



SWOT Analysis of B.Ed. Course

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Abstract:

In a recent initiative, the MHRD has restructured the teacher training system by doubling the duration of teacher training courses i.e. Bachelor in Education (B.Ed.) and Master in Education (M.Ed.) from one year to two years. Now, the moot question is – Isn't it superfluous?. There are wide gaps between the teaching competencies expected and practiced. It has raised many questions regarding B.Ed. course. So the researcher thought that one should examine the issue at the grass root level. If a SWOT analysis is made, it will objectivity enable academic and students to examine the system as a whole. SWOT analysis of the B.Ed. course leads the reader what are the strengths and weaknesses of the course, what are opportunities which can lead to strengthen the course and what are the challenges which help us to convert them in opportunities in possible way.

Keywords: SWOT, B.Ed. Course

1. Introduction

The NCTE has been established by an Act of parliament (Act No. 73 of 1993 with a view to achieve planned and coordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected there with. To attain these objectives Justice Verma Commission (JVC) in its report entitled “ Vision of Teacher Education in India Quality and Regulatory Perspective ”, (August-2012), had suggested a number of reforms in teacher education to be carried out by the NCTE as a regulatory body for planned and coordinated development of teacher education throughout the country, for regulatory and proper maintenance of norms and standards. One of the main observations and recommendations made among others, included, “The duration of programme of teacher education needs to be enhanced in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue” The National Curriculum Framework for Teacher Education (NCFTE) also suggested the same eg. to increase the duration of B.Ed. and M.Ed. course for two years. From June'2015, the duration of B.Ed. & M.Ed. course increased from one year to two years. The latest Teacher Education Regulations seem to be highly idealistic. The question is how to convert idealism into realism. There are numerous issues and concerns. With the latest NCTE Regulatory Norms and Standards there is immediate storm in the field. The offspring of Justice Verma Committee (JVC) in the form of Nov-2014 NCTE Regulations has resulted into high resonance in the Teacher Education national level to reflect on these regulations and enunciate objectives, design curricula, media and modes of transaction, and evaluation mechanisms with respect to most of the Teacher Education Programs. If a SWOT analysis is made, it will objectively enable academics and students to arrive at the difference in the worth, feasibility and enhanced teaching learning output between the prevailing two years B.Ed. course vis-à-vis previous one year duration course system.

2. SWOT Analysis of the B.Ed. Two years course

SWOT analysis of the B.Ed. Two years course helps us to come down to the earth. It clarifies the strength, weaknesses, opportunities and challenges of the system. Let's analyse it and know facts regarding the B.Ed. course.

3. Strength of the course

1. The duration of B.Ed. has been doubled with the assumption that it would provide professional vigoro and also comparability with International standards.
2. The teacher education programme curriculum comprises three integral parts-ICT, Yoga education, Gender and Disability/ Inclusive education which will be helpful to students for better understanding.
3. Much greater and intensive practical components such as practicum, school internship and other school based activities have been focused on for 20 (4 to 16) weeks internship duration in schools.
4. University/ affiliating bodies' autonomy has been duly recognized and appropriate status such as NOC for the said course from an affiliated body has been made mandatory for teacher education institutions
5. NCTE- NAAC MOU (2004) has been incorporated in the new regulations. Accordingly, each and every teacher education will have compulsory accreditation in every five years to know where the institute is.

4. Weaknesses of the course

1. Faculty has not been appointed against vacant positions for a long time, including the department of education in granted colleges. There is a shortage of qualified teaching faculty in self financed institutions.
2. The institution has to appoint full time health and physical teacher, Fine Arts teacher and performing Arts teacher. As per UGC norms, what will be their work load? Is it feasible to appoint full time teacher for said course? No qualified teachers are found in the said subjects. Such type of problem is seen for the teachers of perspectives in education. There is a scarcity of these teachers.
3. Regulations do not prescribe specific norms of fee structure and salary of faculty and staff particularly for institutions under self-financial scheme.
4. Previously B.Ed. colleges were run under old regulations so buildings of the colleges were framed as per old (existing) regulations. But the 2014 regulations say that each unit of 50 students should be taught separately. Other facilities are to be increased. Now how is it feasible to change the facilities, infrastructure in old building? Will all the societies be able to reconstruct the building? From where will they collect the funds?

5. Opportunities of the course

1. The Teacher Education Institutions can design compatible curricula and syllabus for the enhanced duration of the Teacher Education Programs well in advance of the commencement of the Academic year 2015-2017.
2. Professional Development Programs can be organized by various agencies and institutions to enhance the faculty development.
3. Quality enhancement of the Teacher Education program can be scientifically analysed at the functional level.
4. There can be entrepreneurship Education in Teacher Education with immediate effect.
5. There can be Inputs on how to Design and Implement self supportive projects.
6. M.Ed. students can be engaged with pre-service Education to minimize the shortage of teaching staff,
7. Having sufficient time of teaching –learning process, the institution can do many co-curricular activities to focus on TQM in Education.
8. B.Ed. and M.Ed. students can be associated with the institution involved in Text Book Development, Education Policy, Planning, Formation and Implementation, and Educational Administration and Management.
9. The self-financed institution which get NAAC Accreditation in time, should be given grant for faculty and library development and for student support by UGC.

6. Challenges of the course

1. The college teachers who pass TET, TAT or H-TAT examination leave the institution and join in primary school, high school or DIET. There is a retention of faculty is a problem for self-financed institutions.
2. As per the regulations-2014, internship programme is prescribed for 20 weeks. Will the schools give permission for internship and practice teaching?
3. Now a days, the fee structure of the students is as per the criteria-2004. No fees is increased. Self-financed colleges have a shortage of sufficient funds. So the institutions can't spare funds for academic and professional development of faculties.
4. (4)Having insufficient funds, the institution can't develop research and consultancy culture.
5. Due to 2 years B.Ed. course, there has been a steep fall in enrolment of students. It approximately ranges from 10% to 40% of the total intake capacity of an institution.
6. Many B.Ed. colleges have been established in all over Gujarat during last years. The course has lost its charm. So institutions give unhealthy attractions to the students. Students seek short cut. It harms the system. The colleges which try to maintain norms have to suffer a lot. Thus competition with other teacher training institutions is a problem.
7. Now a day, students do not obtain classes in many teachers training institutions. The study has become external course. In some institutions students rarely go to the college. What type of training will they get sitting at home?

7. Conclusion

When the NCTE has forced all the B.Ed. institutions of the country to implement the course for two years, the institutions have to think how to run the course smoothly and maintain quality of teacher-education. There are some hurdles for running institution properly. The NCTE should not look at only physical infrastructure of the institution but also inquire of what the institution do for overall development of the teacher-trainees. The NCTE should not be highly idealistic, but come clown to the earth and justify the course.

Reference

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