



# Perception Of Teacher Trainees Towards the Secondary Teacher Education Programme In Arunachal Pradesh

Soibam Sheela Devi\*

\*Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India

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## ABSTRACT

The Secondary Teacher Education Programme plays a pivotal role in preparing future educators to meet the pedagogical, psychological, and socio-cultural demands of adolescent learners. This study presents a comprehensive and critical exploration of the teacher education paradigm, particularly focusing on pre-service education at the secondary level. It aims to interrogate both the structural integrity and the pedagogical efficacy of current teacher education programmes, while simultaneously identifying systemic barriers and proposing strategic reforms. The findings reveal that while the programme adheres to the broad guidelines of national regulatory bodies such as the National Council for Teacher Education (NCTE), its implementation is hindered by several contextual constraints. The research focuses on key dimensions of the programme, including admission procedures, infrastructure facilities, curriculum transaction, micro-teaching, practicum, and assessment. Using a descriptive survey design, data were collected from a purposive sample of pre-service teachers across selected teacher education institutions in the state. The study highlights the urgent need for contextual and gender-responsive reforms in secondary teacher education in Arunachal Pradesh. Enhancing institutional infrastructure, ensuring equitable learning opportunities, and strengthening the practicum and assessment frameworks are critical to improving the overall quality and effectiveness of teacher training.

**Keywords:** Teacher Education, Perception, Teacher trainees, Secondary teacher education programme.

## Introduction:

Teaching is one of the oldest and most respected professions in the world. Throughout history, across various civilizations, cultures, and societies, the role of teachers has always been considered vital. Teacher education programs are fundamental to the cultivation of professional competence and proficiency among educators. These programs are systematically designed to provide prospective teachers with the theoretical knowledge, pedagogical skills, and professional dispositions necessary to navigate the complexities of contemporary educational environments. Competence in teaching enables educators to engage learners effectively, address diverse educational needs, and foster meaningful and transformative learning experiences.

Teaching skills encompass a range of practical competencies essential for effective instruction. These include the preparation and use of instructional materials, clear and purposeful communication, and efficient classroom management. Mastery of these skills enables teachers to create an engaging and organized learning environment that supports student achievement. Teacher education is a continuous and evolving process aimed at the professional growth and effectiveness of educators.

Pedagogical theory serves as the conceptual foundation of effective teaching and encompasses philosophical, psychological, and sociological perspectives. These theoretical underpinnings help educators understand the nature of learning, the developmental stages of learners, and the broader societal context in which education occurs. In addition to pedagogical theory, **teaching skills** comprise the practical competencies necessary for effective instructional practice. These skills include the ability to design and implement lesson plans, apply appropriate instructional strategies, manage classroom dynamics, engage students in the learning process, and employ effective methods of assessment and evaluation.

Pedagogical theory and teaching skills collectively form the foundational framework of comprehensive teacher education and continuous professional development. Pedagogical theory offers a critical and analytical lens through which educational principles, learner development, and instructional methodologies

are understood. In parallel, teaching skills operationalize this theoretical knowledge into contextually responsive and effective classroom practices. The deliberate and balanced integration of both dimensions is indispensable for preparing educators who are not only knowledgeable and skilled but also reflective, adaptive, and responsive to the dynamic and multifaceted demands of contemporary educational systems.

Pre-primary teacher education, elementary teacher education, secondary teacher education, higher education programme, and vocational teachers training programme are the five main levels of teacher education programmes.

Teacher education is often divided into the following three stages:

- **Pre-service teacher education** refers to the initial training provided to individuals prior to entering the teaching profession. It encompasses theoretical study and practical experience designed to develop the essential knowledge, skills, and professional competencies required for effective teaching.
- **Induction** is the structured support and professional development provided to beginning teachers during their early years of practice, aimed at facilitating their transition into the profession and enhancing instructional effectiveness.
- **Continuing Professional Development (CPD)** is an in-service process aimed at the ongoing enhancement of practicing teachers' knowledge, skills, and professional competencies. It supports lifelong learning and adaptability within the evolving educational landscape.

The general in-service and pre-service teacher education course in India is made up of these.

- **Diploma in Pre-school Education (DPSE):** Its objective is to prepare instructors for early childhood education programmes like nursery, kindergarten, and prep schools. Higher secondary is the prerequisite for this course, which has a one-year duration. A lot of institutions offer two years of training.
- **Diploma in Elementary Education (D.El.Ed):** It is a programme for elementary or primary school teacher preparation. It aims to equip instructors for grades I through VIII in elementary schools. The required minimum is a higher secondary test score of 50% or an exam of an equivalent nature. This programme lasts for two years.
- **Bachelor of Education (B.Ed):** It is a training programme for secondary and senior secondary teacher preparation. Its aim is to prepare teachers to teach at the middle or upper primary level i.e. from Classes VI to VIII, secondary level i.e. from Classes IX and X, and senior secondary level i.e. from Classes XI and XII. This training programme is for four semesters or two year. The course is intended for candidates who have successfully completed an undergraduate degree from a recognized university. It is designed to prepare aspiring educators for a professional career in teaching by providing a balanced integration of theoretical foundations and practical training. Admission is granted based on academic merit, performance in the qualifying examination, the results of a B.Ed. entrance examination conducted by the respective university, or a combination of these criteria.
- **Master of Education (M.Ed):** It is a more advanced training programme for teacher preparation. The program's goal is to equip teacher educators as well as other academic professionals, such as curriculum framework development, educational policy evaluation and moderator, planners, role of administrators, supervision for education programme, and school principals. It focuses on either secondary education or elementary education. This programme has two-year duration. 50% in a B.Ed. test or an equivalent exam is the bare minimum requirement.
- **Integrated teacher education programme (B.A/ B.Sc + B.Ed):** Its main objective is to prepare educator to instruct the upper primary and secondary school levels. It makes an effort to combine general studies with professional studies in the humanities or social sciences (B.A + B.Ed), and sciences (B.Sc + B.Ed). It also provides the professional studies in education, which include practicum focused on teacher duties or responsibilities. The duration of this programme is four years. The absolute minimum requirement is a score of 50% on the intermediate exam or an equivalent exam.
- **Master of Arts in Education (M.A in Education):** It is a teaching programme at a higher level. It aims to equip teacher educators as well as other educational professionals such as curriculum designers, analysts of educational policy, planners, administrators, bosses, and principals of schools. It focuses on either secondary education or elementary education. It lasts for two academic years. 50% on an exam of same difficulty, or an equivalent, is the minimal requirement.

### Secondary Teacher Education Programme in Arunachal Pradesh

The secondary teacher education programme in Arunachal Pradesh is structured to align with national standards while addressing the unique educational needs of the state. The primary qualification for secondary-level teaching is the **Bachelor of Education (B.Ed.)**, a two-year professional programme regulated by the **National Council for Teacher Education (NCTE)**. The programme is conducted by recognized institutions such as **Rajiv Gandhi University**, government B.Ed. colleges, and a few private institutions affiliated with central University. The **B.Ed. programme** is a two-year professional course that integrates **pedagogical theory, content mastery, and practical teaching experience**. It is designed in accordance with the norms and standards set by the **National Council for Teacher Education (NCTE)**. The curriculum integrates theoretical components—including educational psychology, pedagogy, and

assessment—with practical training through supervised teaching practice in secondary schools. This structure ensures that prospective teachers acquire both foundational knowledge and hands-on experience. **Admission** is typically based on entrance examinations conducted by the concerned university, adhering to NCTE guidelines. The programme aims to address the specific educational needs of the state, including multi-grade teaching, tribal and rural education, and inclusive practices, reflecting Arunachal Pradesh's diverse socio-cultural context.

### Objectives

1. To study the perception of teacher trainees towards the secondary teacher education programme in Arunachal Pradesh.

### Methodology

The methodology adopted for the study is descriptive in nature. For the present study 100 sample trainee taken randomly from different secondary teacher education colleges of Arunachal Pradesh of which 50 male teacher trainees and 50 female teacher trainees were selected for the study. For the study structured Questionnaire was used. Five-point Likert Scale with response of 'Strongly satisfied'; 'Satisfied'; 'Not Sure'; 'Dissatisfied' and 'Strongly Dissatisfied' was used to evaluate the response.

### Findings and Discussions

The set of self-structured questionnaire was distributed to 100 trainees. The questionnaire was set in such a order to seek responses of the trainees against domains like admission, infrastructure facilities, curriculum transaction, micro teaching, practicum and assessment.

**Table no 1: Perception of male teacher trainees and female teacher trainees towards admission and infrastructure facilities of secondary teacher education programme:**

Domain	GROUP	N	MEAN	SD	SE <sub>D</sub>	t- value
Admission procedure and infrastructure facilities	Male	50	217.7	14.52	0.85	2.49
	Female	50	215.58	22.06		

In the study it was found that “There is a significant difference between the perception of male teacher trainees and female teacher trainees towards admission and infrastructure facilities of secondary teacher education programme in Arunachal Pradesh”. The computed ‘t’ value came out to be to be 2.49 which is greater than the criteria t- value 1.99 at 0.05 level of confidence for df 98. Therefore, the mean difference is significant at 0.05 level of confidence. Again, the table value of ‘t’ for df 98 at 0.01 level of confidence is 2.36. Since the calculated ‘t’ value is greater than criteria t-value 2.36 at 0.01 level of confidence. Therefore, the mean difference is significant at 0.01 and 0.05 levels of confidence. Hence, it is understood that there is a significant difference in the perception of male teacher trainees and female teacher trainees towards the admission and infrastructure facilities of secondary teacher education programme in Arunachal Pradesh.

**Table 2: Perception of male teacher trainees and female teacher trainees towards curriculum transaction, micro teaching, practicum and assessment of secondary teacher education programme:**

DOMAIN	GROUP	N	MEAN	SD	SD <sub>E</sub>	t- value
Curriculum transaction, micro teaching, practicum and assessment	Male	50	123.74	9.23	0.68	3.76
	Female	50	121.18	14.68		

From the above table it was found that “There is a significant difference between the perception of male teacher trainees and female teacher trainees towards curriculum transaction, micro teaching, practicum and assessment of secondary teacher education programme in Arunachal Pradesh”. The computed ‘t’ value came out to be to be 3.76 which is greater than the criteria t- value 1.99 at 0.05 level of confidence for df 98. Therefore, the mean difference is significant at 0.05 level of confidence. Again the table value of ‘t’ for df 98 at 0.01 level of confidence is 2.36. Since the calculated ‘t’ value is greater than criteria t-value 2.36 at 0.01 level of confidence. Therefore, the mean difference is significant at 0.01 and 0.05 levels of confidence. Hence, it is understood that there is a significant difference in the perception of male teacher trainees and female teacher trainees towards curriculum transaction. Micro teaching, practicum and assessment of secondary teacher education programme in Arunachal Pradesh.

In relation with analysis, this study examines gender-based differences in the perceptions of male and female teacher trainees across critical dimensions of the teacher education programme: admission procedures, infrastructure facilities, curriculum transaction, micro-teaching, practicum, and assessment practices.

A **statistically significant difference** was observed in perceptions of admission procedures and institutional infrastructure ( $t = 2.49$ ,  $df = 98$ ,  $p < 0.05$ ). Both groups generally viewed the process as transparent, merit-based, and procedurally fair. The findings suggest that the admission framework is perceived as equitable across genders, although minor qualitative feedback pointed to a need for more accessible information and guidance during the application process. Female trainees reported comparatively lower levels of satisfaction, particularly in relation to safety, sanitation, and access to gender-sensitive amenities. These findings highlight existing infrastructural disparities and point to the necessity for creating more inclusive and supportive environments conducive to female participation in teacher education.

A **significant gender-based difference** emerged in the domains of **curriculum transaction, micro-teaching practicum, and assessment** ( $t = 3.76$ ,  $df = 98$ ,  $p < 0.001$ ).

Female trainees exhibited more favorable perceptions of curriculum delivery, valuing interactive, collaborative, and reflective pedagogical strategies. They demonstrated a stronger affinity for student-centered approaches and actively engaged in peer learning and participatory methods. In the micro-teaching practicum, female trainees appreciated guided teaching practice, constructive feedback, and structured mentoring, considering the practicum essential for professional development. Regarding assessment, they preferred continuous, formative, and feedback-oriented evaluation processes that promote reflective learning and growth, rather than relying solely on summative examinations. Conversely, male trainees, though generally positive, tended to favor more traditional instructional and assessment methods, reflecting different expectations and learning orientations.

### Conclusion

These findings underscore a pressing need for teacher education institutions to adopt a gender-equity lens in both structural and curricular planning. To address the disparities identified, it is essential that institutions prioritize improvements in infrastructure to ensure equitable access, safety, and inclusivity for all trainees. Additionally, pedagogical approaches must be diversified to accommodate varying learning preferences, thereby fostering a more inclusive and engaging learning environment. Consistent and structured mentoring during practicum placements is equally critical, as it plays a vital role in supporting the professional identity formation of trainees, particularly those who may face contextual or systemic challenges. Furthermore, assessment practices should be reformed to move beyond predominantly summative models, embracing reflective and developmental feedback mechanisms that support continuous learning and professional growth. Collectively, these measures will contribute to a more equitable, responsive, and effective teacher education system.

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