

A Study of B.Ed Multimode Programme in Mizoram

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Abstract

B.Ed multimode programme is one of the most remarkable programme that ever happened in the history of teacher education in Mizoram. It is a special teacher education programme designed to clear the backlog of untrained in-service teachers. Mizoram is the only State in the Country running B.Ed Multimode Programme. The first batch of Multimode B.Ed Programme was started in 2015. This study aims to evaluate the quality of B.Ed multimode programme by examining the availability of infrastructural and instructional facilities, human resources, admission procedure, implementation of programme, curriculum analysis and evaluation system with reference to NCTE norms, 2014. It was found that the curriculum, the assessment and evaluation system, and most of the existing resources available in the institution were conformed to NCTE norms, but there were few resources that were not conformed. It was also found that the admission and the implementation of the programme were slightly different from regular B.Ed programme.

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

Introduction:

The report of the National Education Policy 2020 states its introductory part with the sentence, “The teacher must be at the centre of the fundamental reforms in the education system” and adds, “Because they truly shape our next generation of citizen” (p.3). On the quality of education, the Education Policy explains that it is the teacher who is the most important agent for the reformation and transformation of education system. It is the teacher who shapes the future of our nation through educating the present citizens. Therefore, knowing that teacher is the most significant factor in the educational setting, it is necessary to improve quality of teacher in all aspects. This can be achieved by a sound teacher education programme.

Mizoram has a very short history of education, and formal education was started very late. In spite of this belated education, there has been a rapid growth of education in the state. Literacy rate and student enrolment in both elementary and secondary education is quite satisfactory. But there are many areas that need to be improved and to be developed in the education system. Besides high student enrolment and literacy rate, a good teacher education programme is important so as to have quality education and to meets the needs of the society. According to Kothari Education Commission (1964-66), in order to have qualitative improvement of education, the existing teacher education programmed must be improved. But unfortunately there are so many problems in teacher education across the country. Especially in Mizoram, teacher education is in a very difficult situation. There are only a few number of teacher training institutes which could not suffices the needs of the people. For many years, IASE was the only teacher education institution where B.Ed

programme can be studied and that could not suffice the needs of producing trained teachers. Mizoram is not having any private teacher education institutions. Most of the B.Ed institutions in Mizoram are managed by the state government. Therefore, there are so many untrained in-service teachers in the state.

The Mizoram Education Reform Commission (2010) recommended introducing of Multimode B.Ed Programme in order to clear the backlog of untrained in-service teachers in Secondary and Higher Secondary Schools in Mizoram. The Government of Mizoram had formed a special Task Force of Education Reform Commission which had taken up the necessary works for the formation of Multimode B.Ed Programme. According to Prof. Vanlalhruii (2015), the Principal of IASE Aizawl, in the preparation of Multimode B.Ed Programme in Mizoram, IASE Aizawl was assigned the key role for designing course and also played a vital role in formulating the proposal of the Programme. The proposal and course design submitted by IASE was carefully examined by National Council for Teacher Education (NCTE) Expert Committee regarding the Norms and Standard for Bachelor of Teacher Education Programme. Subsequently, it was approved by NCTE and Mizoram University in November 2014 following the NCTE Regulations for B.Ed curriculum framework. A Memorandum of Understanding (MoU) was signed between IASE, Aizawl and Government of Mizoram vide School Education Department.

The Programme was designed to have annual intake capacity of 200 In-service teachers. IASE, Aizawl is serving as the study centre and the existing faculties and the existing infrastructural and instructional facilities like building, ICT resource centre, curriculum laboratory, library etc has been utilized for the multimode programme.

Review of Related Literature:

Jyoti (2016) conducted a study on Teacher Education in Himachal Pradesh. Out of 57 teacher training colleges from six districts, a total of 10 colleges were selected for sample. The study found that Out of 10 colleges 5 college were in conformation with NCTE norms. All the sample colleges have adequate buildings. 20% of sample colleges were lack of Laboratory facilities. 60% of sample colleges were not having Principal appointed in conformation with NCTE norms. It was found that 17.5% of academic faculties were having Ph.D and 64.5% of Ph.D faculties were regular. 16% of the student teachers felt that due to the poor hostel facilities and limited seat, they have to rent room with higher charges. 26.25% of student- teacher wanted the medium of instruction to be Hindi.

Suleman et al. (2011) conducted a study to evaluate the effectiveness of the teacher training programmes offered by Institute of Education Research, Kohat University of Science & Technology, Pakistan. Some prospective teachers from Kohat University of Science & Technology were selected randomly as a sample for study. The study found that B.Ed programme has positive effect and it meets the need and requirement of prospective teacher. The study also found that B.Ed program has some weak points – it does not introduce modern concept about teaching and learning and it does not provide sufficient base for research. The result of the study showed that Educational Research subject need to be reviewed and modernized to make it beneficial for the solution of current and future problem in education and society.

Harichandan (2008) conducted a study on In-service teacher education programme in India through technology mediated learning with an objective to study the organization of personal contact programme for the conduct of lectures and practice teaching lessons. The sample for study

consists of all the NCTE approved Open Distance Learning (ODL) institutes. The study found that if distance education were well designed it can work effectively.

Walia (1992) made a critical study on teacher education programme in North India. The study was conducted to find the weakness and dysfunctionality of the curriculum transacted in teacher education programme. The major findings of the study were: 1) the curriculum of teacher education programme at secondary level has lacked of uniformity and definite definition. 2) the admission procedure in most of the institutions was found to be unsatisfactory regarding late admission. 3) four year teacher education programme was found to be more preferable than the current one year B.Ed programme.

Significance of the Study:

Multimode B.Ed Programme in Mizoram has never been studied by any researcher so far, and therefore it is difficult to know the exact status of the Programme and the exact quality of education it imparted among the in-service teachers in the secondary level in Mizoram. The quality of B.Ed multimode Programme will determines the quality of the in-service teachers, which will determines the quality of education imparted in government school and government aided school especially in rural areas. Thus the case study of B.Ed Multimode Programme in Mizoram will help us to know the standard of the Programme and ultimately the quality of education it imparted in the secondary level in Mizoram. This knowledge will help the educational administrator how to improve the Programme in various fields.

Objectives of the Study:

The main objectives of the study are:

- i) To find the admission procedure and mode of selection of student-teachers.
- ii) To examine the availability of various educational facilities and resources with reference to NCTE norms.
- iii) To study the implementation of the programme
- iv) To examine the assessment and evaluation system
- v) To find the challenges of the Programme

Methodology:

Descriptive Survey method was used to conduct the present study. Both primary and secondary data were collected through personal visits to IASE, Aizawl. Primary data were collected using the checklist and having interview with the faculties, the Programme Coordinator, Office assistants, librarian, and laboratory assistants. Secondary data were collected from official website of institutions, publications, office documents, reports published by state government, reports published by NCTE, Prospectus of multimode programme. Some data were also obtained by close observation

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.

Tool Used:

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

Result and Discussion:

After analyzing the collected data, it has been interpreted on the basis of various parameters and the findings were presented bellows:

1. Admission Procedure:

NCTE norms suggested that there shall be a basic unit of 50 students, with a maximum of two units. However, due to the urgent need and high demand for clearing the backlog of untrained in-service teacher, a huge number of students need to be enrolled in multimode programme. The Programme was designed to have annual intake capacity of 200 student-teachers.

As per NCTE norms, admission shall be made on merit basis of marks in the qualifying examination and/or in the entrance examination conducted by the institution or any other selection process as per the State Government's administration and the University. However, students in B.Ed multimode Programme were selected from in-service teachers working in different Government School before 2015. Most of the teachers were teachers employed in RMSA School, Government aided School, Deficit School and Lumpsum Aided School. The selection of student-teachers was conducted by Directorate of School Education Department, Government of Mizoram. The School Education Department selected teachers from the list of untrained in-service teachers working in Secondary and Higher Secondary School submitted to the Mizoram University. The criteria of selection was based on the fact that untrained in-service teachers from purely Government School were in the first priority and then in-service teachers from Deficit School, Adhoc aided and Lumpsum aided School will follow. The selection criteria were also based on according to their seniority. Senior teachers were given priority in the admission for B.Ed multimode programme.

2. Infrastructural & Instructional Facilities:

Since IASE Aizawl is the study centre of B.Ed multimode, the existing infrastructural and instructional facilities were utilized by the student-teachers of multimode programme. Most of the facilities were available in adequate and conformed to the NCTE norms. However, there are some facilities that were not available and which do not conform to NCTE norms. As per NCTE norms a huge number of 200 students must utilize three or four classrooms, but it was found that only one classroom i.e multipurpose hall has been utilized for 200 students of multimode programme. There was no separate hostel for female students. Hostel facility is available for only male students and the seats were very limited. Besides this discrepancy, there was no separate hostel for students of multimode programme.

Table – 1: Infrastructural and Instructional facilities

Items	Availability	Conformation with NCTE norms
Classroom	Available	Not Conform
Multipurpose Hall	Available	Conform
Seminar Room	Available	Conform
ICT Resource Centre	Available	Conform
Library cum Reading Room	Available	Not Conform
Curriculum Laboratory	Available	Conform
Teaching Learning Resource Centre for Arts and W.E	Available	Conform
Simple Musical Instruments	Available	Conform
Educational Technology Equipments	Available	Conform
Faculty Room for guest faculty	Not Available	-
Administrative Office	Available	Conform
College Canteen	Available	Conform
Toilet Facility	Available	Not Conform
Parking Space	Available	Conform
Fire Extinguisher	Available	Conform
Hostel Accommodation	Available	Not Conform
Drinking Water	Available	Conform
Games and Sports Equipment	Available	Conform
Multipurpose Playfield	Not Available	-
Nearby Secondary Schools for Internship	Available	Conform

3. Human Resources:

As per NCTE norms, for an intake of two basic units of 50 students each, that is total students strength of 200, there shall be 16 full-time faculty members. It was found that there were 2 Professors, 2 Associate Professors, and 12 Assistant Professors. Therefore, the total number of full-time faculty members was 16 which was conformed to the NCTE norms. But, there were also existing programme, that is regular B.Ed and M.Ed programme and therefore, there is a shortage of faculty in multimode programme. However, guest faculties were also employed in the programme to meets the shortage of faculties. It was also found that all the educational qualification of faculty members was conformed to the NCTE norms except one faculty.

4. Feature of the Course:

The duration of the B.Ed Multimode Programme is of two academic years divided into four semesters. Student-teachers have to attend class for one and half months in each semester. No leave of any kind is officially permissible during the entire contact programme. Attendance is strictly maintained and full attendance in theoretical and practical classes of the contact programme is required as eligibility for sitting in the final examination. The course includes both theory teaching-learning activities and practicum which are almost in equal portions. Practical works includes micro-teaching, simulated teaching, practice teaching in school, etc. which is one of the most important parts of the course. School Internship is engaged in their respected schools where student-teachers have been working. The Headmaster of the respected schools will supervised them. Semester examination is conducted by Mizoram University.

5. Implementation of the Programme:

In the beginning of the semester, an academic calendar was prepared for all activities. The multimode programme committee has also designed and prepared Time Table. This makes the programme run smoothly. B.Ed multimode Programme was designed to carry out instruction in various subjects through self-study at home, school based and face to face modes. The medium of instruction and examination was found to be English. Notices, Circulars, Announcements, Special addresses, etc. have been done in English. Personal Contact Programme was conducted for a period of one and half months in each semester for instruction and transaction of curriculum. Unlike other part-time B.Ed Programme, the B.Ed Multimode Programme in Mizoram is conducted through face to face mode during the contact programme which is a very remarkable feature of the Programme. Transaction of curriculum has done in various methods during the contact period. The most common methods were lecture method, demonstration method, group discussion method, seminar method and problem-based learning method. Utilization of library resources is also remarkable method of learning used in the multimode programme. A couple of specific topics were given to trainees and they have to use library to collect necessary materials for their assignment. It was also found that various teaching-learning materials were also used during curriculum transaction. Visual aid like pictorial chart and powerpoint presentation were commonly used by faculty. All complaints and grievances can be addressed through appropriate channels.

Morning assembly was conducted every Wednesday on a working day during the contact programme and all students should attend the assembly. A candidate who does not fulfill the conditions of minimum attendance will not be allowed to take University examinations and will have to discontinue the programme. Study materials were provided to the learners for continuing self-study after the Personal Contact Programme was over. A couple of common home assignments were given to the learners in order to enhance the teaching-learning process and to assess their level of understanding. Arrangement was made with a number of nearby Secondary Schools for practice teaching and school-based activities. Candidate has to be normally clear all his/her courses within 4 (four) Semesters (i.e 2 Academic years) from the date of his/her admission into the B.Ed Course.

6. Assessment and Evaluation

To determine teacher trainees' performance and achievement, formative evaluation and summative evaluation is conducted through class test and examination. Semester examination for

the B.Ed Multimode Programme is conducted by the Mizoram University. At the end of each semester, examination is held as per Scheme of Examination given as under:

Table – 3: Scheme of Examination

Sl. No.	Semester-wise break up	Course Paper	Marks Allocation	
			Theory	Practicum
1	Semester – I	A1, A2, A3 (Theory) D5, E1 (Practicum)	300	50
2	Semester – II	B1, B2, B3, B4 (Theory)	400	0
3	Semester – III	C1, C2 (Theory) D1, D2, E2 (Practicum)	200	100
4	Semester – IV	D3, D4, D5, D6 (Practicum) Final Practice Teaching	0	350
	Total	18 Courses	1400 marks	

The pass mark for the semester examination of the B.Ed Multimode is same as the Regular B.Ed Course under Mizoram University. Practice teaching was assessed by an external board of Examiners appointed by the University. A candidate should get a minimum of 35% marks in each paper both in the written examination and in the sessional part separately with a minimum of 40% marks in aggregate in the combined marks. A candidate should get a minimum of 50% marks in each practical course and in the aggregate of all practical courses. Practice teaching will be assessed by an external board of Examiners appointed by Mizoram University. Candidates who have passed all the examination of multimode B.Ed degree in each semester shall be awarded division/marks/grades according to the marks secured by them. Those who fail to clear the sessional and practicals may repeat in the parts which they failed only once in the consequent semester of the subsequent year.

Challenges:

- i) **Classroom:** One large multipurpose hall was used as classroom for huge number of 200 students of B.Ed Multimode Programme which is not conformed to the NCTE norms. As per NCTE norms there must be four classrooms for 200 students.
- ii) **Hostel Accomodation:** It was found that the institution has no hostel for female student which was not conformed to the NCTE norms. It was also found that male hostel seat was so limited that students of Multimode Programme have no chance of getting hostel accommodation.
- iii) **Academic Faculty:** It was found that there was shortage of faculty in the institutions for teaching of huge number of B.Ed multimode students and regular students of B.Ed and M.Ed. In this case, student-teacher ratio was also not conformed to the NCTE norms.

- iv) **Crash Course:** Due to the short duration of personal contact period, the course was studied with rapid and intense which will not meet the needs of the learner.
- v) **Trainees and Teacher Educators interaction:** It was found that interaction opportunities for trainees and teacher educator were not sufficient. This may be also due to the short duration of personal contact period.

Conclusion:

National Education Policy 2020 strongly recommend of high standard teacher training institution to restore the prestige of teaching profession. Teacher training college is one of the most important agencies where teachers were mold to acquire all the necessary skills and qualities. A large number of untrained in-service teachers of secondary schools were a matter of concerns and issues in the education sector of Mizoram. Multimode B.Ed programme become a great solution to clear the backlog of untrained in-service teachers in Mizoram. It is well known that the conventional/regular mode of B.Ed programme is much better than non-conventional/part time/distance mode of B.Ed programme in all aspect. However, the overall quality of B.Ed multimode programme in Mizoram was not much poor and showed many significant benefits to the in-service teacher trainees.

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