



ANALYTICAL STUDY OF THE TRAINING PROGRAMMMES BY DIETs IN HIMACHAL PRADESH

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ABSTRACT

Training of in-service teachers is vital for their professional growth and development as it boosts up their teaching capabilities and helps them in mastering their teaching skills in an efficient way. It is an analytical study which focusses on the strengths, weaknesses, opportunities and challenges of training programmes conducted by District Institutes of Education and Training in the state of Himachal Pradesh. A sample of 4 Principals and 51 Teacher Educators of DIETs from four Districts namely, Shimla, Solan, Bilaspur and Kinnaur of Himachal Pradesh was selected and the survey method of research was used. Self-developed questionnaire was used for the present study. It has been found in the present study that the major strengths of in-service teacher training programmes were to enhance professional development among teachers and upgrading skill development of in-service teachers. Lack of motivation among in-service teachers and inadequate human resources were the major weaknesses but these programmes provide opportunities to the in-service teachers by giving favourable situations to them to grow professionally and to learn while they earn. Furthermore, knowing the difference between teaching children versus teaching teachers and transferring extensive and comprehensive knowledge of resource persons to the teacher trainees has proven to be one of the major challenges in the path of training programmes. The current study is of immense significance as it is an analysis of the training programmes to bring best out of them.

Keywords: *Analytical Study, District Institutes of Education & Training (DIETs), Himachal Pradesh, In-service Teacher Training Programmes.*

INTRODUCTION

Teachers are the reflection of the society and contribute to be the most important members of the society. Students of today are the future of tomorrow thus, teachers play a vital role in preparing students for their forthcoming perspectives. Therefore, training teachers is necessary which strengthens and perfects the teaching-learning process by bringing innovations in the educational

practices and making comprehensive and holistic improvement in the entire educational scenario. Time to time training of teachers is an important issue which needs an important consideration in the arena of teacher education.

At national level- National Council of Teacher Education (NCTE) and National Council of Educational Research and Training (NCERT), at State Level- State Council of Educational Research and Training (SCERT) and finally, at District level- District Institutes of Education and Training (DIETs) are doing wonderful job to equip teachers with theoretical as well as practical teacher education and training to accomplish their greatest potential.

REVIEW OF RELATED LITERATURE

Yazdani (2016) in a critical study on professionalism among teacher educators of District Institute of Education and Training (DIETs) in Delhi found that most of the teacher educators and principals agreed that the teacher educators attended the training programmes related to their subjects organized by different organizations which helped in the upgradation and development of teaching methodology of different subjects. Teacher Educators of District Institute of Education and Training, played a very essential role in elementary education at District level by training pre-service as well in-service and for the quality development of elementary education and it was suggested that the professionalism of teacher educators of DIETs should be very high.

Akhtar (2017) conducted a study on the opportunities and challenges of in-service teacher training of Science at upper primary level in the State of Uttarakhand and found that: (i) the major challenge faced was that the training need analysis compiled by DIETs were non-uniform, which made analysis difficult. When a teacher completed training at block level, one day follow up was planned for five months at their cluster resource centre. But at a cluster level, a smaller number of science teachers were placed. As a consequence, sometimes, only one teacher attended follow up training; (ii) resource persons did not possess thorough content knowledge and preparation before facilitation and objectives of the training were not fulfilled with due sensitivity and; (iii) training was not connected with day-to-day life experiences and there was no excursion to scientific laboratories and institutions to observe and understand various scientific tools and processes.

Longchar (2017) conducted a study on the effectiveness of District Institutes of Education and Training (DIETs) in Nagaland and found that: (i) the trainees participated in different programs conducted at the institution like- seminars, workshops, work experience, life skills, community work, field trips and other activities like short term training, projects, research work, survey, test, content enrichment program etc. It was found that all the activities were conducted frequently; (ii) the assessment and evaluation were mostly done by the principals, colleagues, student-teachers

and external experts; (iii) during training programmes sincere and hardworking teachers were awarded in the form of certificates and verbal appreciation and; (iv) it was observed that power point presentation (PPT) was utilized by few teachers and teaching-aids were available in different institutes such as charts, maps, globes, audio-visual aids and models were used by only few teachers.

Tyagi and Mishra (2017) conducted a study on in-service education of school teachers in India and found the following challenges: (i) non-availability of infrastructure and facilities; (ii) lack of a uniform policy framework for in-service teacher education; (iii) majority of teachers remain out of the orbit of in-service education/training and; (iv) most of the in-service activities are irrelevant to the needs of teachers and does not care to know about how a teacher implements his/her enhanced knowledge and skills in the classroom.

Singh et al. (2019) in their study on professional development of in-service teachers in India found that: (i) professional development programme of in-service teachers was important and needed; (ii) most importantly, there was need to have a well-planned in-service education programme with clearly defined objectives of growth and improvement of instruction and leadership skills; (iii) in-service education should be recognized as a part of institutional or organizational activities designed by government for staff development and motivation; (iv) organizers of in-service education should focus on job related tasks that were real, practical oriented and relevant to the participants and; (v) deliberate efforts should be made by the various institutions to provide adequate tables and chairs, classrooms, laboratories and boarding facilities for participants to facilitate effective instruction.

Siddiqui and Mughal (2021) in a study on teacher training in Pakistan found that teacher training is an integral part of teacher education. There are some serious problems with teacher training like attracting suitable individuals for teaching, equipping them with adequate and correct skills, lack of resources in teacher training institutions, demotivation among teachers to carry out their work effectively, unequal distribution of skilled and productive teachers, dual training system etc. However, pragmatic steps such as investment, eradication of corruption, strengthening institutes will help revamp teacher training.

Singh and Sinha (2022) in a study on the impact of in-service teachers training on school teachers found that there is a positive impact of in-service teachers training in developing knowledge, understanding and skills of teachers for managing classroom environment, maintaining discipline, interacting students by asking questions and getting prompt replies and evaluating students through class tests. Hence, training programmes had positive impact in certain areas of teaching/ classroom transaction but in certain areas as viz. method of teaching and handling of audio-visual aids are still out of this positive impact.

Mugarura et al. (2022) in their study on the role of in-service teacher training as a tool for

the student's performance in selected public secondary schools in Kisoro district found that: (i) in-service training faces a number of challenges such as: limited budget which limits the number of participants, limited time allocated to run in-service programmes compared to the content to be covered and lack of mastery of the subject matter/content by the facilitators; (ii) in-service training contributes positively in academic performance of the students through improved teaching-learning process by the proper training programmes and; (iii) when training programmes are introduced through best strategies and competent trainers the results are positive.

SIGNIFICANCE OF THE STUDY

This study was an attempt to analytically focus on the strengths, weaknesses, opportunities and challenges of in-service teacher training programmes. Training programmes play a vital role in strengthening the teaching abilities and skills of the in-service teachers. There are many weaknesses in the training programmes which need to be detected and eliminated to make these training programmes successful. Thereafter, there are various opportunities in the training programmes which must be realised for their proper functioning. Furthermore, challenges of the training programmes must be taken into consideration for the smooth functioning and future perspectives of better teaching-learning scenario. Hence, the present study is of prime significance as it focuses on all these essentials in a very pinpointed manner.

OBJECTIVE OF THE STUDY

- ❖ To analyze the strengths, weaknesses, opportunities and challenges (SWOC Analysis) of training programmes conducted by DIETs.

METHODOLOGY

To fulfil the objective as mentioned above the survey method of research was used in the present study.

Sample

The sample consisted of 4 Principals and 51 Teacher Educators from the four DIETs namely, Shimla, Solan, Bilaspur and Kinnaur of Himachal Pradesh through purposive sampling technique.

Research Tool

The questionnaire was self-developed to gain a comprehensive and authentic information about the training programmes. The validity and reliability of the questionnaire was also assured before administering it.

Procedure

The questionnaire was administered to the selected Principals and Teacher Educators of DIETs of Himachal Pradesh. The respondents were given detailed instructions as how to respond to the various items of the questionnaire.

ANALYSIS OF DATA

For the present study, the obtained information was tabulated and organized in the form of frequencies and was further analysed in the form of percentages.

FINDINGS AND DISCUSSIONS OF THE RESULTS

The collected data regarding the analysis of Strengths, Weaknesses, Opportunities and Challenges of Training Programmes was analysed, tabulated and interpreted as follows:

Table-1

Responses Regarding Strengths of In-service Teacher Training Programmes Conducted by DIETs

Sr. No.	Strengths	Principals (N=4)		Teacher Educators (N=51)	
		F	%	F	%
(i)	Enhances professional development among teachers	4	100	51	100
(ii)	Helps in promoting teachers to higher designation	4	100	49	96.08
(iii)	Upgrades skill development of head teachers/in-service teachers	4	100	50	98.04
(iv)	Rejuvenates the knowledge of head teachers/in-service teachers	4	100	48	94.12
(v)	All above	-	-	-	-

Table 1 shows that all the principals and 100 per cent, 98.04 per cent, 96.08 per cent and 94.12 per cent teacher educators stated that enhancing professional development among teachers, upgrading skill development of in-service teachers, promoting teachers to higher designation and rejuvenating the knowledge of in-service teachers respectively, were the major strengths of in-service teacher training programmes.

Table-2**Responses Regarding Weaknesses of In-service Teacher Training Programmes Conducted by DIETs**

Sr. No.	Weaknesses	Principals (N=4)		Teacher Educators (N=51)	
		F	%	F	%
(i)	Financial Crisis	-	-	11	21.57
(ii)	Inadequacy of physical resources	2	50	39	76.47
(iii)	Scarcity of human resources	3	75	40	78.43
(iv)	Lack of motivation among in-service teachers	4	100	49	96.08
(v)	All above	-	-	-	-

Table 2 reveals that 100 per cent, 75 per cent and 50 per cent principals and 96.08 per cent, 78.43 per cent, 76.47 per cent and 21.57 per cent teacher educators clarified that lack of motivation among in-service teachers, scarcity of human resources, inadequacy of physical resources and financial crisis respectively, were the major weaknesses of in-service teacher training programmes.

Table-3**Responses Regarding Opportunities of In-service Teacher Training Programmes Conducted by DIETs**

Sr. No.	Opportunities	Principals (N=4)		Teacher Educators (N=51)	
		F	%	F	%
(i)	Provides favourable situations to the in-service teachers to grow professionally	4	100	48	94.12
(ii)	Helps in e-learning	3	75	45	88.24
(iii)	Gives exposure to the expertise and experience of mentors and advisors of education system	3	75	42	82.35
(iv)	Gives opportunity to the in-service teachers to learn while they earn	4	100	47	92.16
(v)	All above	-	-	-	-

Table 3 depicts that 100 per cent and 75 per cent principals and 94.12 per cent, 92.16 per cent, 88.24 per cent and 82.35 per cent teacher educators responded that training programmes give favourable situations to the in-service teachers to grow professionally, gives opportunity to the in-service teachers to learn while they earn, help in e-learning and gives exposure to the expertise and experience of mentors and advisors of education system respectively, were the opportunities of in-service teacher training programmes.

Table-4**Responses Regarding Challenges of In-service Teacher Training Programmes Conducted by DIETs**

Sr. No.	Challenges	Principals (N=4)		Teacher Educators (N=51)	
		F	%	F	%
(i)	Knowing the difference between teaching children versus teaching teachers	4	100	49	96.08
(ii)	Transferring extensive and comprehensive knowledge of resource persons to the teacher trainees	4	100	48	94.12
(iii)	Difficulty in selecting teachers for the training due to examination and election duty	2	50	44	86.27
(iv)	Organizing such training programmes so as to satisfy each and every participant	3	75	47	92.16
(v)	All above	-	-	-	-

Table 4 highlights that 100 per cent, 75 per cent and 50 per cent principals and 96.08 per cent, 94.12 per cent, 92.16 per cent and 86.27 per cent teacher educators stated that knowing the difference between teaching children versus teacher teachers, transferring extensive and comprehensive knowledge of resource persons to the teacher trainees, organising such training programmes so as to satisfy each and every participant and difficulty in selecting teachers for the training due to examination and election duty were the major challenges in the path of conducting in-service teacher training programmes by DIETs.

CONCLUSION

In-service teacher training programmes enhances the professional development among teachers and upgrades their teaching skills. Lack of motivation among in-service teachers and inadequate human resources were the major weaknesses of training programmes but these programmes also provide opportunities to the in-service teachers by giving them favourable situations to grow professionally and to learn while they earn. Furthermore, knowing the difference between teaching children versus teaching teachers and transferring extensive and comprehensive knowledge of resource persons to the teacher trainees has proven to be one of the major challenges in the path of training programmes.

EDUCATIONAL IMPLICATIONS

It is a very true notion that learning continues throughout the life of a teacher and it comes to the core surface through the training programmes which make it possible for the teachers to let them continue their learning throughout their lives. Training programmes play an eminent role in strengthening the teaching potentialities and capabilities of the in-service teachers and along with

this it also brings to the limelight the weaknesses of the training programmes and the ways and means to overcome them. Opportunities and challenges on the way of smooth functioning of training programmes is also the keen area of concern in the present scenario.

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