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Improving The Training And Professional Development Methods For Teachers At The District Institutes Of Educational And Training (Diets) In Haryana

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Abstract

The process of employee training and development is executed in a systematic fashion with the aim of cultivating proficient workforce capable of meeting the demands of the ever-changing organizational landscape. The objective of this endeavor is to cultivate adept personnel capable of fulfilling these exigencies. This entails augmenting an individual's cognition, aptitudes, and dispositions, all of which are imperative for enhancing one's efficacy within an organizational framework. Elevating an employee's efficacy in the workplace encompasses the amalgamation of these facets.

Keywords: Training, Development, Practices, Teachers

INTRODUCTION

Training and Development Practices

Training encapsulates the process of augmenting one's cognitive faculties, enhancing skill sets, instigating shifts in attitudes and behaviors, and bolstering one's efficacy to execute tasks within organizational realms with efficacy and efficiency. This delineation finds wide acceptance among the populace. Similarly, Stewart (2015) amalgamates the twin notions of training and development, attributing to them an organizational function aimed at ensuring that individuals and groups contribute effectively towards organizational objectives by fostering pertinent knowledge, competencies, and attitudes among the workforce. This organizational function consequently ensures that the collective contribution of individuals and groups aligns with organizational aims through the cultivation of requisite knowledge, competencies, and attitudes.

This is accomplished by bringing together the ideas of training and development while also assigning a purpose to the organization. The key ways in which an organization may contribute to and improve its performance are through the growth of its people in their roles as individuals, as members of work groups, and as participants in the organization as a whole. In addition, the training and development of employees is a process that is carried out in a methodical manner with the intention of ensuring that the organization has efficient employees who are able to fulfill the requirements of its dynamic environment. The goal of this process is to ensure that the organization has effective employees who are able to meet these demands. This involves enhancing a worker's knowledge, talents, and attitudes, all of which are important for a person to undertake in order to improve his performance while working for an organization. Increasing an employee's performance at work encompasses all of these elements.

There is an urgent need to increase the capacity of both teacher educators and trained teachers in order to meet the growing demand for more qualified educators in schools. The role that teacher educators play in bringing about quality improvement in schools is an extremely important one. Consequently, there is a requirement to contemplate the job that teachers play as professionals who effect positive change in the lives of their students. It is sad that despite the fact that instructors have the greatest influence on the level of quality in the classroom and that they are the driving force behind education, very little effort is put into the professional development of teachers. Instead of only receiving the teachers' comments on what they have previously envisioned, there is a need for a method to be developed that would incorporate the instructors in the creative process.

To instill a quality awareness in educational institutions, there must be an ambition for greater quality and a presence of that aspiration at all levels of educational governance. Planning must take place over an adequate amount of time for the various educational and professional development programmes for teachers. "Democratizing decent education" is one of the most significant challenges facing the educational system in India. In order to accomplish this goal, there is a pressing need to increase the standard of education received by all children, which in turn necessitates enhancements to the caliber of instruction.

Teacher educators are those "who provide teaching or who give advice and support to pupil teachers, and who render a considerable contribution to the development of students into competent teachers," according to the National Council for Accreditation of Teacher Education (NCATE). They are the ones that are accountable for the calibre of instructors that are hired by schools, which in turn has a direct bearing on the standard of education received by students.

Because of this, it is useful to investigate the elements that contribute to the professional development of teacher educators and to investigate the quality needs and specialized competences for these individuals. In an ideal world, the professional knowledge held by teacher educators would be more complete, rich, and wide. This would hold true not just in terms of the particular subject matter that is taught, but also in connection to areas such as pedagogy and psychology. As a result, the function of teacher educators is twofold: first, they are responsible for the production of information about education, learning, and teaching; second, they are responsible for the education of future teachers.

Training and Development Policy

Policies are designed to provide direction for action and to establish certain criteria for decision making. These parameters include what kinds of decisions ought to be made in certain specific circumstances and how particular needs and concerns ought to be addressed. Therefore, strategies are structured in a variety of domains, including finance, marketing, operations, and human resource management. Constantino and Merchant (2015) also suggested that education and training are highly significant elements for a successful conflict management, and a well-functioning training department system can lower the number of conflicts that occur in the workplace. There are many different ways that can be used for Human Resource Development. Some examples of these are Training and Development, Selection and Employment, Wage Administration and Pay etc.

Such organizational plans (Human Resource Policies) are either formally communicated in manuals or informally as haven developed from customs and traditional observations over the course of time. Officially, they are conveyed in manuals. Informally, they have developed from customs and traditional observations. On the other hand, in order to avoid confusion, it is absolutely necessary that all significant policy announcements be properly described in manuals.

Benefits of Training and Development

The purpose of training and development is to increase the amount of information and skills as well as effect a change in the behavior of trainees. Ahmad et.al (2000) stressed the significance of the relationship between training and attitude, stating that the two are inextricably linked. Employees that maintain a positive attitude will act in the same manner as stakeholders and will contribute to the organization's progress and development. As a result, training activates one of the most powerful dormant motivators, and as a consequence, the following benefits do result from participation in training and development programmes:

1. An increase in the self-assurance and commitment of the workforce.
2. The feeling of satisfaction and accomplishment that comes from having self-assurance.

The possibilities for job advancement could be increased as a result of this. The advancement of personnel availability, excellence, and abilities is made possible via training and development.

India, as the nation with the youngest population, will be able to produce a huge increasing human resource that is anticipated to deliver larger returns in terms of growth and prosperity. This is because India is the country with the youngest population. The central government has been making appropriate policy decisions in order to take advantage of this circumstance and to offer access for qualified young people from all different types of social backgrounds to get the education that is essential in a variety of sectors. Over the course of the past few decades, the Indian system of higher education has undergone substantial expansion. It is the third most extensive network in the entire planet.

It is anticipated that it will supply an adequate amount of competent human resource that is outfitted with the knowledge and technological abilities necessary to cater to the rapidly expanding economy. IFIC (In-service programmes Field interaction, Innovation and Co-ordination) department of DIET is fulfilling this responsibility at district level.

Distinguishing Among Education, Training, and Development

While often used interchangeably, there exist notable disparities between education, training, and development. Training primarily pertains to acquiring job-specific skills, typically through a blend of theoretical instruction and practical tasks. Conversely, education leans towards theoretical knowledge, fostering reasoning and judgment. Development encompasses broader skill acquisition aimed at enhancing overall personal and professional growth, often incorporating mentoring, formal education, and hands-on experience. Unlike training, which focuses on immediate outcomes, development programs prioritize long-term workforce needs. Henceforth, these pursuits shall be referred to as learning programs for coherence.

OBJECTIVES OF THE STUDY

1. This research aims to delineate the distinctions between education, training, and development and their respective roles in educational and organizational contexts.
2. It seeks to clarify how education emphasizes knowledge dissemination, training focuses on skill acquisition, and development encompasses broader professional and personal growth.
3. The study highlights the implications of these differences for educators, trainers, HR professionals, and organizational leaders, guiding the optimization of learning and development strategies.
4. Additionally, it investigates the diverse benefits of training and development initiatives, emphasizing their transformative impact on individuals and organizational effectiveness, thus informing HR policies for workforce development.

RESEARCH METHOD

Research Design

The research design is an intellectual blueprint of the methods and techniques for collecting, measuring, and analysing data that are to be put into action in order to solve the research problem. This blueprint is used to guide the research process. Exploratory research designs and definitive research designs are the two general categories that have been established for research designs (Malhotra & Dash, 2010).

Collection of Data

Both primary and peripheral sources of information have been consulted in the course of this investigation. Secondary data have been collected in order to accomplish the goals of the research. This data has been gathered from a variety of sources, including published and unpublished academic publications and websites. The original data have been gathered through the use of a comprehensive and well-structured questionnaire in relation to evaluating the effectiveness of training. The primary data were used to compile the information for the fourth, fifth, sixth, seventh, and eighth chapters of the thesis, while secondary data were used to compile the information for the first and second chapters of the thesis.

Analysis of Data

The data that was collected from the interviewees in this research is tabulated, analysed, and interpreted with the help of a variety of statistical tools and techniques that can be found in SPSS 13.0. The interpretation of the findings is done with the help of the figures and charts in light of the goals of the research. In order to perform the analysis of the data, both basic and more complex statistical tools have been utilised. In some situations, basic statistics such as descriptive analysis through probability distribution, descriptive means, and other similar methods are utilised, while in other instances, more sophisticated statistical tools such as One-way ANOVA and Pearson's Coefficient of Correlation are utilised. 95 percent is the degree of conviction that is used here (5 percent level of significance).

Inferential statistics make use of tests like the students' t-test and the ANOVA test, as well as component analysis. Before beginning the analysis, both the dependant and independent variables were checked to ensure that the data had been entered correctly and to identify any missing values or anomalies.

The scores on a variety of things that were compared were averaged, and the mean was used to find out what those scores were.

When comparing two or more sets of data, the percentage technique was utilised as the primary analytical tool. It relies on observational statistics to support its claims. It brings everything down to a common level and enables comparisons between the various aspects that were previously incomparable.

Sample Design

Conducting research on an entire population is exceedingly challenging due to limitations in both budget and practicality. However, sampling offers a viable solution to this dilemma. In this context, a sample is extracted from the population, and the findings from this subset are extrapolated to represent the entire population. Despite samples being relatively small compared to the total population, they should accurately reflect its characteristics. The present study aims to ascertain the efficacy of the training and development programs organized by DIETs in Haryana.

DATA ANALYSIS

Perception of Programmes For Training And Development Run By DIET's

Table: 4.1 Education Through Personal Experience Participants' perspectives on those responsible for Training and Development programmes

Factor	Teaching Experience	N	Mean	SD	F-Value (P-Value)
Role in Teaching Advancement	0- 5	201	4.3353	.60024	.489
	6-10	179	4.3128	.58351	(.613)
	above 10	120	4.2708	.64217	
Course Significance	0- 5	201	3.9313	.62359	.382
	6-10	179	3.8864	.67143	
	above 10	120	3.8833	.65487	(.683)
Course Requirement Stage	0- 5	201	3.6520	.82577	.829
	6-10	179	3.6634	.87380	(.437)
	above 10	120	3.7646	.76167	

Source: Survey *Significant at 0.05 level

The information presented in table 4.6 elucidates the participants' degree of perception with respect to Training and Development programmes based on their previous experience as teachers. In the instance of the function of Training and Development programme in teaching advancement, if the p-value is greater than the significant value, this indicates that the null hypothesis is accepted (as opposed to being rejected). It is possible to draw the conclusion that there is not a significant difference (F=0.489, p=0.613) discovered in the degree of gratification that respondents have with regard to the various categories of experiences. When compared to respondents from other experience groups, those with 0-5 years of teaching experience demonstrate the highest level of agreement (M=4.3353, SD=0.60024) regarding the role that training and development programmes play in the progression of the teaching profession. However, respondents in the experience group 6-10 years (M=4.3128, SD=.58351) are more agreed than employees having experience 10 or more years (M=4.2708, SD=.64217) with respect to the part that teaching experience plays in the development of the profession.

When it comes to the significance of training and development programmes, the perception level is higher than the average level; however, there is no discernible gap between the perception levels of the participants. Participants with an experience level ranging from 0 to 5 years. (M=3.9313, SD=.62359) are the most optimistic regarding the significance of training and development programmes when compared to other experience groups such as those with 6-10 (M=3.8864, SD=.67143) and more than 10 years (M=3.8833, SD=.65487) years of service. The respondents' perception level regarding the prerequisite stage of the training and development curriculum is significantly higher than average, and there is not a significant difference between the respondents' levels of agreement. Respondents with experience of 10 years or more (M=3.7646, SD=.76167) are showing the highest agreement regarding the requirement stage of a training and development programme, in comparison to respondents in the experience group of 6-10 (M=3.6634, SD=.87280) years and respondents with 0-5 years of experience (M=3.6520, SD=.82577).

Table: 4.2 Participants' opinions about training and development programmes, broken down by subject category

Factor	Subject Category	N	Mean	SD	F-Value (P-Value)
Role in TeachingAdvancement	Humanities & Social Science	179	4.3111	.63452	1.162 (.324)
	Basic Sciences	133	4.3759	.54497	
	Commerce & Management	73	4.3459	.47985	
	Engineering & Others	115	4.2370	.65798	
Course Significance	Humanities & Social Science	179	3.8832	.68067	1.664 (.174)
	Basic Sciences	133	4.0150	.57423	
	Commerce & Management	73	3.8950	.59285	
	Engineering & Others	115	3.8522	.65515	
Course RequirementStage	Humanities & Social Science	179	3.7984	.78632	4.654 (.003)*
	Basic Sciences	133	3.6034	.83718	
	Commerce & Management	73	3.6815	.62118	
	Engineering & Others	115	3.4761	.97669	

Source: Survey *Significant at 0.05 level

On the basis of the participants' respective subject categories, table 4.2 provides an explanation of how participants' perceptions of the function of training and development programmes compare and contrast. It was discovered that all of the

participants were in agreement regarding the significance of training and development programmes to the advancement of education, but the P value showed that there was no substantial difference between their perspectives (F = 1.162, p =.324). There is very little variation in the opinions of any of the participants regarding the training programme, with participants from the basic sciences showing the highest level of agreement (M=4.3759, SD=.54497) and participants from engineering and others showing the lowest level of agreement (M=4.2370, SD=.65798). Participants from the fields of commerce and management (M=4.3459, SD=.47958) and humanities and social sciences (M=4.3111, SD=.63452) have a moderate level of agreement regarding the importance of classes in teaching development. When compared to participants in other fields, such as commerce/management (M=3.8950, SD=.59285), humanities/social sciences (M=3.8832, SD=.68067), and engineering/others (M=3.8522, SD=.65515), it is shown that participants in basic sciences are the most in agreement with the significance of the course (M=4.0150, SD=.57423).

This is shown further in table 4.2 Because the P value (F=1.664, p=.374), which demonstrates that there is no significant difference in any of the subject categories, is greater than the significance threshold, the null hypothesis can be accepted (not rejected). In addition to this, when it comes to the case of the course requirement stage, it has been discovered that participants from the Humanities and Social Sciences show the highest level of agreement with the mean (M=3.7984, SD=.78632), followed by respectively Commerce/Management (M=3.6815, SD=.62188), Basic Sciences (M=3.6034, SD=.83718), and Engineering/Others (M=3.4761, SD=.97669). It has been discovered that there is a statistically significant difference (F4.654, p=0.003) in each and every participant's point of view.

Overall Reviews of Programs For Training And Development Conducted By DIET's

Table 4.3 The Sphericity Evaluation Developed by KMO and Bartlett

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.862
Bartlett's Test of Sphericity	Approx. Chi- Square	3474.771
	df	210
	Sig.	.000

The outcome of KMO and Bartlett's Test, which can be found in Table 4.3, has a value of.862, which is an impressive recommendation that factor analysis is appropriate for data. After that, a further Bartlett test of sphericity, number 3474.771, was carried out to characterize that the data is correlated. Subsequently, factor analysis was carried out to have various factors out of the 21 statements, and in total, five factors were recovered. The intercorrelation matrix of the variables has already been extracted, and a discussion of it, along with other essential niceties, can be found in the chapter on research methodology. In addition to this, Bartlett's test is open to considering results that deviate from the average. That is to say, if the samples originate from distributions that are not normal, then Bartlett's test may merely be checking for distributions that are not normal. Therefore, once more at this juncture, significant value indicates that the data follows a normal distribution. This is significant because the normality of the data is an essential prerequisite before applying various statistical tools.

Table: 4.4 Currently Designated general evaluations of training and development initiatives

Factors	Designation	N	mean	SD	f-value (p-value)
Need Fulfilment	Lecturer/Asst. Prof	382	4.0797	.53124	20.279 (.000)*
	Associate/Professor	83	4.0867	.49208	
	PhD Scholar	35	3.4800	.75491	
Session Performance/Conduct	Lecturer/Asst Prof	382	4.0887	.61126	6.817 (.001)*
	Associate/Professor	83	4.0060	.51957	
	PhD Scholar	35	3.7048	.74105	
Training Environment & Facilities	Lecturer/Asst Prof	382	4.1272	.62707	5.390 (.005)*
	Associate/Professor	83	4.1365	.64189	
	PhD Scholar	35	3.7524	1.02052	
Course Content	Lecturer/Asst. Prof	382	3.5702	.79272	1.239 (.291)
	Associate/Professor	83	3.5261	.82331	
	PhD Scholar	35	3.7714	.72658	
Future Prospect	Lecturer/Asst Prof	382	4.0262	.52570	2.299 (.101)
	Associate/Professor	83	3.9337	.61496	
	PhD Scholar	35	3.8571	.72072	

Source: Survey *Significant at 0.05 level

Table 4.4 explains the total evaluation of the Training and Development Plan on various variables, broken down by Present title. Associate Professor, Doctoral Students, and Lecturer/Assistant Professor are the three groups. Comparing Associate Professors to lecturers/Assistant Professors, Associate Professors are significantly more pleased with the training and development programmes' ability to meet their needs (M=4.0867, SD=.49208). The training plan is found to be very unsatisfactory for PhD Scholars (M=3.4800, SD=.75491), and there is a substantial difference in comments from all participants (F=20.279, p=.000).

In the instance of Session Performance/Conduct, participants' answers once again differ significantly, as indicated by the p-value (F=6. 817, p=0.001), and there is above average agreement among all participants' responses. As compared to Associate Professors (M=3.9354, SD=.58885) and PhD scholars (M=3.3257, SD=.85901), Assistant Professors are here demonstrating the greatest agreement (M=3.9470, SD=.62006), indicating that PhD scholars did not find the session's performance to be acceptable as others did. The comments from participants regarding the training environment and amenities offered during the training course is overwhelmingly good, and everyone is happy with the services offered by SCERT. Table 4.4 demonstrates that Associate Instructors are much more pleased with the training environment and facilities than Lecturers or Assistants (M=4.1365, SD=.64189). Scholar with a Doctorate (M=3.7524, SD=1.02052) and professor (M=4.1272, SD.62707). The answers of all groups again demonstrate a significant difference, as indicated by the p-value (F=5.390, p=0.005).

All participants in the training plan are highly pleased with the course content, as evidenced by their above-average agreement in table 4.38 of all categories. When compared to Lecturers/Assistant Professors (M=3.5702, SD=.79272) and Associate Professors (M=3.5261, SD=.82331), PhD Researchers gave the course's material the most favourable evaluations (M=3.7714, SD=.72658). Given that Fvalue indicates that there are no statistically significant differences between the opinions of all individuals regarding the training program's course material (F=1.239, p=0.291), the null hypothesis is adopted. When it comes to the participants' opinions of the training program's future prospects, teachers and assistant professors are very eager to participate in future training sessions (M=4.0262, SD=.52570). Associate Professors (M=3.9337, SD=.61496) and Doctorate Scholars (M=3.8571, SD=.72072) both want to participate in the training course once more, but there are minor differences in their opinions based on the mean value. The opinions of all participants regarding the future prospects of the training course did not vary significantly (F=2.299, p=0.101).

CONCLUSION

Training and development initiatives provide learners with the platform to enhance their teaching prowess through active engagement in instructional interfaces alongside fellow trainees, instructors, and educational content. Such engagements foster not only the refinement of research acumen but also the cultivation of research competencies. Within DIETs (District Institutes of Education and Training), participants benefit from collaborative endeavors with educators from diverse geographical locales, thereby gaining exposure to a spectrum of pedagogical methodologies facilitated by the institutional framework. They undergo a process of introspection, discerning both their competencies and areas for improvement. Research reveals a notably positive perception among participants towards the training and development curriculum, with elevated expectations regarding its potential to enhance competitiveness in academia. A significant proportion of participants join these programs with the aim of augmenting their research proficiency and technical prowess, alongside enhancing interpersonal skills. Furthermore, empirical findings underscore the efficacy of training and development initiatives in addressing participants' needs, emphasizing the indispensability of such programs.

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