



## SWOC ANALYSIS OF TRAINING PROGRAMMES CONDUCTED BY DIETs IN HIMACHAL PRADESH

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**ABSTRACT** Training programmes play a vital role in the field of teacher education as these programmes enhance the teaching abilities and potentialities of the in-service teachers. This study analyses the strengths, weaknesses, opportunities and challenges of training programmes conducted by District Institutes of Education and Training. A sample of 60 head teachers and 480 in-service teachers of upper primary schools was selected from four Districts namely, Shimla, Solan, Bilaspur and Kinnaur of Himachal Pradesh and the survey method of research was used. Self-developed questionnaire was used for the present study. It has been found in this study that the training programmes enhance the professional and skill development of the teachers and also rejuvenate their knowledge. But the weaknesses must be overcome and the opportunities must be availed and further the challenges must be taken into consideration for the smooth functioning of training programmes. The current study is significant in terms of bringing qualitative improvement in the arena of teacher education.

**KEYWORDS :** District Institutes of Education & Training (DIETs), Himachal Pradesh, In-service Teacher Training Programmes, SWOC (Strengths, Weaknesses, Opportunities and Challenges).

### INTRODUCTION

Training programmes are very much essential to promote quality of in-service teachers by making them professionally efficient and boosting their teaching competency. These programmes are very effective in enhancing the professional growth and development of teachers. With the advent of District Institutes of Education and Training (DIETs) by the recommendation of the National Policy of Education (1986), there has been a great strengthening of teacher education. The training programmes conducted by DIETs aim towards improving the knowledge and educational capacities of teachers, develop special talents of teachers, raise the cultural and professional standard of teachers, make teachers ready to understand the challenging situations faced by them and developing knowledge and skills of teachers.

### REVIEW OF RELATED LITERATURE

Singh (2017) conducted a study on teacher education in Arunachal Pradesh: status and strategies and found that: (i) good quality of teacher education will ensure the effective implementation of education policies and programmes in the state; (ii) teachers need to do action research to find out suitable methods of teaching-learning and teacher education should be according to the problems and concerns of the school education and; (iii) quality of teacher education was very necessary and to improve quality one Institute of Advanced Studies in Education (IASE) should be opened in the state.

Suleiman et al. (2017) in a paper presentation on impact of teachers' capacity building on students' academic performance in secondary schools concluded that training and re-training of teachers was an essential factor for determining students' success and its importance could not be over-emphasized. The teachers who had acquired workshop programmes were more equipped and thus, had the intellectual capacity on the impact of adequate knowledge on their students in the classroom which would in turn have positive influence on students' academic performance.

Khan and Jahan (2018) in their study on teacher educators' need of e-training in India found that: (i) e-learning was essential for integration of technology and e-learning environment could be a continuous process of teacher development; (ii) a general teacher training and e-training can go hand in hand for an optimum teaching-learning environment and achievement of the objectives and; (iii) e-training was urgent and essential for all modern instructors, teachers, teacher educators, researchers and managers, as education without technology is certainly not effective in the present era.

Kumar (2018) in his study on professional preparation of in-service school teachers for 'Prayas' programme in 'Science' and impact in classrooms in Kandaghat block of district Solan of Himachal Pradesh found that: (i) the PRAYAS program for Science was successful in all the selected schools as the basic concepts of the syllabus were very easily understood by the students and; (ii) Science subject should be taught with the active participation of the students to increase the interest of the students towards the subject.

Bangan (2019) in a study on the effectiveness of in-service training to the professional growth of teachers found that in-service trainings were indeed of great advantage to teachers for the improvement of their teaching career. The activities and topics which were to be included during in-service teacher training programs should be appropriate and useful so that these will contribute positive outcomes in the teaching and learning process.

Sattar and Awan (2019) in their study on the impact of teachers' training on the academic achievements of students found that the teacher training had strong impact on the academic achievement of the students and the pedagogical skills were improved with the help of training programmes. In this way teaching-learning process was made more convenient and both teachers and students took interest in this process. It was noted during the research that a trained teacher used variety of teaching techniques in the classroom and frequently used audio video aids in the class. It was also noted during the research process that teacher training institutions faced many problems like shortage of funds and shortage of time.

Sedega et al. (2019) in a study on perception of teachers on the effectiveness of in-service education and training at the basic schools in Akatsi district of Ghana found that: (i) the teachers in the Akatsi district had been attending in-service education and training programmes on a regular basis and they were constantly being refreshed and updated their knowledge and skills; (ii) teachers had indicated that in-service teacher training programmes were beneficial to their professional development and; (iii) head-teachers were of the view that teachers who attended in-service teacher training programmes were largely unable to put the knowledge and skills acquired into effective practice 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.

Mohan (2021) in a study on the status of in-service training for India's teachers found that: (i) the cascade model should be refined; (ii) training should be made relevant to teachers' needs and; (iii) training sessions for teachers should designed purposefully.

### NEED AND SIGNIFICANCE OF THE STUDY

This study analyses the strengths, weaknesses, opportunities and

challenges faced by head teachers and in-service teachers towards training programmes conducted by District Institutes of Education and Training. In-service Teacher Training Programmes are of utmost significance as these programmes update, refresh and rejuvenate the in-service teachers so that they can give their best to the learners. District Institutes of Education and Training (DIETs) organize regular in-service training to elementary teachers for updating their knowledge, skill and attitude from time to time. For the professional growth and development of teachers DIETs is playing an eminent role in providing training programmes to the in-service teachers. The present study throws light on the strengths, weaknesses, opportunities and challenges of in-service teacher training programmes conducted by DIETs.

### OBJECTIVES

- To analyze the strengths, weaknesses, opportunities and challenges (SWOC Analysis) of training programmes for the head teachers and in-service teachers conducted by DIETs.

### METHODOLOGY

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

### Sample

The sample consisted of 60 head teachers of upper primary schools and 480 upper primary in-service teachers from the four districts namely, Shimla, Solan, Bilaspur and Kinnaur of Himachal Pradesh was selected. Further, the subjects were selected through random 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 head teachers and the in-service teachers of upper primary schools. 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 analyzed in the form of percentages.

### FINDINGS AND DISCUSSIONS OF THE RESULTS

The collected data regarding the Strengths, Weaknesses, Opportunities and Challenges (SWOC Analysis) of In-service Teacher Training Programmes was analyzed, tabulated and interpreted as follows:

**Table-1 Responses Regarding the Strengths of In-service Teacher Training Programmes**

Sr.No.	Strengths	Head teachers(N=60)		In-service Teachers (N=480)	
		F	%	F	%
(i)	Enhances professional development among teachers	57	95	468	98
(ii)	Helps in promoting teachers to higher designation	22	37	184	38
(iii)	Upgrades skill development	52	87	471	98
(iv)	Rejuvenates the knowledge	50	83	463	96
(v)	All above	18	30	93	19
(vi)	Any other	-	-	-	-

Table 1 highlights the strengths of the in-service teacher training programmes whereby, 98 per cent, 98 per cent, 96 per cent, 38 per cent and 19 per cent in-service teachers and 95 per cent, 87 per cent, 83 per cent, 37 per cent and 30 per cent head teachers specified that the major strengths of training programmes were to enhance professional development, upgrade skills of in-service teachers, rejuvenate their

knowledge, help in promoting teachers to higher designation and all the strengths respectively.

**Table-2 Responses Regarding the Weaknesses of In-service Teacher Training Programmes**

Sr. No.	Weaknesses	Head teachers(N=60)		In-service Teachers (N=480)	
		F	%	F	%
(i)	Tiresome training schedule	14	23	88	18
(ii)	Lack of physical resources	15	25	101	21
(iii)	Lack of human resources	32	53	276	58
(iv)	Lack of motivation among in-service teachers	39	65	330	69
(v)	More theoretical and less practical	52	87	433	90
(vi)	All Above	6	10	40	8
(vii)	Any other	-	-	-	-

Table 2 shows that 90 per cent, 69 per cent and 58 per cent in-service teachers and 87 per cent, 65 per cent and 53 per cent head teachers clarified that training programmes were more theoretical and less practical, there was lack of motivation among in-service teachers and lack of human resources respectively, were the major weaknesses of training programmes. Further, 25 per cent, 23 per cent and 10 per cent head teachers and 21 per cent, 18 per cent and 10 per cent in-service teachers depicted lack of physical resources, tiresome training schedule and all above weaknesses respectively, as hurdles on the way of in-service teacher training programme.

**Table-3 Responses Regarding the Opportunities of In-service Teacher Training Programmes**

Sr. No.	Opportunities	Head teachers(N=60)		In-service Teachers (N=480)	
		F	%	F	%
(i)	Gives favourable situations to grow professionally	55	92	466	97
(ii)	Helps in e-learning	46	77	361	75
(iii)	Gives exposure to groom their teaching competence	56	93	414	86
(iv)	Gives opportunity to learn while they earn	56	93	466	97
(v)	All Above	8	13	44	9
(vi)	Any other	-	-	-	-

Table 3 reveals that 97 per cent and 86 per cent in-service teachers and 93 per cent and 92 per cent head teachers reported that in-service teacher training programmes gave opportunity to them to learn while they earn, grow professionally and gave exposure to groom their teaching competency respectively. Further, 77 per cent and 13 per cent head teachers, 75 per cent and 9 per cent in-service teachers specified that in-service teacher training programmes helped in e-learning and all these opportunities respectively.

**Table-4 Responses Regarding the Challenges of In-service Teacher Training Programmes**

Sr. No.	Challenges	Head teachers(N=60)		In-service Teachers (N=480)	
		F	%	F	%
(i)	Devoting time for the training by breaking teaching schedule	56	93	459	96
(ii)	Inadequacy of human and physical resources	33	55	326	68
(iii)	Difficulty in coping up with the missed teaching hours	55	92	453	94
(iv)	Intimation about the training at the eleventh hour	30	50	223	46

(v)	All Above	5	8	27	6
(vi)	Any other	-	-	-	-

Table 4 depicts that 96 per cent, 94 per cent and 68 per cent in-service teachers and 93 per cent, 92 per cent and 55 per cent head teachers opined that the major challenges of in-service teacher training programmes were devoting time for the training by breaking their teaching schedule, difficulty in coping up with the missed teaching hours and inadequacy of human and physical resources respectively. Further, 50 per cent and 8 per cent head teachers and 46 per cent and 6 per cent in-service teachers depicted that intimation about the training at eleventh hour and all above mentioned facts respectively, are the challenges for the teachers.

## CONCLUSION

In the nutshell, it is focused that the training programmes play the most significant role in bringing quality improvement in teacher education. Training programmes nourish the teaching efficiency of the teachers and make them professionally competent and boost their teaching talents.

## EDUCATIONAL IMPLICATIONS

Teachers are the builders of the nation. It is essential to provide quality teacher education which in turn will produce quality teachers in our society and hence, quality teaching and learning will be reflected in the entire educational scenario. Teacher education brings forth the desired changes keeping in view the present needs of the educational system. New innovations and practical oriented training should be the major facet of training programmes so as to cope up with the present conditions.

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