

Teachers' Training Programmes Of UGC- Malaviya Mission Teacher Training Centre (MMTTC), Gauhati University: An Appraisal

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Abstract

Today, improving quality of teacher education is central to India's strategic goal for enhancing the overall quality of education benefiting both educators and students. The study focused on the role of UGC-Malaviya Mission Teacher Training Centre- Gauhati University in the professional development of teachers. The main objectives of the paper are to study the trend of programmes and trend of teacher participations over the past ten years and it also aims to study about the transactional methodologies used by the resource persons in various programmes. The study adopted descriptive survey method with the involvement of 105 teacher participants from different college and universities by using random sampling method. Frequency and simple percentage were used to analysed the data. The findings indicated that the growth trend of the both programmes and teacher participants are positive and satisfactory over the years. The result also revealed a satisfactory picture from the participants regarding the transactional contents and methodologies of resource persons. The study demonstrates the significant positive impact of teacher training for college teachers and suggest the need of inculcation of new training strategies with proper technological advancement.

Keywords-*Teacher training, Trend of Programmes, Trend of Participation, Transactional Methodologies.*

Introduction

Since independence, the Indian higher education system has expanded significantly over the past sixty years. A tremendous growth in the number of higher educational institutions in all the fields has been witnessed in recent years, but most people believe that this quantitative growth has not been sufficient to address the burning issue of India's educational standards. (Ameta, 2016). In order to support the rapidly expanding economy, the higher education system is supposed to produce adequate skilled human resources with the necessary technical knowledge and capabilities. India, being the country with the youngest population would be able to produce a larger and expanding labour force which is expected to result in higher growth and wealth. The central government has been implementing suitable policy measures to take advantage of this situation and to provide

eligible youth from all socio-economic levels with access to the education they require in a variety of subjects.

Teaching is an art and skill without which a teacher can't transfer knowledge to the students in an efficient and effective way. We must acknowledge that, in comparison to previous generations, the environment, technology and current generation have undergone significant change. Therefore, to get better teaching results in this evolving environment, it is required that the teachers must be updated. Teaching and learning are always like two parallel lines that are bound to go with each other. It is seen that students of a well-informed and skilled teacher are always better than the other students. Therefore, teachers must receive training on a regular basis for updated knowledge regarding the ever-changing world(ED,Monger,2021).Teacher Educator plays a vital role in improving students quality by training instructors to handle everyday classroom situations and adjust their teaching strategies to specific groups of learners(Strakova,2015). A cursory job analysis of a teacher educator indicates that he is required to teach theory, monitor student teaching, facilitate exposure and adjustment to school situations, provide individual guidance, and counsel in personal and professional matters when applying to or considering institutions of higher learning through various learning programs/ courses in India and Abroad. To develop the skills of university and college teachers in teaching strategies and other key professional training criteria, short- term training courses for new entrants as well as inservice teachers are always required. Traditionally the University and College teachers in India took up their job without any knowledge of pedagogy and psychology etc. One may be expert in his subject but benefits obtained by the students will be limited due to lack of the teaching and communication skill on his part. It is therefore the National Policy on Education (NPE) 1986 has emphasized the need for professional training of teachers in higher education in India. In order to fulfil the tasks and obligations of teachers within the educational system, the NPE acknowledge the need to improve their status and proposed to provide opportunities for professional and career development. The motivation of teachers could be increased by providing them systematic orientation in particular subjects, techniques and methodologies and this will inculcate the proper values in them, which will then motivate them to take initiative for innovation.

Background of Malaviya Mission Teacher Training Centre, Gauhati University

The Malaviya Mission Teacher Training Centre (MMTTC) at Gauhati University in Guwahati, Assam, is part of the Malaviya Mission Teacher Training Programme (MMTTP) initiated by the University Grants Commission (UGC). This program aims to enhance the quality of education by providing comprehensive training to educators, aligning with the objectives of the National Education Policy (NEP) 2020.

While specific details about the establishment date of the MMTTC at Gauhati University are not readily available, the UGC-Human Resource Development Centre (HRDC) at the university, formerly known as the Academic Staff College, was established in 1987-88. This center has been dedicated to the professional development of university and college teachers, principals, academic administrators, non-teaching staff, and Ph.D. scholars for over three decades.

The MMTTC encompasses various themes, including the Indian Knowledge System, holistic and multidisciplinary education, academic leadership, and research and development. These themes are designed to nurture future leadership and align with the NEP 2020's vision for transforming higher education in India.

Literature Review

Goswami (2010) found that the majority of teacher participants of UGC-ACS, Gauhati University are satisfied with college's programmes, however a small percentage have expressed some disagreement because of some shortcoming, such as adequate physical space, interactive teaching and sound strategy etc. Kalaiselvan & Naachimuthu (2011) developed a model for training and development of teachers including four learning domain- Accretion, Transmission, Acquisition and Emergence. Jyoti (2012) intended to explore the attitudes of the secondary school teachers and the resource persons towards in-service teacher training and found a positive attitude for the change after attending the programme and also they became capable to take initiation in implementing the learned content. While attending such programmes, the enhancement of their personality development, interaction among other experts, motivation to employ new strategies, increase in subject knowledge and also increase of their communication abilities (Satsangi, 2012). Van & Berry (2012) focusing on pedagogical content knowledge(PCK) and found that PCK extends beyond the acquisition of instructional methodologies and strategies, in their own right, to encompasses a grasp of how students acquire a deeper understanding of a certain subject. The importance of human resource development practices like performance appraisal of faculties and recognition of excellent work through rewards for the moral development of faculties (Mathrani, 2015). Kant (2016), in his evaluation, found that programmes organized by ACS are beneficial and effective in strengthening the research and teaching skills of higher education teachers. Lack of interest among participants is reported as major problem by resource persons in ACS, Rajasthan (Amita, 2016). Zacharias (2017) revealed some problems related with physical facilities, professional growth, resource persons, teaching & research activities, attainment of the objectives, management system etc in ACSs of North East Region of

India. Training and development programmes that are implemented in higher education institutions are effective in achieving their goals such as increasing knowledge, skills, career development, perception, job satisfaction motivation and attitudes of teachers (Rani,2018). Efficiency of a professional development course may be achieved by the enthusiastic faculty members about learning digital badges than they had initially anticipated (Borup & Enmenova, 2019). Kamyak (2021), found in a comparative study between online and offline instructional method that there is no discernible distinction in students' academic performance between these two modes and both strategies were determined to be equally successful. But regarding Koay (2021), online education is not successful, as students struggle to adapt to the online format and offline education still remained the preferred method. Rajput (2022) experienced problems related to infrastructure with lack of basic facilities and reported that before organizing such programmes, authorities must ensure the availability of infrastructure facility within the training venues. Rija & Hilda (2024) suggested that the teacher training programmes might have contributed to the students achievement in performance tasks, but not as significantly in written works or examinations.

Relevance of the study

Our belief is that teacher is central to the higher education system, and that the structure's success is dependent on their motivation and abilities. The idea that a successful teacher learns on the job or depends by resembling senior colleague is out of date. To be good educators, teachers must improve skills sets suitable for the various tasks they must play. Give the importance of the communication and knowledge revolution, they must constantly update their knowledge while also handling and grasping the various types of database available. Teachers must also be trained in pedagogy, or the science of teaching, because teaching is all about communication and being an effective communicator is not easy. Teachers working for the cause of higher education must constantly endeavour to improve their professional abilities in order to give their students the best possible education.

Gauhati University Malaviya Mission Teacher Training Centre is the only MMTTC in Assam for the professional development of teachers in higher education. Before 2010, few studies were conducted in Assam about Academic Staff College Gauhati University, but there is no study regarding Human Resource Development Centre (HRDC) and MMTTC. Keeping these considerations, the investigator felt the need to undertake the present study which could study the various programmes, methodologies and effectiveness of UGC-MMTTC Gauhati University. The study can contribute better

teacher education and for further policy implications, resources selected in this area topic to carry out the research work for the larger benefit of the teachers, parents, learners and policy makers of this country and region too, this study is vital.

Objectives of the Study

1. To study the trends in various programmes organised by UGC–MMTTC, Gauhati University (formerly UGC–HRDC), over the past ten years.
2. To study the trends in teacher participation in the programmes organised by UGC–MMTTC, Gauhati University (formerly UGC–HRDC), over the past ten years.
3. To study the transactional methodologies adopted by resource persons in the programmes conducted at UGC–MMTTC, Gauhati University.

Methods and Materials

Method adopted for the study: The present study is an effort to study the Teachers’ Training Programme of UGC- Malaviya Mission Teacher Training Centre (MMTTC), Gauhati University. Therefore, descriptive survey method is deemed the most suitable method for the present study.

Population of the study: Population of the present study consists of all the teacher participants participated in various Refresher Courses and Orientation/ Faculty Induction Programmes at the MMTTC, Gauhati University in the past ten years i.e. from 2015-16 to 2024-25.

Sample of the study: To accomplish the objectives of the study, a sample of 105 college and university teachers was selected using the judgemental sampling technique. Due care was taken by the researcher to ensure that the sample adequately represented participants from various Refresher Courses and Orientation/Faculty Induction Programmes conducted by the UGC–MMTTC, Gauhati University during the period under study. Accordingly, a total of 105 teacher participants were purposively selected for the study.

Tools for data collection

The following tools have been selected for the study-

1. **Information Schedule:** An information schedule was constructed by the investigator for the HRDC Gauhati University to get the official data maintained in the office.
2. **Self-Structured scale for teacher participants:** A scale was constructed by the investigator consulting with experts in the field to collect responses from teacher

participants. The scale includes both closed and open-ended questions with positive and negative statements. The items are in the form of self-statement with three and five-point Likert Scale, constructed in English Language.

Validity of the scale: The scale was checked for content validity by consulting ten subject experts from different universities and colleges in the concerned area.

Reliability of the scale: The internal consistency of the scale for teacher participants was established by using Cronbach's alpha reliability test, and a reliability of .84 was obtained for 50 sample teacher participants.

Results and Discussion

The results of the study are presented in tabular and graphical forms in accordance with the stated objectives.

Trend of various programmes

Malaviya Mission Teacher Training Centre, Gauhati University has organized a huge number of orientation or faculty induction programmes for newly appointed College and University teachers, refresher courses for in-service teachers and also short-term courses, workshop and webinars for principals and educational administrators, to address the evolving needs of educators. The trend of various programmes for the last ten years are presented in the following tables and figures.

Table-1

Trend of various programmes organised by UGC-MMTTC, Gauhati University (2015-2025)

Year	Orientation Programme/ Faculty Induction Programme	Subject-Based Refresher Course	Inter-disciplinary Refresher Course	Short Term Course	Workshop	Webinar	Total
2015-16	3	1	3	4	0	0	11
2016-17	4	3	5	4	0	0	16
2017-18	4	2	4	2	0	0	12
2018-19	4	4	4	8	0	0	20
2019-20	4	6	6	5	0	0	21
2020-21	3	5	5	4	1	3	21
2021-22	2	3	7	7	1	1	21

2022-23	4	3	6	14	4	2	33
2023-24	11	2	2	7	1	2	25
2024-25	16	2	2	4	1	1	26
Total	55	31	44	59	8	9	206

The data presented in the Table 1(a) revealed that the maximum number of programmes conducted in UGC-MMTTC, GU in the session 2022-23, which was 33 followed by the session 2024-25 with 26 programmes including Orientation/ Faculty induction programmes, Subject Based Refresher Course, interdisciplinary Refresher Course, Short Term Course, Workshop & Webinar. The session 2015-16 turned out with minimum number of programmes i.e. only 11 programmes.

Similarly, the table reveals that a total of 206 programmes were organised by MMTTC–GU over the past ten years. These included 55 orientation and faculty induction programmes for newly appointed faculty members to familiarise them with the academic environment and teaching methodologies; 31 subject-based refresher courses and 44 interdisciplinary refresher courses for in-service teachers to update their knowledge in specific or interdisciplinary areas; 59 short-term courses; and 17 webinars/ workshops focusing on professional development areas such as research ethics, e-content development, and MOOCs. A graphical representation of the total number of programmes conducted over the last ten years is presented in the figure below.

Figure-1

Trend of various programmes organised by UGC-MMTTC, Gauhati University (2015-2025)

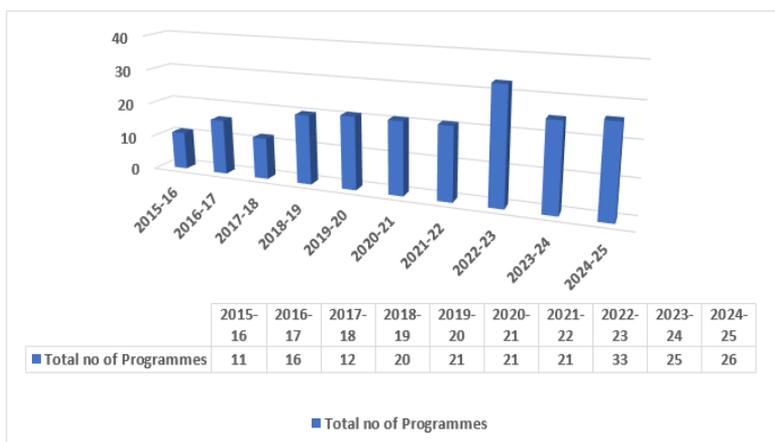


Table-2

**Trend of Teachers Participants in various programmes organised by UGC-
MMTTC, Gauhati University (2015-2025)**

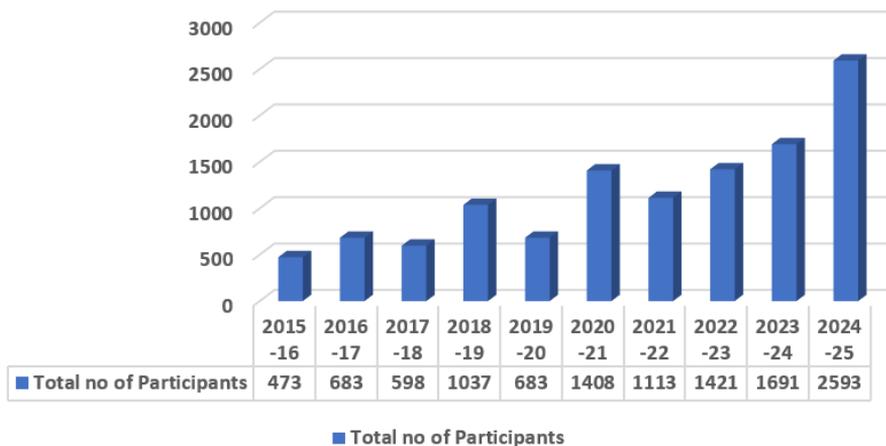
Year	No of participants						
	Orientation Programme/ Faculty Induction Programme	Subject-Based Refresher Course	Inter-disciplinary Refresher Course	Short Term Course	Webinars	Workshops	Grand Total
2015-16	124	51	119	179	0	0	473
2016-17	182	126	191	184	0	0	683
2017-18	190	93	178	137	0	0	598
2018-19	190	191	192	464	0	0	1037
2019-20	130	187	213	153	0	0	683
2020-21	123	313	162	234	554	22	1408
2021-22	69	160	274	299	257	54	1113
2022-23	125	103	196	498	246	253	1421
2023-24	1092	47	58	261	206	27	1691
2024-25 (7th February 2025)	1918	93	150	200	210	22	2593
Grand Total	4143	1364	1733	2609	1473	378	11700

The above table shows the trend of teacher participants in various courses organized by UGC-MMTTC, GU and it revealed that, in the past ten years a total of 11700 teacher participants from various colleges and universities across the country participated in these programmes. In the last session 2024- February,25, the maximum number of participants i.e. 2593 participants participated in various programmes of MMTTC, GU followed by its previous session with 1691 participants. In the session 2015-16, there were minimum number of participants i.e. only 473. Over the years, the MMTTC, GU shows a positive growth with increasing numbers of programmes as well as it's participants.

The table also revealed that a total of 11700 participants participated in the programmes organised by MMTTC-GU in the last ten years. There were 4143 participants

participated in orientation/ faculty induction programmes, 1364 participated in Subject-based refresher courses, 1733 participated in interdisciplinary refresher courses, 2609 participated in short term courses, 1473 participated in webinars and 378 participants participated in workshops. The year wise participants trend is also represents in the figure below-

Figure-2
Trend of teacher participants organised by UGC-MMTTC, Gauhati University (2015-2025)



Transactional Methodologies of the Resource Persons in Various Programmes

To fulfil this objective, the investigator collected data from teacher participants based on their perceptions of the enrichment of their content understanding, the transactional methods used by resource persons during in-service training programmes, and the usefulness of these methodologies in enhancing interaction. The analysis is presented in the following tables -

Table-3.1

Perception of participants regarding the enrichment of their understanding of the content transacted in the classroom.

Sr. No.	Enrichment of participant's understanding	Frequency	Percentage
1	To a large extent	43	40.95
2	To some Extent	58	55.24
3	Not at all	4	3.81
	Total	105	100

It is observed from Table 3.1 that, out of 105 participants, 43 (40.95%) found the transactional method of resource person was helpful to a large extent in enriching their understanding of the course content in the classroom. Whereas, a significant number of participants, 58 (55.24%) opined that it helped them to understand the classroom content to some extent. Only, 4 (3.81%) of the respondents opined that the transactional methodologies were not beneficial for them to enrich their understanding of the content.

Table-3.2
Transactional Methods used by the resource persons during In-service Training Programmes.

Sr. No.	Transactional Method	Level of Usefulness		
		Frequently	Sometimes	Rarely
1	Lecture	84 (80%)	21 (20%)	0 (0%)
2	Demonstrations	34 (32.38%)	71 (67.62%)	0 (0%)
3	Practical Work	33 (31.43%)	63 (60%)	9 (8.57%)
4	Discussion	69 (65.71%)	30 (28.57%)	6 (5.71%)
5	Project work	20 (19.05%)	70 (66.67%)	12 (11.43%)
6	Group work	18 (17.14%)	66 (62.86%)	21 (20%)
7	Additional Activity	0 (0%)	2 (1.9%)	103 (98.1%)

Table 3.2 depicts that the most frequent method used by resource persons to transact the training content was the lecture method. 80% of respondents reported that resource persons used this method frequently and 20% reported that it was used sometimes during in-service training programmes.

Whereas, regarding demonstration, 32.38% of participants reported that it was used frequently and the majority of participants i.e. 67.62% opined that this method was used sometimes during training.

Similarly, according to the majority of participants i.e. 60%, reported that the practical work was used sometimes, 31.43% felt that it was used frequently and only 8.57% found that it was used rarely in the training.

Regarding discussion, the majority of participants, 65.71% viewed that this method was used frequently, 28.57% of participants found that it was used sometimes and only 5.7% of participants reported that it was rarely used during training.

On the other hand, only (17-19%) of participants reported that project work and group work were used frequently whereas (62-67%) opined that these were used sometimes and only (11-20%) of participants found that these were rarely used during in-service training.

Lastly, the table shows that regarding additional activities, only 1.9% of participants reported that it was used sometimes whereas the highest number of participants, 98% reported that it was used rarely by the resource person in training programmes.

Table-3.3

The usefulness of Transactional Methodologies for improving the interaction

Sr. No.	Item	Level of Usefulness		
		Least useful	Useful to some extent	Most useful
1	Improving Communication & Engagement	9 (8.57%)	54 (51.43)	42 (40%)
2	Fostering a Collaborative Learning Environment	11 (10.48%)	65 (61.9%)	29 (27.62%)
3	To align with Modern Educational Practice	8 (7.62%)	77 (73.33%)	20 (19.05%)
4	Improving Instructional Techniques	21 (20%)	53 (50.48%)	31 (29.52%)
5	Preparing for Diversified Classroom	24 (22.86%)	62 (59.05%)	19 (18.1%)

Table 3.3 reveals that 40% of participants found that they could improve communication and engagement in the interaction due to transactional methodologies used by the resource person. Similarly, 51.43% of participants reported that the methodologies were useful to some extent whereas only 8.57% of participants reported it was 'least useful' in improving their communication and engagement.

The majority of participants i.e. 61.9% reported that the transactional methodologies were useful for fostering a collaborative learning environment to some extent. And, 27.62% of participants viewed that it was most useful whereas a few participants i.e. 10.48% found it 'least useful'.

According to the majority of the participants i.e. 73.33%, the transactional methodologies were useful to align with modern educational practices to some extent. 19.05% found it 'most useful' and only 7.62% said that it was 'least useful'.

Transactional methodologies were useful to some extent for improving instructional techniques of teaching as perceived by majority of participants i.e. 50.48%, 29.52% of participants found it 'most useful' whereas 20% were of the view that these were 'least useful'.

A large number of participants i.e. 59.05% reported that methodologies were useful to some extent for preparing the participants for diversified classrooms. 22.86% were of the view that it was 'least useful' and only 18.1% of participants reported it 'most useful'.

Overall finding of the usefulness of transactional methodologies for improving the interaction reveals that methodologies were useful in improving Communication & Engagement, fostering a Collaborative Learning Environment, to align with Modern Educational Practice, improving Instructional Techniques and preparing for Diversified Classroom.

Qualitative Analysis of Open-ended Responses

The qualitative analysis of open-ended responses revealed major insights into the transactional approaches employed in the programmes organised by UGC-MMTTC, Gauhati University. The analysis of the participants' feedback revealed that the programmes were mostly regarded as useful, well-organised, and professionally beneficial, underscoring the centre's effective contribution to teacher development. Many respondents valued the clarity of the content presentation, the subject matter expertise of the resource persons, and overall scholarly environment of the training programmes. However, besides to these favourable perceptions, several aspects requiring enhancement were recognised. A prominent theme that emerged was the excessive dependence on the lecture method, which, although effective for conceptual understanding, was viewed as limiting opportunities for active participation and collaborative learning. Consequently, participants demonstrated a strong preference for more interactive teaching methods, such as group discussions, brainstorming exercises, peer learning, reflective activities, which they believed would significantly improve professional learning outcomes.

Suggestions for Improvement

The following suggestions have been forwarded by the researcher for further improvement of the programme, which may be useful for the policymakers and administrators.

1. Training programmes should reduce reliance on traditional lecture-based methods and implement a balanced combination of instructional modalities to foster active engagement.
2. Increased focus should be directed towards group discussions, brainstorming sessions, and collaborative tasks to foster participant involvement and collective learning experiences.
3. Incorporate structured peer-learning activities, including peer presentation, collaborative problem solving, experience sharing sessions, that enhance professional interchange among participants.
4. Reflective activities, such as reflective journals, self-assessment assignments, and guided reflection sessions, must be regularly incorporated to promote critical thinking and professional self-awareness.
5. Training modules must be restructured to prioritize participant engagement, facilitating flexibility, dialogue, and experiential learning, thus enhancing the overall efficacy and pertinence of professional development results.

Conclusion

The role of UGC-MMTTC, Gauhati University is vital in enhancing the quality of teacher education and professional development. The result of the present study revealed a satisfactory picture in terms of trends of programmes and participants of the training centre. The study also shows that the majority of the teacher participants are satisfied with the transacted content of the programmes and transactional methods. However, few of them expressed some amount of dissatisfaction due to some causes like majority of resource person used lecture method as common of interaction, a very few provisions for project work and group work etc. The real success of a course shall be realised when the intellectual and attitudinal gaining of the teachers are passed onto the students in their day to day classroom interaction (Bhagabati, 2018). Therefore, the centre should give more emphasis on interactive, brainstorming and exercise session rather than lecture method. It also can make a discussion with the participants about their choice and needs which should be properly considered. Further attention may be needed for inculcation of new training strategies with proper technological advancement for the all-round development of teachers.

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