

# Status of Colleges of Teacher Education (CTEs) in Meghalaya in terms of Infrastructure and Man power with a roadmap for Introducing the Integrated Teacher Education Program (ITEP) in the CTEs.

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*Abstract— This paper delves into the current status of Colleges of Teacher Education (CTEs) in Meghalaya concerning infrastructure and manpower, alongside proposing a plan for initiating an Integrated Teacher Education Program (ITEP) within these institutions. The study evaluates the infrastructure and human resources in the four CTEs, outlining a roadmap to facilitate the integration of ITEP in the standalone CTEs. By addressing the availability of resources and strategic steps for implementation, this research aims to enhance teacher education quality and effectiveness in Meghalaya's educational landscape.*

*Index Terms— College of Teacher Education, infrastructure, Integrated Teacher Education Program (ITEP), National Council of Teacher Education (NCTE), National Education Policy 2020.*

## I. INTRODUCTION

Teacher Education Institutions play a vital role in bringing about quality in the field of Teacher Education. Till date, Meghalaya has many untrained teachers and it is expected that these Teacher Education Institutions deliver their service and cater to the need of teachers who are not trained and provisions are to be made to get them trained in the teaching learning processes. The major objectives of Teacher Education in Meghalaya are to strengthen the existing institutes of Teacher Education, to provide academic and resource support at the grass-root level for the success of various strategies, activities and programmes being undertaken in the areas of School Education, to provide more access to pre-service teacher education and to continue providing in-service training programmes for the in-service untrained teachers as well as functionaries and resource persons

of BRCs and CRCs continue to improve the quality of teaching.

Currently, teacher education in Meghalaya is offered in four colleges of teacher education, one private university and a national institute (NERIE) for training of secondary teachers, seven DIETs for training of primary school teachers, and DERT for providing in-service training to primary school teachers. The TEIs were established in different years, with St. Mary's College of Teacher Education being the oldest, established in 1937. Teacher education institutions have different administrative structures and financial management systems with the DIETs, DERT and CTE Rongkhon being managed entirely by the Government. The pre-service teacher education curriculum in Meghalaya is being framed in line with the NCF 2005 and NCFTE 2009, and the same was last revised in 2015 with the introduction of the semester system at the B.Ed. level. Although the TEIs are doing their best to provide quality teacher education, yet teacher education in the State face numerous challenges including a large number of untrained teachers, government willingness, lack of information, absence of technology, geographical features affecting infrastructural expansion of institutions, non-availability of resource persons and preparedness to introduce new courses such as the four years ITEP for the different stages of school education in line with NEP 2020.

As the state embark on the implementation of NEP-2020, it is encouraging to report that the State Government has managed to introduce the four years ITEP in one of the Government Colleges namely the Kiang Nangbah Government College in the year 2023 offering B.A. B.Ed. and B.Sc. B.Ed. to prepare

teachers for the Secondary level. The launch of NEP 2020 has shifted the focus of teacher education towards nurturing the intellectual curiosity and holistic growth of its student-teachers. As per NEP 2020, teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. In our State, teacher education courses are currently being run in teacher education institutions (TEIs) which offer a single course viz. B. Ed., which are run in CTEs and D.El.Ed. which are run in DIETs. Accordingly, these TEIs are considered as standalone institutions as they offer only a single courser. The National Education Policy 2020 also stresses on the urgent need of revitalization of TEIs through radical action, to raise standards and restore the integrity, credibility, efficacy, and high quality of teacher education system which were found to be deteriorating. It is encouraging to state that in our State Meghalaya, not a single teacher education institution has been blacklisted by the NCTE for any form of malpractices. There have been cases of withdrawal of recognition by the NCTE, but all such TEIs were granted re-recognition upon fulfilment of the norms.

Further, as per NEP 2020, teacher education requires multidisciplinary inputs, with high-quality educational content as well as pedagogy. On this note, the policy envisage that all teacher education programmes must be conducted within composite or multidisciplinary institutions. At present, in our state only three multidisciplinary universities are offering the teacher education programme viz. the M.Ed. programme offered by the Department of Education, NEHU, the B. Ed. Programme offered by USTM and ITEP offered by Kiang Nangbah Government College. Another major recommendation of NEP 2020 in respect of teacher education is that, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme which will

also be the minimum required eligibility criteria for recruitment of teachers post 2030.

## II. RATIONALE

From what has been stated in the preceding paragraphs, it is to be noted that a clear understanding of the status of the existing teacher education institutions is vital to identify deficiencies, improve resources, and elevate educational standards. The introduction of ITEP can be proposed only if the existing status of the TEIs especially the CTEs is assessed after which these institutions can streamline curriculum, enhance teaching methodologies, and foster holistic teacher development. This initiative aims to address gaps, align with modern educational needs, and elevate the overall quality of teacher training in Meghalaya, ensuring a competent and skilled teaching workforce for the future.

## III. OBJECTIVES

For conducting the present study, the following objectives have been formulated:

- i. To evaluate the existing infrastructure in Colleges of Teacher Education (CTEs) in Meghalaya to identify strengths and areas needing improvement.
- ii. To assess the current manpower situation in CTEs, focusing on the availability, qualifications, and adequacy of teaching staff.
- iii. To analyse the readiness of the four CTEs in Meghalaya for the implementation of an Integrated Teacher Education Program (ITEP), considering infrastructure and human resources.
- iv. To suggest a plan outlining the steps required to introduce ITEP in standalone CTEs, including resource allocation, training needs, and strategic implementation.

## IV. PROCEDURE

The study on the status of Colleges of Teacher Education (CTEs) in Meghalaya with a roadmap for starting the Integrated Teacher Education Program (ITEP) in the CTEs ought to be very vast but due to time constraint and other practical problems the present study has been delimited only to infrastructure and man power available in the four Colleges of Teacher Education viz. St. Marys College of Teacher

Education, Don Bosco College of Teacher Education, Tura, College of Teacher Education Rongkhon, Tura and College of Teacher Education (PGT) Shillong. The sample therefore comprises of the heads of the four CTEs. For obtaining the data and information a survey questionnaire was developed and used in accordance with the Infrastructural and man power requirement as per NCTE Regulation 2014

V. ANALYSIS OF DATA

The status of availability of infrastructure and man power in the selected CTEs of Meghalaya will be determined in accordance with the Infrastructural and man power Requirement as per NCTE Regulation 2014. The analysis of the collected data is presented as follows:

Table 1: Showing the General Information of Colleges of Teacher Education

Items	Colleges & their information			
Name of the College	St. Mary's CTE	Don Bosco CTE	CTE Rongkhon, Tura	CTE (PGT)
Year of Establishment	1937	2005	1993	1964
Whether the College is a Co-ed institution?	No	Yes	Yes	Yes
Type of College in terms of Management	Private-Aided	Governing Body Management	State Government	Deficit Grant in aid
NAAC Accreditation status and validity	2014 (2nd Cycle) Termination of NAAC-NCTE MoU for Teacher Education Institutions (TEIs) 16.05.2018	No	No	Yes accredited & cycle 1 expired - preparing for cycle 2

From table 1, it is observed that all the CTEs were founded more than fifteen years ago, with St. Mary’s CTE being established in 1937, Don Bosco CTE in 2005, CTE Rongkhon, Tura established in 1996, and CTE(PGT) Shillong in 1964. While three CTEs are co-educational institutions, St. Mary’s CTE is the lone institution catering to only the female students. With regards to the type of management it is seen that St. Mary’s CTE is a private aided institution, Don Bosco CTE is purely private and governed by the Governing Body, CTE Rongkhon, Tura is a state government institution managed by the Education Department of the State Government, and CTE (PGT) Shillong is a deficit grant-in-aid institution managed by the

Governing Body and funded by the Government. With regards to the NAAC accreditation status, the data indicated that currently, none of the CTEs are NAAC accredited. Colleges of Teacher Education such as CTE(PGT) and St. Mary’s CTE who were accredited earlier, have reported that their accreditation has expired. The non-accreditation of CTEs can probably throw light on the problems faced by CTE’s which can include lack of infrastructural facilities, lack of teachers’ professional growth, student-teachers’ support, lack of research, innovation, and publication which are few of the key indicators for assessment and accreditation of TEIs by NAAC.

Table 2: Showing information regarding Land & Classroom Infrastructure

Sl. No.	Questions & Items	St. Marys	Don Bosco	Rongkhon	PGT
1.	Total land area (in Sqm) of the institution	11356.40 Sqm	20234.28 Sqm	19910.534 Sqm	5693 Sqm
2.	Total Built up area (in Sqm) of the institution	3016.6 sqm	3793 Sqm	477.32 Sqm.	3160 sqm
3.	Does the institution have additional land for an additional intake of 50 students?	No	No	Yes	Yes
4.	Does the institution have classrooms with a seating capacity for 50 students? If yes how many classrooms?	Yes, 2 Classrooms	Yes 6 Classrooms	yes, 8 classrooms	Yes 5Classrooms
5.	Does the institution have a Library-cum-Reading Room?	Yes	Yes	Yes	Yes
6.	If yes, mention the seating capacity of the reading room.	64	33	36	50
7.	Does the institution have a separate ICT Resource Centre?	No	Yes	No	No

With regards to infrastructure, the first aspect mentioned in the NCTE Regulation 2014 is land whereby it is stated that institutions shall possess 2500 sq. m of demarcated land out of which 1500 sq. m. shall be the built-up area for an intake of 50 students. In this aspect it is encouraging to report that all the four CTEs of the state fulfil the criteria whereby St. Marys CTE has 11356.40 sqm., Don Bosco CTE has 20234.28 Sqm, CTE Rongkhon has 19910.534 Sqm and CTE (PGT) has 5693 Sqm with a built-up area of 3016 sqm, 3793 Sqm., 477.32 Sqm and 3160 sqm. respectively. Further, as per the NCTE regulation 2014 institutions should have additional land and built-up area for running other teacher education programme. Based on the land availability data of the CTEs it may

be mentioned that all CTEs have the capacity to start and run other teacher education programme provided funds are available for construction of a new building. Considering the classrooms, the four CTEs have more than one classroom for every 50 students except for St. Marys CTE which has one classroom for every 50 students which is as per the NCTE Regulation 2014. All the CTEs have a library cum reading room with a seating capacity ranging from 33 to 64. While Don Bosco CTE fulfils the norm of having a separate ICT resource centre, three CTEs viz, St. Marys CTE, CTE Rongkhon and CTE PGT do not have a separate ICT room.

Table 3: Showing information regarding Specific Designated Infrastructural Facilities

Sl. No.	Items	St. Marys	Don Bosco	Rongkhon	PGT
9.	Does the institution have the following:				

i.	Curriculum Laboratory?	Yes	Yes	No	No
ii.	Art and Craft Resource Centre?	Art and Craft Resource Centre in Multipurpose Hall	Yes	No	Yes (Working room)
iii.	Health and Physical Education Resource Centre (including yoga education)?	Yoga Education in Multipurpose Hall	Yes	No	Gym & yoga in multipurpose room
iv.	Teaching learning resource centre for art & work experience?	Teaching learning resource centre for art & work experience in Multipurpose Hall	Yes	No	Yes (Working room)
v.	Principal's Office?	Yes	Yes	Yes	Yes
vi.	Staff Room?	Yes	Yes	Yes	Yes
vii.	Administrative Office?	Yes	Yes	yes	Yes
viii.	Visitor's Room?	Yes	Yes	Yes	Yes
ix.	Separate Common Room for male and female students?	Separate Common Room exclusively for female Student-teachers	Yes	Yes	Yes
X	Seminar Room fitted with ICT facility?	Yes	Yes	Yes	Yes
Xi	Canteen	Yes	Yes	Yes	Yes

With regards to the specific designated rooms for curricular activities as shown in table 3, it may be reported that except for CTE Rongkhon and CTE (PGT) the other two CTEs have provision for a curriculum laboratory. Further, three CTEs with the exception of CTE Rongkhon have provision for art and craft centre, health & physical education resource

centre, resource centre for art & work experience. All the four CTEs have provision for Principal's Office, Staff Room, Administrative Office, Visitor's Room, Separate Common Room for male and female students, Seminar Room fitted with ICT facility and canteen.

Table 4: Showing information regarding Student Designated Infrastructural Facilities

Sl. No	Items	St. Marys	Don Bosco	Rongkhon	PGT
10.	Separate Toilet facility for male students? (Mention the no. of toilets)	No Male Student-teachers	Yes 11 Nos	Yes 8 No.	Yes 4Nos.
11.	Separate Toilet facility for female students? (Mention the no. of toilets)	5	Yes 13 Nos	Yes 8 No.	Yes 5 Nos.

12.	Separate Toilet facility for staff? (Mention the no. of toilets)	1	2 Nos	Yes 3 Nos.	Yes 3Nos.
13.	Separate Toilet facility for PWD? (Mention the no. of toilets)	No	1 Nos.	Yes	No
14.	Does the institution provide separate hostel facility for male and female students?	Residential Home only for female candidates	Yes	yes	Yes
15.	Kindly mention the intake capacity of hostels.	10	70	46	24
16.	Multipurpose Playfield Open space for Additional Accommodation.	1	Yes	Yes	No
17.	Games facilities with a playground	1	Yes	yes	No
18.	Facilities for yoga	Carpeted Hall	Yes	yes	Yes
19.	Small court for outdoor activity	Yes	Yes	yes	Yes
20.	Facility for indoor games	Yes	Yes	yes	Yes

With regards to the toilet facility, all CTEs have provision for separate toilets for male and female students as well as the teaching and non-teaching staff. However, only two CTEs have provision for a separate toilet for students with disability (PWD). With regards to the hostel facility all the CTEs have provision for separate hostels for male and female students with varying intake capacity ranging from a total of 10 to

70. With regards to the Multipurpose Playfield Open space for additional accommodation and play ground, three CTEs fulfil the required norm except for CTE (PGT) owing to the terrain of the land. Further, all the four CTEs have facilities for yoga, small court outdoor activities and indoor games.

Table 5: Showing information regarding other important Infrastructural Amenities

Sl. No	Items	St. Marys	Don Bosco	Rongkhon	PGT
21.	Parking Space	Yes	Yes	Yes	Yes
22.	Store Rooms ((Mention the no. of rooms)	INo.	1 No.	Yes 2 Nos.	3 Nos.
23.	Is there provision for safeguard against fire hazard in all parts of the building?	Yes	Yes	yes	Yes
24.	Is the institution campus, buildings, furniture etc. barrier free?	Yes	Yes	yes	Partially

25.	If yes, how is the institution made barrier free?	<i>Entrance and Exit Gates, Ramps, Hand Rails, Elevator</i>	<i>ramp is provided</i>	<i>CCTV</i>	<i>Entry to office building, Lift installation in process</i>
26.	Does the institution have provision for some staff residential quarters?	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes, for supporting staff (Grade IV) only</i>
27.	Are the currently available furniture appropriate and functional?	<i>Yes</i>	<i>Yes</i>	<i>yes</i>	<i>Yes</i>
28.	Is there provision of safe drinking water? If yes how?	<i>Yes, Aqua guard Water Purifier</i>	<i>Yes</i>	<i>No, PHE water supply</i>	<i>Yes, Aqua guard Water Purifier</i>
29.	Is the arrangement for regular cleaning of toilets, classrooms, repair and replacement of furniture, water supply, etc. effective? If no state the reasons.	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

With regards to the parking space and store room all the CTEs fulfil the criteria. However, the number of store rooms vary in the different institutions. Another important criterion is the provision for safeguard against fire hazard in all parts of the building to which all the CTEs fulfil the set norm. As per the information provided by institutions, it is found that the institution campus, buildings, furniture etc. of the CTEs are barrier free, however the means adopted to make institutions barrier free vary indicating that institutions are not completely barrier free. From the information available, it is found that only one CTE that is Don

Bosco CTE have provision for staff quarters. It is also encouraging to state that the currently available furniture in all the CTEs is appropriate and functional. Except for CTE Rongkhon, all the other three CTEs provide safe drinking water to the students through the installation of Aqua guard water purifiers. Finally, as per the prescribed norm, all CTEs make effective arrangement for regular cleaning of toilets, classrooms, repair and replacement of furniture, water supply, etc.

Table 6: Showing information regarding important Instructional Facilities

Sl. No.	Items Related to Instructional Aspect	<i>St. Marys</i>	<i>Don Bosco</i>	<i>Rongkhon</i>	<i>PGT</i>
30.	Institution has easy access to recognized secondary schools for students' internship? If yes mention the number of schools?	Yes, 9	10	25	10
31.	Has the institution signed MOU with the Secondary schools for internship?	Yes	No	yes	Yes

32.	State the average no. of student-teachers attached to a school for internship.	5 to 6 in each Internship School	50 Nos.	7	5 to 10
33.	Does the library-cum-reading room have a seating capacity for at least fifty percent students?	Yes	Yes	yes	Yes
	Total No. of books & titles available in the library	No. of Books - 6111, No. of Titles - 1749	3900 Nos	11,866	11015
	Total No. of Encyclopaedias	43	50	212	Encyclopaedia titles – 79,
	Total No. of Reference books	200	250	2600	5313
	No. of journals subscribed	11	2 Nos.	700	8
	Online resources	N-List-INFLIBNET	Yes	-	N-List
	Does the library provide reprographic facility?	Yes	Yes	No	Yes
	Is Internet facility available in the library?	Yes	Yes	Yes	Yes
34.	Does the institution have simple musical instruments?	Yes	Yes	yes	Yes
35.	What are the different Laboratories available in the institution?	Science Laboratory, Computer Laboratory, Psychological Laboratory, Teaching Aids Laboratory	Psychological Lab, Science Lab	Physical Science Life Science, Geography.	Science lab, language lab, computer lab, Psychological lab,

With regards to the primary requirement for school internship, it is observed that all the 4 CTEs have sufficient number of recognized secondary schools ranging from 9 to 25 schools for students' internship and all CTEs have signed MOU with the internship schools. As per the available data, the average no. of student-teachers attached to a school for internship is 5 student-teachers. Data also shows that all the CTEs have a good library-cum-reading room with a seating capacity for at least fifty percent students. The total no.

of books & titles available in the library is beyond the required norms and three CTEs do provide access to online journals to its student-teachers. Three CTEs except CTE Rongkhon provide reprographic facility and all CTEs provide internet facility in the library. As per the data available, it is evident that all CTEs do not provide smart class facility to the student-teachers and use of ICT is limited to internet accessibility with laptops and projectors.



Table 7: Showing information regarding man power (Teaching Staff)

Sl. No.	Items related to man power (teaching)	St. Marys	Don Bosco	Rongkhon	PGT
36.	No. of Full Time Teachers (Govt./ UGC Sanctioned/College post)	7 (College sanction)	8 (College sanction)	7(Govt. sanction)	7 (sanction)
37.	Provision for the posts of Principal & Vice Principal?	Yes	Yes (M.A, Ph.D. Education)	Yes (M.Sc. Zoology)	No (only Principal) (Vacant)
38.	No. of part time teachers (Govt./ UGC Sanctioned/College post)	4 (College sanction)	-	4 (Govt. sanction)	10 (sanction & college contribution)
	Perspective in Education	1(full time) (M.A., Ph.D.)	2 full time (M.A., Ph.D.)	2 full time (M.A, B.Ed.)	3(full time) (M.A., Ph. D.)
	Physical Science	1(full time) (M.Sc., M.Ed., Ph.D.)	1(full time) (M.Sc. Physics, M.Ed.)	1 (sanction post) M.Sc., B.Ed.	1 Sanction (vacant)
	Life Science	1(full time)	1(full time)	1 (full time) M.Sc., B.Ed.	1 Part time (M.Sc., M.Ed.)
	Maths	1 (part time) (M.Sc., B.Ed. pursuing)	1(full time) (M.Sc. Maths, M.Ed.)	-	1 (part time) (M.Sc., B.Ed.)
	Language (English)	1 (part time) (M.A, M.Ed.)	1(full time) (M.A., M.Ed.)	1 (Sanction)M.A., B.Ed.	1 sanction (M.A., M.Ed.)
	Khasi, Garo	1 (full time) (M.A. B.Ed.)	-	1 (Part time) M.A., B. Ed.	1 part time (M.A., B.Ed.)
	Hindi	-	-	-	1 part time (M.A., M.Ed., Ph.D.)
	Social Science	1 (full time) (M.A., M.Ed.)	1(full time) (M.A. pol. Sc, M.Ed.)	-	1 part time (M.A., M.Ed.)
	History	1 (full time) (M.A., M.Ed.)	-	1 (sanction post) M.A., B.Ed.	1 sanction (M.A., M.Ed.)
	Geography	1 (full time) (M.A., M.Ed.)	-	1 (sanction post) M.A., B.Ed.	1 sanction (M.A., M.Ed., Ph.D.)
	Physical education	1 (part time) (M. P. Ed.)	1 (part time) (Master in Yoga)	-	1 part time
	Computer Teacher	1 (part time)	1 (part time) MCA	1 (part time) MCA	1 part time

	Art Instructor	1 (part time)	1 (part time) (Master of Music)	No	No
	Counsellor	1 (part time)	No	No	1 part time

With regards to the strength of teaching faculty, it is observed that all CTE fulfil the minimum eligibility criteria of 8 teaching faculty for one basic unit with an intake capacity of 50 students. However, in terms of subject teachers and instructors, it may be stated that two CTEs have not appointed an art instructor, which is one of the important aspects for fulfilment of the eligibility criteria. While considering the qualification of Principals and teaching faculty, it may be reported that all the four CTEs do not completely fulfil the

eligibility criteria as stated in the NCTE Regulation 2014 and its subsequent amendments. Table 7 showed that Principals do not completely fulfil the eligibility criteria since they do not have the M.Ed. degree, Ph. D. and a diploma in Educational Leadership or Educational Management which is a desirable criterion. Further, faculty members appointed for teaching pedagogic subjects do not have the M.Ed. degree.

Table 8: Showing information regarding man power (Administrative & Technical Staff)

Sl. No.	Items	St. Marys	Don Bosco	Rongkhon	PGT
39.	No. of Librarians appointed	1 College sanctioned	1 College Post	1 sanctioned	2 (1 sanctioned, 1 college post)
40.	Lab Assistant (for computer lab)	No	No	No	No
41.	Office cum Accountant Assistant appointed	1	No	No	1 sanction
42.	Office Assistant cum Computer Operator appointed	1 (College sanction)	1	2 (under wages)	1 sanction
43.	Store keeper	1 (College sanction)	1(College post)	-	-
44.	Technical Assistant	1 (College sanction)	1(College post)	-	-
45.	Lab Assistant	No	1 part time	No	No
46.	Support staff	2 (college sanction)	5 (college sanction)	6 (full time) 22 (under wages)	6 (4 sanction) (2 college post)

With regards to the strength of administrative and technical staff it is observed from table 8 that all CTEs do not completely fulfil the minimum eligibility criteria set as per NCTE Regulation 2014. While the number or strength of administrative and technical staff have exceeded the total number prescribed, yet few important posts such as a lab attendant with BCA

qualification meant for computer lab has not been appointed by any of the CTEs. Further, only two CTEs have appointed a store keeper and only one CTE have appointed a lab assistant. The data also shows that the number of support staff appointed by the CTEs vary.

## VI. KEY OBSERVATIONS AND SUGGESTIONS

After thorough analysis of the data and information on the current status of infrastructure and man power strength as provided by the CTEs, the following key observations may be highlighted:

1. All CTEs have the scope to open or start an additional course of teacher education considering the availability of land.
2. The teaching staff of CTEs should be provided the opportunity to pursue M.Ed. and Ph. D.
3. Care should be taken with regards to the eligibility criteria for the appointment of Principals and teachers.
4. The existing infrastructural facilities should be strengthened such that all the important designated infrastructure such as laboratories, resource centres are made available.
5. Every effort should be made by institutions to make the institution barrier free.
6. ICT facilities should be strengthened. All CTEs should have well equipped smart classrooms and other ICT facilities.
7. Library facilities should be improved and ICT enabled.
8. All CTEs lack technical support, hence effort should be made by CTEs to appoint the required technical support staff or assistant.
9. All CTEs should prepare to obtain NAAC accreditation.

## VII. ROADMAP FOR STARTING THE INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

The National Education Policy (NEP) 2020 has put forth a significant recommendation whereby the 4-year integrated B.Ed. will become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Another important recommendation is that the 4-year integrated B.Ed. will have to be offered multidisciplinary HEIs. On this note, it is to be noted that the present stand-alone institutions are not eligible to offer the 4-year Integrated B.Ed. Hence all stand-

alone CTEs will have to convert to multidisciplinary institutions or composite institutions offering more than two courses. According to NEP 2020, the HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject or a 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. This recommendation will therefore curtail or limit the role or presence of stand-alone institutions. Therefore, all existing CTEs should strive to convert into a multidisciplinary institution offering two other courses.

Steps to be undertaken by CTEs to convert to multidisciplinary institutions:

1. The institution should consider starting the undergraduate courses leading to the Bachelor's Degree such as B. A, B. Sc, B. Com, etc. Institutions planning to start ITEP should ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Therefore, apart from the need of added physical infrastructure, appointment of additional manpower should also be considered.
2. If the institution is not able to start two additional courses, then the institution may explore the possibility of clustering by forming a cluster of colleges with the Colleges situated in the vicinity of the institution and can be easily accessed or reached by students.
3. As suggested by the UGC, institutions may consider Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes. The merger can be of single-stream institutions with other multidisciplinary institutions under the same management or different managements.
4. The physical proximity of the institutions should be such that they can share physical and human resources and ensure easier student and faculty mobility. Collaborative dual-major degree programmes, wherever possible and required, should be offered with the idea of bringing flexibility and interdisciplinarity for the students. The collaborative dual-major degree programme should be naturally feasible and should open new

career and employment opportunities for the students.

5. The institution will have to enter into a written Memorandum of Understanding (MoU) with its partner institution(s) for collaboration. The MoU must include the purposes and related provisions of collaboration, nature, and extent of partnership among partnering institutions and the modalities for the functioning of the institutions in offering dual major programmes.
6. The partnership plan for awarding dual major degree and/or collaborative programmes must include planning the expansion in the infrastructure, number of students, departments involved, administration, academic functions, and research activities. The student's tuition fee may be charged only for the residential period in the concerned HEIs. The universities will issue the degrees with the transcript or degree indicating the courses the student has taken at the partner institution.
7. The institution should write, inform, and seek approval of the affiliating university since the approval process and degree-awarding will be under the purview of the affiliating universities. The colleges and universities must get the concerned Professional Council(s) to start the degree programmes, either in discipline specific degree or dual major degree programmes.
8. Whenever the NCTE invite online application for offering the four years ITEP, HEIs should submit proposals to offer a four-year dual-major bachelor's for approval and recognition. Following the selection procedure, the NCTE will recognize the institution as eligible to offer the integrated dual major programme.

Along with conversion, the CTE should also consider the following requirements for starting the ITEP:

Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

1. Land and Building:

- (a) The minimum essential space for an institution offering the Integrated Teacher Education Programme includes an administrative wing, an academic wing, and other amenities. All spaces should be inclusive and have barrier free access.

- (b) The institution shall possess 3000 sq. mts. (three thousand square metres) of exclusive well demarcated land for the initial intake of fifty students and 2000 sqm (two thousand square metres) shall be built up area and the remaining space for lawns, playfields etc.
- (c) For every additional unit of fifty students, it shall possess additional land of 500 sqm (five hundred square metres) and built-up area of 400 sqm (four hundred square metres).
- (d) The NCTE recognised existing Teacher Education Institutions which are composite in nature as defined in clause (b) of the regulation 2 of the principal regulation applying for this course shall have to increase the land area by 500 sqm (five hundred square meters) and built up area by 400 sqm (four hundred square meters) for an initial intake of one unit of Integrated Teacher Education Programme in addition to the requirement of the existing courses as specified in the principal regulations. The requirement specified in clause (b) shall not apply in case of existing Teacher Education Institutions which are composite in nature.
- (e) A minimum number of four toilets shall be provided by the Institution, two for students (one each for women and men) and two for staff members, including persons with disabilities. One common "handwashing station, with four taps, in an open area shall be provided.

2. Instructional Facilities:

- (a) Classrooms: The Institution shall have six classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- (b) Library:
  - i. The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications (CD ROMs) and digital or online resources and minimum five referral professional research journals. The institutions

- shall create digital library with relevant and adequate resource materials.
- ii. Library resources shall include books and journals published and recommended by National Council for Teacher Education, National Council of Educational Research and Training and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.
  - (c) Laboratories: Separate laboratories for science stream subjects such as Physics, Chemistry, Mathematics and Biology (Zoology and Botany) shall be provided with facilities and adequate equipment for conducting experiments. In humanities stream, a laboratory for Geography shall be provided.
  - (d) Activity cum Resource Centre:
    - i. The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities which give the teacher student a practical experience of exposure to experiential learning and use of Information and Communication Technology in teaching programmes.
    - ii. This resource centre will be equipped with facilities such as photocopying machine, audio-video equipment, television, projector etc.
    - iii. A Computer and Language Lab shall be established in this Centre.
  - (e) Health and Physical Education Room: Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be available.
  - (f) Multipurpose Hall: The institution shall have one hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
  - (g) Faculty Rooms: For faculty, individual work spaces, functional computers and storage spaces shall be provided.
  - (h) Administrative Office Space: The institution shall provide adequate working space for the office staff, with furniture, storage and computer facilities.
  - (i) Common Room: The institution shall provide at least one common room.
  - (j) Store: One room with adequate space for storage shall be provided.
  - (k) Functional and appropriate furniture for general and differently abled persons in required number for instructional and other purposes shall be provided.
  - (l) Access to safe drinking water be provided in the institution.
  - (m) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
  - (n) Kitchen garden for the student-teachers to maintain and learn be provided in the institution.
  - (o) The existing infrastructural and instructional facilities in other Departments can be shared. The existing physical resources in other Departments or Universities or Colleges can be shared with this programme.

**Desirable Facilities & Arrangement:**

- (a) It would be desirable to have rain water harvesting system and infrastructure for renewable energy such as solar panels for electricity.
- (b) Facilities for extracurricular activities of choice. The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

Note: The above facilities are the minimum required and the Institutions are encouraged to have facilities over and above those specified in points mentioned above.

- Man Power (Teaching) - For one unit (Science)
- Head - One
  - Maths - One
  - Physics - One
  - Chemistry - One
  - Zoology or Life Sciences or Bio-Science. - One
  - Botany or Life Sciences or Bio-Science. - One
  - Communicative Skills in English -One
  - Communicative skills in Modern Indian Languages or Classical Languages - One

Educational Studies -Two  
Health & Physical Education (M.P.Ed.) – One (Part time)  
Arts Education (PG in performing Arts) – One (Part time)  
Career Guidance & Counselling - One (Part time)

Man Power (Teaching) - For one unit (Arts)  
History – One  
Geography – One  
Political Science – One  
Economics – One  
English or Hindi or Modern Indian Languages. – One  
Communicative Skills in English -One  
Communicative skills in Modern Indian Languages or  
Classical Languages – One  
Educational Studies -Two  
Health & Physical Education (M.P.Ed.) – One (Part time)  
Arts Education (PG in performing Arts) - – One (Part time)  
Career Guidance & Counselling - One (Part time)

Administrative and Professional Staff:

- (a) Assistant Librarian - One
- (b) Computer Lab Assistant - One
- (c) Data Entry Operator (DEO) - One
- (d) Multi-Tasking Staff (MTS) - One
- (e) Other Administrative and professional staff working for existing departments shall be shared.

Note:

1. All the above staff can be shared with existing courses.
2. The qualifications shall be as prescribed by the State Government or University or affiliating body for equivalent posts.

Terms and Conditions of Service of Staff: The terms and conditions of service of teaching and non-teaching staff including selection procedure, level in pay matrix, age of superannuation and other benefits shall be as per the policy of the Central Government or Government or affiliating body or University.

## CONCLUSION

The present paper on the Status of Colleges of Teacher Education in Meghalaya in terms of infrastructure,

man power with a roadmap for starting the Integrated Teacher Education Program (ITEP) in the CTEs has shed light on the critical aspects of infrastructure, manpower, and the proposed introduction of the Integrated Teacher Education Program (ITEP) in the Colleges of Teacher Education (CTEs). It is evident that there is a historical foundation of teacher education institutions in the state, with a gradual evolution to meet the educational needs. However, challenges persist in terms of infrastructure adequacy and the availability of qualified teaching staff. The roadmap for implementing ITEP in CTEs presents a promising opportunity to enhance teacher education quality in Meghalaya, emphasizing the need for strategic resource allocation and comprehensive planning to bridge existing gaps and elevate the standard of teacher training in the State.

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