The research study is an investigation of the English teaching programme in Teacher Education colleges in the regular and distance learning mode. It takes place in the East Khasi Hills of Meghalaya, a region that provides a fascinating context for exploring the dynamics of language teaching and teacher education in a multilingual and multicultural environment.

The research study aims to look at and explore various aspects of the teacher education programme in the universities undertaken in this study.

The following points outline the objectives of this study.

- To look into the historical development of B.Ed programme in the College of Teacher Education (PGT), St. Mary's College of Teacher Education and IGNOU; and the PGDTE programme of the English and Foreign Languages University (EFLU), Shillong.
- To study the course outline of the English syllabus offered by the respective teacher education colleges.
- To study the profile of the English teacher-trainees and English teacher educators.
- To study the English teacher trainees' preparedness, satisfaction towards the duration of the programme, methods of teaching, materials and development of competencies.
- The overall aim and objective is to find out the beliefs of teachers and trainees towards English language learning and teaching.
- Finally, suggestions would be given to assist in the understanding and improvement of English language learning teaching.

Using questionnaires, interviews and personal observations with the English teacher-trainers, trained English teachers and trainees in four teacher education colleges, the study focuses on issues concerning relevance of the English course content, its duration, the degree of teacher preparation, curriculum and instruction materials, and the English teacher trainers, trained English teachers and trainees beliefs of English language teaching.
In the light of the analysis of the findings and discussion of issues concerning insights into English language teaching in teacher-training, suggestions will be discussed and addressed to teachers, teacher trainers, teacher-trainees and research scholars who share an interest in improving English language education.

The first chapter of this research study comprises the introduction to the place of English education in the East Khasi Hills particularly in the context of teacher education. The importance of English language teaching and the profile of the teacher training colleges are highlighted along with the current English teaching scene and the English teachers’ observations.

The second chapter presents a review of the literature related to English language education in teacher training. Following this, the third chapter highlights the concerns of the research study along with the rationale and objectives of the study. The profile of the English teacher trainers and trainees are mentioned as well. Any research study is bound to have its constraints. The limitations of this research study have been thus outlined. The methodology and the statistical tools employed also form an important part of this study.

The fourth chapter deals with the overall qualitative and quantitative analysis and interpretation of the findings of the data collection from the respondents.

Lastly, the fifth chapter presents a general conclusion of the study along with some suggestions.