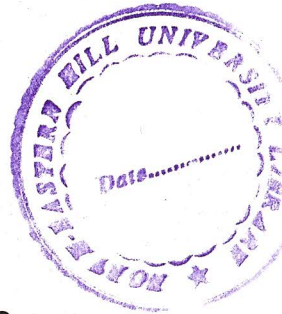


**PROFESSIONAL EDUCATION
AT THE DEGREE LEVEL
IN MEGHALAYA - AN ANALYTICAL STUDY**

Thesis
Submitted for the Degree of
Doctor of Philosophy in Education



Supervisor
Dr. C. Nongbri

Research Scholar
P. Lyngdoh

To
Department of Education
School of Humanities and Education
North-Eastern Hill University
Shillong - 793022


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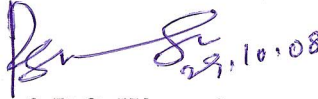
NORTH-EASTERN HILL UNIVERSITY

October, 2008


I, P. Lyngdoh, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of my previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to North-Eastern Hill University for the degree of Doctor of Philosophy in Education.


(P. Lyngdoh)
(Candidate)


(Prof. R.S. Wangu)
(Head)
Head

Dept. of Education
North Eastern Hill University,
Shillong-793022.


(Dr. C. Nongbri)
(Supervisor)

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I can do everything through Him who strengthens me

- *Phil. 4:13*

CHAPTER – I

INTRODUCTION

1:0 Contextual Background

Education is closely related to economy. To improve the economic condition and to utilise human recourse and potentialities the education system should think of the productivity. The survival and prosperity of the nation depends upon the effective utilisation of human resources. The aim of all education is primarily to enrich the latent genius and the hidden talent of the people, for the benefit of the country and the society at large. General education aim at an all round balanced development of the body and the mind, to help the individual to flower his genius, so that he can render his might for the service of the nation. Professional education on the other hand is concerned with the provision of adequate knowledge and skill which are required in the practice of different profession. It is that branch of human knowledge which aims at developing the latent treasures of human skill and ingenuity, in order to develop talent treasure of human skill and ingenuity, in order to develop not only the human mind but the society at large. Its chief purpose is to expand knowledge to professional field or to establish professional standards which bring professional growth and development the way in which individual practice their professions.

Moreover, professional education is an organised body of intellectual theory, an intellectual technique in which the individual searches for the solutions to problems intellectual technique serves as a bridge between theory and practical application and it is

also an application of that technique to practical affairs. For instance a person actually performing a scientific experiment is making a particular application of intellectual technique. Professional education requires a long period of training and certificate in which training issues include the nature and content of professional education, certification in which standards, admission and practices, job placement etc. Professional education prepares the student for the better tomorrow. It is a societal call for accountability of the specialists for the better educational achievement of the society. In the present perspective, professional excellence is the requirement of time. It is one of the elements which directly or indirectly helps for the rapid growth and development of the nation. The consequence of a poor quality professional education may lead to low productivity of a poor quality. In the advanced countries, professional education occupies a significant place in the field of education because it is a means of preparing for an occupational field. If professional education is imparted successfully, it will directly raise the individual quality as well as the national standard.

1:1 The Concept of a Profession

Profession is an evaluative term describing the most prestigious occupations which may be termed profession if they carry out essential social service, are founded on systematic knowledge required lengthy academic and practical training, have high autonomy, a code of ethics and generate in-service growth.

Among the numerous attempts to define this concept three of the most well known are noted here. Carr–Squander (1928 cited in Vollmer and Mills 1966:4)¹ claimed that a “profession ‘may perhaps be defined as an occupation based upon specialised intellectual study and training, the purpose of which is to supply skilled service or advices to others for a definite fee or salary’

Good (1959) defines a profession as “an occupation usually involving relatively long and specialised preparation on the level of higher education and governed by its own code of ethics”.

Systematic Sociological analysis of the distinguishing criteria of professions began only in the early years of the twentieth century. A number of criteria have been designated by various writers. Hoyle (1980)² has summarised the theory and enumerated the criteria it generates.

- (a) A Profession is an occupation which performs a crucial social function.
- (b) The exercise of this function required a considerable degree of skill.
- (c) This skill is exercise in situation which are not wholly routine but in which new problems have to be handled.
- (d) Thus, although knowledge gained through experience is important, this recipe – type knowledge is insufficient to meet the professional demands and the practitioner has to draw on a body of systematic knowledge.
- (e) The acquisition of this body of knowledge and the development of specific skills requires a lengthy period of higher education.

¹ Vollmer, H.M. and Mills, D.L. (eds) (1966): *Professionalisation*, Prentice Hall Inc., Englewood Cliff, New Jersey.

² Hoyle, E. (1980): “Professionalisation and Deprofessionalisation in Education” in Hoyle, E. and Megurrey, J. (eds.), *World Yearbook of Education*, The Professional Development of Teachers, Kegan Page, London.

- (f) This period of education and training also involves the process of socialisation into professional value.
- (g) These values had to center on the pre-eminence of clients' interests and to sound degree they are made explicit in the code of ethics.
- (h) Because knowledge – based skills are exercised in non – routine situations, it is essential for the professionals to have the freedom to make their own judgement with regard to appropriate practice.
- (i) Because professional practice is so specialised the organised profession should have a strong voice in the shaping of relevant Public policy, a large degree of control over the exercise of professional in relation to the state.
- (j) Lengthy training, responsibility and client – centeredness are necessarily rewarded by high prestige and a high level of remuneration.

Professions, according to Elliott (1972)³ are of two types: status profession and occupational profession. The former he defines as one which were 'relatively unimportant in the organisation of work and community services but occupied a niche high in systems of social stratification' while the latter are based on the specialisation of knowledge and tasks; while he regards these as being within a historical dimension it is possible to view them within framework since medicine, ministry and nursing may be viewed as a status while the actual type of work undertaken, surgeon, district nurse etc may be regarded as the occupation. Rather the term 'status profession' is suggested to refer to those families of occupation generally ascribed as learning the status of profession while 'Occupational

³ Elliott, P. (1972): *The Sociology of Professions*, Macmillan, London.

profession' relates to those occupations engaged in the process of professionalisation. Clearly, the high status professions are difficult to enter whereas the lower – status ones are more readily accessible.

Reiss (1955) proposed five different types of profession in contemporary, industrial society.

- (i) Old established professions founded upon the study of the branch of the learning, e.g. medicine.
- (ii) New professions founded upon new disciplines, e.g. Chemists, social scientist
- (iii) Semi – professions – based upon technical practice and knowledge, e.g. nurses, teacher, social workers.
- (iv) Would – be professions – familiarity with modern practices in business, etc distinguish this group who aspire to professional status, e.g. professional directors, sales directors, engineers etc
- (v) Marginal professions – based on the technical skill, e.g. technician, draughts men.

It will be noticed in the above typology that each of these types is classified in relation to a body of knowledge and its application.

The term 'profession' no longer refers to an exclusive and homogenous group of occupations with shared characteristics. Indeed, the homogeneity of traditional professions such as the law, medicine or religion, perhaps owed as much to the social class of their practitioners as to any notion of professionalism. More recently, the spread of occupations which might be grouped under the generic heading of professions has grown and diversified.

Many of these groups have adopted characteristics of the traditional professions establishing associations which set standards for membership, requiring a combination of formal entry level qualifications and period of assessed internship.

Thus, professions are those occupations whose members bring a high degree of knowledge and skill to those social functions which were most control to the well being of the society. Therefore, professional education refers to that form of education preparing a person for work in a certain profession.

1:2 What is Professional Education

In a vital and rapidly evolving society the words "profession" and "professional" elude precise definition. For a long period in the West there were three recognised learned professions, theology, law and medicine. These had a prestige which was highly prized and zealously guarded.

Then architecture, and later engineering, came to be accepted as professions. With the recognition that there are numerous callings which demand disciplined and scholarly training, the designation "Profession" has come to be claimed by still other occupations. Dentistry, teaching, journalism, librarianship, forestry and nursing are some callings to which the status of profession is generally conceded in mature societies, and the list is by no means complete. It may be that the words "profession" and "professional" will cease to be associated with specific callings, and will relate instead to, standards and attitudes.

Any man or woman, who has prepared for exacting service by thorough and disciplined scholarship and training, and who lives and works in the spirit of professional standard, may well be recognised as a member of a profession. Also, the day probably is

approaching when, no private business or any other exacting calling can claim the respect and protection of society except in so far as it lives and operates by professional standards.

Professional education is the process by which men and women prepare for exacting, responsible service in the professional spirit. The term may be restricted to preparation for fields requiring well- informed and disciplined insight and skill of a high order. Less exacting preparation may be designated as- vocational or technical education.

1:3 The Responsibilities of Professional Education

If our imperilled civilisation is to survive, our keenest and most disciplined minds, and to a very considerable degree this means our professional men, must devote their moral energies and intellectual powers to solving current and long range problems 1. The civilised people of the world are puzzled as to why intelligence and education do not bring peace and order, as to why democratic constitution does not bring democracy, why religion does not bring brotherhood.

One reason is that while professional men in a large degree are in key positions in modern society, professional education has failed in one of its large responsibilities, that of developing over-all principles and philosophy by which professional men should live and work. To the extent that such purpose and philosophy are lacking, the engineer may be at the service of anyone who will pay him well, regardless of the social worth of his services; the lawyer's skill may be for sale for right or wrong (with some professional rationalising), while the physician may seek the place of largest income, rather than that of greatest service. While each may have high skill, the total effect may be great internal stress and even social deterioration.

1:4 Fundamentals of Professional Education

The foundation of professional education should be not only technical skill, but also a sense of social responsibility, an appreciation of social and human values and relationships, and disciplined power to see realities without prejudice or blind commitment. While professional men largely set the pattern of national life, that pattern is much influenced by their earlier intellectual and moral experiences, especially their Professional training. The standards and motives of professional practice in the coming years are largely being made in the professional schools of today. An increased sense of social responsibility in the professions cannot be brought about in the main by trying to re-educate mature professional men. It requires a changing of professional education in method and spirit, so that young men entering the professions shall be living and working in the spirit of the new, democratic India.

One of the primary needs is that the professional man shall see the whole problem with which he dealt, not merely its technical phases. All technical education should transmit technical understanding, skill and method, not as an isolated discipline, but in its total human and social setting. Failure to do that is largely responsible for failure of modern civilisation to produce social peace and harmony.

As has been said by modern students of professional education when professional students are taught the humanistic, social and basic science subjects with the methods of professional education, the increase in power and zest for learning is in some measure comparable to that which characterises the shift from the textbook learning of law or medicine to the case and clinical methods.

The problem of professional teaching is one of content as well as method. If the professional student has acquired wisely selected basic knowledge and the professional way of thinking and working with representative increments of particular knowledge, then he can himself acquire the particular knowledge he especially needs from time to time. If he has mastered the art of using fundamental knowledge to get particular knowledge, the amount of particular knowledge he must accumulate is greatly reduced, and time is made available for the teaching of fundamentals. The converse is not true. If his time is spent in cramming his mind with facts, that very process may make him less competent to work with fundamentals. Every practitioner of professional stature knows that human and social problems are inherent, in all major professional questions and must be dealt with if such questions are to be handled on a professional level. When and only when problems are thus fully dealt with is the student in facing a problem forced to ask the truly professional question, "What, all things considered, should be done?" Only then can a professional man accept moral responsibility for his own professional conduct, and determine for himself what values his technical competence will serve, instead of leaving this to be determined by others. Professional study is so demanding that unless the spirit and habit of seeing the total problem, professional, human and social, are in the very spirit and texture of professional teaching itself, human and social considerations will tend to fade into the background with memories of adolescence. General human motive and purpose need to be so much a part of professional training that to the student they will be one and inseparable.

There is a fundamental unity to all scholarly and professional thought. For students to come to recognise this unity it is necessary to have teachers with the breadth of mind and outlook to work out and to use in their courses common expressions of the common

fundamentals of effective thinking and learning. The various professional schools in a university might well work together at developing these fundamentals. By such common exploration, the stature and quality of all professional teaching might be increased. The common basic methods for using fundamental knowledge in solving particular problems, on being applied in widely divergent fields, may become so characteristic of a university that its students will absorb those methods as one learns the mother tongue. To the extent that the same fundamental methods apply in all professional fields, the professions can understand and cooperate with each other. Also, in professional teaching, the development of fundamental methods in one profession will tend to serve all professions.

1:5 Aims and Objectives of Professional Education

It might be claimed that the aims of professional education are self-evident, since it is clear that by the end of their period of training new recruits to a profession should be competent practitioners in their chosen occupation. Firstly, one of the aims of professional education should be to produce a competent practitioner to the profession who are aware of the standards of competency and who are not prepared to accept or practice anything below what they regard as good and competent. This is then a moral issue that lies at the heart of professionalism, and therefore, at the center of the education of professionals.

Secondly, it is assumed that competency is not achieved when the occupation is performed proficiently in all of its aspects, i.e. "good practice based upon sound theory" This demands that the practitioner should have both the knowledge and the skill" to undertake the demands of the job. Professional knowledge may refer to the mastery of the academic discipline or the disciplines that underlie the professional practice. It is maintained

here that mastery of this knowledge is essential to the concept of professionalism. In addition to this academic knowledge, it is essential for the practitioner to understand the theoretical basis to the skill involved in the performance of professional practice. Performance of these skills may be dependent upon knowledge. Here the term 'skill' refers to the sheer ability to perform certain techniques or procedures acceptable to the professional or prescribed by the organisations employing professionals. Additionally, social skills by which individual practitioners interrelate with their role – set are essential to the performance of the occupation.

1:6 Characteristics or Commonly Accepted Components of a Profession

The following identifying characteristics are held to distinguish professions from other occupations, as well as to use collectively as a model to assess the degree to which various occupations approximate to profession. Medicine heads the list, usually followed by law. Other occupations generally accorded professional status include the clergy, architecture, dentistry, university teaching and engineering etc.

Every profession possesses some typical characteristics and features. They include.

- (i) *A specialised knowledge and competence needing academic preparation* - Here an organised body of theoretical knowledge constantly expanded by research on which practitioner skills are based.

A profession rests on the theoretical basis. By theory one generally means a set of assumptions upon which are deduced hypotheses which in turn can be tested. All professions require substantially long professional training. This provides for proper

grooming of the perspective professionals and develops professionalism in them. In any profession, training has got its priority. There are thinkers who treat training as absolutely essential for producing good teachers. According to Butter and Wren (1961) “there are two equally important aspects of any profession” Good (1959) also defines a profession as an occupation usually involving relatively long and specialised preparation on the level of the higher education and governed by its own code of ethics”

In order to develop quality education, professionals should be appropriately trained in sound theories of learning with appropriate contents to advise the desired out comes. Attitudes, underlying, skills and strategies are to be acquired and practiced until they become part of the professional repertoire.

- (ii) *A lengthy period of training or a life – long learning approach to acquire knowledge and skills.*

Any profession requires continuous development of the professional knowledge and professional judgment of its follower’s thought, experience, in-service programmes and research.

The duration of training vary from one profession to another. For instance, the average length of the course of professional preparation for teachers has traditionally been the shortest duration than courses for the preparation of doctors and lawyers.

Social changes and advancement of technology during the last few years has widened the professionals’ roles. The advance in science and technology resulting in the use of different equipments necessitate different skills and techniques. Therefore, they have to

be continuously equipped with relevant knowledge and skill in the context of explosion of knowledge, professionals should be flexible and ready to change for acquiring appropriate up – to date knowledge. The life-long learning commitment is necessary for every professional.

(iii) A concern for the client welfare

Professionals incur a special obligation towards their clients. They must do whatever will best serve the clients interest and welfare, using standards of practice that are based on the application of specialised knowledge to the unique circumstance of the clients. Professional's relationship with clients varies from one another. The teacher's relationship with clients differs from that of the doctor or the lawyer. The teacher's relationship has a sustained relationship on a daily, weekly or yearly basis. They are taught in quiet large groups and are not in the one to one relationship of the doctor's or the lawyer's.

(iv) *Social Commitment*

A professional is committed to be publicly accountable for his work, professional accountability relating to the responsibilities to colleagues and teaching profession and contractual accountability relating to the employer's and the government. A good professional should look at teaching not only as a vocation but as a mission. For instance teachers have responsibilities beyond their subject specialisation. Teacher's accountability involves moral character and conduct relating to his conscience about how to carry out works accountable to students, parents and society.

- (v) *A broad range of autonomy for both the individual practitioner and the occupational group as a whole*

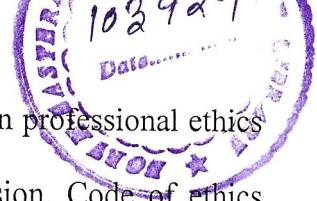
Professionals enjoy substantial freedom to practice their skills based on complex knowledge within guidelines established by their profession.

According to Farber (1984) an essential attribute of professional role is autonomy and self – control regarding the development and application of the body of generalised knowledge in which the professionals alone are experts.

The professionals must have autonomy from administrative control in determining occupation tasks and function. They should have autonomy in decision making and discretionary judgement about procedures to be used during the time a professionals – client relationship is in charge.

- (vi) *A series of standards or professional code of ethics*

No professional and no service without its do's and don'ts. The existence of such a code enhances the prestige of the followers of that profession. Though, National Commission on Teachers (1983-85), and National Policy on Education (1986) have made specific suggestions in this regard and NCERT and NCTE are working for such a code, it is not finalised yet. All India Apex bodies such as Medical Council of India, Bar Council of India and Institute of Chartered Accountants etc; maintain proper standards in their areas. The need for a code of conduct for teachers has been stressed by the UNESCO and International Labour Organisation (ILO) since such code ensures the prestige of the profession and highlights professional duties in accordance with agreed principles.



One must not forget that these days every profession has its own professional ethics consisting of rules to be followed by the practitioners of the profession. Code of ethics indicates how members of a profession should behave. Sets of standards specify guidelines for the tools and the facilities used by people in the profession. Many organisations within the education, profession have developed code of ethics. One of the primary functions of the code of ethics should be to promote professional growth and understanding.

Teaching too has become a highly specialised profession and it is felt that teacher must set such examples which would command the respect of the students, the parents, colleagues and the society at large. We must not forget the basic fact that in every developing country teaching community plays the role of active agent of socio-economic change. Teaching is a form of public service which requires expert knowledge and specialised skills, acquired and maintained through vigorous and continuing study. Teachers must assume the obligation to conduct themselves in accordance with the highest standards of the teaching profession. They must aim at equality and excellence in their work and conduct Teaching involves not merely imparting of instruction but also influencing and motivating those who are taught. A teacher acts not merely as communicator of knowledge but he also enables students to grow to their fullest stature and develop suitable attitudes. Naturally, this responsible task can be performed successfully, only if the teachers act as models and set personal examples. In ancient Indian society a teacher was treated as a legendary guru. There was no challenge to his monopoly of scholarship.

Presently, the explosion of knowledge has produced its own impact and as such the teachers have to acquire knowledge and get training in precise skills and scientific methods if they have to do full justice to their task. This objective can be achieved only if the

teaching community set its own standards and also formulates its own professional ethics so that teaching profession earns this most honourable place in the society.

The term profession, as used in the modern context has counterpart in the ancient societies. There, however existed three classic professions – theology, law and medicine – but the practitioners did not unite to form organised professions. These three professions had for a long time in the west a prestige, which was “highly prized and zealously guarded”. By the end of the 18th century, the impact of scientific age and industrial revolution created new areas of specialised intellectual activity and the need for new professions, which began to proliferate rapidly with the growing realization that there were, numerous other callings, which demand disciplined and scholarly training, several other occupations started claiming the status of a profession. Architecture engineering, dentistry, librarianship, teaching, journalism, forestry and nursing are some such callings to which the status of the profession is generally conceded in mature societies and the list is by no means complete. Notwithstanding the numerous definitions the essential characteristics of a profession are the requirements of a specialised training, intellectual operation, continuous in-service growth, unity and solidarity.

1:7 Different Areas of Profession Education

1:7:1 Teaching as a Profession

Teaching is a highly regarded profession. It is one of the noblest professions. In ancient India, it was mixed up with religion. In course of time, it becomes the largest profession in the world. The UNESCO has been observing World Teacher’s Day on 5th

October every year. One of the striking features of the late 20th century is the influential role of professions and professionals.

ILO (1984)⁴ agreed that teaching should be regarded as a profession. “It is a form of public service which requires of teacher expert knowledge and specialised skills, acquired and maintained through rigorous and continuing study, it calls also for a sense of personal and corporate responsibility for education and welfare of the pupil in their charge.

Teacher performs functions similar to those of journalists. However, the communication process in teaching is quite different from that of journalism. Teaching has long-term objectives, whereas journalism has short-term objectives. The teacher acts like a doctor, just as a doctor sometime has to go beyond financial considerations and personal family problem to take care of the individual patients. Similarly, the teacher has to go beyond personal financial benefits and family matters, to take care of the students. The doctors get happiness from their jobs when a patient is cured; similarly, the teachers get satisfaction, when a student learns. Teaching as a profession undoubtedly performs “Social function” since education is a key of social process. Moreover, the knowledge- base of teaching as a profession remains a highly contentious issue. The teachers need knowledge of the subject matter. Teaching is no more than an experience – based skills. Perhaps, the central professional value is that of a “client-contenders”. The teacher is expected to be a master of the discipline or a sub – discipline upon which professional practice is based. Hence, the recruits to the profession are expected during their professional basic education. Moreover, teachers are expected to be trained in the skills of teaching prior to employment

⁴ ILO (1984): *The Status of Teachers*, ILO, Geneva, p. 6.

as a teacher. Thus as a teacher, the educator or professionals has a daunting task of being both a master of his discipline and an expert in the art of teaching.

Underlying this concern that the teacher should be the master of his subject has been the assumption that the teacher is intrinsically a part of the education process. The teacher recruits to profession still needs to understand learning theory, the art of communication, the art of planning lessons and other relevant topics. Only by education or training can most teachers is liberated from traditional methods and ideals and serve their learner better by employing techniques which facilitate their learning. As discussed above, it is free that there is line of demarcation between qualified and unqualified person acting as teachers. It is based on specific intellectual study and training. The skills involved in teaching have been identified, which are mostly common in case of effective teachers. To promote the effectiveness of teacher, there are international nation and local level organisation of teacher which ensure growth and safeguard interests of teachers. There are pre-service and in-service training programmes. Profession qualification and experiences are necessary for teacher educators.

The Education Commission (1964-66)⁵ has rightly remarked “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 measured against the resulting improvement in the education of millions”. To improve the professional competence of the teacher is, therefore, a matter of paramount importance.

⁵ Government of India: *Report of the Education Commission (1964-64)*, Ministry of Education, New Delhi.

On the basis of these needs teacher's training colleges came into existence in the state to provide pre – service and in – service training secondary schools.

1:7:2 Computer Education

A Computer is a high speed electronic device which follows instructions and is capable of performing arithmetic and logical operations. It is an electronic device which helps in solving complex problems. Thus, a computer is an electronic device that manipulates symbols self-directed but algorithmically for executing programs and process data with an amazing speed and accuracy. It is a high speed automatic, electronic digital data processing machine.

Human progress as understood in the modern world, is associated with the phenomenal development in science and technology. Computers have an influence on our lifestyle. The presence of computers in our day life simply cannot be denied. Technology is a major stimulus for change and has become synonymous with economic progress.

Computers are now affecting every step of human activity and bringing about many changes in industries, government, education, medicine, scientific research, law and social science. Moreover, extensive uses of computers are being made not only for scientific investigation, information storage and retrieval, control and guidance. Technology has been responsible for bringing about major changes in agriculture, transportation, communication business, industrial application, space technology, libraries and museums, entertainment, publishing, and general industrial development in varying degrees. The influence of computer is also found in management, banking, traffic control, language transmission, data cataloguing and recording in libraries, education and many other fields.

A computer, using a precise step by step method, can perform any task that can be carried out systematically. Therefore it is essential for every person today to know about computer. It is also essential to create awareness among the students about computer and its application so that they can cope with the need of time. Our technology has rounded us into an information society. Parents, teachers and social management should be interested in introducing computer awareness in the educational institution. Hunt and Shelly (1980) says, the goal is not to create a better world of computers, but to create a better world for men to live in.

The impact of computer is felt everywhere because of its speedy and efficient information processing ability. In the highly developed technological society the role of computer is quiet effective. Increasing amount of information in government public and private establishments leads to development of adequate form of handling information. The problem of information handling system could be done easily with the help of computer because of its ability to analyse, retain, update, reproduce and present the information in various forms. Computer saves labour, increases efficiency, minimises wastage and helps in bringing desired quality of output.

Hunt and Shelly (1980) stated that "society is already more computerised than many people may imagine and because of the implications of this, hence, it is clearly important that people become aware of the potentialities so that they can seek to influence future use. Awareness hinges on education and this growing must continue to expand hopefully at the same fast pace of which the youthfully vigorous computer industry is itself expanding".

Sheingold, Kane and Endreweitz (1983) stated that "The computer does not have a simple impact on an organisation or the people in it. Its implementation and use are

embedded in a compiled matrix of social and political relationships. At all levels of implementation and use, it is essential to consider the interaction of the computer with the social system that surrounds it, for this interaction should be viewed over time as computing activities influence the social system and the social system shapes the influence of the technology". Computers which originated in the most advanced countries of the world, have today made themselves felt in almost all nations of the world. They have pervaded in various works of life. In fact computers are bringing about revolution in aiding man's thinking process and decision making ability. Simon (1960) says, "if one looks back at the human history, it may be noted that three major developments have altered man's living conditions, his concept of society and his understanding of human existence. These are developments are:-

- (i). the scientific revolution in the 16th and 17th century.
- (ii). the industrial revolution in the late 18th century.
- (iii). the scientific technological Industrial Revolution after the Second World War.
- (iv). Computer, as put forth by Simon (1960) is the forth revolution in this direction.

1:7:3 Management Education

Management education is one of the most significant components of human resources development spectrum with great potential for adding value to products and services and for contributing to the economy and improving the quality of life of the people. In recognition of the importance of this sector, the successive five year plans have placed great emphasis on the development of management education. Even the document on New Education Policy recognises that "Management Education is another area of great

importance in raising productivity and that sustained increase in productivity which is essential for rapid industrial growth cannot be achieved without a major thrust in the area of Management Education". Clearly, therefore, management education is an important national priority. It is being widely recognised and accepted that management is the most critical input for development. A nation in general and a less developed region like ours in particular, anxious for speeding its development must emphasise management as the most important development input.

Our country is experiencing a mushrooming growth of many management institutions in and around all the metropolitan cities. Formal management education started in India, with the introduction of the Master Business Administration (MBA) Programme at Andhra University in 1950. The first institution, dedicated to management, viz., Indian Institute of Management and Social Welfare, was set up in 1954. On account of the acceptance of the MBAs by Industry and business, the number of institutions offering the programme, kept on growing. High standards in selection of students and management education have been attained at the Indian Institutes of Management (IIMs) and at very few other institutions. The current decade has witnessed tremendous growth in the number of management institutions with most of these being privately managed. A record number of 222 Management Institutions were approved by All India Council of Technical Education (AICTE) in 1994⁶. A new dimension to management education was added by the distance education Programmes offered by Indira Gandhi National Open University (IGNOU) and several other Universities like marketing, finance, etc.

⁶ University News 36(18), May 4, 1998, NEHU, Shillong, p. 2.

A heavy rush for MBA degree Programme has been in existence for quite sometime. Nowadays, an MBA degree from a recognised institution is considered to be even higher than a Ph.D. degree from other disciplines. This may be attributed to the salary structure that is in existence in major industries. Without even finding out whether one is suitable for such a cadre everyone aspires for a seat in management school. This has prompted many to start business schools.

The extent of our management education in the international context can be appreciated by the fact that the number of management institutions in India is next only to that of U.S.A. The recent introduction of Bachelor of Business Administration (BBA) Programme in the colleges is very notable. The high growth rate of management education, change in nature of business and industry with the onset of liberation and globalisation and the revolution in information technology are the most determining factors for the advancement of management education.

1.7.4 Definitions of Management

Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims.

In an article published in "Personnel of the American Management Association, New York", management has been defined simply as "getting things done through the effects of other people"⁷.

⁷ Appley, L.A. (1993): *Management – The Simple Way "Personnel"*, American Management Association, Jan, New York, p. 597.

According to R.C. Davis "Management is the function of executive leadership anywhere"⁸.

Professor John F. Mee has given a very comprehensive definition primarily concerned with business as evolved by academicians as follows "Management is the art of securing maximum results with a minimum prosperity and happiness for both employer and employee, and given the public the best possible service"⁹.

According to Koontz, "Management is the art of getting things done with people and through informally organised groups. It is the art of creating an environment in which people can perform as individuals and yet co-operate towards the attainment of group goals. It is the art for removing blocks for such a performance, a way for efficiency in reaching goals".

Kamball and Kamball have defined management, "Management may be defined as the art of applying economic principle that underlines the control of man and material in the enterprise under consideration".

Management is guiding human and physical resources into dynamic organisation units which attain their objectives to the satisfaction of those served and with a high degree of morale and sense of attainment on the part of those rendering services".

1.7.5 Importance of Management Education:

The very success or failure or even the survival of an enterprise depends on its management. When we talk of management, we mean those few men - the executives or

⁸ Davis, Ralph C. (1951): *The Fundamentals of Top Management*, Harper and Brothers Publishers, New York, p. 6.

⁹ Mee, F. John:

managers who are most concerned with giving directions to the entire operations. The productiveness of the assets depends on the quality and performance of its managers.

Leadership is an art -setting up of machines and factories is no doubt essential for an enterprise but more essential is the handling of human beings who have to run them. This is why leadership role of the manager for effective performance of management tasks has gained importance. Management is the driving force and shows the way how best man could make effective utilisation of world's scarce resources and make a substantial contribution to the progress and well being of a given society.

Whatever the spheres of activity say, business, government or any walk of life for achievements of the objectives by people, may be management plays a pivotal role and its contributions to the well being of humanity and society are magnificent. This is apparent and can very well be judged from the high contribution it has made with the emergence of modern management, no longer it is concerned with profitability of the business or enterprise.

Management education as a professional course is very essential to develop key skills and knowledge required to manage and devise the multi-faced resources in companies like human resource, material production, customer, behaviour market environment, analysis logistics (transportation, warehouse, packaging, material handling, inventory control supply scheduling and other processing) and rural marketing. Management studies give an understanding of the structure and operation of a business thereby building capacities to undertake leadership roles throughout one's career.

It is needless to say that book knowledge cannot make good managers. What is required is "the development of management skills, which come by doing rather than

reading.” Analytical ability, creative skills, communication skills, intra and inter personnel skills and such others are essential for business students. These management skills can be imparted to the students by way of co-curricular, extra-curricular activities in the campus or in the practical situation. “Management skills and knowledge helps in cultivating students’ intrinsic abilities to learn think effectively and function successfully in a changing world”. The management graduate is expected to have a sound knowledge on the subjects presented for the programme. This knowledge on the happenings in the business world is also an important factor. Such knowledge based attribute is a must.

Business Administration has emerged as a frontline discipline of education in the past few decades. Though formal management education started in the country during the fifties, it was only in the sixties that the policy makers of the country understood the relevance of the discipline. Now, over the last two decades MBA earned the status of being one of the most popular and coveted degrees. In view of the relevance of MBA Programmes and the increasing needs of qualified managerial personnel a new programme of Business Administration, popularity known as BBA/BBM/BBS was introduced at under graduates’ level by some of the forward looking Universities in the country, a few years back.

1:7:6 Law Education

The real strength of the country lies in the human resources with whom it is endowed and hence the importance of human mind and body. Law plays a very important role, virtually in every affair of the citizens. Law serves as an instrument to achieve socio-economic development. Today law is not viewed merely as an instrument of social change. Legal or law education, is therefore the gateway to the profession in which future lawyers of

various interest are selected, educated and graduated. The legal education has played a powerful role in shaping the nation.

The term 'law' means and includes different things in different societies. Law has been called 'Dharma' in Hindu and 'Hukum' in Islamic system. Romans called it 'Jris' and in Germany and France it is called as 'Richt' and 'Droit' respectively.

In ancient states, law was conceived as divinely ordained set of rules of human action. Therefore, it was believed to have a divine origin. Even though this is no longer applicable in modern time but they still have a theoretical significance.

Law in its most general and comprehensive sense means any rule of action and includes any standard or pattern to which actions are or ought to be conformed. In its judicial sense 'law' means a body of rules of conduct, action or behaviour of persons, made and enforced by the state. It expresses a rule of human actions. As Holland puts it, "the term 'law' is employed in jurisprudence not in the sense of the abstract idea or order but in that of the abstract idea of rules of conduct"¹⁰.

According to Blackstone, "Law in its most general comprehensive sense signifies a rule of action and is applied indiscriminately to all kinds of actions, whether animate or inanimate, rational or irrational. Thus there is law of gravitation of optics of mechanics as well as the law of nature and of nations"¹¹.

Ulpian has designed law as "the art of science of what is equitable and good". The ancient Hindu jurists held law to be the king of kings, for more powerful and rigid than they,

¹⁰ Holland: *Jurisprudence*, 13th edition, p. 21.

¹¹ Paramjape, N.V. (1997): *Studies in Jurisprudence and Legal Theory*, Central Law Agency, New Delhi, p. 121.

nothing can be mightier, than law by whose aid as by that of the highest monarch even the weak may prevail over the strong”¹².

Salmond defined, “law as the body of principles recognised and applied by the state in the administration of justice”¹³.

Thus, “it is a precept or rule of actions imposed upon men by some authority which enforces obedience to it”. In legal sense “law is the system of rights and obligations which can be enforced in a court of law and it includes all the rules and principles which regulate over relation with other persons and with the state”. It is an instrument of securing justice.

1.8 Aims and Objectives of Law Education

The main objectives of law educations are as under:

1. To ensure justice
2. To train men for legal profession i.e., to impart to the students a knowledge of certain principles and provisions of law to enable them to enter the legal profession.
3. To provide a centre where scholars may contribute to an understanding of law and government and may participate creatively in their growth and development.

Therefore, the aim of legal education should be not only “to produce good lawyers but also to create cultured and law abiding citizens who are inculcated with concepts of human values and human rights and who can serve humanity in various capacities such as

¹² *Ibid.*

¹³ Salmond: *Jurisprudence*, p. 82.

administrations, law teachers, jurists, judges, industrial, entrepreneurs” etc. The legal purpose of legal profession is “to prepare every member of the Profession to discharge his or her role faithfully in the administration of justice”. The true administration of justice is to enforce and maintain social values and the role of law.

Lalitha Jaya J. (2002) delivered the convocation address at the first convocation of the Tamil Nadu Dr. Ambedkar Law University, Poompozil, Chennai, she said, “The aim of legal education should be not only to produce good lawyers, but also to create cultured and law abiding citizens who are inculcated with concepts of human values and human rights and who can serve humanity in various capacities such as administrators, law teachers, jurists, judges, industrial entrepreneurs, etc. The essential purpose of legal profession is to prepare every member of the profession to discharge his/her role faithfully in the administration of justice. The true function of the administration of justice is to enforce and maintain social values and the rule of law. Legal education must not therefore be confined merely to the knowledge of the letter of the law. It should inculcate in each member of the legal profession the moral content of law which equates law with justice. Emphasis on legal ethics is therefore essential. The protection of human rights and fundamental freedom guaranteed in the constitution is primarily the responsibility of the legal structure. The curriculum of our legal education should respond to these objectives. The role played by legal education in socio-economic changes is a matter of vital significance which will benefit the legal profession as such and will also be service to the people and the government. Legal education is an investment which if wisely made will produce beneficial results for the nation and will accelerate the pace of national development.

1.8.1 Purpose and Function of Law

Jurists have expressed different views about the purpose and function of law. It is well known that law is dynamic concept which keeps on changing with time and place. It must change with changes in the society. Law, in the modern sense is considered not as an end in itself; but it is a means to an end. This end is securing social justice. Almost all theorists agree that law is an instrument of securing justice. As Salmond rightly pointed out, "Law is a body of principles recognised and applied by the state in the administration of justice."¹ Even Hobbes and Locke recognised the positive role of law when they said that "the end of law is not to abolish or restrain but to preserve or enlarge freedom and liberty." For Kant, the aim of law is the adjustment of the community. Bentham gave a very practical version of the purpose of law which according to him is maximisation of the happiness of the greatest number of the members of the community.

Dean Roscoe Pound attributed four major functions of law, namely, (1) maintenance of law and order in society (2) to maintain status quo in society (3) to ensure maximum freedom of individuals and (4) to satisfy the basic needs of the people. He treats law as a species of social engineering.

The Realists' view about the purpose and function of the law is that for the pursuit of highest good of the individuals and society. Some controlling power and agency is needed. Law is such power and the state is such controlling agency.

Salmond's opinion regarding function of law appears to be more sound and logical. The object of law is to ensure justice. This justice may either be distributive or corrective. Distributive justice seeks to ensure fair distribution of social benefits and burden among the members of the community. Corrective justice on the other hand, seeks to remedy the

wrong. Thus, if a person wrongfully takes possession of another's property, the court shall direct the former to restore it to the latter. This is corrective justice.

Thus, the main purpose of legal education as a professional education seems hitherto to have been not the teaching of law as a science or as a branch of learning, but merely imparting to students a knowledge of certain principles and provisions of law to enable them to enter the legal profession. Legal education must not therefore, be confined merely to the knowledge of the letter of the law. It should inculcate in each member of the legal profession the moral content of law which equates law with justice. Emphasis on legal ethics is therefore, essential. The protection of human rights and fundamental rights and fundamental freedom guaranteed in the constitution is primarily the responsibility of the legal structure. The rule of law, today, is recognised as a great virtue of a democratic state. The legal system is a mirror of society and should reflect the social reality. Legal education is an investment which if wisely made will produce beneficial results for the nation and will accelerate the pace for national development.

1.8.2 Advantages and Importance of Law

The advantages and importance of law as the fixed principles of rules for administration of justice can be seen from the following points:-

- (i) Law provides uniformity and certainty to the justice system. It is applicable to all alike.
- (ii) Law as fixed principles of justice avoids the dangers of arbitrary and biased decision. It reasonably limits the discretion of judge and thus eliminates the chances of bias or improper motives affecting the parties adversely.

- (iii) It provides adequate safeguards against error of judgement commenting on this aspect of law, the Greek Philosopher Aristotle observed, “to seek to be wiser than the law is the very thing which is by good laws forbidden.” In other words, it means, “law is not always necessarily wise, but on the whole and in the long run, it is wiser than those who administer it.”
- (iv) Yet another advantage of law is its reliability. It is certainly more reliable than the individual judgements of the courts.

Discussing the importance of different areas of professional education the investigator felt that it is important to introduce about Meghalaya and understand the pattern of education in the State.

1:9 Meghalaya and its Setting

Meghalaya, the abode of clouds is geographically located in the North Eastern Region of the country. It is a narrow strip of land with an area of 22429 Sq. Km. The name Meghalaya was given by Professor S.P. Chatterjee of Calcutta University in the years 1928-32 who visited this land for his research work on the geomorphology of the region. During his field work he observed that the region was covered with excessive cloud and hence he named it as Meghalaya, meaning “*the abode of clouds.*” Meghalaya came into existence as an autonomous state of Assam on April 2, 1970. It became a full -fledged state on January 21, 1972 and Shillong a lovely hill station is its capital.

The State is a land-locked territory of lovely hills with abounding sylvan beauty. Impressed with the scenic beauty of Khasi Hills, Sir Joseph Hooker (1856) compares the

pastures of Mairang to those of New Zealand. Khasi Hills was also called the “*Scotland of the East.*” and Shillong which is situated in the heart of the land is known as the Queen of Hills Stations in India.”

The region lies approximately between 25.47° M to 26.10° N Latitude and 89° 45° E to 92° 47° E Longitude. The state is bounded on the North by Goalpara, Kamrup and Nowgong Districts of Assam, on the East by Karbi Anglong and North Cachar Hills of Assam and on the South and West it is bounded by Bangladesh. The original composite districts of United Khasi and Jaintia Hills and Garo Hills have now been divided into 7 (seven) administrative districts, as follows.

Table 1.1: Showing the Districts of Meghalaya with their Headquarters

Sl. No.	District	Headquarter
1	East Khasi Hills District	Shillong
2	West Khasi Hills District	Nongstoin
3	Ri Bhoi District	Nongpoh
4	Jaintia Hills District	Jowai
5	East Garo Hills District	Williamnagar
6	West Garo Hills District	Tura
7	South Garo Hills District	Baghmara

The total population of the State as per 2001 census is 23,060.69 as against 17,74,778 in 1991. The District -wise break up of area and population is given below.

Table 1.2: District -wise break up of area and population

Sl. No.	District	Area in Sq. Km.	Population
1	East Khasi Hills District	2748	660994
2	West Khasi Hills District	5247	294115
3	Ri Bhoi District	2448	192795
4	Jaintia Hills District	3819	295692
5	East Garo Hills District	2603	247555
6	West Garo Hills District	3714	515813
7	South Garo Hills District	1850	99105

Meghalaya is inhabited predominantly by the three major ethnic tribes- The Khasis, Jaintia and the Garos who are the descendants of the very ancient people having distinctive cultural traits and ethnic origins which follow matrimonial system of inheritance. The people are simple, sturdy and hard working.

English is the official language of the state. The literacy percentage of the state according to 2001 census is 63.31 percent in the ratio of 66.14 percent male and 60.41 percent female. Considering the 1991-2001 decade, it is found that there is an increasing in the literacy rate from 44.26 to 63.31%

1.10 Educational Structure and Pattern in the State.

Before the advent of the British, there was no formal education system in Meghalaya. The Christian Missionaries nurtured the education system in Meghalaya but during the British colonial rule, its progress was very slow. It was only after independence that number of schools began to multiply. The progress of education took its concrete shape only when Meghalaya have achieved its full fledged statehood in 1972.

The Education Department, Government of Meghalaya had announced the new structure of school education in the state as per the government Notification No. EDN - 167/89/47 dated. 23rd March 1990 and its implementation is taken up. The educational structure in the state is as under:

Primary education (classes 1-IV) for age group 6 to 9 year, three years of upper primary education (classes V-VII) for age group 10 to 12 years and three years of secondary education (classes VIII- X) for age group 13 to 15 years. Higher secondary education (classes X -XII) for the students belonging to the age group of 16 to 18 years. Till 1994, Higher Secondary (+2) examination were generally conducted by the North Eastern Hill University) (NEHU) in the form of Pre-University (P.U) course. But later on a +2 course of education came under the purview of the Meghalaya Board of School Education.

After successful completing education up to class VIII students are also eligible to enter the various Industrial Training Institutes (ITIs) for training in various trades. The completion of Secondary School Leaving Certificate (SSLC) Examination at the end of Class -X, qualifies students to either join the polytechnic which offer diploma courses in Civil, Mechanical and Electrical Engineering and Electronics. Successful completion of the Higher Secondary School Leaving Certificate, students are eligible to pursue the under -graduate course offered by the degree colleges leading to the Bachelor's degree in Arts, Science or Commerce or a professional Courses like Medicine, Engineering, Agriculture, Veterinary, BBA, BCA or 5 years integrated Law Education in NEHU offering B.A.LLB Degree. After the completion of the first degree course, students can join professional courses like 3 year LLB course or Bachelor of Education (B.Ed.) in teaching profession.

1.10.1 *Administrative Machinery*

At present, the Department of Education looks after subjects, pertaining only to education. The Education Department has an organisational set up at different hierarchical level of the administrative machinery, namely, the Secretariat, Directorate and Inspectorate.

1.10.2 *The Secretariat Level*

The State Education Department is headed by the Minister and the secretariat is headed by the Principal Secretary, Education Commissioner and the Secretary who is a senior member of the Indian Administrative Service. He is assisted by Joint Secretary, the Deputy Secretary and three under Secretaries.

The Secretariat is responsible for policy formulation policy-decisions and the provision of the guidelines and direction in all matters pertaining to education. It also supervises educational activities in the State and also co-ordinates with other department.

1.10.3 *The Directorate Level*

Very recently, the Directorate was re-organised as approved on account of the plan of Action. This includes the following three levels.

- 1) Directorate of Elementary and Mass Education
- 2) Directorate of Higher and Technical Education
- 3) Directorate of Educational Research and Training.

The Director is the chief administrator at the directorate level. The Director of Higher and Technical Education looks after Secondary to the College level including

Technical Education. He is assisted by the Additional Director for Garo Hills, Joint Directors of Higher and Technical Education, (Headquarters), Joint Director of Technical Education, Two Deputy Directors, One Assistant Inspector (science) and one Registrar. The Director Higher and Technical Education is also looking after General Education, Educational Planning and Technical Education.

The Director, Elementary and Mass Education looks after elementary education assisted by the Joint Director and Deputy Director, Administrative Officer, Assistant Research Officer and Planning Officer.

The Director of Educational Research and Training looks after research and training including Teacher Training institutions. He is assisted by the Deputy Director Secretary and Academic Officers.

Besides the officers, there are other supporting ministerial staffs in the entire 3 Directorates to help the Directors. The Directorates are also responsible for spending the funds and grants as approved by the state government from time to time.

1.10.4 Inspectorate or Field Set Up

The administrative set up at the District level is called the inspectorate. Each district is headed by the Inspector of Schools. The Inspector of Schools is supposed to be the Principal, Education Officer in the District. His functions are limited to administration of the Secondary and Higher Secondary Schools and the Teachers' Training Institutes located in the district. The Deputy Inspector of Schools is in charge in each Sub-Divisions administering primary and Upper Primary level of Education. He is assisted by the Sub-Inspector of Schools and the supporting staff.

1:11 Need and Importance of the Study

Meghalaya is still lagging behind in the field of professional education. Though the state is the seat of learning in providing the best education in general education that is arts, commerce and science subjects, yet professional education at the degree level is very limited except in the field of Teachers' training and law education. Due to non-availability of professional education in the state like medical education, engineering education etc. the government of India have allotted some reserved seats for the students from Meghalaya to different professional institutions outside the state to avail the professional educational opportunities offered by the government.

It is interesting to note that very recently, Meghalaya has made some progress in the field of professional education, besides law and teachers' training colleges, St. Anthony's College has made an attempt to provide some degree professional courses to the students such as Bachelor of Business Administration (BBA), Computer Science and Master of Computer Applications (MCA), Geology, B.Sc. Biotechnology, Pisciculture, Mass Communication and Video Production, Media Technologies etc. Shillong Engineering and Management College, Jorabat, founded by the North Eastern India Trust for Education (NEITED) established in 1999 is the only institution in pioneering technical education in the state at the degree level. At present it offers 5 (five) Bachelor's Degree Courses, i.e. B.Tech in Computer Science and Engineering (CSE), Information Technology (IT) Electronics and Communication Engineering (ECE), Bachelor of Business Administration (BBA), and Bachelor of Computer Application, (BCA). The North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences (NEIGRHMS) also which was established by the Government of India since 1987 is providing the MBBS Course in the academic session

2008-09 with the intake of 50 students and B.Sc. Nursing with the intake of 50 students. That was the long pending issue which has been made to put into practice. The Indira Gandhi National Open University (IGNOU) also is offering many professional courses at the degree as well as Master's Degree. Many institutions and learning centres such as Sikkim Manipal University, Shillong Learning Centre, Martin Luther Christian University sponsored by the National Luther Health and Medical Board of the United Evangelical Lutheran Church of India and the Khasi Jaintia Presbyterian Assembly of the Presbyterian Church of India, Aptech Computer Education, NIIT etc., very recently have contributed a lot in the field of professional education.

Since no research scholar has undertaken a study on Professional Education at the degree level in Meghalaya, therefore, the investigator undertook the present study to find out the development and progress of professional education in the state and the extent in which professional institutions have been able to provide professional education to the students. The investigator is also interested in finding out the job placement and job opportunities of the beneficiaries or passed out students from different professional institutions.

1:12 Statement of the Problem

The problem of the study may be stated as "Professional Education at the Degree Level in Meghalaya-An analytical study."

1:13 Operational Definition of the Terms Used

1.13.1 Professional Education

Professional Education in this study refers to that form of education preparing a person for work in a certain profession.

1:14 Objectives

The objectives of the study are as follows:

- i) To trace the development of different professional education courses at the degree level in Meghalaya.
- ii) To study the progress made in the implementation of the professional courses of studies in different institutions in the state.
- iii) To make a detailed study of the quality of input – namely, the infrastructural facilities, man-power resources, library and examination pattern etc.
- v) To make a follow-up study of the output of different institutions of professional institutions.
- vi) To study the problems faced by different institutions of professional education in the organisation and management of different courses of study.

1:15 Delimitation of the Study

The study is delimited to the popular professional courses of study in the state that have been run successfully by the Government and private enterprises for many years. The three courses are Teaching, Law and Management which were taken for following up. Theology was not included in the study as it was considered to have not catered to all sections of people in the state and purely religious.