

The Importance of Training and Development Programs in Education Sector and its Role in Performance Upliftment

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ABSTRACT

Purpose of this paper is to have a view on education sector of India in both the ancient time and in modern era. This paper attempts various programmes launched by central and state governments in India for training and development of teachers. It also explores how such programmes help teaching fraternity not only in their professional life but also in their personal life. In mid era, education flourished at Nalanda, Takshashila University, Ujjain, and Vikramshila Universities. The most emphasis of these Universities was on developing new age of art, architecture, painting, logic, grammar, philosophy, astronomy, law, medicine and literature. Literary work based on most ancient and pious religions like Buddhism and Hinduism was another area of importance at that time. Each university established at that time had specialization in a specific field that was being offered to the various scholars from distant areas. Present system of education was introduced by the British in the 20th century, by the recommendations of Macaulay. It has western style and content. British government did not recognize and approved the traditional structures and so they declined our education system. As mentioned once by Gandhi ji, the traditional Indian educational system had been demolished by the Britishers at a great extent since they were in need of office workers who could perform their clerical works and that was the reason they abolished the ancient education system which had a focus on various skills which were highly helpful in enabling Indians to earn their livelihood. At the present time of globalization, modern education system needs dynamic approach to offer competitive course material and professional delivery. In that series, continuous efforts towards the training of Teachers and students is highly required and in such a cumbersome environment training and development can play a vital role. It prepares them for the new and challenging jobs in the world market while enhancing their skill set simultaneously. Great management philosopher Peter Drucker once said that the fastest growing need of industries will be fulfilled by need based training and development programmes which ultimately lead to replacement of industrial workforce with knowledge workforce. Training and Development is an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance. Training and development encompasses three main activities: training, education, and development. Prime objective of this paper is to study and analyze the productivity of different training and development program run by government for the teachers and to judge the impact of such training and development programs on teachers' performance.

1. Introduction

Education Sector in India

Education history in India: As in earlier years, the education was imparted verbally by eminent scholars & relevant information passes from one generation to next generation. At later stage education was provided through writing on palm leaves and barks of trees when development of letter took place. Communities formed the role of the schools and lately Gurukuls formed to be part of education system. Gurukuls were the traditional type of residential schools where the whole education system was based on Vedas, Upnishads and other multi-disciplinary literatures. The focus was on providing key behavioural skills with together with those life skills which were most essential at that time to survive. The education was based on delivering knowledge regarding science, geography, political issues, techniques for arms development and their use etc. Students from various

backgrounds were trained with no partiality under one roof by eminent Rishis or Gurus. After completion of the hard training, scholars were tested over there and in the end they give produce sense of gratitude to their Gurus by giving them Gurudakshina which was purely voluntary.

With the time passed, Indian sub continent had seen the development of great universities like Nalanda, Takshashila University, Ujjain, and Vikramshila Universities which were known and popular as centers for quality higher education focusing in the areas of art, architecture, painting, logic, grammar, philosophy, astronomy, literature, Buddhism, Hinduism, arthashastra, law, and medicine. Each university specialized in a meticulous field of study. For illustration, one of the great names for ever, Takshila University was specialized in the study of medicine, while the Ujjain laid emphasis on astronomy.

Early education in India commenced under the supervision of a gurus. The education was imparted on the basis of the duties that they had to perform as a member of a specific caste.

- Brahmins were educated about scriptures and religion.
- Kshatriyas were educated on different aspects of warfare.
- Vaishyas were educated on commerce and other specific vocational courses.
- Shudras were denied to earn the education and accordingly they were restricted to certain lower grade tasks.

Apart from these scholars from different part of the world visited India for education, which includes countries like China, Japan, Korea and Middle East. A number of urban learning centers became increasingly visible from the period between 500 BCE to 400 CE.

Modern era of education: Introduced way back in the 20th century by the Britishers in accordance to the recommendations of Lord Macaulay. The conventional structure of Indian education system was not recognized well by the British Government at that time since it had very less compatibility with their administration. Hence they declined and demolished our education system for their good sake. That education system was followed by many of the following Indian Governments after the independence even which has turned to be a drastic challenge among the country since that system had led a huge number of unemployed youth who were educated though but not skilled. After a hard work and reformulation of education policies and with the establishment of primary bodies like University Grant Commission, AICTE, AIIMS, IITs, CBSE and other state boards, Indian education has earned respect again in the world forum during last few decades.

Present structure of Indian education system:

- Elementary level: Formal education is not a part of this level. Kids less than two and a half years of age group are being trained for basic life skills in a very familiar and friendly atmosphere with lot of amusement. No pressure is being imparted on the kids at this level.
- Day nursery: Kids between the age group of 3 to 4 years belongs to lower kindergarten and upper kindergarten for 4 to 5 year old kids.
- Primary level school: Serving education to 6 to 10 year old kids of first to fifth standard.
- Middle school or Upper Primary School: Serving education to 11 to 14 year old kids of sixth to eighth standard.
- Secondary school: Serving education to 14 to 16 year old kids of ninth and tenth standard.
- Higher secondary or pre-university: Serving education to 16 to 18 year old of 11th and 12th standard.

Training & Development

Training and development play a vital role in development of Teachers and students. It prepares them for the new jobs in

the market or enhances their skill set in current field. One author Peter Drucker once said that the fastest growing industry need will be training and development, which lead to replacement of industrial workforce with knowledge workforce.

We require training to update Teachers and students on the market trends.

Following are the factors which have been identified as responsible for the increased need of training and development for an individual:

- Ever changing market dynamics.
- Development of self skills and awareness for recent trends.
- Compatibility with global happenings and trends.
- Requirement to lead.
- Aligning with suitable business strategy.
- Thrust for quality services to customers.
- Gaining competence in new technology.
- Developing working models and strategies to obtain high performance.
- Combating with economic fluctuations.
- Hiring best available workforce and then retain them.

To understand the implications and the contribution of training and development deeper, four stages of t&d program have been described below:

Assessment State: It is the beginning stage of the process. The purpose of the assessment stage is to understand the requirement of training and development. If there is requirement of training, then we determine the skill gap and the appropriate training program. Attitude, knowledge and skill are the areas where timely intervention is essentially required. Assessing gap between these is termed as 'training needs analyses'.

1. **Development Stage:** Content and material required for the training is developed in this stage. For rightful delivery to intervene appropriately, concerns of the trainees are identified so that a concrete programme can be developed. The method through which training sessions will be delivered is also considered in this stage only.
2. **Delivery Stage:** This is important stage where training is imparted to individual by considering various factors like time and venue of training delivery. All and above very important factor during this stage is the profile of the participants. Training delivery should be at par and compatible with the mind-set of the trainees. Other factors involve trainer's way of producing and developing program further to a certain level and the environment for such training program.
3. **Evaluation Stage:** Once the training program is being conducted, the ending stage is termed as evaluation stage where outcome is being judged for the effectiveness of the program. In this stage, training program outcome is judged against the set objectives. If somehow individual didn't score very well in

evaluation step, then we go back to third stage to make it effective.

Importance of Training & Development on Education Sector for Teachers

Training & Development is a continuous intervention in to one's skill set so as to talent of an individual can be enhanced and sharpened. It assists in clarifying the basic concepts and prepares the trainee with a mindset to adopt required amendments with constructive attitude. It further helps in gaining knowledge which results in to enhanced performance.

Training & development is a journey inclusive of three major activities as it suggests by its nomenclature that is training primarily followed by education and then development.

1. **Training:** This part of t & d involves analysis of current status of the job of an individual and simultaneously it evaluates the areas to be improved in order to enhance the competence of that person or a group so as to improvise the performance of the organization.
2. **Education:** In this phase, evaluation of required skill and knowledge is covered. It is to be judged that where the candidate is lacking as far as skills are required to accomplish the task. Accordingly training material is prepared to upgrade the knowledge of the trainees.
3. **Development:** Once the training needs identified and the training delivery material is ready, the same program is being delivered to the trainees. Now the important task is to analyze the post impact of training. The change in a constructive form in an individual after the training is finally judged by evaluating critically and appraise against his past performance prior to training. The more an individual performs more he is developed due to training.

Training as nonstop intervention in one's skills & knowledge in order to increase the competencies of the work force is part and parcel of every organization which wants to achieve its position a level ahead in this competitive environment. Consequently it enhances the productivity of the organization. It is helpful and a significant tool which imparts specific kind of skills with an objective to serve specific purpose. Simultaneously it always adds on the skills of an employee to accomplish his job responsibilities with an edge. Training is the process that provides a cutting edge to existing knowledge of employees & further improves the skills results in to smooth working in the organization and provides competitive advantage to the administration of his organization.

While discussing the significance of training and development in education sector, one should always consider that education has always been an influential sector which has been contributing for the betterment and growth of the civil society. Because of the education only positive changes can be brought in the social arena whether it is political, economical, social, technological, legal or cultural. It is noteworthy that these changes are to be brought by the

respected teachers who are the true society builders and renovators.

For any nation, teacher plays major role therefore training of teachers is of great need because an upgraded teacher can only motivates his students by empowering them with the latest trends of their specific streams. By imparting training to the teachers' community, wholesome change can be arrived in the society. Indian Government & Universities have taken this most needed mission to train the teachers of various streams which ultimately contribute towards the development of nation. Adequate professional & educational training is the need of an hour since this is the only way by which dedicated teaching fraternity can serve towards the nation development and growth. Moreover, constant & continuous learning will contribute towards skill up gradation of the teachers and ultimately it will enable them to train their student community with up to date knowledge.

Good quality professional development & teacher training programs helps in appealing environments & have positive impacts on society as well. In-depth knowledge & up-to-date skills, teaching & assessment skills, very clear & well-designed educational goals, commitments & straight forward positive attitudes toward the teaching profession, which every institution has to consider & give due importance to all such. Educational institutions at the same time should involve in imparting quality training programs to prospective teachers of different streams who have elementary knowledge and basic skill set. Such training programs should be designed to promote a positive professional attitude in them.

Different kinds of professional development available for teachers are:

1. **In-House Professional Development:** Such kind of professional development which imparted to teachers in schools. It may also take time to teach school staff as according to school environment. Different staff members have given to different sessions based on their requirement.
2. **District-wide Professional Development:** Such programs required tie ups of multiple sites whereby it can be scheduled & arrange for long sessions. It can be in the form of half day or can be of full day sessions. In this way teachers will have opportunities to receive development & collaboration programs. It can also help teachers to learn & collaborate with other teachers from that of different universities and institutes.
3. **Institution-Based Professional Development:** It is basically a long term one program & it emphasizes on content based training & after the completion of program assessment of the teachers is done. This program serves teachers from either university background or research institution. Such events are entirely funded by government and trainee teachers may receive a stipend both for time & for participation.

Training & Development Program for Teachers by Government of India

Government of India in association with state governments has established many commissions and committees to understand the pros and cons of education sector since independence. The Kothari Commission was established in 1966, The Chattopadhyay Committee in 1985, The National Policy on Education in 1992, Acharya Ramamurthi Committee in 1990, Yashpal Committee in 1993 and The National Curriculum Framework in 2005. Based on genuine recommended actions by the various authorities in their reports, corrective measures have been taken by the authorities in education sector in India.

Central Government of India has been involved in making framework for the education policy and creating legal boundaries for the proper implementation of education in various areas. However implementation of such training programs and certain quality schemes, aligning with state governments cannot be avoided. Government has formulated strategies in such a manner so that not only teachers of new age can be prepared but also skills of existing teachers can be improved simultaneously. Some of the initiatives are described as follows:

1. The National Council of Teacher Education (NCTE) which is a statutory body of central government of India is primarily responsible for planned & coordinated development of teacher education in the country. It creates various norms & standards to be aligned with various teacher education courses along with fixing of minimum qualification criteria. It also designs contents for academic delivery with proper trainers' guide. It is also operational in recognizing various institutions for eligible grants by government. NCTE also looks for the proper implementation of such training programs by the selected and authorized centres. NCTE also ensures the establishment of in-built education mechanism in these institutes to regulate & monitor their standards & quality.
2. To provide onsite training, India has a huge network of government-owned teacher training institutions to train the school teachers. The country has witnessed a vast spread of such institutions in the recent times. At national level, a regulatory body known as National Council of Educational Research and Training (NCERT) has been established. It is assisted by six Regional Institutes of Education (REIs) which are responsible to prepare training modules for training delivery of different kinds. For institutional support, National University on Education Planning and Administration (NUEPA) has been established.
3. State Councils of Educational Research & Training (SCERTs) have been established at state level. They are responsible for designing various modules on specialised courses for teacher educators & school teachers. They also impart training programmes. To provide in-service training to secondary & senior secondary teachers, Colleges of Teacher Education

(CTEs) & Institutes for Equipped & Advanced Learning in Education (IASEs) have been established. District Institutes of Education and Training (DIETs) has been established to provide in-service training at the district level. The Block Resource Centres (BRCs) & Cluster Resource Centres (CRCs) are the other institutions to assist major bodies in training.

2. Objectives of study

1. To study training and development program run by government for teachers.
2. To study programs availed by government teachers which is supported by their schools.
3. To show impact of training and development programs on teachers performance.

3. Research Methodology

The present study is based on the data collected from different government schools from all over the Delhi. Some other information is derived from the various books, journals, magazines and retrieved from internet. This study covers the impact of training and development programs on teacher performance.

As per recent estimates 80% of Indian schools are government schools which reveals that central government together with state governments are the leading institutions and contributor in any type of education i.e. primary education/secondary education/higher education. But a bitter truth is that in these government schools quality education is a big concern which leads around 27% children to private schools. To improvise the situation, both central and state Governments are taking suitable corrections to impart quality education. Some of the measures are as follows:

1. Lessening Teacher student ratio.
2. Emphasis on Teachers' training.
3. Developing world class infrastructure.
4. Enabling students with electronic gadgets.
5. Preparing better course design.
6. Maintaining discipline in school campuses.
7. Emphasizing on imparting professional knowledge as well with regular academic delivery.
8. Developing skills in leadership and communication.
9. Enhancing life skills as well.
10. Structured formulation of carrier path for the students.

So researcher investigated certain training and development programs run by different Government agencies in schools. Through primary survey of the school teachers researcher has tried to understand the mechanism of training programs delivery and up to what extent and in which areas the teachers have been benefited out of such training programs. To conduct this primary research, twelve government schools in different areas of Delhi were being covered by the researcher. The detailed list for the same is as follows:

S.No	District	School ID	School Name	Address
1	East	1001001	BholaNath Nagar-SBV (Babu Ram)	BholaNath Nagar, Shahadara
2	North East	1104001	Yamuna Vihar, Block B, No.1-SBV	Yamuna Vihar, Delhi
3	North	1207004	Nehru Vihar-G(CO-ED) SSS	Nehru Vihar Delhi
4	North West A	1309001	C.C. Colony-SBV	C.C. Colony
5	North West B	1411001	Anandwas-SBV	Anandvas, LokVihar
6	West A	1514003	Khyala, J.J. Colony, No.1-GBSSS	J. J. Colony, Khayala
7	West B	1617001	TikriKalan-GBSS	TikriKalan
8	South West A	1719001	R.K. Puram, Sector 12-SV (Jose Marti)	R.K. Puram ,Sector-12
9	South West B	1821001	Palam Enclave, No.2-SBV	Palam Enclave
10	South	1923003	Jonapur Baba Neem Karoli, Sarvodaya (Co-ed) Sr. Sec. Vidyalaya	Jonapur
11	New Delhi	2026001	President Estate-SV (Dr.Rajinder Prasad)	President Estate
12	Central	2127001	Rouse Avenue-SBV	DeenDayalUpadhyayMarg

It was recognized during the primary research that twelve teachers were nominated for training programs out of which total achievement percentage was 79%.

Schools	Head Teacher (Target)	Head Teacher (Achievement)	Assistant Teacher (Target)	Assistant Teacher (Achievement)	Achievement %
Shahadara	2	2	10	8	83%
Yamuna Vihar	6	5	6	5	83%
Nehru Vihar	4	4	9	6	77%
C.C. Colony	2	2	11	8	77%
LokVihar	6	5	6	5	83%
Khayala	3	2	7	6	80%
TikriKalan	5	3	10	7	67%
R.K. Puram	3	3	5	3	75%
Palam Enclave	2	1	11	10	85%
Jonapur	6	5	6	3	67%
Pres. Estate	5	4	5	4	80%
DDU Marg	4	4	10	9	93%
Total	48	40	96	74	79%

It is revealed from the primary survey that selected teachers had shown great interest and enthusiasm in attending training programs. The high percentage of participants reflects that teachers are motivated with the benefits out of these training programs and that is the foremost reason they are keen to join such programs. It was found that most of the

participant teachers have done well during the training programs and performed exceptionally well in all the areas covered in training programs. Overall average percentage of scores in various fields covered during the training program is as follows:

Training Topics	Average % Scored by all Teachers who cleared this program
Class Management	89%
Action Based Training	73%
Quality of Education	82%
Health, Hygiene & Sanitation Education	66%
Environment Education	68%
Leadership Training	71%
Use of Video & Audio Aids	79%
Skill Development Training	83%
Question Framing & Evaluation	92%

After this training program teachers had shown great improvement and learning. Following are the areas identified where they have been benefitted more:

1. They have enriched their profile as they were being awarded by teacher education certification.
2. Their general skills found polished.
3. An overall impact on their school performance has been realized.
4. They have learnt to manage their time in much organized manner.

5. They found more confident since they now are well versed with the use of technology for the better academic delivery.
6. They acknowledged new ways to motivate students in better way.

4. Recommendation

Government should work on these development programs. As they are great helpful for teachers to perform their day to day routine tasks and in turn helps students to understand topics better. Area where teachers scored better are class management, quality of education, action based

training, leadership training, Use of Video & Audio Aids, Skill Development Training and Question Framing & Evaluation. So they should keep on focusing these areas very well in classroom. On the other hand Health, Hygiene & Sanitation Education and Environment Education are the areas where further improvement is required. Henceforth it is recommended that such areas should be covered in a great extent in coming training sessions. Together with all such training sessions, they should keep on working on their self-development as an important constituent of 'on the job training'.

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