

Educational Facilities of the B.Ed Multimode Programme in Mizoram

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Abstract

B.Ed Multimode Programme is a teacher education programme implemented by Government of Mizoram in order to clear the backlog of untrained in-service teacher in Government secondary and higher secondary school in Mizoram. IASE Aizawl was assigned to serve as the study centre and to execute the programme. The quality of teacher education is greatly determined by the availability of resources. But mere availability of resources is not enough, the available resources should be in good quality and must be available in adequate and conform to the NCTE norms. This study was undertaken in the year 2020 and it aims to evaluate the quality of B.Ed multimode programme by examining the availability of infrastructural and instructional facilities, and human resources with reference to NCTE norms, 2014. It was found that most of the existing educational facilities available in the institution were conformed to NCTE norms, but there were few facilities that were not conformed.

Key Words— Multimode Programme, infrastructural and instructional, NCTE norms.

Keywords: Multimode, teacher education, curriculum, assessment and evaluation.

Introduction:

B.Ed Multimode Programme in Mizoram was started in 2015. It was designed to clear the backlog of untrained teachers who has been working in Govt. Provincialized school, Govt. Deficit School, Govt. Aided School, Govt. Lumpsum School and RMSA School. It has been developed on the recommendation of the Mizoram Education Reform Commission 2010. Among all Indian states, Mizoram stands out as the only state to have implemented the B.Ed Multimode programme.

Teaching is a noble and prestigious profession. In order to restore the prestige of the teaching profession, National Education Policy 2020 [1] suggests strengthening of teacher training institute. While curriculum, pedagogy, and faculty expertise are rightly emphasized, the physical infrastructure and facilities of a Bachelor of Education (B.Ed.) college play an equally vital. It is a known fact that teachers need to be trained to have quality education. But various educational facilities like infrastructural facilities, instructional facilities and human resources must be available. In other word, teacher education programmes must be provided with all the necessary educational facilities in order to improve the standard of education.

The status of teacher education program is largely determined by the availability and quality of educational facilities in the institution. The effectiveness and overall quality of the teacher training programme is determined to a great extent by the availability of learning resources, robust infrastructural facilities, the competence of faculty members, and the conduciveness of the institutional environment. Since learning is made possible with resources, therefore it is a vital importance that infrastructural facilities, instructional facilities and human resources must be available in adequate. Availability is not only important; it must also be in good quality. Chan [2] rightly observed that poor learning facilities can dissatisfies students which will lead to lowering their interest and enthusiasm in learning. Fagbohunka [3] found that there is a positive correlation between learning and facilities available in the institution. Many studies pointed out that exposure to hands-on resources fosters creativity, innovation, and critical thinking among teacher trainees. Teacher education programme equip with good quality educational facilities will produce competent teacher, and this competent teacher will determine the quality of national education system.

The purpose of teacher training institute is not merely to issue certificates and degrees to trainees, but to impart quality education to teachers. NCTE has formulated certain norms and standard to maintain the quality of teacher training college. In India, the quality of teacher education programme offer by Open Distance Learning institutions were usually in poor quality. Kumar & Azad [4] argues that some teacher training institutions tend to neglect essential aspects of quality such as infrastructure, financial resources, and curriculum. National Education Policy 2020 [1] suggested shutting down of all low standard and dysfunctional teacher education institution. B.Ed Multimode Programme, being a non-conventional mode of studies, has high chance of running the programme with low standard and therefore needs to be examined the availability and quality of educational facilities. It is necessary to examine the exact status of the programme to find out whether it worked according to the NCTE norms. The study is important for administrators, educational planner, teacher educator and trainees to ensure that the programme provide quality education in order to produce quality teachers.

The Government of Mizoram has assigned IASE Aizawl a key role in designing B.Ed multimode course and implementation of the Programme. Therefore, IASE serves as the study centre and all the resources like infrastructural facilities, instructional facilities and human resources available in IASE were used by Multimode Programme. Vanlalhruii [5] reported that the proposal and course design submitted by IASE was examined by the expert committee of NCTE and was subsequently approved it. But the quality of various resources and facilities in the study centre was never examined and therefore needs to investigate and study the quality with reference to NCTE norms.

I. Objectives of the Study:

The study was undertaken with the broad objective to examine the availability of infrastructural facilities, instructional facilities and human resources of B.Ed Multimode Programme in IASE, Aizawl with reference to NCTE norms.

II. Methodology:

Descriptive survey method was used to conduct the present study. The study involves empirical observation and analysis of the resources available in the study centre i.e. IASE, Aizawl.

III. Population and Sample of the Study:

B.Ed Multimode Programme has used IASE Aizawl as the study centre. The course design and programme implementation was also carried out by IASE. Therefore, the population and sample of the study was IASE, Aizawl.

Population and Sample of the Study:

Since IASE, Aizawl was serving as the study centre and the existing infrastructural facilities, instructional facilities and human resources have been utilized for the B.Ed Multimode Programme, the population and sample of the study was IASE, Aizawl.

Tool Used: The tool used for the purpose of data collection was a checklist which was developed by the investigator.

Data Collection: Data were collected through personal visits to IASE, Aizawl. The investigator has collected data using checklist and by having interview with the faculties, the Programme Coordinator, office assistants, librarian, and laboratory assistants.

Results and Discussion:

Here, investigation has been made to study the availability of various educational facilities at the Multimode Programme study centre i.e IASE Aizawl. After analyzing the collected data, it has been interpreted on the basis of various parameters and the findings were presented bellows:

1. Infrastructural Facilities:

i) *Land and Built Up Area:*

As per NCTE norms for running B.Ed Programme, the land area and built up area suggested for intakes of 50 students is 2500 sq.mts out of which 1500 sq. mts. shall be the built up area. An annual intake beyond 200 students, the specified land area is 3500 sq.mts. and the additional intake of one hundred students, built up area is to be increased by 500 sq.mts. The land area of the institution is found to be 7318.15 sq. mts. which conform to the NCTE norms and the built up area is 3072.33 sq. mts. which also conform to NCTE norms.

ii) *Faculty Room & Administrative Office:*

NCTE norms suggest that faculty room must be available for teacher educator. It is found that there were three faculty rooms in the institutions. However, there were no separate faculty rooms for teacher educators of

B.Ed Multimode Programme since faculty for Multimode Programme was employed from the existing faculty. As per NCTE norms, Administrative Office must be available for administrative staff. An administrative office was available in the Institution which was allocated for a separate office of Multimode Programme. It was found that there was four office staff including coordinator of multimode programme.

iii) *Multipurpose Hall:*

NCTE norms suggest that multipurpose hall of 2000 sq. feet with seating capacity of 200 must be available in the institution. It was found that multipurpose hall is available in the institution. The area of the multipurpose Hall was found to be 5360 sq. feet and the seating capacity is around 350. Therefore, it was conformed to the NCTE norms.

iv) *College Canteen, Parking Space & Toilet Facility*

According to NCTE norms, college canteen must be available that will provide mid-day meal and daily needs to students and staffs. It was found that there was one college canteen which was located inside the campus. However, there was another canteen near the institution which was not owned by the institution. NCTE norms suggest availability of space for parking of vehicle. It was found that there was a wide parking space for parking of students and staff's vehicles in the institutions. There were three parking spots which occupied a total area of 379.70 square metres. Therefore, it was conformed to NCTE norms. As per NCTE norms, the institution must have separate toilet facility for male and female students, for staff and for Person with Disability (PWD). It was found that separate toilet for male and female was available as per NCTE norms while toilet for PWD was not available in the institution.

v) *Drinking Water Facilities & Fire Extinguisher:*

NCTE norms suggest availability of drinking water facilities as it is important that the institution should have safe drinking water facilities to all trainees and staff. It was found that there were adequate drinking water facilities in the institution. NCTE norms suggest that safeguard against fire hazard must be provided in all parts of the building. It was found that the institution has adequate fire extinguisher in all parts of the building. Therefore it was conformed to NCTE norms.

Inadequate Availability of Infrastructural & Instructional Facilities:

Classrooms:

As prescribed by NCTE norms, one classroom is required for 50 students. It was found that B.Ed multimode programme has an intake capacity of 200 students in which all the students were kept in one multipurpose hall. As per NCTE norms, three or four classrooms should be allocated for huge number of students in this Multimode Programme. Therefore, the classroom that has been used for B.Ed Multimode programme was not conformed to NCTE norms.

Hostel Accommodation:

As per NCTE norms, there must be hostel for male and female student separately. It was found that the institution has hostel which was for only male students. There was no hostel for female students. It was found that hostel for female student was under construction. Therefore, it was not conformed to the NCTE norms. It was also found that there was no separate hostel for student who enrolled in B.Ed Multimode Programme. Students of B.Ed multimode programme came from different villages and towns needs a place to stay during the period of contact programme. Since hostel seat is very limited in the existing hostel which is for regular B.Ed and M.Ed students, therefore separate hostel is necessary for B.Ed multimode programme.

Library-cum-reading Room:

The intake capacity of B.Ed multimode programme is 200 and the seating capacity in library-cum-reading room was only 30 which did not conformed to NCTE norms for B.Ed multimode students as the norms suggested that the seating capacity must be 50% students.

2. Instructional Facilities:***i) Library-cum-reading Room:***

According to NCTE norms, B.Ed institutions must have Library-cum-reading Room where students and faculties could have additional support learning materials and resources to facilitate the teaching-learning programme. It was found that Library-cum-Reading room is available. The most common resource material in every library is books. As per NCTE norms, there must be at least 3000 books. It was found that there were 12,409 books including 7653 textbooks and 4756 reference books which conformed to the NCTE norms. Another important resource material available in the library was Journal. As per NCTE norms five refereed journals on Education must be available. It was found that the institution subscribes 16 journals on Education and other subject. Some of the journals were published in local language. There were also 18 magazines and 15 Newspaper. Newspaper includes six national newspapers and nine local newspapers.

NCTE norms also suggest that the library shall have photocopying facility and computer with internet facility. It was found that one photocopying machine was available where student and faculty can make photocopy of studying-teaching materials. It was also found that there were four computers with internet facility for the use of student and faculty.

The seating capacity was only 30 which did not conform to NCTE norms for B.Ed multimode students as the norms suggested that the seating capacity must be 50% students.

ii) Curriculum Laboratory:

According to NCTE norms, there must be curriculum laboratory with materials and resources relating to different areas of curriculum in pedagogy of science, mathematics, language and social science. It was found

that curriculum laboratory is available in the institution. Different materials such as educational charts, maps, globe, educational kits, educational model, handbooks, manuals and various science and mathematics equipment were available in the curriculum laboratory. Play materials use for various activities was also available in adequate. Therefore, Teaching Learning Material (TLM) was available in Science, Mathematics, Psychology, Social Science and Language subjects which was conformed to the NCTE norms.

iii) *ICT Resource Centre and Computer Laboratory:*

As per NCTE norms, ICT resource centre and computer laboratory must be available. It was found that there was ICT resource centre which was upgrade recently with better facilities. It was also found that there was computer laboratory where there were sufficient numbers of computer and printer. Internet connection was also available.

iv) *Educational Technology Equipment:*

NCTE norms suggest that different equipment of audio-visual related must be available for instructional facility. It was found that that Video Camera, Still Camera, Desktop Computer, Laptop, Projector and Television were the audio-visual equipment available in the institution.

v) *Games and Sport Equipment for Common and Indoor and Outdoor Games:*

As per NCTE norms, games and sport equipment must be available for holistic development of students. It was found that there were indoor games facilities such as table tennis, basketball, gymnasium etc. But there were no outdoor games available in the institution.

vi) *Teaching Learning Resource Centre for Arts and W.E:*

As suggested by NCTE norm there was teaching learning resource centre for Arts which was guide by Performing Arts faculty. But there was no teaching learning centre for W.E.

vii) *Nearby Secondary School:*

NCTE norms suggested that there must be sufficient number of secondary school within reasonably distance for field work and practice teaching. It was found that there were many nearby secondary schools within a distance of 5 kms which were both private schools and government schools.

viii) *Simple Musical Instruments:*

Simple musical instrument like guitar, drums and keyboard were available in the institution as suggested by NCTE norms.

3. Human Resource:

i) Faculty:

According to NCTE norms, for an intake of two basic units of 50 students each, that is total students' strength of 200, there must be 16 faculty members including Principal of the institution.

Table – 1 : Strength of Existing Academic Faculty

Designation	Number of faculties
Principal	1
Professor	1
Associate Professor	2
Assistant Professor	12
Total	16

As shown in Table 1, there were 2 Professor including Principal, 2 Associate Professor and the number of Assistant Professor was 12 which comprised a total of 16. For the regular B.Ed and M.Ed programme, the number of faculties is conformed to NCTE norms. But, as the intake capacity of B.Ed multimode is 200 which required 16 faculties, there is shortage of faculties from the existing faculties for both regular and multimode programme, and therefore it was not conformed to the NCTE norms. However, a number of guest faculties were employed according to the needs of the programme.

The existing faculties in the institution can be further analyzed in terms of their educational qualification. The educational qualification of faculties is presented in the following Table:

Table – 2: Educational Qualification of Existing Faculties

Principal's Qualification	Educational Qualification of faculties	Number of Faculties	Conformation with NCTE norms
M.A, M.Ed, Ph.D	M.A, M.Ed	4	Conform
	M.A, M.Ed, M.Phil	1	Conform
	M.C.A, M.Ed	1	Conform
	M.Sc, M.A, M.Ed	1	Conform

M.A (Edu), Ph.D	1	Not Conform
M.A (Edu), B.Ed, M.Phil, Ph.D	1	Conform
M.A, M.Ed, Ph.D	4	Conform
M.Sc, M.Ed, Ph.D	2	Conform

All faculty members possessed qualifications compliant with NCTE norms, with the exception of one individual who lacked a B.Ed. degree.

(ii) Administrative Staff:

There is a separate administrative office and a separate staff for B.Ed Multimode Programme. The current status of administrative staff is presented below:

Table – 3: Administrative Staff of Multimode Programme

Sl. No.	Name of Post	Number of Staff
1	Programme Director	1
2	Programme Coordinator	1
3	Asst. Coordinator	2
4	Office Assistant	1
5	Librarian	1
6	Library Assistant	1
7	Lab Assistant	2
8	IV Grade	2

NCTE norms suggested that there must be one office assistant, one account assistant, one librarian, one laboratory assistant, one storekeeper, one technical assistant. Table – 3 shows that there was one office assistant who is also an account assistant, two IV grade and one driver employed by the programme. Since instructional resource centres in the institution were used by students of multimode programme, staff employed by institution in the resource centres can be counted as staff of multimode programme. There were two laboratory assistant,

one librarian and one library assistant. The head of the administration is the Programme Director who is the principal of the institution. The administrative office was under the head of Programme coordinator who was the overall in-charge of the programme.

Conclusion:

National Education Policy 2020 strongly recommend of high standard teacher training institution to restore the prestige of teaching profession. For building of high standard teacher training institution, it is necessary to have proper resources. Since IASE played the key role in running the programme and because of all the existing necessary resources has been utilized by multimode programme, the programme can run smoothly. All the existing resources available in the institution were conformed to NCTE norms for B.Ed regular mode, but there were few resources that were not conformed for B.Ed multimode programme. However, the problems and challenges of the programme could be solved easily from the authority.

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