Teacher Education Institutions of Assam, India : A SWOC Analysis

[*]Krishna Devi Bonia& [**]Dr. Vivek Singh[**]

[*]Research Scholar, Dept. of Education, Rajiv Gandhi University, Arunachal Pradesh

[**]Assistant Professor, Dept. of Education, Rajiv Gandhi University, Arunachal Pradesh

Abstract

This article deals with identifying the SWOC of Secondary Teacher Education Institutions in Assam, India. The core idea is presented here with a view that Teacher education has been given a significant place in the reconstruction of the education of the nation. Upholding advanced curricula, improving and maintaining excellent teaching, and upholding academic standards in research and services are among the major challenges that have pulled the country's Teacher Education programme away from the advanced global mainstream. While educational institutions outside India provide quality facilities such as libraries, resources, faculty development programmes and research. But in case of Indian Teacher Education Institutions, the quality is not the same. This paper, made an effort to understand the present status of Teacher Education Institutions of Assam using SWOC analysis, a well-known technique of management studies.

Keywords: *Teacher Education, SWOC Analysis, Education.*

Introduction :-

The rapid growth of Teacher Education Institutions and Teacher Education Programme during the last several years characterized the Teacher Education scenario of today (Saxena, Mishra & Mohanty, 2020). In any developing country like India quality of teacher Education is the most significant factor affecting a nation's future and requires utmost care and continuous assessment to predict prospective outcomes. The need to examine and alter the existing system of teacher preparation is necessitated by rising competitiveness, rapid technological progress, mushrooming of the private teacher education institutions, a decline in quality, uncertain demographics, privatization, and globalization. Therefore, there is an urgent need for substantial reform in teacher education as a whole (www.mu.ac.in). It is the need of the hour that there should be clearly developed strategy and vision for the provision of Teacher Education. The policies should be created after considering the institutions' existing needs. A strategic plan's focus is on doing whatever is required to help the institution realize its vision, and its goal is to identify how resources will be distributed over time to realize the vision (Henard & Roseveare, 2012). The primary goal of strategic planning is to comprehend the environment through SWOC analysis. SWOC analysis plays a key role in strategic planning by aiding in the examination of the institutional environment. The SWOC Analysis of Teacher Education in Assam was thus intended to be performed as part of the study. As a SWOT Analysis conducted by **Nasreen in 2020** at the Allama Iqbal Open University in Islamabad (Pakistan) demonstrated results as that, like all formal and distance Universities in Pakistan and around the world; AIOU has SWOT and issues related to higher education. This study highlighted the numerous challenges faced by upper-level students including the delay in the research process and the absence of grants. The

teachers work additional hours with a lower pay package. Consequently, they have less time for study. Additionally, AIOU gives them less opportunity to travel for additional study abroad or to attend conferences and seminars. According to the study, AIOU should adopt policies to ensure that students receive their course materials, deadlines for assignments, workshop schedules, and diplomas on time. Additionally, teachers in the relevant departments should be permitted to supervise more students, their pay packages for MPhil and Ph.D.-level etc. All the B.Ed Institutions all over India have been compelled by N.C.T.E. to adopt the two-year B.Ed programme. B.Ed institutions must consider how to efficiently administer the programme while maintaining the caliber of teacher preparation. In this regard, **Patel (2018)** conducted a SWOT Analysis of the two-year B.Ed programme and discovered that the institution also has SWOT in relation to the institution's infrastructure, teaching faculties, student enrollment, and other factors. Another SWOT Analysis was conducted by **Das (2019)** on Teacher Education programme based on student's perspectives. The investigator come up with the up-to-date, flexible curriculum design to meet latest trends, proper guidance during school internship, satisfactory system of evaluation, scholarship available for reserved quotas, variety of instructional strategy adopted by faculties and encouragement of professional development stated as strengths. Weaknesses consist of lecture and assignment methods usually dominate the method of teaching and learning, no sufficient material available in learning resource centre, no sound career guidance provided and no online courses available. Opportunities includes increased employability prospects to be trapped, scholarship on merit, use of technological aids, satisfactory community services, high ranking of the university and availability of many learning resources to ensure academic excellence on campus. And threats includes less or no placement opportunities, lack of electronic publications, not so sound student welfare services and little post qualification teacher growth and development facilities.

Concept of SWOC analysis and Teacher Education Programme:-

SWOC Analysis

A major qualitative method in organizational assessment and diagnosis is SWOC is an acronym for Strengths, Weaknesses, Opportunities, and Challenges. This is a participative technique for organizational diagnosis whereby members collectively decide, rather identify, their strengths, weaknesses, opportunities, and threats / Challenges. (Mukhopadhyay, 2005).

Teacher Education Programme

Here teacher education refers to all the secondary teacher education institutions of Assam. The professionals who are engaged in this activity are called teacher-educators. Traditionally, teacher education was called as teacher training, however it has been renamed rightly because training is provided for routine and mechanized tasks and teaching can in no way be a mechanized activity because here, a teacher constantly deals with various types of learning environments with students having individual differences with respect to their intellectual abilities, interests, aptitude, etc. therefore, the teacher education programme is more relatable with the preparation of staff for the role of a reflective practitioner.

Objective of the study:-

To assess the Secondary Teacher Education Institutions through SWOC Analysis.

Research Methodology :-

Method used Survey method is used for the present study. SWOC sheets were distributed to student-teachers to gather feedback from sampled Teacher Education Institutions. The researcher conducted a descriptive analysis of each individual's feedback. Then, the researcher identifies common feedback across all Institutions, which resulted in identifying common themes.

Sample There were 64 TEIs in Assam. Out of which, 26 TEIs (30 %) were taken as a sample. A sample of 490 student-teachers (20%) has been selected from both Private and Govt. Teacher Education Institutions of Assam using purposive sampling.

Tool used SWOC Sheets has been used primarily for gathering the data relevant for the study. Data is also collected from secondary sources like books, magazines, journals, theses and websites etc.

Data Collection and Analysis:-

Qualitative analysis is used for data collection. Data were analyzed using content analysis as per the nature of the data.

Result and Discussion:-

The results and discussion containing a description of findings after SWOC analysis and interpretation of the results for significance of the study. Here are the results and discussion of the study :

Strengths of the Teacher Education Institutions

Teachers are the backbone of any institution. SWOC analyze that about 90.5 % of student-teacher feels that Teachers are very co-operative, energetic, and friendly. Some of the student-teachers feel that they are approachable and motivate them and give full opportunity to express themselves. Many of the student-teachers feel that the institute maintains good discipline. For example, one of the student-teacher said that **"the administrative staff is very nice"** About 47% of student-teachers feel that office staff is very co-operative and helpful. Some of the student-teachers feel that their Principal is the strength of the Institution. About 80% student-teachers feel that their Principal is very active and dynamic. 61% of student-teachers feel that institution is ideally located. Some of the student teachers feel that the institution is having available infrastructure and it is well maintained. About 56.5% of student-teachers feel that the infrastructure is good.

Weakness of the Institution

Lack of faculty is found to be the major weakness of the institution. Some of the student-teachers feel that lack of drinking water, lack of proper canteen in the institution is seen as the weakness of the institution. Library is not proper. Books are not available which affects the

studies of the student-teachers. About 53.8 % student-teachers feel that there is a dearth of books related to the curriculum in the library. Non-availability of Assamese medium books in the library is a major area of concern and seems to be the weakness of the institution. Many of the student-teachers feel that Toilet is not clean and hygienic. Water is not available 24x7. Few of the student-teachers feel that the Hostel is not proper or there is no Hostel facility in the institution. Sanitation of the institution is not proper as felt by some student-teachers. Many of the student-teachers feel that Infrastructure is not available as per the student ratio. There is a shortage of furniture like desk bench in the classroom. Few of the student-teachers feel that non-availability of permanent Principal makes the institution weaker.

Opportunities for the Institution

Location of the Institution is found to be the greatest opportunity for the institution. Some of the student-teachers feel that there is a provision of extension in the institution. Scholarship to the student is one of the great opportunities for the institution. Few of the student-teachers feel that hostel facility is one of the major opportunity students can avail. Another student-teacher put his statement in its SWOC as an opportunity as that **"B.Ed Colleges can conduct Workshops, Seminars time to time for all round development of students"**.

Challenges for the Institution

Shortage of teaching staff is the greatest challenge for the institution. Shortage of infrastructure also poses a threat and become a challenge to the institution. Many of the student-teachers feel that high amount of fees of the Institution is considered as a challenge for all private institutions. Some of the student-teachers feel that overcrowded classroom is a challenge to the institution. Lack of hostel, playground, auditorium, student common rooms are also considered as a challenge to the institution.

Discussion of the study:-

The present study aimed to conduct SWOC Analysis to assess the Teacher education Institutions. Study found that Teacher Education Institutions has also SWOC. But if the policymakers and Government adopts strategies in the light of SWOC, Teacher Education Programme has potential to become a quality teacher training programme at all levels especially in secondary level. It was found that the students face communication problems and exposure and fail to compete with real world situation but Internet and social media usage have it easier for many of the learners. Teacher Education Institutions have good Library facilities but due to lack of local medium reference books made it difficult for students to prepare for examination. But teachers provide study materials so that they can have a good base of the concept. Teacher Education Programme have a comprehensive Internship programme that help students to improve their teaching capabilities, skills etc. this is considered as opportunity to learners and strength for the programme. One of the most common complaints of the students is the fee enhancement, which is a challenge in enrollment as many students are from poor family background. If fee will be the same as that of government Teacher education Institutions, more students will prefer to do B.Ed course. Important aspect to consider in Teacher Education

Institution is that of curriculum with some irrelevant topics. Reform in curriculum development is required immediately to avoid the gap arise with rest of the world.

It is the need of the hour that the Government, Policymakers, Universities should adopt strategy in the light of the present SWOC. Careful consideration of factors identified in the present study will not only improve the quality of teacher education programme of Assam but also develop the students to compete with real world situations.

Suggestive measures:-

Teacher education programme need strategic planning in order to achieve its goal and improve the quality of teacher education institutions. Teacher education with strategic planning has been affected by public expenditure reductions; increased importance on efficiency in utilization of resource and management; and a strengthening of the policy and individual institution's planning role. The potential of strategic planning has been trumpeted as a major weapon to combat the upheaval being faced by teacher education as mentioned briefly above. Within an institution strategy can exist at different level.

After completing a SWOC Analysis, an organization will then use an analysis tool such as the Ansoff Matrix – to define the best growth strategy to achieve the chosen objectives (www.free-management-ebooks.com).

Ansoff matrix is one of the most widely used tools for conceptualizing the options available to an institution. Ansoff Matrix in Education assist institutions in reviewing strategic opportunities, which it may wish to consider, it is described in terms of the courses in which the institution operates. In this study Ansoff Matrix is presented as a suggestive measure below:

		PRODUCT	
		PRESENT	**NEW**
MARKET	**PRESENT**	**Market Penetration** Recruiting more students following existing courses and methods.	**Product Development** Recruiting more students following new courses and methods.
	NEW	**Market Development** Expansion of existing course and methods to new groups and non-traditional learners.	**Diversification** Development of new course and methods for new groups of students.

Figure 1. Ansoff Growth Matrix in the Teacher Education Programme. Source : Adapted from Ansoff, H (1957), Corporate Strategy.

***Market development*,** as the matrix implies shown in figure 1, involves institutions exploiting existing courses in new market areas.

Product Differentiation involves course innovations for existing market and may involve new courses derived from technical developments or adaptation and improvements (Kotler & Fox, 1995).

Diversification as strategic alternatives suggests that the institution will develop into segments beyond both existing courses and markets at the same time. Kotler & Fox, 1995) advocate for 'institutions to be more focused, to pay attention to costs and quality, to satisfy current students while attracting new ones, and to look for new sources of income (such as introducing DE.EL.ED.).

Conclusion :-

A SWOC Analysis is very useful to study Teacher Education Programme as it is relatively quick way to look at institutional strengths, weaknesses, opportunities and threats/challenges. The management and sustenance of quality in Teacher Education is a great challenge for the policy planners in the changing scenario. Quality has now become the keyword of present educational growth not only in India but also at the global level. Due to the unprecedented expansion of Teacher Education Institutions, it becomes very much significant to analyze the institutions time to time for improvement. And various strategic planning is needed for growth and development of any organization and to improve quality.

References :-

Ansoff, H. (1957). Strategies for diversification. *Harvard Business Review,* 35 (5), pp 113-124. Retrieved from www.free-management-ebooks.com

Andrews, K. (1971). *The concept of corporate strategy.* Homewood, IL: Irwin

Das, M. (2019). SWOT analysis of teacher education programme : A students perspectives. *International Journal of Teacher Education Programme : A students perspectives, 2*(9)

Dave, S.K. (2018). SWOT analysis of indian higher and technical education institutes. *GRD Journal for Engineering. Reaching the Unreached : A Challenge to Technological Development (RUCTD 2018)*

Dwivedi, R.P. (2016). SWOT analysis of different education systems. *InternationalJournal of creative Research thoughts, 4*(2)

Henard, F., & Roseveare, D. (2012). Fostering quality teaching in higher education: Policies and practices. An IMHE Guide for Higher Education Institutions, pp 7- 14

Kotler, P. & Fox, K. (1995). Strategic marketing for educational institutions. Prentice Hall.

Kumar, A. (2004). Science education in texas : A SWOT analysis. *Eight Annual Conference On School-University Partnerships,* September 26-28. San Antonio

Mukhopadhyay, M.M. (2005). Total quality management in education. Sage Publication, New Delhi

Nasreen K (2020). Strengths, weaknesses, opportunities and threats in higher education : a SWOT analysis of Allama Iqbal Open University Islamabad (Pakistan). *Asian Association of Open Universities Journal,* 15(3), pp 321-333

Orr, B (2013). Conducting a SWOT Analysis for Programme Improvement. *US-CHINA Education Review A,* 3 (6). David Publishing

Patel, A.M. (2018). SWOT analysis of B.Ed. Course. *International Journal of Research in all subjects in multi languages,* 6(5)

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (2020). Teacher education. R. Lall Book Depot. Meerut

Selvitopu, A. & Kaya, M. (2020). Looking inside the strategic plans: Strengths and weaknesses of turkish higher education institutions. *Qualitative Research in Education.* 9 (1), 41-53. Retrieved in 20/02/2021 from http://dx.doi.org/10.17583/qre.2020.4111

Singh, U. & Varghese, B. (2013). SWOT analysis of vocational courses in Kerala. Scholarly Research Journal for Interdisciplinary Studies, 1 (IV)

Team, F.M.E. (2013). SWOT Analysis. Strategy Skills [Ebook]. Retrieved from www.free-management-ebooks.com

How to cite reference of this paper-

Bonia, K. D., & Singh. V. (2022). Teacher education institutions of Assam, India : A SWOC analysis. *Educational Metamorphosis, 1*(2), 1-7.