Computer education should be make a core paper instead of an elective paper.
27. Government must create a separate department for teacher education in the State to look after all the teacher education/training institutes as it is totally different from general education. Besides, it was found that many bureaucrats and officials have very less knowledge about teacher education and therefore were not aware of its importance.
28. Only qualified Principals who fulfilled all the criteria specified by NCTE and UGC should be appointed. Delayed in looking into such matter may compromised the quality of teacher education and subsequently the quality of secondary education in the State.

29. More Secondary Teacher education institutes in the state should be created: may be one in each district. As of now, all the secondary teacher education colleges are concentrated in three districts only, namely Kohima, Dimapur and Mokokchung.
30. Besides the usual classroom teaching, more workshops, panel discussion with lectures, research symposia, inter secondary teacher education college activities should be organized. Till date, the focus is more on classroom teaching-learning and on the completion of the course content and very less of the aforesaid activities are organized.
31. The government should prioritise and look after financial requirements of Secondary Teacher education colleges. As a professional college, every teacher education college needs more resources as compared to other general colleges. Each should be equipped with all the needed infrastructural facilities, technological devices and should have financial support of the government/managing body.
32. Secondary Teacher Education Colleges should work in close coordination with stakeholders in education of the State. Also in coordination with school education department, the colleges should identify and adopt schools for practical so that schools can plan out their academic calendar accordingly.
33. Every college should have a practicing school of its own so that there is close coordination between theory and practice; whatever is taught is practiced upon. No B.Ed course should be allowed in a college which does not have demonstration/practicing school. This is because side by side with theory papers, B.Ed student teachers should regularly practice teaching under supervision.
34. One subject/ paper on 'Professionalism in teaching' should form an integral part of the course to deal with the aspect of teaching as profession, professionalism in teaching, professional and ethical issues of teaching, moral values of teaching, professional commitments, roles and functions as teachers etc.
35. The course should be redesigned to enable the trainees gain mastery over the subject to teach with authority.
36. The government should formulate a clear cut State policy to enforce the law that no person without having at least 10 to 20 years of teaching experience is allowed to teach or train the student teacher.
37. Another suggestion was that traditional method of training teachers should be done away with so as to liberate the student teachers from listening to only their teacher educators throughout the 2 years and allowing them to learn from others too. The training classroom should be open to many professionals through regular Guest Lectures, as done in the

Western/Advanced countries, facilitating the teacher trainees to learn from many practicing professionals in different fields of teachings in school settings.

5.5. Suggestions for future Research

Education is an all encompassing concept and teacher education dealing with it and being of it has a wide scope. Some of the areas that would need further as well as new research to be undertaken are:

1. Diagnostic Study of B.Ed course as a whole
2. A Critical Study of the different Phases of Internship
3. A Study on the Effectiveness of EPCs toward the development of Professionalism for a Teacher
4. A Diagnostic Study of Teacher Education and NPE 2020
5. Multidisciplinary Approach in the context of Teacher Education

SUMMARY OF THE STUDY

Introduction

Teacher education refers to the processes, procedures and provisions designed to help teachers and future teachers learn and master the knowledge and skills needed in the profession, also enable them to develop positive attitude towards teaching. It could be pre-service or in-service teacher education programme or one that is meant for both. Again it could be Teacher Education for Early Childhood (ECE), Elementary Teacher Education (ETE), and Secondary Teacher Education (STE) in accordance with the different levels of education. These are the three major teacher programmes which comprise the mainstream system of teacher education in the country. Besides, there are subject specific courses such as B.P.Ed, level specific courses as in B.El.Ed, different courses of RIEs and of NCERT.

‘Quality Education’ has become the watchword in today’s educational scenario. Everyone talks about it at all level of education. An important area where emphasis needs to be put if the society is to realise Quality Education is good teacher education. Teacher education therefore needs special focus because it is the pivot around which the educational system depends upon. It is a target and an instrument of quality assurance mechanisms, particularly at the school education level. This is because of the fact that good quality teacher education produces good teachers leading to high-quality students, who in turn feeds higher and professional education and ultimately leads the country to great heights. So for qualitative improvement in education, assured quality teacher through improved quality teacher education is the need of the hour. And for teacher education to be effective, its strengths and weaknesses, the issues and problems faced by it needs to be studied and be brought to light and addressed appropriately. For this reason, the present study is directed towards the Education of the Secondary Teacher in Nagaland with the hope that it will contribute towards bringing quality education in the state.

Teacher Education in Nagaland

Teacher education first made its appearance in Nagaland only in the 1950’s. It started out to improve the teacher of the primary schools. Then the priority was to improve the teaching capacity of the teachers as most of them were under matric. The Basic Education Officer of Assam at the time, Shri. Suresh Raj visited Kohima and discussed upon the idea of setting up a teacher training centre in the State. He even visited sites for the said centre. In 1955, with the financial support of Hindustani Talmi Sangh, a teacher training centre was established at Chiechama, Kohima. The centre was designated as Junior Teacher Training institute (JTTI). Two similar centres were opened in 1962

and 1964 respectively at Mokokchung and Tuensang. These centres at Kohima, Mokokchung and Tuensang were later on upgraded to DIETs. At present, there are eight (8) DIETs, functioning and offering Diploma of Elementary Education to pre-service trainees and Diploma in Education to in-service student teachers in the state. Besides these, private sector is also taking active part in educating primary teacher. St. Paul Institute of Education at Phesama began primary teachers training in 1977. Salt Christian College, Dimapur has followed suit in 2006. These institutes provide Diploma in Elementary Education programme, meant for elementary teacher, to both in-service and pre-service student teachers.

College for Education to provide teacher education courses to graduate and under graduate teachers called Nagaland College of Education was established in 1975 in Kohima. It was affiliated to NEHU and initially offered both B.Ed and Under Graduate Teacher Training. The latter was offered from 1976 till 1992. The college was upgraded to College of Teacher Education in 1990, and came to be called Nagaland College of Teacher Education. The college was among the first three B.Ed institutions in the North East to be given recognition by National Council of Teacher Education ERC in 1998. The college later changed its nomenclature and now came to be known as State College of Teacher Education. In 1995, it transferred its affiliation to Nagaland University.

After two decades, other colleges also started offering B.Ed course to student teachers, both in-service and pre-service. At present, there are nine colleges namely State College of Teacher Education, Kohima, Salt Christian College, Dimapur, Bosco College of Teacher Education, Dimapur, Modern Institute of Teacher Education, Kohima, Mokokchung College of Teacher Education, Mokokchung, Unity College of Teacher Education, Dimapur, Ura College of Teacher Education, Kohima, Sazolie College of Teacher Education, Kohima, and Mount Mary College, Dimapur providing B.Ed programme. Besides, IGNOU is also offering B.Ed course in Nagaland since 2002 and Certificate in Primary Education since 2005 through distance mode. Though now the study centre for the programme has shifted to Jorhat, Assam. Mount Mary College, Dimapur has also started offering B.ed course in 2017.

Regarding teacher education for teacher educators and other professionals in the field of education, State College of Teacher Education, Kohima, has been offering Master of Education (M.Ed) since 2014. Nagaland University also established Department of Teacher Education and started offering M.Ed programme. Besides, it has also been offering M.Phil and Ph.D.

Present Scenario of Secondary Teacher Education in Nagaland

There are nine (9) colleges namely: State College of Teacher Education, Salt Christian College, Bosco College of Teacher Education, Modern College of Teacher Education, Mokokchung College of Teacher Education, Unity College of Teacher education, Ura College of Teacher Education, Sazolie College of Teacher Education and Mount Mary College, are providing B.Ed to secondary teachers in the State. Of the nine (9), two (2) are government and six (7) are private. All of these colleges are catering to both in-service and pre-service student teachers. The number of student teachers in all the eight institutes ranges from 50 to 100 in a semester. While majority of the student teachers in Government institute were in-service, most of the student teachers from the seven private institutes were fresh graduates and post graduates. In a year, the nine (9) colleges are training approximately six hundred (600) student teachers. All the institutes have library and laboratory facilities. Some have computer facilities too, though internet facilities are limited. Some of the institutes were understaffed with only four (4) teacher educators.

The colleges are all affiliated to Nagaland University. At the institutional levels, they are headed by the Principal. The Private colleges are managed by their own managing board/body. However, the government colleges are directly under Higher Education Department, Government of Nagaland. The department looks after all the colleges in Nagaland including secondary teacher education colleges.

The B.Ed programme offered by them is of two years and covers four semesters. The curriculum followed was in accordance with the NCTE framework and National Curriculum Framework for secondary teacher education. The course has core papers like Childhood and growing up; Contemporary India and education; Language across curriculum; Understanding disciplines and subjects; Assessment of learning; Knowledge and curriculum; Gender, school and society; Creating an inclusive school and Pedagogy of schools subject (Social Science, English, Maths, Life Science and Physical Science). It also has optional papers like Peace Education, Guidance and counselling, Health and physical education and the like. Besides, it has four EPC (Enhancing Professional Capacities), namely Reading and reflecting on texts, Drama and Art in Education, Critical understanding of ICT and Understanding Self. Then practical activity consists of field based experiences like practice teaching, micro and macro, peer observation, community work, work experience etc. The Macro teaching consist of Pre-Internship, Internship, Post-Internship and Final Practice Teaching. Besides, there are lots of workshops on different aspects of teaching like Evaluation, Low cost/no cost teaching aids, lesson planning and the like.

Regarding evaluation of the programme, it follows both formative and summative. All the activities carried out in theory classes like class room interaction, assignment, project, class test, learning activities, paper presentation and the like are assessed individually. Then at the end of each semester, an external exam is conducted by the university. The scheme followed is 70 marks for external and 30 marks for internal assessment.

Besides, all the secondary teacher education colleges organise different co-curricular activities like college sports week, cultural day, literary day, talent fest, science exhibition, celebration of important days, various club activities, fresher's/induction day, parting social, college picnic, field trip, educational tour and the like. Also they are also involved in different community services. All these activities are practiced so as to give different experiences to the student teachers and to make course more relevant to them and to the community too.

Though, a lot has been done and being doing by both government and private organisations and individuals in training secondary teacher, a lot still need to be done in this area. This is because the number of backlog of untrained secondary teacher in the state is still very large.

Need and Significance of the Study

Teaching is a profession and not merely a job. And as a professional, a teacher needs a repertoire of skills, knowledge and expertise to be effective in his profession. This view was aptly observed by the International Encyclopaedia of Teaching and Teacher Education, 1987, "Enjoying the same social status and prestige as all those who eminently serve society, today's or tomorrow's teachers must be a professional, where educational programme and level should be more comparable with the physician's education." Therefore teacher education is of great importance and many recommendations were made in this regards.

A lot of emphasis has been given on teacher education. For revitalisation and improvement of teacher education, its profile and status, strength and weaknesses, availability of different facilities, needs, problems and issues and its every aspects, needs to be studied and bring to the notice of policy makers, administrators and different stakeholders for necessary actions. Education Commission (1964-66), National Commission for School Teachers (1983-85), Working Group on Teacher Education (1986), NPE 1986 and others all talked about it and suggested various things for redesigning, revitalizing and improving teacher education measures such as four-year integrated courses, curriculum redesign, instructional learning, structured teaching practice, holistic content, use of technology in teacher training, adequate physical facilities, qualified teachers etc.

Many pertinent concerns in teacher education have been raised and debated over time by different education commissions. Some have been implemented in different forms while others seem to have defied solutions. Now the time is here to look at teacher education as it is; with its good aspects as well as the bad ones, its strength and its weaknesses and its issues and problems, so that decisions which will lead towards its reorganisation and restructuring in the direction of positive implementation. And to reach such a position and conclusion on how best to reorganise or restructure the teacher education in the country, is to have critical and in-depth investigation carried out in all its aspects. So it is significant to have more of such study carried out about the teacher education at different levels in the country.

Study on Secondary teacher education is important as it is an attempt to help bring innovative practices in education and that it will help bring to fore the need to facilitate the continuing attempt to restructure teacher education in the country, keeping in view the change in different aspects of the society. Also, it is important to study of secondary teacher education as it will help towards better understanding of present thinking and practices in secondary teacher education and to the problems and issues that student teachers, teacher educators and principals faced today for planning a better secondary teacher education in the State tomorrow.

The present study, 'A Critical Study of Secondary Teacher Education in Nagaland', was done in the light of the above mentioned reasons, and with the objectives to study the profile of the teacher educators and the student teachers, to make a critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education, to examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS workshop, IGNOU programmes on Distance education, to assess the nature of practice of teaching in the colleges of secondary teacher education, to find out the effectiveness of the practice of teaching from the perspectives of the student teachers, to highlight innovative practises if there are any in the colleges, to find out the issues and challenges faced by the principals, secondary teacher educators and student teachers, and to suggest measures for improvement of secondary teacher education in Nagaland.

And as no study has been done so far on this area, that is, on secondary teacher education in the state, the investigator felt that it was right to do research on it with the aim to study the nature and practices of the secondary teacher education, to find out problems faced in the area and to suggest

measures for improvement for the overall quality education in Nagaland. And those aims were realised at the end of the study.

Overview of the literature reviewed

On reviewing the literature of both Indian and foreign studies, the investigator found out that the Indian studies focuses on both Pre-service and In-service but more on the latter. They are concentrated on critical study of teacher education programme (Yadav, D.D. 1980, A critical study of teacher education in the state of Haryana and its comparison with that of CIR, Delhi and the RCE, Ajmer) its system and impact on student teachers (Nagpur, V.R. 1991, A critical study of the system of teacher education at the secondary level in Maharashtra) and (Sharma, Subhash Chandra. 1992. A critical study of the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region); Evaluative study of teacher education programme at different levels, namely DIETs and B.Ed colleges (SCERT, Andhra Pradesh. 1981. Evaluation of in-service training programme for primary teachers in the selected government and aided teacher training institutions; Walia, K. 1992. Secondary teacher education programmes in Northern India: An evaluative study; Dhawan, Kavita. 2003. Evaluation of in-service teacher education programmes for primary school teachers in a DPEP District of Himachal Pradesh; Duggal, Shyni. 2004. An evaluative study of in-service teacher education programmes conducted by DIETs of NCT Delhi; Aarti, Anand. 2011, An evaluative study of teacher training programme of elementary teachers), their curriculum (Natarajan, S. 1984. A competence based programme in teacher education curriculum, Bordoloi, Ajanta Dutta. 1990. A critical evaluation of teacher education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training); Issues and Problems of teacher education; Survey study of teacher education (Seetharamu, A.S. and Usha, M.N. 1984. Pre-primary teacher education – A survey, ISEC, Bangalore; Seetharamu, A.S. and Manvikar, Sharada. 1986. Secondary teacher education – A status survey, ISEC, Bangalore), In-service teacher education programme of both DIET and B .Ed colleges (Yadav S.K. 2012. Impact of in-service teacher training on class room transaction; Pooja. 2013. A study of in-service teacher education programmes at elementary education level in Punjab) and the like.

On the other hand, the foreign studies though touches in-service teacher education were more on Pre-service teacher education, teacher preparation programme in general and specifically on preparation of science/maths/English/social sciences teacher; how pre-service teacher education programme influenced the efficiency, attitude, teaching behaviours of prospective teachers; the different practices in pre-service teacher education programmes,; integration of technology in pre-

service teacher education, use of technology in instruction and technological trends in pre-service teacher education; teacher preparation components in teacher education programmes; mentoring and tutoring; impact of pre-service teacher education on novice teachers; development of pedagogical practices and the like.

After thorough review of different literature, it has been found that there is lack of a serious and an in depth study in teacher education carried out in the State, hence the investigator took up the present study on “A Critical Study of Secondary Teacher Education in Nagaland”.

Methodology of the Study

The study was a Descriptive method of research, an accepted form of scientific study. It was undertaken to study the profiles of Student Teachers and Teacher educators, the infrastructural facilities, academic programmes and co-curricular activities, finance and management, practices, effectiveness of practice teaching, problems and challenges and different aspects of Secondary Teacher Education in Nagaland.

Population of the study included all the eight (8) Principals of the eight B.Ed colleges in Nagaland, which were in existence during the period of data collection, ie, 2017, 70 Teacher Educators and 540 Student teachers.

In the study, the sample consisted of all the 8 Principals, simple random sampling was used to select 54 Teacher Educators and 390 student teachers of the eight B.Ed. colleges who shared their views through the questionnaires provided to them. Besides, 15 experts belonging to different fields of education such as Higher Education, School Education, SCERT, Ex-Principal of Secondary Teacher Education College, DIETs, Nagaland University were included via Interview Schedule.

Three sets of Questionnaires were constructed for the three categories of the sample, namely Principals, Teacher educators and Student teachers so as to obtain the required data. The questionnaires consist of both closed ended and open ended forms of questions. All the items were framed in consultation with the Supervisor. . Besides the three sets of questionnaires, office files and record of the eight colleges and that of the government were examined for necessary information. Interview schedule was also prepared in consultation with the supervisors and feedback from some experts and was administered to 15 experts in the field of education.

For the collection of data, the investigator used both primary and secondary sources. For primary data, the investigator first of all through written as well as telephonic communication took permission from the Principal for the administration of the questionnaires to the different subjects. Then a day was set for the said purpose when the investigator personally went to the field and

administered the questionnaires to the student teachers, teacher educators and the principals. Also an interview schedule was used to collect the same from 15 experts in the field of education. The interview was carried out through face to face mode as well as through telephonic interview. For the collection of other secondary data, other means like office files and records were consulted.

The raw data collected by the investigator through the different tools as cited were organised and tabulated in order to determine the inherent facts or meanings. The data were analysed, calculated and discussed from as many angles as possible to arrive at new facts. Percentage was used for the final interpretation of the data.

Findings of the study

The findings of the study were summarised under the eight (8) objectives of the study as given below.

A. Objective I. Profile of the Student Teachers and Teacher Educators

1. There were more female than male student teachers and most of them belong to the age group of 26-30 years of age.
2. More graduates/post graduates from Arts stream were pursuing the course followed by those from Science streams and then by those from Commerce streams.
3. There were more pre-service candidates as compared to in-service candidates pursuing the B.Ed degree.
4. Majority of the teacher educators have Master degree in Arts followed by those having Master degree in Science. Also that majority have B.Ed. as their professional qualification. Only some have M.Ed and only quarter of the total educators are NET passed.
5. Less than half of the teacher educators presented paper and that most of those who presented were at National Level.

B. Objective- II. Critical assessment of the infrastructural facilities, academic programmes, co-curricular activities, community work, evaluation system, finance and administration of secondary teacher education.

Infrastructural facilities

1. Most of the colleges have satisfactory classroom facility, chairs, tables, separate toilets for men and women. It also showed the colleges need to provide better facility in terms of Conference/Seminar hall, Canteen, Library, proper electrification and xerox/ copier, though in some cases the colleges

were without satisfactory facility such as Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory.

2. Not even half of the student teachers were availing hostel facility.
3. Majority of the teacher educators have access to LCD Projector followed by computer in their institutes.
4. All the colleges have Internet Connection. However, only more than half of the colleges have Internet facility for all the classrooms. On the mode of Internet Connection, half of the colleges have Wi-Fi Router, 4 colleges have Regular Connection and 1 college used Broadband.
5. All the colleges have Library. More than half of them have library equipped with sufficient latest books for different subjects of the course, a few of them did not have. Only 2 colleges out of 8 have E-Library facility, the remaining 6 do not have the facility.

Academic Programmes

1. The student teachers felt most teacher educator as competent in their teaching. Only a few disagree and the reasons were some give only notes, some did not do their homework and some lack effective classroom communication skill.
2. Most teacher educators used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods. It also showed that some teacher educators were beginning to use power point presentation, activity method use of video clips and distribution of materials.
3. All the colleges assigned student teachers with various curricular activities, namely: Assignment, Paper Presentation, Project Work, Practicum, Group Discussion and Class Test. Majority of the colleges conduct Panel Discussion.

Co-curricular activities

All the colleges organised co-curricular activities. The list of co-curricular activities and programs conducted were Sports week, Cultural day, Talent fest, Teacher's day, Fresher's day, Farewell/parting, Discussion, Assembly, Social gathering, Workshops & seminar, Literary day, Orientation day, College picnic, Unity day, Field trip, Club activities, Observation, Pre-Christmas/Advent Christmas. It has been found that majority were satisfied with the co-curricular activities organized in the colleges.

Community Work

Most of the college helped out the community in any they could. Those colleges who helped out extend their Gym Facility to the community, gave talks on issues like HIV AIDS,

Environmental Concern etc to the community during the Internship period, do Social Work, any community activities, helped/visited old age home and differently abled. Also, those colleges who participated in those kind of activity help the community by organising Awareness Programmes on Banking, Consumer Rights, Blood donation drives, Cleanliness Drives and the like by both the Teacher Educators and Student Teachers. The Students were assigned with the above mentioned activities besides others like conducting evening classes for illiterate adults and non-school going children and helpers at home during the vacations.

Evaluation System

1. Most student teachers felt that the weightage of 30/70 for internal and external activities was not fair as most activities are assessed internally. They suggested that more should be given to internal assessment and that it should be even 50/50 for both the aspects. This view was shared by many of the teacher educators too.
2. Most of the student teachers as well as teacher educators were of the view that evaluation system was subjective in many aspects. Some cited that in some colleges, educators gave maximum of the internal marks to their student teachers whether they deserved it or not. And that in actual experience, though some student teachers were very good, due to biasness within the system, some undeserving were ranked higher when it comes to the end result at the end of the course.

Finance

The Annual Budget of the institutions ranged from 3,50,00,000 on the higher side to 1,00,00,000 on the lower side. However, most colleges felt it was a confidential matter and gave just the approximate figure. Here it need to be noted that the one with the highest figure gave the amount which was meant for two teacher education programmes. In regards to this, the study also showed that Plan Budget figure show the ranged from Most of the colleges found the fund allocated by the Government /Management Authority sufficient to meet the requirements of the Institute.

Administration

1. The government colleges were wholly run, managed and administered by the government under Higher Education Department and the private colleges by Managing board. The Principals were the heads in all the institutes.
2. For proper management and administration of the colleges, the principal convened meeting with the faculty as well as with the ministerial staff. In some colleges, faculty meeting were convened

once a month, in some once in two months and still in some cases, it was convened as and when the need arises.

C. Objective. III. Examine other training programmes conducted by secondary teacher education institution, other than B.Ed course such as staff extension work, faculty development programme, CSS Workshop, IGNOU programmes on Distance education.

Staff extension work

1. Only a quarter of them participated in Extension Service. The Extension Service they participated in were giving seminar in schools, organising orientation programmes for Secondary Teachers, as Academic Counsellor and facilitator for different IGNOU Programmes, and as Interviewer as well as expert for teachers interview for both government private schools.
2. Some colleges also created awareness about blood donation and were involved in blood donation drive. In some colleges Teacher Educator as well as Student Teachers went for voluntary donation of blood every year in collaboration with Health Department.

Faculty Development Programme

Majority of the teacher educators had attended professional development programme viz. Faculty development programme on different aspects of teaching, state level workshop on the development of teacher education curriculum, workshop on review of B.Ed. and M.Ed. curriculum, workshop on ICT, workshop on constructivism, Innovative Pedagogy and Effective Teaching Strategies, Skill Development Training, Capacity Building Programme, Participation in Seminar at different Level, Faculty Enhancement Programme, Workshop on Quality Assurance in Higher Education and the like. Some of them had attended Orientation Programme, Refresher Courses, Short Term Courses organised by different Central Universities.

IGNOU Programme and Distance Education

Most of the colleges were involved in different IGNOU programmes as Facilitator and Counsellor. This involved organising contact programmes, workshops for different courses of study, evaluating and grading of assignments. Also some colleges were working as study centres for the various programmes of IGNOU, thereby involving the teaching as well as non-teaching staffs in the examination of the said university too.

D. Objective IV. Assess the nature of practice of teaching

1. Majority of the colleges organised microteaching for the student teachers and that microteaching skills were based on constructivist approach. It also showed that in majority of the colleges, practice of microteaching skills was considered necessary for the student teachers.
2. More than half of the colleges organised Block Teaching for the student teachers. The allotted days differ from college to college; 2 days in some, 3 and 4 days in others and 5 days was the most.
3. During teaching period, for most college supervisors were sent to observe and evaluate the classes of the student teachers on daily basis. However this supervision work differed from college to college. In some, instead of daily supervision, weekly supervision was done and in some colleges, no supervision at all by the teacher educators.
4. The student teachers were made to maintain a reflective diary covering the whole of their internship period which were the assessed at the end of the practice teaching.

E. Objective V. Effectiveness of the practice teaching from student teachers perspective

1. Most student teachers who experienced Micro-teaching felt that it made them develop different teaching skills and enable them to gain confidence and prepared them for real classroom situation.
2. Besides teaching, during practice teaching in their practicing school, the student teachers were involved in the different curricular activities, co-curricular activities; preparation of teaching materials and other activities like interaction with the community and different evaluation works, and most of the student teachers feel all these help in their growth as teachers and prospective teachers.
3. During practice teaching, most colleges made it mandatory for the student teachers to go for peer observation and this practice according to most student teachers was very helpful in detecting their own weaknesses as well as helped them learn better as they believed certain skills were better learn through observation than from listening to mere talks.

F. Objective VI. Innovative practices if there are any in the colleges

1. Half of the Teacher educators were using innovative practices in their teachings. They mentioned Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and the like.

2. Majority of the colleges were using innovative Practice(s) in their college and mentioned the following: having mentoring and placement cell, creating plastic free zone and Tobacco Free Zone in the college campus, Dissemination of Paperless Resource materials via class group on Whatsapp and Telegram, Maintenance of self-reflection and feedback diaries and records of responsibilities and assignment by both teacher educators and student teachers. Adoption of two types of settings namely Rural and Urban for Internship.

G. Objective VII. Issues and challenges faced by the Principals, Teacher Educators and Student Teachers

1. With regard to the major problems teacher educators faced Related to Teaching are – time constraint to balance practical and theoretical aspects because of the vast syllabus; to transact or cover the whole theory papers using constructive approach was a problem as it was more time consuming as compared to the use of behaviourist approach; difficulty to handle student teachers from different background, streams and age levels.
2. With regard to Student Related, more of the teacher educators specified the following: lack of interest; poor attendance/irregularities of the student teachers; unfamiliarity of in-service student teachers with most methods of teaching and their difficulty to imbibe and practice new teaching approach; negative attitude of student teachers especially that of in-service teachers.
3. With regards to Syllabus Related, the teacher educators specified the following: lack of relevant materials in the market and in the library too, irrelevance of some contents ; overlapping of topics, vastness of the course contents of both full paper as well as half paper, too less emphasis on local needs and requirement and over theoretical curriculum.
4. With regards to Evaluation Related, the teacher educators specified that imbalance was there for theory and practice, weightage should be equal for both internal and external, evaluation of internal activities were subjective and teacher educators needed to be properly trained and oriented in the area of evaluation.
5. With regards to Infrastructural Facility Related, most of the teacher educators specified the following problems: No separate room for mentoring, insufficient classrooms and staff rooms, insufficient books/materials in the library, not disabled friendly, lack of ICT facilities, lack of well-stocked library and well equipped laboratories.

H. Objective VIII. Measures for Improvement of Secondary Teacher Education

1. Many science and maths student teachers felt that while selection of candidate was done on merit basis for pre-service, steps should be taken to give more seats to Science and Maths candidates as they were very less as compared to those from other stream.
2. Co-curricular activities should be given more emphasis and should be conducted on a more frequent basis.
3. The Library should be well stocked with books that were relevant for the various course papers.
4. Proper collaboration between secondary schools and the teacher education colleges should be there.

5.2. Findings from the Interview Schedule

Interview Schedule was prepared and given to 15 experts in the field of education. The findings were more in the context of suggestive measures for improvement of secondary teacher education. They are:

1. Basing on right to Education which specified B.Ed being a prerequisite qualification for a person to teach at secondary stage of education, the government should follow the direction and restrict the appointment of any person to teach at the said level without B.Ed degree.
2. Majority of them suggested that quality education depends on the quality of the teachers. Education of teacher prepare competent, committed and professional as well as qualified teacher who also meet the demands of the society.
3. Most of them felt that there was the need for a separate department for teacher education in the State as the government is not sincere in developing teacher training institutions. This would give a boost to the teacher education in general and secondary teacher education in particular.

5.3. Discussion and Conclusion of the Study

The study found out many things and some of them deserve a discussion on them. One of the glaring findings was the lack of adequate infrastructural facilities like adequate number of classroom, well stocked library, well equipped laboratory, not adequate computers etc in some of the colleges. To give out quality teacher education to the teachers, availability of different needed facilities is one of the first priorities. This fact was acknowledged by other investigators with similar finding. **Ajanta Dutta Bordoloi**(1990) also found out that teacher education institutes in Assam lack adequate infrastructural facilities. **Dulomoni Goswami (2007)** in his study titled ‘Student-teachers perception of quality Teacher Education’ also found the same and recommended that for quality teacher education, the

institutions should have good infrastructural facilities like adequate number of classroom, library, laboratory and the like. **Kumari Lalyan Preeti** and **Goel Chhaya** in 2015 also found that private teacher education institutions were found to be higher as compared to public teacher education institutions. They therefore recommended the need to enhance the infrastructural facilities of Public teacher education institutions. **Imkonsengla Longchar (2017)** held similar findings that the DIETs in Nagaland do not have adequate infrastructural facilities such as good library, separate toilet for men and women, hostel facilities for men and women, proper electrification, seminar etc.

In quick succession to this issue was lack of adequate teacher educator in the some of the colleges. This is a serious problem because as a professional course which comprises of both theory and practical and of foundation courses, specialisation courses and methodology paper, it is unthinkable for a teacher education institute to be functioning without the needed number of educators. The finding was in accordance with **Chandra Prakash Reddy** who found that the staff pattern was inadequate to maintain quality in the pre-service teacher education in Andhra Pradesh. **National Council of Teacher Education** found out in 2001 that in the colleges of education in Andhra Pradesh, there was scarcity of lecturers in the subjects of philosophical and psychological foundations courses, and seemed to be unsatisfactory according to the NCTE norms. In 2011, **P. Babukuttan** also concluded from his study that one of the major problems of DIETs in Kerala was the lack of sufficient manpower in all subject areas. So lack of adequate faculty in the colleges was found to be a problem in different levels of teacher education and need to be addressed accordingly at earliest if quality of teacher education and education in general is desired.

The present study found that though half of the teacher educators were found to be trying out innovative methods like Cooperative and Collaborative learning, Peer Teaching, Peer Assessment, Brainstorming session, Group Activity, Inductive-Deductive method, Constructive approach using dialogue, discussion and also beginning to use power point presentation, activity method use of video clips and distribution of materials, most of them still used lecture cum discussion method, lecture method, discussion method, dictation of notes and on rare cases followed by demonstration methods in their daily teaching. **Dulomoni Goswami (2007)** in his study titled 'Student-teachers perception of quality Teacher Education' also found that teacher educators still follow traditional methods like lecture and dictation of notes, and therefore suggested that they should be trained to use innovative practices and that they should take up action research thereby helping the student teachers to do the same.

It was found that the colleges were having different practical activities and conducting differently. Even internship was done differently, number of days allotted were different and the

evaluation and supervision techniques were not same. Given the fact that they have the same curriculum and all affiliated to the same university, this practice proves to be detrimental to the whole system of secondary teacher education in the state. Therefore all the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. Timely meeting among the principals of the Secondary Teacher Colleges should be called so that they coordinate and collaborate in their efforts in developing teacher education in the State. The finding agreed with **Buno Liegise's** recommendation for teacher education in Nagaland in her article published in 2007, which urgently called for better coordination among various institutions as lack of it seemed to stand in the way of effective implementation of teacher education in the State. Here, it need to noted that effective and regular communication between the B.Ed colleges and then between them and the university and other concerned departments should be there so as to bring transparency among the colleges and uniformity in the programmes and activities of all the colleges.

On the decision making process of the institute and in the administration and functioning of the institute, majority of the teacher educators said they sometimes participated in them, some said they never participate and still a few said they always participate in them. Here, it is important that all the educators take equal participation in them. Only then, better understanding will come about between the head and the educators and among the educators leading to the development of the college and to teacher education as a whole.

The study also found that majority of teacher educators are 'Sometimes' given training for supervision/evaluation of Micro and Macro Teaching, followed by those who are 'Frequently' given training. A few 'Never' get any training for supervision/evaluation of Micro and Macro Teaching. Here training should be given annually to the teacher educators as new educators joined colleges every year and though they may be qualified and may already know the process, it is important that uniformity and objectivity are maintained in the supervision/evaluation of the teachings. Talking about uniformity and objectivity, Guidance material and hand book for the teacher educators should be developed so that all the colleges follow the same process.

So those are some of the pertinent findings of the study. They need serious consideration and contemplation, so that they help in bringing changes and development in the secondary teacher education in the State. Teacher education being an integral component in bringing quality education in a country is very important and should be given emphasis. The objective of teacher education is not just to give the teacher with a professional degree at the end of the course but to enhance their competencies and equipped them the necessary skills that would make him/her an effective

professional in his/her area of work. Also it is to enable the teacher with the knowledge of how to help his/her student achieved overall development and realised their full potentialities.

The present study 'A Critical Study of Secondary Teacher Education in Nagaland' has attempted to make a comprehensive analysis of the whole of secondary teacher education, thereby bring out the strength and weaknesses of it. In the attempt many findings, both positive and negative were brought to the forefront for anyone involve in it to contemplate over and improve upon it. The good practices should be reinforced and followed and wherever any practice is crippling the system should be weeded out or modified according to the need of the situation and demand of the individual as well as the society. Some good practices and innovative practices were revealed through the findings of the study, and the colleges which are not following them or do not have their own good/innovative practices should emulate the colleges which are practicing them. All these would contribute towards raising the status and in the development of secondary teacher education leading to qualitative education in Nagaland.

5.4. Educational Implications and Suggestion for improvement of Secondary Teacher Education

1. There should be a clear streamlining from the Government and concerned department like Directorate of School Education in sending in-service teachers at Elementary and Secondary levels in pursuing courses according to the level they are teaching. This is because there is a huge backlog of untrained teachers at different levels of education and it has been found out that many elementary teachers are taking B.Ed. course instead of DL.Ed.
2. The government and the administrative bodies should look into areas where there is shortage or lack of any facilities and provide for them. In this regard, every college needs to be provided with better facility in terms of Conference/Seminar hall, Canteen, Library, proper electrification, xerox/copier, Science laboratory, Indoor games room, ICT Laboratory and Language Laboratory. Proper infrastructural facilities such as enough classrooms, IT facilities, properly equipped and advanced library and the like should be made available in every Secondary teacher Education Colleges.
3. Timely review and change in the curriculum of secondary teacher education is strongly suggested. Outdated knowledge which has no relevancy in the present context should be omitted. Also, vast content area should be done away with. Only those subjects which have functional utility and have relevancy in secondary level of education should be included.
4. All colleges should have micro teaching, the teaching skills modified and based and on both Behaviourist and Constructivist approach. It is through micro teaching that the student teachers

gain the various teaching skills and confidence too. Here it need to be noted that though it is needed for both the in-service and pre-service student teachers, it the latter really do benefits from micro teaching. Also, Block teaching should also be made an integral part of the course curriculum.

5. All the colleges should coordinate and work out the practical activities and sessions together so that there is uniformity among them. In this regard, the number of days for internship programme should also be made uniform. This is so because it was found that the colleges are having different activities and number of days allotted for those activities also varies from college to college.
6. The Nagaland University should also help the teacher educators in professional development programmes and extension programmes. This is so because most of them have to go out of the State to attend Orientation programmes, Refresher courses and Short term programmes. Also it should take initiative in organising more Workshops and Seminars for the educators of Secondary Teacher Education Colleges.
7. Teacher educators should use the Constructivist as well as Behaviourist Approach in their teaching. This is because the study found that totally using constructivist approach have some difficulty in some subject areas. Therefore, the teacher educator should be encouraged to use both the approaches in such a way that they supplement and complement one another.
8. Frequent meetings should be called by the Principal for the teachers educators, for the supporting staff and for all the staffs; both teaching and non-teaching so as to bring in more coordination among them, create more understanding and transparency among them and in the institute.
9. All the teacher educators should be computer literate as well as techno-savvy as in this day and age everything in the society including education is technology reliant. This is more so important in this pandemic period where we are more reliant on online classes, online meeting, different online activities and programmes like e-conference, webinar, workshop and the like.
10. Government must create a separate department for teacher education in the State to look after all the teacher education/training institutes as it is totally different from general education. Besides, it was found that many bureaucrats and officials have very less knowledge about teacher education and therefore were not aware of its importance.
11. More Secondary Teacher education institutes in the state should be created: may be one in each district. As of now, all the secondary teacher education colleges are concentrated in three districts only, namely Kohima, Dimapur and Mokokchung.

12. The government should prioritise and look after financial requirements of Secondary Teacher education colleges. As a professional college, every teacher education college needs more resources as compared to other general colleges. Each should be equipped with all the needed infrastructural facilities, technological devices and should have financial support of the government/managing body.
13. Every college should have a practicing school of its own so that there is close coordination between theory and practice; whatever is taught is practiced upon. No B.Ed course should be allowed in a college which does not have demonstration/practicing school. This is because side by side with theory papers, B.Ed student teachers should regularly practice teaching under supervision.

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APPENDIX 1

Questionnaire for the Student Teachers

Please read the following questions carefully and answer each item as applicable by giving your honest, free, objectives and straight forward response.

1. Name:
2. Sex:
3. Age:
4. Tribe:
5. Educational Qualification:
6. Whether Arts/Science/Commerce/Specify if any other:
7. In-Service/Pre-Service:
8. If In-service, years of experience:
9. Whether Regular/Contract/Adhoc/Specify if any other:
10. Subject(s) taught by you:
11. Class(es) taught by you:
12. What were the reasons that made you undergo B.Ed? Write 1,2,3...
 - i) To teach effectively
 - ii) For promotion
 - iii) As a mean for further studies
 - iv) For professional growth
 - v) Other reason
13. How far are your expectations being fulfilled?
 - a) To a great extent ☐
 - b) To some extent ☐
 - c) Doubtful ☐
 - d) Not at all ☐
14. What do you think of the duration of the course?
 - a) Lengthy
 - b) Sufficient
 - c) Insufficient

15. Please tick (✓) the column given below in order to assess the infrastructure facilities available in the institute.

	Facility	Satisfactory	Average	Unsatisfactory
i.	Classrooms			
ii.	Chairs			
iii.	Tables			
iv.	Conference /Seminar Hall			
v.	Science Laboratory			
vi.	Separate Toilets for man and woman			
vii.	Canteen			
viii.	Indoor- games room			
ix.	Library			
x.	ICT Laboratory			
xi.	Language Laboratory			
xii.	Proper Electrification			
xiii.	Drinking water			
xiv.	Xerox /Copier			

16. Does the Institute provide you with hostel facility? Yes ☐ No ☐

If Yes, are you satisfied with the hostel facilities? Yes ☐ No ☐

17. Are student body/ organization being formed in your Institute? Yes ☐ No ☐

If yes, specify as to what role is being played by the student body

.....

.....

18. Do the class representatives/ student body (if there is) participate in decision making of the institute in times of organizing programme /activities? Yes ☐ No ☐

19. Are there separate funds for student welfare? Yes ☐ No ☐

If yes, who usually manages the fund.....

If no, do you feel there is a need of having student welfare fund.....

20. How do you financially manage when programmes/activities are organized in your Institute?Tick (✓)as many as applicable.

- i) By contributing among the student teachers ☐
- ii) With the donations received from teaching faculties ☐
- iii) With the allotted amount sanctioned from the management authority ☐
- iv) If any other, Please mention

21. How is the relationship between the teachers and student teachers?

Excellent ☐ **Good** ☐ **Average** ☐ **Poor** ☐

22. Do the teachers readily help the student-teachers incase of any difficulties? **Yes** ☐ **No** ☐

23. Is the head of the Institution approachable? **Yes** ☐ **No** ☐

24. Do the head of the Institution looks after the welfare of the students? **Yes** ☐ **No** ☐

25. Are you satisfied with the existing pattern of student teachers selection/ Admission?

Yes ☐ **No** ☐

If No, please share your views-----

26. Are the teacher educators regular in their work?

Very Regular ☐ **Regular** ☐ **Irregular** ☐ **Very Irregular** ☐

27. Are the teacher educators competent in their teaching? **Yes** ☐ **No** ☐

If no, Please comment

28. Are you required to write assignments? **Yes** ☐ **No** ☐

If yes, how many are you required to write in a semester?

29. Do you have class test? **Yes** ☐ **No** ☐

If Yes, how often are test conducted?

Weekly ☐ **Monthly** ☐ **Any other**

30. Do you present seminar papers? **Yes** ☐ **No** ☐

If yes, how many seminars are you required to present in one semester?

Please mention.....

31. How are seminars conducted? Please tick(✓) as many as applicable.

i) Individual presentation ☐

ii) Group presentation ☐

iii) Paper presentation ☐

iv) Power point presentation ☐

v) Any other

32. Do the students actively participate during seminars/ workshop? **Yes** ☐ **No** ☐

If No, please specify as to why.....

33. Which method of teaching is mostly used by your teachers? Please tick (✓)

i) Lecture ☐

ii) Discussion ☐

iii) Lecture cum discussion ☐

iv) Dictation of notes ☐

v) Demonstration ☐

vi) Any other, please specify.....

.....

.....

34. Are you satisfied with the teaching methods used by your teacher? **Yes** ☐ **No** ☐

If No, Please specify the reason(s).....

.....

.....

35. Do teachers use technological devices while teaching? **Yes** ☐ **No** ☐

If yes, list the devices used

.....

.....

36. Do the teacher educators employ Constructivist Approach in their teaching? **Yes** ☐ **No** ☐

37. According to you, the present curriculum is ;

Too vast ☐ **Vast** ☐ **Appropriate** ☐ **Light** ☐ **Too light** ☐

38. Is the existing curriculum meeting your needs as a teacher (or to be teacher)? **Yes** ☐ **No** ☐

If No. Please comment

.....

.....

39. Are you satisfied with the course curriculum? **Yes** ☐ **No** ☐

If no, give your opinion for its improvement.....

.....

.....

40. Do you think the content of the syllabus is relevant? **Yes**☐**No**☐

Please comment

41. Tick (✓) against the different subjects according to their relevancy in training secondary education.

Very Relevant-5, Relevant-4, Undecided-3, Not Very Relevant-2, Not at all Relevant-1

Sl.No.	Name of the paper	5	4	3	2	1
1.	Childhood and growing up					
2	Contemporary India and education					
3	Language across the curriculum					
4	Understanding disciplines and subjects					
5.	Assessment of learning					
6	Learning and teaching					
7	Knowledge and curriculum					
8	Gender, School and Society					
9	Pedagogy of school subject					
10	EPC1 Reading and reflecting on texts					
11	EPC2 Drama and Art					
12	EPC3 Critical understanding of ICT					
13	EPC4 Understanding self					

42. Do your college organised co-curricular activities? **Yes**☐ **No**☐

If Yes, Kindly list down the co-curricular activities and programmes conducted in your institute.

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

43. Do your college have clubs for different co-curricular activities? **Yes**☐ **No**☐

If Yes, specify the number and name of the clubs.

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

44. Are you satisfied with the co-curricular activities organized in you institute?

Highly satisfied ☐ **Satisfied** ☐ **Dissatisfied** ☐ **Can't say** ☐

45. Do your college participate in/organise any communitywork? **Yes**☐ **No**☐

If Yes, please specify.....

.....
.....

If No, please suggest where your college can contribute to the community.....

.....

46. Did your institution organised Micro Teaching for the student teachers? **Yes**☐ **No**☐

47. If Yes, were you oriented with Micro Teaching Skills based on constructivist approach?

Yes☐ **No**☐

48. Were you made to practice the Micro Teaching Skills? **Yes**☐ **No**☐

49. How many teaching skills did you practice? Kindly list down the skills practiced by you-----

50. Are you satisfied with the performance of teacher educators in orienting you on the teaching skills? **Yes** ☐ **No** ☐

If No, please comment.....
.....
.....

51. Did your institute organised Block Teaching for you? **Yes** ☐ **No** ☐

If Yes, how many days were allotted for it?.....

52. How many phases of practice teaching/internship do you have to undergo?.....

.....

53. What was the duration the phase(s)? Please specify.....

.....
.....

54. Does the teacher-educators guide/ supervise you during practice teaching/internship?

Yes ☐ **No** ☐

If Yes, how frequently do they come?
.....

55. How many lesson plan did you prepared for practice teaching? Please specify.....

56. Do you find difficulties in lesson planning? **Yes** ☐ **No** ☐

If **yes**, please mention the area where you face difficulties

.....
.....

57. Which method of teaching did you mostly practiced during your practice teaching?

i) Lecture ☐

ii) Discussion ☐

iii) Lecture cum discussion ☐

iv) Demonstration ☐

v) Any others.....
.....

58. Do you use teaching aids while teaching? **Yes** ☐ **No** ☐

If Yes, kindly mention some teaching aids used by you during your teaching practice/internship.....

59. Do you think appropriate use of teaching aids can make teaching-learning effective?

Strongly Agree ☐ **Agree** ☐ **Disagree** ☐ **can't say** ☐

60. Please Tick (✓) the experiences which are provided to student-teacher during practice teaching in addition to teaching the lessons;

i) Participation in school curricular programmes ☐

ii) Participation in co-curricular activities ☐

iii) Preparation of teaching materials ☐

iv) Any other

61. What type of feedbacks is given to the trainees during practice teaching?

i) Individual feedback ☐

ii) Group feedback ☐

iii) If any, please specify

62. Are you satisfied with the existing pattern of supervision/ evaluation done by teacher educators during the practice teaching? **Yes** ☐ **No** ☐

If No, Please comment

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

63. Please mention some of the difficulties/ problems face by you during practice teaching;

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

64. How many days are allotted for Final practice teaching?

65. How many lessons are you required to teach during you final practice teaching? (Please specify) -----

.....
.....

66. Did your institute organised workshop(s) on different aspects of teaching (eg, Preparation of Teaching aids, Evaluation etc)? **Yes** ☐ **No** ☐

If yes, Kindly specify the areas of teaching where your college had organized workshop on.....

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

67. Do you feel these workshops are necessary in teacher education? **Yes** ☐ **No** ☐

If Yes, please state the reason(s).....

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

68. What do you like most about B.Ed course? Please share your views -----

69. Do you think the present training you are undertaking would be of any help in real classroom situation?

Yes ☐ **No** ☐

If Yes, please comment

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

70. Do you think the present secondary teacher education will make you an efficient teacher?

Yes ☐ No ☐

Either of the response, Please comment

.....

.....

.....

71. Are you satisfied with the present Secondary teacher education? Yes ☐ No ☐

If No, please specify your reason(s)

.....

.....

.....

72. Do you think the present weightage given for internal and external examination is appropriate?

Yes ☐ No ☐ can't say ☐

Please comment

73. Are you satisfied with the process of evaluation pattern during your teaching programmes?

Yes ☐ No ☐ can't say ☐

Please share your opinion

74. Does your peer group observes / evaluates you during practice teaching?

Yes ☐ No ☐

75. In your opinion, what are some of the major problems you encounter as a student-trainees?

Please mention (If any) in the following areas

- i) Administration and management
- ii) Teacher related
- iii) Teaching related
- iv) Micro- teaching
- v) Block teaching
- vi) Practice teaching
- vii) Any other areas

76. In your opinion, which are some of the areas that need improvement (If any) in your Institute? Please specify; -----

77. In order to improve the quality of secondary teacher education, which are some of the areas that need to be strengthened? Please give your suggestions -----

APPENDIX 2

Questionnaire for the Teacher Educator of Secondary Teacher Education Institute

Please read the following questions carefully and answer each item as applicable by giving your honest, free, objectives and straight forward response.

1. Name:
2. Gender:
3. Age:
4. Tribe:
5. Years of experience:
6. Type of appointment: Regular/Contract/Adhoc/specify if any other:
7. Subject(s) taught by you:
8. General Qualification:
9. Professional Qualification:
10. Whether NET Passed: **Yes** ☐ **No** ☐
 If Yes, specify the subject-----
11. Any other qualification(s), please mention:
12. Whether Arts/Science/Commerce/Specify if any other:
13. Have you ever attended any professional development programme? **Yes** ☐ **No** ☐

If yes, kindly list them:

Sl. No	Name of the programme	Duration	Organised by

14. Do you read any educational journal? **Yes** ☐ **No** ☐

If yes, please name them.

15. Do you present paper? **Yes** ☐ **No** ☐
If Yes, specify the level (Eg: State, National, International etc)
.....

16. Do you have any published work(s)? **Yes** ☐ **No** ☐
If yes, specify the name of the journal(s).....
.....
.....

17. Are you a member of any professional association? **Yes** ☐ **No** ☐

18. Do you participate in any extension service? **Yes** ☐ **No** ☐

19. If yes, please specify the kind of extension service you are involved in.

20. What are your normal responsibilities in your institution? Tick as many as applicable.

i) Teaching

ii) Mentoring

iii) Supervision

iv) Guiding

v) Question Setting

vi) Evaluating Answer Script

vii) Organising

viii) Any other specify-----

21. Kindly Specify the number of class you take:

Per day.....

Per week.....

22. Number of paper allotted, please mention.....

23. Are you mentoring with students teachers?

Yes ☐ **No** ☐

If yes, number of student teachers allotted to you.....

24. How often are class tests conducted in your college?

Weekly ☐ **Monthly** ☐ **Quarterly** ☐

Any other please mention.....

25. What method of teaching do you use in your transaction of theory courses? Tick as many as applicable.

- i) Lecture ☐
- ii) Discussion ☐
- iii) Demonstration ☐
- iv) Lecture cum discussion ☐
- v) Lecture cum Demonstration ☐
- vi) Dictation of notes ☐
- vii) Any other(s)

26. To make teaching and learning process effective and interesting, do you also make use of teaching aids available in your institute? **Yes** ☐ **No** ☐

27. Does the Institute provide the following?(kindly tick (✓) as many as applicable)

- i) Satisfactory staff room **Yes** ☐ **No** ☐
- ii) Separate common room for female teacher's **Yes** ☐ **No** ☐
- iii) Proper electrification **Yes** ☐ **No** ☐
- iv) Computer Lab **Yes** ☐ **No** ☐
- v) Internet facilities **Yes** ☐ **No** ☐
- vi) Satisfactory refreshment facility **Yes** ☐ **No** ☐
- vii) Sufficient water supply **Yes** ☐ **No** ☐
- viii) Satisfactory toilet facilities **Yes** ☐ **No** ☐
- ix) Required text books for teaching **Yes** ☐ **No** ☐
- x) Adequate classroom **Yes** ☐ **No** ☐
- xi) Sufficient teaching-aids **Yes** ☐ **No** ☐

28. Are you satisfied with the following aspect of Library?(kindly tick (✓) as many as applicable)

- | | |
|---|---------------------------------|
| i) Quality of books | Satisfied / Dissatisfied |
| ii) Quantity of books | Satisfied /Dissatisfied |
| iii) Help extended by the Library Staff | Satisfied / Dissatisfied |
| iv) Educational journals | Satisfied /Dissatisfied |
| v) Library timing | Satisfied /Dissatisfied |
| vi) Physical facilities | Satisfied / Dissatisfied |
| vii) Electrification | Satisfied /Dissatisfied |
| viii) Any other, mention----- | |

29. Do teachers have access to the following technological facilities in the institute? Please tick (✓)

- i) Computers
- ii) LCD Projector
- iii) Film/ Cassettes
- iv) Television
- v) Any other

30. Are you convinced with the procedure of selection of trainees for admission? **Yes / No**

If No, specify why.....

.....

.....

31. Do you get support from your colleague to perform your job efficiently? **Yes / No**

32. Does the principal help teacher educators in solving any professional problems? **Yes / No**

33. Are you satisfied with your profession as Teacher Educator? **Yes / No**

34. How often are faculty meeting held?

Frequently ☐ **Sometimes** ☐ **Never** ☐

35. Do you participate in the decision making process of the Institute?

Always ☐ **Sometimes** ☐ **Never** ☐

36. Do you involve in the administration and functioning of your institute?

Always ☐ **Sometimes** ☐ **Never** ☐

37. Are Teacher Educators being assess for their performance? **Yes**☐**No**☐

If yes, mention who does the assessment:

- i) Principal **Yes**☐**No**☐
- ii) Colleagues **Yes**☐**No**☐
- iii) Student Teachers **Yes**☐ **No** ☐
- iv) External experts **Yes**☐ **No** ☐
- v) Any others

38. Do you think student teachers should be allowed to assess the performance of teacher educator?

Kindly give your views
.....

39. Are the sincere/ hardworking teacher educators rewarded? **Yes**☐**No**☐

If yes, in what way are they being rewarded? (Eg: Praise, Certificate etc)

Please Mention.....

40. Do you also organize/conduct the following programmes for the student teachers? (Please tick as many as applicable)

- i) Seminar ☐
- ii) Workshop ☐
- iii) Work-experience ☐
- iv) Life skill activities ☐
- v) Community work ☐
- vi) Field trip ☐
- vii) Any other. Please specify.....

41. How often do you conduct the above mentioned programmes?

Frequently☐ **Sometimes**☐ **Never**☐

42. Do you use technological devices while teaching?

Always ☐ **Sometimes** ☐ **Never**☐

43. How often do you prepare and utilize Power Point Presentation (PPP) in class teaching?

Always ☐ **Sometimes**☐ **Never**☐

44. Do you think technological devices can make teaching more effective? **Yes** ☐ **No** ☐

Please share your

views.....

.....

45. Are you using innovative practice in your teaching? **Yes/No**

If yes, please mention.....

.....

.....

46. Kindly show the organizational pattern of teaching programme in your Institution

Nature of teaching programme	No. of days allotted for teaching	No. of lesson prepared	No. of lesson practiced / taught
Micro Teaching			
Ist Internship (Macro teaching)			
2 nd Internship (Macro teaching)			
Any other			

47. Are the teacher educators given training for supervision/ evaluation of micro teaching and macro teaching?

Frequently ☐ **Sometimes** ☐ **Never** ☐

48. What method do you apply while supervising student teachers during Practice teaching?

(Please tick (√) as many as applicable)

a. Observe their teaching and write comments ☐

b. Observation, writing comments and giving post teaching feedback ☐

c. Giving feedback and discussion with student teachers ☐

d. Peer observation ☐

e. If any.....

49. Are you satisfied with the present pattern of internship?

Yes ☐ **No** ☐ **Can't say** ☐

Please give some suggestions

.....

50. Do you think teacher educators should be oriented for supervision? **Yes** ☐ **No** ☐

51. Do you find any problem related to evaluation of teaching practice in your institution?

Yes ☐ **No** ☐

If yes, is it because of

i) Lack of proper training of evaluation ☐

ii) Lack of adequate tools for evaluation ☐

iii) Negative attitude of student teachers towards feedback ☐

iv) Any other.....

52. Do the teacher educators in your institution carry out any extension service(s)?

Yes ☐ **No** ☐

If yes, please mention-----

53. Do your institute involve in any CSS (Centrally Sponsored Scheme) programme?

Yes ☐ **No** ☐

54. Do your institute help out in any Distance Education Programme? **Yes** ☐ **No** ☐

55. Do your instituteorganise Faculty Development Programme? **Yes** ☐ **No** ☐

If yes, please specify

i) How many in a year-----

ii) Whether it benefit faculties of your institute only or extend to faculties of other institutes too

56. Do your institute have any Best Practice(s)? **Yes** ☐ **No** ☐

If yes, please mention-----

57. Do you face any difficulty in introducing new innovative practices in teaching practice programmes in your institution? **Yes** ☐ **No** ☐

If yes, is it because of

i) Lack of physical facilities in the institution ☐

ii) Lack of proper in-service training of teacher educators ☐

iii) Poor background of student teachers ☐

iv) Any other.....

.....

58. The current B.Ed. curriculum is (Please tick \sqrt as many as applicable)

- | | |
|--|--|
| i. Too vast | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| ii. Relevant to local needs | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| iii. Covers all the necessary areas of teaching profession | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| iv. Creates teaching effectiveness | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| v. Brings desirable behaviour among student teachers | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| vi. Any other please mention..... | |

59. Is the existing curriculum help in preparing the student teachers as professionals?

Yes ☐ No ☐

60. Is the content of different areas in the curriculum up to date? Yes ☐ No ☐

61. Have you ever involved in development of B.Ed curriculum? Yes ☐ No ☐

62. Are you able to complete your course work within the given timeframe? Yes ☐ No ☐

63. Are you satisfied with the duration of the course? Yes ☐ No ☐

If No, please suggest your views on the course duration-----

64. Kindly mention the co-curricular activities organized in your institution?

65. How often do you organize co-curricular activities?

Frequently ☐ Sometimes ☐ Never ☐

66. Do you agree that student teachers' participation in co-curricular activities will be useful/
helpful in their teaching profession? Yes ☐ No ☐

If yes, Please share your

opinion(s).....

67. Do you think the existing pattern of evaluation procedure is adequate to know about the
progress of the student teachers'? Yes ☐ No ☐

If no, please offer your suggestions for improvement-----

68. Are you satisfied with the breakup mark of 70/30 for external and internal assessment?

Yes ☐ **No** ☐

If No, why?.....
.....
.....

69. Are you satisfied with the tools and techniques being used for evaluation in student teachers' practice teaching? **Yes** ☐ **No** ☐

If No, Please suggest for improvement.....
.....
.....

70. What are some of the major problems you encounter as a teacher educator? Briefly specify (if any) in the following areas;

- i) Teaching related
- ii) Student related
- iii) Syllabus related
- iv) Evaluation related
- v) Infrastructure/ facility related
- vi) Any other(s)

71. Do you think Secondary Teacher Education is doing well in our State?

Yes ☐ **No** ☐ **Can't say** ☐

72. In your opinion, what are some of the areas that need improvement in Secondary Teacher Education? Please share your views.....

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

73. Your opinion regarding the position, progress and development of Secondary teacher education programme in Nagaland towards quality education.

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

APPENDIX 3

Questionnaire for the Principal of Secondary Teacher Education Institution

Please read the following questions carefully and answer each item as applicable by giving your honest, free, objectives and straight forward response.

1. Name of the Principal.....
2. Gender:
 - a) Male ()
 - b) Female ()
 - c) Any other ()
3. Educational qualification:
 - a) P.G ()
 - b) M.Phil ()
 - c) Ph.D ()
 - d) Any other, please specify.....
4. Subject.....
5. Professional qualification:
 - a) B.Ed ()
 - b) M.Ed ()
 - c) Any other, please specify.....
6. Kindly tick your service condition:
 - a. Permanent ()
 - b. Temporary ()
 - c. Contract ()
 - d. Adhoc ()
 - e. Substitute ()
7. Whether NET/JRF Qualified?
NET: Yes/ No
JRF: Yes/ No
8. Year of experience as Principal:

9. Name of the college:

10. Year of establishment:

11. Location/District.....

12. To which category does your college belong:

i. Government ()

ii. Private ()

iii. Autonomous ()

iv. Any other, please specify

13. Status of affiliation to NU:

i) Permanent ()

ii) Temporary ()

iii) Provisional ()

iv) Any other, please specify.....

14. Is your college a College of Teacher Education or a College of B.Ed? Please specify the appropriate response.....

If College of Teacher of Education specify the year your college was graded as one.

.....

15. Mention the number of student teachers passed out from your college since its inception.

.....

16. Is your college assessed by National Assessment and Accreditation Council (NAAC)?

Yes ☐

No ☐

If yes, kindly specify the following:

a) Grade.....

b) Cumulative Grade Point Average (CGPA).....

c) Year of Accreditation.....

17. Number of Teacher Educator in your college:

a) Male.....

b) Female.....

c) Total.....

18. Kindly mention the number of teacher educator from different subject area in your college with their Educational and Professional qualifications :

Sl.No	Subjects	M.A/M.Sc	M.Phil	Ph.D	Pursuing Ph.D	NET Qualified	B.Ed	M.Ed	Any other	Total
1.	Education									
2.	English									
3.	Pol. Sc									
4.	History									
5.	Sociology									
6.	Economics									
7.	Psychology									
8.	Philosophy									
9.	Botany									
10.	Anthropology									
11.	Zoology									
12.	Chemistry									
13.	Physics									
14.	Mathematics									
15.	Computer science									
16.	Arts									
17.	Drama									
18.	Any other									

19. Please mention the position of Non- Teaching staff of the Institute;

Nature of work	No. of Post
Office Assistant	
Computer Assistant	
Technician	
Librarian	
Librarian Assistant	
Driver	
Peon/ Chowkidar	
Gardener	
Sweeper	
Any other	

20. What are the criteria for admission of pre-service Student teacher in your institute? Tick as many as applicable.

- i. Merit basis ()
- ii. Entrance test basis ()
- iii. Interview basis ()
- iv. First come first basis ()
- v. Random basis ()
- vi. Any other, please specify.....

21. Number of enrolment of B.Ed students in your College for 2015-18:

Class	No of In-service student teachers	No of Pre-service student teachers	Total	No of Male Student teachers	No of Female Student Teachers	Total

22. Kindly mention the Teacher Educator- Student Teacher ratio in B.Ed section in your college.....

23. As the head of the institution, do you convene faculty meeting? Yes ☐ No ☐

If yes, how frequently?

- i. Annually ()
- ii. Half yearly ()
- iii. Quarterly ()
- iv. Monthly ()
- v. Any other, please specify.....

24. Do you involve the faculty in decision making for the college management activities?

Yes ☐ No ☐

25. Do you involve the student teachers' body in decision making for planning and development of your college? Yes ☐ No ☐

26. Does your college have Managing Board/ Governing Body? Yes ☐ No ☐

If yes, mention the number of time the Managing Board/Governing Body have meeting in a year.....

27. Do you assess the performance of your teacher educators in the following area?

i. Classroom performance Yes ☐ No ☐

ii. Professional performance Yes ☐ No ☐

iii. Any other, please mention.....

28. If yes, how frequently do you assess their performance?

i. Annually ()

ii. Half-yearly ()

iii. Quarterly ()

iv. Monthly ()

v. Any other, please specify.....

29. As the head of the college, how would you describe your teacher educators' level of commitment to their work? Please tick the appropriate one:

a) Highly committed ()

b) Committed ()

c) Less committed ()

d) Not at all committed ()

30. As Principal, do you encourage your Teaching Faculty to present paper at seminars and write articles for journal publications? Yes ☐ No ☐

If yes, specify the number of faculty who has published work at State/National/International level to their credit.....

31. Also, specify the number of faculty who has presented paper at State/National/International level to their credit.....

32. Does your college have any research fund for teacher educators? Yes ☐ No ☐

33. Does your college have any Book grant facility for Teacher Educator? Yes ☐ No ☐

34. Does your college organise Workshop/Seminar for /other Teacher educator?

Yes ☐ No ☐

35. Kindly mention the number of faculty who has attended the following:

Sl. No	Name of programme	No of Faculty
1.	Refresher Course	
2.	Orientation Programme	
3.	Summer/winter School	
4.	Short Term Course	
5.	Seminar at State/National/International level	
6	Workshop at State/National/International level	

36. Academic calendars are prepared by

- i. The Institution ☐
- ii. Managing boards ☐
- iii. Government officials ☐
- iv. Any other (please specify)

37. How are your teacher educators being recruited in your college? Please specify according to your type of college?

- a) In case of government college.....
- b) In case of Private college.....

38. Does your college have its own building? **Yes** ☐ **No** ☐

If yes, what is the type of your college building?

RCC ()

Hill type ()

Kaccha type ()

Any other, please specify.....

39. Is there sufficient classroom in your college? **Yes** ☐ **No** ☐

If yes, how many classrooms are there for the B.Ed course? Please specify.....

40. Are the various facilities available in your college? Tick as many as applicable.

- a) Play Ground ()
- b) Volley Ball Court ()
- c) Basket ball court ()
- d) Recreational centre ()
- e) Auditorium ()
- f) Hall for Indoor games ()
- g) Canteen ()
- h) Guidance and Counselling room ()
- i) Science Laboratory ()
- j) Language Laboratory ()
- k) ICT Lab ()
- l) Teacher Educators common room ()
- m) Student Teachers common room ()
- n) Hostel for Female Student Teachers ()
- o) Hostel for Male Student Teachers ()
- p) Quarter for Teaching Faculty ()
- q) Quarter for Non-Teaching Staff ()
- r) Separate toilet for Female Teacher educators ()
- s) Separate toilet for Male Teacher educators ()
- t) Separate toilet for Female Student Teachers ()
- u) Separate toilet for Male Student Teachers ()
- v) Separate toilet for people with disability ()
- w) Ramp for people with disability ()
- x) College Canteen ()
- y) Safe drinking water facility ()
- z) Any other, please specify.....

41. How many computers are available in your college? Please specify the number.....

42. Does your college have computer/laptop for all the teacher educators? **Yes** ☐ **No** ☐

43. Does your college have LCD Projector in all the classrooms? **Yes** ☐ **No** ☐

44. Does your college have sufficient computer for the student teachers? **Yes** ☐ **No** ☐

45. Does your college have sufficient computers to carry out the office work by the ministerial staff? **Yes** ☐ **No** ☐
46. Is there internet connection in your college? **Yes** ☐ **No** ☐
- If yes, please specify
- i) Whether all the classrooms avail to the facility.
- ii) Mode of connection the college is using.....
47. Does your college have library? **Yes** ☐ **No** ☐
48. Is your library equipped with sufficient latest books for the different subjects of the course?
Yes ☐ **No** ☐
49. Is your college library well stocked with the following? Please tick and indicate the number(s).
- a) Text book **Yes/No/To some extent:** Number.....
- b) Journals **Yes/No/T some extent:** Number.....
- c) Magazine **Yes/No/To some extent:** Number.....
- d) Encyclopaedia **Yes/No/To some extent:** Number.....
- e) Newsletter **Yes/No/To some extent:** Number.....
- f) Newspaper **Yes/No/To some extent:** Number.....
- g) Any other, please specify.....
50. How many books are there in your library? Please specify.....
51. Does your college have e-library facility? **Yes** ☐ **No** ☐
52. Does your college have a Xerox centre? **Yes** ☐ **No** ☐
53. Do you have science laboratory in your college? **Yes** ☐ **No** ☐
- If yes, is it well stocked with the necessary equipments? **Yes** ☐ **No** ☐
54. Does your college have language laboratory? **Yes** ☐ **No** ☐
55. Does your college have a Guidance and Counselling cell? **Yes** ☐ **No** ☐
- If Yes, are there trained personnel for the cell? **Yes** ☐ **No** ☐

56. Whom do the Guidance and Counselling provide service to?
- a) Student teacher with behavioural problem
 - b) All the student teachers
 - c) Any other, mention.....
57. Does your college have a women cell? **Yes** ☐ **No** ☐
58. Does your college have its own practising school? **Yes** ☐ **No** ☐
59. Does your college assign student teachers with the various curricular activities? Tick as many as applicable.
- a) Assignment
 - b) Paper presentation
 - c) Project work
 - d) Practicum
 - e) Group discussion
 - f) Panel discussion
 - g) Class test
 - h) Any other, please specify.....
60. Does your college organise exposure trips? **Yes** ☐ **No** ☐
- If yes, mention the number of trips in a year.....
61. What is the duration of working hour in a day? Please specify.....
62. What is the duration of a class period? Please specify.....
63. What is the schedule for Saturday? Please tick as applicable.
- a) Regular class ()
 - b) Co-curricular activities ()
 - c) Holiday ()
 - d) Any other, please specify.....

64. Does your college conduct the following programmes? Please tick as applicable

- a) Tutorial Yes ☐ No ☐
- b) Mentoring Yes ☐ No ☐
- c) Remedial Yes ☐ No ☐
- d) Extra classes Yes ☐ No ☐
- e) Coaching class Yes ☐ No ☐

65. Does your college organise co-curricular activities?

Yes ☐ No ☐

If yes, please check the various co-curricular activities from the following and tick as many as applicable:

Physical activities/Games & Sports	Intellectual activities	Cultural activities	Aesthetic activities	Any other, please specify
Yoga () Football() Volley Ball () Basket Ball () Badminton () Table Tennis () Cricket () Track Events () Javelin throw () Discuss Throw() Shot Put ()	Essay writing() Slogan writing() Poem writing() Book Review () Reflective Writing() Quiz() Extempore() Debate() Elocution() Recitation() Science Exhibition()	Cultural day() Folk Song () Folk Dance () Drama () Skit ()	Fashion show() Beauty contest() Flower show() Painting () Drawing ()	

66. Does your college have the following club for the above mentioned co-curricular activities?

Tick as many as applicable.

- a) Cultural club
- b) Science club
- c) Aesthetic club
- d) Current Events club
- e) Literary club
- f) Medicinal plants club
- g) Any other, please specify.....

67. Does your college have Clubs/ Unions? Organisations? Please Tick as many as applicable:

- a) National Cadet Corps (NCC)
- b) National Service Scheme (NSS)
- c) Red Ribbon Club (RRC)
- d) Eco Club
- e) Students Union
- f) Any other, please specify.....

68. Does your college observe the following days? Tick as many as applicable:

- a) Republic Day
- b) Independence Day
- c) Teachers Day
- d) World Health Day
- e) World Environment Day
- f) World Literacy Day
- g) World Aids Day
- h) World Disabled Day
- i) International Woman's Day
- j) Earth Day
- k) Water Day
- l) Any other, Please specify.....

69. Do you invite community participation in any of your college function? **Yes** ☐ **No** ☐

70. Does your college help out the community in any way? **Yes** ☐ **No** ☐

If yes, specify how and in what way? -----

71. What is the annual budget of your Institution? Please mention

72. Please mention the allocation of budget in different heads

Plan.....

Non-Plan

73. Is the fund allocated by the Government / Management authority sufficient to meet the requirements of the Institute? **Yes** ☐ **No** ☐

74. Besides the fund from the Government/ Management authority, do you get any other financial assistance from any other source? **Yes** ☐ **No** ☐

Please mention

.....

75. Is there any inspection done at the institute? **Yes** ☐ **No** ☐

If yes, who does the inspection?

And how often is it done, Please Tick;

Monthly /Quarterly/Half Yearly/Yearly/ Any other, Please specify-----

76. Are you satisfied with the system of inspection?

Satisfied ☐ **Dissatisfied** ☐ **Can't say** ☐

77. Do you organize training/ Orientation programme/Faculty Development Programme for Teacher-Educators? **Yes** ☐ **No** ☐

If yes, mention the programmes conducted during the last 4 (four) years:

Year	Nature and Duration of the Programme	Area/Theme of the Programme

78. Does the Government organize/ invite Teachers for Trainings? **Yes** ☐ **No** ☐

If yes please specify -----

79. Is the Institute working on any research project(s) **Yes** ☐ **No** ☐

If yes, please specify -----

80. Does the Institute have any Publications? **Yes** ☐ **No** ☐

If yes, it is

i. Annually ☐

ii. Six monthly ☐

iii. Quarterly ☐

iv. Monthly ☐

v. Weekly ☐

81. How many books are there in your college library?

82. Are you satisfied with the books available in your library?

Highly Satisfied ☐ **Satisfied** ☐ **Dissatisfied** ☐ **highly dissatisfied** ☐

Please suggest measures for further improvement

.....
.

83. What are the innovative practices adopted by you Institution

.....

84. Into how many semesters is the course is being divided into?

85. Number of examination conducted in one (1) semester?

86. What is the total number of working days in a year?

87. What is the weight age given in the Following areas?

AREA	WEIGHTAGE (%) (Mark)
Theory	
Practical	

Please specify the type of evaluation and their weightage (%)

TYPES	MARKS
Internal	
External	

88. Are you satisfied with the existing technique of evaluation? **Yes** ☐ **No** ☐

89. Kindly give your comment on the above mentioned area(s) in relation to its weightage and modifications;

.....

90. Do you think the quality of teacher education has made some improvement, as compared with the earlier years of your joining the Service? **Yes** ☐ **No** ☐

Please Comment.....

.....

91. What are the problems faced by you with regards to the following areas:

i. Teaching faculty

ii. Non- teaching faculty

iii. Student- trainees

iv. Syllabus

v. Infrastructure

vi. Finance

vii. Management and administration

viii. Anyother, please specify-----

92. According to you, what is the rating of your institution performance? Please Tick (✓)

- | | |
|----------------------|--------------------------|
| i) 75% | <input type="checkbox"/> |
| ii) Between 65%-75% | <input type="checkbox"/> |
| iii) Between 60%-65% | <input type="checkbox"/> |
| iv) Between 50%-60% | <input type="checkbox"/> |
| v) Below 50% | <input type="checkbox"/> |

93. Suggest some measures (If any) for bringing quality teacher education in your institution

94. In your opinion, please give some valuable suggestions for overall effectiveness of Secondary Teacher Education Institutes in Nagaland-----

APPENDIX 4

INTERVIEW SCHEDULE FOR EXPERTS

1. In your opinion, how important is Secondary Teacher Education for Secondary Teachers?
2. What do you think of the present status of Secondary Teacher Education in the State?
3. In your opinion, what are the problems faced by secondary Teacher Education in Nagaland?
4. What do you think are the short comings of Secondary Teacher Education in the State?
5. What would you suggest for the improvement of Secondary Teacher Education?