

SWOT Analysis of Teacher Educators in B.Ed. Department under West Bengal State University in West Bengal, India

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ABSTRACT

The present study mainly intended to find out the strengths, weaknesses, opportunities, and threats of B.Ed. Department, Gobardanga Hindu College under West Bengal State University in West Bengal, India with respect to various aspects of Teacher Educators. It also enquires about the attitude of Teacher Educators towards the elementary two years Teacher Education Programme and the teaching aptitude of student-teachers studying in this institution. Through the strengths, weakness, opportunities, and threats (SWOT) method, this paper analyses the advantages and disadvantages of Teacher Educators in rural Gobardanda, North Twenty Four Parganas district at present as well as the existing opportunities and potential threats. In this study classify the teaching experiences of in the Teacher Training College from the academic year 2015-17, 2016-18, and 2017-19. The objective of the study is to present a brief review of the Teacher Educator's contribution, exercise, best practices and focused on the significance of concerns, activities, and context. The methodology of the study is a mixed type involving interpretative, analytical study of documents, survey questionnaire, interview, observation and study secondary sources, like books, articles, journals, thesis, university news, expert opinion, and websites, etc. Finally, meaningful suggestions are offered.

1. Introduction:

The National Council for Teacher Education (NCTE), was working as an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT), since 1973. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August 1995.[1]. SWOT analysis is a framework that deals with Strength, Weakness, Opportunity, and Threat (SWOT). In reality, any educational institute can be evaluated with its help. SWOT analysis assesses internal and external factors, as well as current and future potential. An affluent colleague reviews a special role in the teaching process at an institutional level to provide additional, independent proof of the quality of education and academic promotional education. It is important to segregate the creative fellow reviewer's expertise from professional peer review to professional development and self-improvement (Crisp, Geoffrey, 2018). Using the SWOT Framework, an effective method to understand the strength, weakness, scope, opportunity and teaching practices before the development of PRT (Peer Review of Teacher) programs. Based on the main consideration, the exact balance of transparency and the PRT's expectations of teachers are met (Thomas, Chie, Abraham, Raj, &Beh, 2014). Balamuralikrishna and Dugger give an educational example of SWOT analysis which indicates a useful way of examining current environmental

conditions around program offerings (Balamuralikrishna and Dugger, 1997). The educational qualification and experience of teachers are some of the relative indicators for the quality teachers (Hadded, 1985). In order to facilitate the new system for teachers' education in the future needs to be human and intellectual qualities that will facilitate a fresh approach to teaching. The government must give instructions for fundamental education policies and the importance of improving the teacher's qualifications. Enhancing teacher quality and motivation all countries must have priority (Delors, et al, 1996). Most of the Teacher Training Institutes do not have the necessary facilities to make teachers or there is a lack of desire to use these benefits or there are not enough trained human resources to use these benefits (Pandey, 1997).

This paper describes the strengths, weaknesses, opportunities and various aspects of Teacher Educators in B.Ed. department, Gobardanga Hindu College under the West Bengal State University of West Bengal, India. Reviewing the teachers' educationists (TEs), managing power, vulnerabilities, opportunities and threats will be raised through the curriculum narrative. This article deals with the importance of teacher education quality, satisfaction, student outcomes, innovation, teaching skills, gender, etc. and the results of the analysis, analysis are reported. The discussion will report the impact of the implementation of the SWOT framework for teacher educators in the Teacher Training College.

2. Statement of the Problem:

The major aim of the present study is focused on SWOT analysis of Teacher Educators at pre-service teacher training college level. Hence the study is entitled as “**SWOT Analysis of Teacher Educator’s In B.Ed. Department under West Bengal State University in West Bengal, India.**”

3. Definition of Key Terms:

The operational definitions of the terms used in the title are given below.

SWOT Analysis: A Technique that enables a group to move from everyday problems. SWOT ANALYSIS look at your strengths, weaknesses, opportunities, threats.

‘S’ for Strengths.

‘W’ for Weaknesses.

‘O’ for Opportunities and

‘T’ for Threats.

Teaching:

The teacher is someone from whom we can learn something. He will be on one side, our friend, on the other hand, as a guide and father. Actually, our greatest teacher is this nature. But in the classroom, we understand something else. We call teacher’s work as teaching. Teaching is a social process. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gagne, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person."

Skinner- Teaching is the arrangement of contingencies of reinforcement."

Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity."

Teacher education:

Teacher education is seen as a continuous process, which begins with initial training and continues throughout the teacher’s professional life.

Teacher education = teaching skills + pedagogical theory + professional skills.

Teaching skills: the teaching skills provides various teaching strategy, methods, different approaches, techniques, and training practice.

Pedagogical theory: pedagogical theory includes the philosophical, sociological and psychological considerations.

Professional skills: professional skills include soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills, advanced technologies, communication skills, and all lifelong learning skills

Teacher Educators:

Teacher educators are a heterogeneous group. They work in different settings (Lunenberg, 2010). There is a growing group of school-based teacher educators, co-operating with university-based teacher educators and their students

(Cochran-Smith, 2003; Van Velzen and Volman, 2009). Some teacher educators have a single school-subject as their main field of interest, others have a background in pedagogy or psychology. In addition, teacher educators are increasingly expected to support the continuous professional development of teachers and to conduct research (Koster, Dengerink, Lunenberg, & Korthagen, 2008; Swennen, Jones & Volman, 2010).

Teacher educators play the role of the teacher in Teacher Training College. Teacher Educators are those educational professionals who are responsible for the training and development of teachers.

4. Objectives of the Study:

This study is specifically designed to:

- To find out the adjustment in collaborative work.
- To compare between the senior teacher educators and young teacher educators.
- To find out the opportunity of faculties.
- To compare teacher educators strengths with its weak points.
- To find out the key functions of teacher educators with help of SWOT analysis.
- To study the professional quality of elementary teacher educators.

5. Methods of data collection and analysis:

This study employs an interpretative approach where qualitative data were collected and analysed by document study. The researcher collected data from survey questionnaires administered to students and faculty, interviews of senior faculty and department chairs, and document analysis of program and policy documents. This study secondary sources, like books, articles, journal, thesis, university news, expert opinion and websites etc.

Population:

The population of study included all Teachers of B.Ed. (elementary) session from 2015 in the B.Ed. Department, Gobardanga Hindu College under West Bengal State University.

Purpose of study:

To explore the roll of Teacher Educators by using SWOT analysing. Finally makes an interpretation which comes from SWOT summary.

This study was conducted in following three dimension as

- Strengths of Teacher Educators.
- Weaknesses of Teacher Educators.
- Opportunities of Teacher Educators.
- Threats of Teacher Educators.

Delimitations:

The study was delimited to B.Ed. elementary program of B.Ed. Department, Gobardanga Hindu College under West Bengal State University who had done their teaching from 2015 in this Training Institution. The prospective teachers only were taken as participants of the study.

Scope of the Study:

The study is specially directed towards find out SWOT analytical results of Teacher Educators at Teacher Training College. The study would be beneficial in the present context, since the teacher educator's key functionary and professional development. The investigator hopes that the findings of this study would provide information regarding the difficulties, strengths, opportunities and challenges in the training college.

Limitations of the Study:

There are some limitations of the study methodology. The collected data is relatively small number of survey participants (only teaching faculty) from the B.Ed. Department of Gobardanga Hindu College. The investigator selected severely Teacher Educators group for the present study. In the present study only four variables- strengths, weaknesses, opportunities, threats were taken into account.

6. College History:

Gobardanga Hindu College, a Govt. Sponsored co-educational Degree College affiliated to the West Bengal State University, Barasat, North 24Pgs. West Bengal, India, is an institution to reckon with. Previously, educated and renowned persons along with a number of college teachers of Doulatpur College, presently in Bangladesh, under the compulsion of the National War of Independence, came to the then India and established this college on 27th November, 1947, immediately after independence with a view to enlighten the young generation with the broader Indian milieu and culture. This college has about ten acres of land which enables our campus to become a green campus. This college have twenty two UG department, two PG department & one B.Ed. Department. This college got 'A' level NAAC accreditation in the 2nd cycle also. Establishment of B.Ed. department in 1st July, 1962.

7. SWOT Analysis of Teacher Educators in B.Ed. Dept. at GHC:

SWOT analysis gives a clear snapshot of the current situation of the education sector. Its importance comes from what you can do with the result of the SWOT analysis. After

you get the four categories of factors, start matching the strengths with the opportunities and threats. This way, you will quickly and easily be able to make the best out of your assets by taking opportunities and avoiding the negative effects of threats. Also, come up with a strategy to overcome the weaknesses and correct the mistakes behind them. The Institution offers 10method (or school subjects) subjects to the students. Three new Method subjects, Physical- Science, Education and Sanskrit, are introduced in the B.Ed. Department in the session 2011-12 and 2013-14. The Student-Teacher ratio in this department is 20:3, 100:7 & 100:14 in the year 2016, 2017 & 2018 respectively. Practice of regular "prayer song" before the starting of classes at B.Ed. Department. One of the rare institutions in the state to house a general degree college along with a B.Ed. department in the same campus. From the session 2014-15 the college has to conduct online admission procedure as 'stand-alone' basis as per West Bengal Government circulation and college has done it successfully. The B.Ed. department also has a syllabus with a distribution of four semester and the students prepare Term Papers, Seminar Papers and present these in an open seminar for evaluation. On October 6, 2015, a seminar was held on the 'Value-Education' jointly by the B.Ed. Department & Ramakrishna Mission, Jogadyan Math whose convener was Paramita Das Sharma, the Head of the Department. A Two Day National Seminar on "Innovative Pedagogy and Effective Teaching" (27th-28th February 2019) was organized jointly by IQAC and Department of B Ed of Gobardanga Hindu College whose convener was Dr. Brojogopal Chand, faculty of B.Ed. Department. The faculty members of B.Ed. Department guide their students for NET, SET, Primary and Secondary School Service Examination. Annually the B.Ed. department of this college publishes its college magazine 'Pathikrit' every year. The students of B.Ed. Department also make wall magazine which is published in the auspicious occasion of Teacher's Day every year with the help of teachers. The Students' Council of the B.Ed. Programme is formed through election by the students. Here is the extension lectures and interdepartmental exchange programmes conducted regularly. Currently, the number of seats in this Department is 100.

Table: SWOT analysis of Teacher Educators in B.Ed. Department, Gobardanga Hindu College under WBSU.

	Strengths.	Weaknesses.
Teacher Educators of B.Ed. at GHC	<ul style="list-style-type: none"> ✓ Highly qualified and experienced teaching faculty. ✓ Sufficient number of full time teaching faculties. ✓ Most of faculties engaged with research work. ✓ Most of faculty members are associated with national and international literary communities and societies. ✓ Senior faculty members are attached with Board of Studies. ✓ Some teaching faculty awarded national and international form. ✓ Some of the teachers, author of reputed books. ✓ Most of faculties attached with various 	<ul style="list-style-type: none"> ✓ Gap of experience between senior & young teachers. ✓ Innovation curriculum flexibility. ✓ Instant decision making. ✓ Collaborative team teaching. ✓ Unable to connect with student's personal level. ✓ Shortage of local research. ✓ Global teaching trends.

	National/International Committees, Editorial Boards and any other societies. ✓ Some of them lead the conference, workshop and seminar.	
Teacher Educators of B.Ed. at GHC	Opportunities	Threats
	✓ Only B.Ed. department with UG College in this entire district. ✓ Extracurricular activities facility are available. ✓ Personal development opportunity. ✓ Field work facility. ✓ Formation a framework of curriculum. ✓ Flexible work loads.	✓ Disableswell-furnished departmental Lab. ✓ Departmental library. ✓ Faculty study room. ✓ Personal PC.

8. SWOT summary:

In order to guide the new generation towards the future, there are professional skilled and skilled teachers. Many Teachers Training Institutions in India are working at different levels of teacher preparation. These organizations are expected to equip potential teachers with the latest methods, techniques and technologies for instruction. SWOT analysis means summarizing data with organized material in order to discover inherent facts. It involves a number of closely interrelated operations that are performed to get answers to research objectives. The purpose of the present study was to find out the strengths, weakness, opportunities and threats of teacher educators in B.Ed. programme at West Bengal, India.

To identify the major strengths, weaknesses, opportunities and threats of the Teacher Educators in B.Ed. programme at West Bengal, India:

- To study the research possibilities of faculties.
- To compare the attitude of teacher educators based on, experience, age and effective skills etc.
- To study the professional quality of Teacher Educators.
- Study on participation in refresher courses, educational seminars and workshops.
- Perception of teacher educators about the instructional process like as Curriculum transaction, use of audio-visual aids, science experiment etc.
- Perception of student teachers about the curricular activities like as library work, community living camp, social relations, co-curricular activities etc.

Strengths: Sufficient number of full-time teachers are highly qualified with experienced. They are involve various educational activities like as author of books, social activities, acting BOS membership, research work and so on. They maintain good relationship between student-teacher, male and female teachers and non-teaching staff also.

Weaknesses: researchers found that minimum number of teachers unable to use ICT. There is a lack of global research. Use of smart class and online teaching not quite.

Opportunities: This is one of the Institution of West Bengal State University. They can formation a framework of curriculum. Here are present of co-curriculum flexibility.

Threats: Researchers found that most of the Labs are not well-furnished. There is no method subject wise library. Also, faculty research room, common study room, resource room and personal PC are not present here.

9. Recommendations:

- Should be develop research Lab for Teacher Educators.
- Should be build up a resource room.
- Should be enable to use ICT.
- Should be conducting seminar, workshop, conference etc. in relevant subject.
- Specialization in Teacher Education should be included as a necessary requirement for the teacher educators.
- Instructional facilities should be provide indifferent ways.
- Must be start professional development in cyclic order.
- The institution can further extends the M.Ed., D.EL.Ed. & four-years Integrated courses also.

10. Suggestions for Further Research:

- Further research are made based on the present study.
- SWOT analysis can be conducted by each teacher education institution for its own improvement.
 - A survey can be conducted to find out the attitude of student teachers in elementary teacher education institutions towards the two years programme.
 - It can be apply in graduate college, Universities and other any educational Institutions.
 - It can be extended in secondary, DIETs and pre-primary teacher education institutions also.

11. Conclusion:

In not only West Bengal, the whole nation India, the educational system is under transition as the newly implemented school curriculum is totally different from the old one literally. Institutional performance depends on several

factors: organization environment, strategy and its mission, adaptability and flexibility. Essential aspects of performance and quality in the Teacher Education Institutions can also be followed by a SWOT analysis. The strengths of an institution relate to the skills and the competences of the faculties, the teaching-learning resources and the Teacher experience of the institution. The weaknesses indicates the disadvantages or the deficiencies of the institutions and it concerns the field of research, the weak possibilities for development. Also, the weaknesses may be interpreted by the lack of teacher efficiency, financial support and flexibilities needed for the

development of the institution. The opportunities of an institution relate to the environment and may even be related to the continued development of technology as well as to the legislative changes or other changes. Both weaknesses and opportunities can be controlled but threats cannot be intercepted. The SWOT analysis has several advantages, disadvantages but it also has some limits. Finally conclude that SWOT analysis gives an over view of Teacher Educators in this Institution. It helps us to define teacher quality in present situations. It help us eliminate threats and weakness and capitalizing opportunities as well as identifying skills.

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