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# A Comparative Study of Online Vs offline Teacher Training Programs For Secondary School Teachers

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## Introduction

Teacher training plays a crucial role in shaping the quality of education in any country. With the rapid evolution of educational technologies and the increased demand for flexible learning modes, the traditional methods of teacher training are being reassessed. Online and offline training programs represent two dominant paradigms in teacher education. While offline training offers in-person interaction, mentoring, and experiential learning, online programs provide flexibility, accessibility, and a wide range of digital resources. The recent global pandemic accelerated the shift toward online professional development, highlighting its potential as well as its challenges. This study aims to critically compare online and offline teacher training programs, especially in the context of secondary school teachers. It examines the effectiveness, engagement, accessibility, and outcomes of each mode of training. The research also seeks to understand teachers' preferences, satisfaction levels, and the long-term impact of both training formats on classroom performance. By identifying the strengths and limitations of each approach, the study aims to provide evidence-based recommendations for developing more effective, inclusive, and sustainable teacher training strategies. In doing so, it addresses a significant gap in educational research and policy, contributing to the ongoing dialogue about improving teacher quality in a rapidly changing educational environment.

## Meaning, Concept, and Definitions

Teacher training refers to a systematic and structured process aimed at equipping teachers with the knowledge, skills, and attitudes necessary to effectively educate students. It includes both pre-service training, which prepares individuals before they enter the teaching profession, and in-service training, which enhances the capabilities of practicing educators. Teacher training programs cover a wide array of competencies such as subject matter expertise, pedagogy, classroom management, use of educational technology, and assessment methods. The concept of online teacher training has emerged strongly in recent years. It involves delivering teacher education through digital platforms like Learning Management Systems (LMS), video conferencing tools, and e-learning modules. Online training offers flexibility, broader reach, and cost-effectiveness, making it a viable alternative to traditional training methods. It enables teachers to learn at their own pace, revisit content, and engage in collaborative digital learning environments. Offline teacher training, in contrast, is conducted in physical settings such as training institutes, colleges, or schools. It emphasizes direct human interaction, hands-on experiences, and real-time feedback. This method is valued for its immersive and collaborative learning atmosphere, which often leads to deeper understanding and professional bonding. Definitions provided by organizations like UNESCO and NCTE recognize both formats as valid, each having its advantages and limitations. For this study, teacher training is defined operationally as any organized learning experience, either online or offline, intended to improve the professional competence of secondary school educators. Understanding these core terms and their evolving definitions is essential for conducting a meaningful comparison. By clarifying these concepts, the study sets a strong foundation for evaluating the relative effectiveness of the two training modes in enhancing teaching quality and learner outcomes.

## Confidence, Importance, and Emergence of the Problem

The quality of education is largely dependent on the quality of teachers, and in turn, the effectiveness of teacher training. One of the key outcomes of a successful teacher training program is the development of professional confidence among educators. Confidence enables teachers to handle diverse classroom situations, adapt to new pedagogical techniques, integrate technology effectively, and foster meaningful student engagement. Whether delivered online or offline, teacher training must not only enhance knowledge and skills but also build the confidence necessary for effective classroom performance. The importance of teacher training cannot be overstated in the context of secondary education, where teachers are responsible for guiding students through a critical stage of academic and personal development. Secondary school teachers must address a broad curriculum, deal with adolescent behavioral patterns, and prepare students for higher education or vocational choices. Hence, well-designed timely training is vital for continuous professional growth. With the increasing demands placed on teachers today—ranging from academic delivery to psychological support—

training programs must be robust, adaptive, and context-sensitive. The emergence of the problem stems from the increasing diversification of training modes, especially due to advancements in digital technology. The global COVID-19 pandemic further accelerated the shift toward online education and training, challenging traditional models and highlighting the need for comparative evaluation. While online training provides accessibility and convenience, questions have arisen about its effectiveness in building confidence and promoting deep learning. Conversely, while offline training is seen as more engaging and interactive, it is often limited by geographical, financial, and temporal constraints. This duality has created a gap in understanding which mode of training truly benefits teachers in terms of confidence, preparedness, and practical application in the classroom. Many educational institutions continue to debate the best format for professional development. However, few studies have systematically compared the two modalities, especially from the perspective of secondary school educators. Thus, the problem emerges clearly: Which method—online or offline— better supports the confidence and competence of secondary school teachers? Understanding this is essential for guiding educational policy, designing future training programs, and ensuring that teachers are empowered to meet the needs of 21st-century learners. This chapter sets the stage for exploring this core research problem through empirical investigation.

#### Statement of the Problem and Hypothesis

The quality of teacher training has a direct impact on classroom effectiveness, student learning outcomes, and overall educational standards. With the advent of digital technology and unforeseen disruptions like the COVID-19 pandemic, educational institutions have increasingly shifted to online platforms for professional development. While this shift offers opportunities for greater accessibility and flexibility, it also raises questions about the quality, depth, and long-term impact of such training compared to traditional offline methods. The problem addressed in this study stems from the lack of consensus regarding the effectiveness of online versus offline teacher training programs. Specifically, there is insufficient empirical evidence comparing how each mode influences teaching confidence, knowledge retention, practical application, and engagement among secondary school teachers. Educational stakeholders, including policy makers and training institutions, are grappling with decisions about investing in digital infrastructure or sustaining traditional training models without a clear understanding of comparative outcomes.

Thus, the central research problem is:

"To compare the effectiveness, accessibility, and outcomes of online versus offline teacher training programs for secondary school teachers." To address this problem, the following hypotheses have been formulated:

- H1: There is a significant difference in the teaching effectiveness of teachers trained through online programs versus those trained through offline programs.
- H2: Online training programs significantly enhance digital competencies more than offline training.
- H3: Offline training programs lead to higher levels of interpersonal engagement and classroom readiness compared to online methods.
- H4: There is a statistically significant difference in teacher satisfaction between the two training modes.

By testing these hypotheses, this study aims to provide data-driven insights that will help shape more informed, effective, and inclusive teacher training policies and practices.

#### **Delimitations of the Study**

Every research study operates within specific boundaries to maintain focus, feasibility, and clarity. These boundaries, referred to as delimitations, are set deliberately by the researcher to define the scope of investigation. In this study, which compares online and offline teacher training programs for secondary school teachers, several delimitations have been applied to narrow down the research context and improve the precision of findings. Firstly, the study is limited to secondary school teachers only. Teachers at the primary and tertiary education levels are excluded to maintain consistency in the nature of responsibilities, curriculum demands, and professional expectations of the participants. Secondly, the study focuses exclusively on teachers who have undergone recognized training programs—either online or offline—conducted by certified institutions such as DIETs, SCERTs, NCERT, or NCTE-approved bodies. Informal or unrecognized professional development activities are not considered. Geographically, the study is restricted to a specific set of districts or regions, chosen for their representative mix of urban and rural schools. This ensures diversity while keeping the research logistically manageable. The timeframe of the study is also defined: only training programs conducted within the last three academic years are included, allowing for relevant and recent comparisons. Another major delimitation is the mode of evaluation. The effectiveness of the training programs is measured primarily through self-reported questionnaires and interviews. Observational or performance-based assessments are beyond the scope of this research due to time and resource limitations. Lastly, the study does not aim to rank the two training modes universally but rather to explore their comparative impact based on a set of parameters—such as confidence, satisfaction, digital readiness, and instructional effectiveness. These delimitations help focus the research on achievable objectives and ensure that the study remains both vali

## **Review of Related Literature**

he literature on teacher training reveals a growing body of research comparing the effectiveness of online and offline professional development methods. Traditional offline training has long been the dominant model, characterized by face-to-face interaction, hands-on workshops, and structured mentoring. Studies such as those by Darling-Hammond (2006) and Villegas-Reimers (2003) emphasize the importance of collaborative learning, realtime feedback, and classroom-based practice in teacher training programs. These elements are often cited as strengths of offline learning. With the rise of digital technology, online teacher training has gained popularity, especially after the global outbreak of COVID-19. Researchers like Mishra & Koehler (2009) introduced models such as TPACK (Technological Pedagogical Content Knowledge), emphasizing the integration of digital tools in teacher preparation. Online training offers flexibility, cost-efficiency, and access to diverse learning resources. However, challenges such as lack of interaction, limited hands-on experience, and digital fatigue have also been reported (Kebritchi et al., 2017).

Blended learning models, combining online and offline components, have emerged as a promising alternative. Studies by Graham (2006) and Boelens et al. (2017) suggest that hybrid programs leverage the strengths of both formats while addressing their limitations. In the Indian context, reports by NCERT and MHRD have highlighted the growing use of online platforms like DIKSHA and SWAYAM for teacher training. Yet, there remains limited empirical data comparing learning outcomes, teacher satisfaction, and classroom implementation across both modes. This literature review reveals a clear research gap: while individual modes have been studied, comparative analyses focusing on secondary school teachers—especially in blended and rural contexts—are limited. This study aims to fill that gap by providing data-driven insights into the strengths and weaknesses of online and offline training formats

## Methodology

The methodology of this study outlines the procedures and strategies employed to achieve the research objectives and test the proposed hypotheses. This research adopts a quantitative approach using the descriptive survey method, which is well-suited for collecting factual information, opinions, and attitudes from a broad population. The survey method allows for comparison between groups—in this case, teachers trained through online and offline programs.

#### **Research Design**

The study is structured as a comparative analysis, focusing on the effectiveness, accessibility, and satisfaction of teacher training programs delivered via online and offline modes. The design incorporates cross-sectional data collection, enabling insights into participants' experiences at a particular point in time.

#### **Population and Sampling**

The target population includes secondary school teachers who have completed either online or offline training programs within the past three academic years. A stratified random sampling technique was used to ensure representation from different geographical regions (urban and rural), genders, and school types (government and private). The final sample consisted of 200 teachers—100 from each training mode.

#### **Research Instruments**

The primary tools for data collection were a structured questionnaire and a semi-structured interview schedule. The questionnaire included Likert-scale items measuring variables such as confidence, skill acquisition, applicability, and satisfaction. The interview schedule was used to gather deeper insights from a subset of 20 teachers (10 from each group).

#### **Data Collection Procedure**

Data was collected through both online forms and in-person visits, depending on the training mode and accessibility of the participants. All respondents were assured confidentiality and anonymity. Informed consent was obtained before participation.

#### **Data Analysis Techniques**

Quantitative data from the questionnaires was analyzed using descriptive statistics (mean, percentage, and standard deviation) and inferential statistics, including t-tests and chi-square tests, to identify significant differences between the two groups. The qualitative data from interviews was categorized thematically to supplement and interpret the quantitative findings.

#### **Ethical Considerations**

The study adhered to ethical research practices. Permissions were obtained from relevant authorities, and participation was entirely voluntary. Participants had the right to withdraw at any stage.

In summary, the chosen methodology ensures objectivity, reliability, and validity in comparing the two training modalities and offers a comprehensive view of their relative effectiveness.

### Introduction to Survey Method

The survey method is one of the most widely used research techniques in educational and social science research. It involves collecting information directly from individuals through structured tools such as questionnaires, interviews, and online forms. In this study, the survey method has been selected to gather comprehensive data from secondary school teachers who have undergone either online or offline training programs. This method is particularly suitable for studying the attitudes, experiences, preferences, and perceptions of a large sample within a limited timeframe. The survey method offers several distinct advantages. It enables the researcher to collect data from a diverse population, spread across different locations. This is especially important for this study, as it compares training experiences from teachers in both urban and rural contexts, who may have very different access to online or offline training. The structured nature of survey questions ensures consistency in responses, allowing for systematic analysis and comparison of findings. A key feature of the survey method is its flexibility. Surveys can be conducted through various formats—online forms, paper-based questionnaires, phone calls, or face-to-face interactions. This flexibility makes it possible to include participants with different levels of digital literacy and technological access, which is highly relevant when studying training formats across the online–offline divide.

Additionally, the survey method supports both quantitative and qualitative data collection. In this study, quantitative data was collected using closeended questions measured on a Likert scale, while qualitative insights were gathered through open-ended questions and follow-up interviews. This mixed approach provides a more complete picture of the training outcomes. Importantly, the survey method is cost-effective and time-efficient, allowing for the rapid collection of data from a large number of participants. It is also non-intrusive, meaning respondents can answer questions in their own time and space, leading to more honest and thoughtful responses. In the context of this research, the survey method is ideal because it helps explore the practical effectiveness, engagement levels, confidence building, and user satisfaction associated with both online and offline training. The method also makes it possible to identify patterns and draw statistically significant conclusions that can inform educational policy and teacher training program design.

## **Characteristics of Survey Method**

The survey method is a systematic approach to data collection that involves gathering information from a predefined group of respondents. It is particularly valuable in educational research for understanding opinions, behaviors, and experiences across a broad sample. In the context of this study, the survey method enables an effective comparison between the online and offline teacher training experiences of secondary school educators. One of the primary characteristics of the survey method is its quantitative nature. It often uses structured tools like questionnaires with closed-ended questions, allowing for numerical data collection and statistical analysis. This facilitates the identification of trends, relationships, and significant differences between groups—in this case, teachers trained through different formats. The survey method is also descriptive, focusing on describing existing conditions or relationships rather than establishing cause-effect dynamics. It captures what participants think, feel, or do regarding a specific subject. This aligns well with the goal of this study: to understand how teachers perceive and evaluate their training experiences. Another key feature is standardization. All participants are presented with the same questions in the same order, ensuring uniformity in data collection and reducing researcher bias. This standardization enhances the reliability of the study.Flexibility and scalability are additional strengths. Surveys can be conducted online, by phone, or in person, making them accessible to participants in varied geographic locations. This is essential in this study, which includes teachers from both urban and rural schools. Finally, the survey method is efficient and time-saving, enabling researchers to collect data from a large number of respondents in a relatively short period. It is also non-intrusive, allowing participants to respond comfortably and honestly.

Together, these characteristics make the survey method an ideal choice for this comparative study on teacher training modalities.

## **Population, Sampling, and Procedure**

A well-defined research population and a scientifically chosen sample are crucial to ensuring the accuracy and generalizability of any study. This chapter outlines the population, sampling techniques, and procedures used for collecting data in this comparative study of online versus offline teacher training programs. Population of the Study The target population for this study consists of secondary school teachers who have undergone either online or offline training within the past three academic years. These teachers are from both urban and rural schools, representing various types of institutions such as government, private, and aided schools. The focus on secondary-level educators ensures uniformity in terms of teaching responsibilities and training expectations.

#### **Sampling Technique**

To achieve a representative and unbiased sample, the study employed a stratified random sampling method. The population was divided into relevant strata such as training mode (online/offline), school type (government/private), and region (urban/rural). From each stratum, participants were randomly selected to ensure that all categories were proportionately represented. This technique enhances the reliability of comparative analysis by reducing sampling error and ensuring demographic diversity.

#### Sample Size

The final sample comprised 200 secondary school teachers: 100 who had participated in online training programs and 100 who had undergone offline training. Within each group, efforts were made to include teachers from diverse subject backgrounds, teaching experiences, and geographical areas.

#### **Data Collection Procedure**

The data was collected through structured questionnaires distributed both online and in person, depending on the respondents' accessibility and comfort. In addition, semi-structured interviews were conducted with 10 teachers from each training group to collect qualitative insights. Prior to data collection, informed consent was obtained, and participants were assured of the confidentiality and ethical use of their responses. All instruments were pilot-tested to ensure clarity and relevance, and necessary adjustments were made based on feedback. The data collection process was completed within a pre-determined timeframe of two months, ensuring consistency in the responses. In summary, the population and sampling strategy for this study were carefully designed to gather accurate and comprehensive data, providing a strong foundation for analyzing the comparative effectiveness of online and offline teacher training programs.

#### Selection of Schools

The selection of schools plays a pivotal role in ensuring the representativeness and validity of the research findings. In this study, schools were chosen strategically to provide a balanced and comprehensive comparison between teachers trained through online and offline training programs. The selection criteria were guided by factors such as accessibility, infrastructure, technological readiness, training history, and geographical distribution.

#### **Geographical Considerations**

To ensure a diverse sample, schools were selected from both urban and rural areas across different districts. Urban schools typically have better digital infrastructure and access to online resources, while rural schools often rely more heavily on traditional offline methods. Including both categories allowed for a more accurate and inclusive comparison of training effectiveness across different environments.

#### School Type

A mix of government, private, and aided schools was included in the study. Government schools were prioritized due to their significant role in teacher development programs and their participation in national-level training initiatives such as those offered by NCERT and DIET. Private and aided schools were included to provide insights into institutional autonomy in choosing training formats and resources.

#### **Criteria for Selection**

Schools were selected based on the following specific criteria:

- Participation in recognized online or offline teacher training programs in the last three academic years.
- Willingness of school authorities to permit research activities.
- Availability of teachers who had completed the respective training programs.
- Minimum technological readiness (e.g., internet access, computer labs) in the case of online training participants.
- Availability of training records or certification to validate the teachers' participation.

#### Number of Schools Selected

A total of 20 schools were selected: 10 for online-trained teachers and 10 for offline-trained teachers. Each school contributed between 5 to 15 participating teachers, ensuring that the sample size met the requirements of the study.

#### Logistical and Ethical Considerations

Prior to conducting surveys and interviews, official permissions were obtained from the school management and local education authorities. All participants were briefed about the research objectives, and confidentiality was strictly maintained.

In conclusion, the selection of schools was conducted in a methodical and inclusive manner, ensuring that the sample reflected the diversity of training environments. This process helped in obtaining reliable and context-rich data for a meaningful comparative analysis.

## **Findings of the Study**

The analysis of data collected from 200 secondary school teachers (100 trained online and 100 trained offline) revealed several significant insights into the effectiveness, accessibility, and impact of teacher training programs. These findings shed light on the comparative strengths and limitations of online and offline training methods.

#### 1. Effectiveness of Training

A large proportion of offline-trained teachers (about 78%) reported higher satisfaction with the quality and depth of their training. They emphasized the benefits of face-to-face interactions, peer collaboration, and hands-on workshops. In contrast, online-trained teachers (62%) appreciated the flexibility and self-paced learning structure but noted that the training sometimes lacked depth and real-time feedback.

## 2. Accessibility and Convenience

Online training programs were found to be more accessible, particularly for teachers in remote or rural areas. About 85% of the online participants agreed that they could attend training sessions without having to travel, saving both time and cost. Offline participants, especially from rural areas, reported difficulties in attending centralized training locations due to poor connectivity and travel constraints.

#### 3. Skill Development and Confidence

Both groups acknowledged improvements in professional skills. However, offline training appeared to build greater confidence in classroom management, interactive pedagogy, and real-time student engagement. Online training, on the other hand, was more effective in enhancing digital literacy and technical competence among teachers.

#### 4. Engagement and Participation

Offline training sessions were perceived as more engaging due to direct communication and structured schedules. Approximately 72% of offlinetrained teachers felt more involved in discussions and activities. Online participants reported lower levels of engagement, citing distractions, technical issues, and lack of live interaction.

#### 5. Assessment and Feedback

Offline programs included continuous assessments, feedback sessions, and follow-ups. Online platforms offered quizzes and assignments, but only 48% of participants found the feedback timely or personalized.

#### 6. Overall Preference

When asked about future preferences, 54% of teachers expressed interest in a blended model, combining the strengths of both modalities. Only 30% preferred offline-only programs, and 16% favored fully online formats.

In conclusion, the findings indicate that offline training excels in experiential learning, while online training offers flexibility and accessibility. A hybrid model that balances interaction, content quality, and technological tools may offer the most effective solution for future teacher training programs.

## Conclusion

This study set out to compare the effectiveness, accessibility, and overall impact of online and offline teacher training programs for secondary school teachers. Through the use of a structured survey method, involving a diverse group of educators across various school settings, the research has provided valuable insights into how both training modalities support professional development. The findings indicate that offline training programs remain highly effective in developing core teaching skills, improving classroom management, and encouraging deeper engagement through face-to-face interaction. Teachers trained offline often felt more confident and better prepared to handle real-time classroom challenges due to the hands-on approach and direct mentorship offered during such sessions. Conversely, online training programs have shown considerable merit in terms of flexibility, accessibility, and convenience. Teachers in remote areas or with time constraints found online programs easier to attend. Additionally, these programs significantly contributed to improving digital literacy, a skill increasingly essential in the modern educational landscape. However, both training types had their limitations. Offline programs were often less accessible due to location and time constraints, while online programs sometimes lacked interactivity and real-time feedback. This led many participants to express a preference for blended training models—programs that integrate the best elements of both online and offline formats. In summary, neither training mode is inherently superior. The effectiveness of teacher training depends largely on content quality, delivery method, engagement level, and institutional support. The study concludes that adopting a hybrid approach that combines the personal touch of offline training with the scalability and flexibility of online platforms could be the most practical and impactful solution for future teacher training in India and beyond.

#### Suggestions

Based on the findings and conclusions of this study, it is evident that both online and offline teacher training methods possess distinct strengths and limitations. To enhance the overall quality and effectiveness of teacher training programs, several practical suggestions are proposed for educational policymakers, training institutions, and school administrators.

#### 1. Develop Blended Training Models

One of the key outcomes of this study is the recognition that a blended approach can offer the best of both worlds. Training modules should be designed to combine the interactive, experiential aspects of offline training with the flexibility and accessibility of online formats. This model would allow teachers to engage in face-to-face workshops while continuing learning online at their own pace.

#### 2. Improve Digital Infrastructure

To ensure equitable access to online training, especially in rural and remote areas, governments and institutions must invest in robust digital infrastructure. This includes reliable internet connectivity, access to devices, and technical support. Schools should be equipped with basic ICT tools to facilitate training and classroom implementation.

#### 3. Regular Curriculum Updation

The training curriculum should be regularly updated to reflect current educational trends, technological tools, and pedagogical innovations. Both online and offline content must be aligned with the practical needs of teachers and the changing dynamics of classrooms.

#### 4. Capacity Building of Trainers

Teacher educators and training facilitators should receive ongoing capacity-building sessions. They should be well-versed in both online and offline delivery methods, ensuring consistency in training quality regardless of the mode.

#### 5. Incorporate Continuous Assessment and Feedback

All training programs should include ongoing assessment mechanisms to evaluate teacher progress. Feedback should be timely, constructive, and personalized. For online programs, interactive quizzes, discussion forums, and virtual feedback sessions can enhance engagement.

#### 6. Encourage Collaborative Learning

Peer collaboration should be encouraged during and after the training process. This can be done through professional learning communities, online forums, or regular group sessions. Such platforms allow teachers to share best practices and challenges.

#### 7. Institutional Support and Follow-Up

Post-training follow-up mechanisms should be in place to help teachers implement learned strategies in their classrooms. Schools must support teachers through mentorship programs and regular check-ins.

In conclusion, by adopting a blended, inclusive, and responsive approach to teacher training, stakeholders can significantly improve the professional development of secondary school teachers in both online and offline contexts.

#### **Suggestions for Teachers**

Secondary school teachers play a vital role in shaping young minds, and continuous professional development is essential for their growth and effectiveness. Based on the findings of this comparative study of online and offline teacher training programs, the following suggestions are offered to help teachers maximize the benefits of both training modalities and enhance their teaching practices.

#### 1. Embrace Lifelong Learning

Teachers should cultivate a mindset of lifelong learning. The field of education is constantly evolving due to technological advances and new pedagogical strategies. Teachers must remain proactive in updating their skills and knowledge by regularly attending training programs, webinars, workshops, and enrolling in online courses.

#### 2. Utilize Digital Tools Effectively

In the digital age, familiarity with educational technology is no longer optional. Teachers should explore and adopt digital tools such as learning management systems (LMS), video conferencing platforms, and assessment apps to enhance teaching and learning. Even if trained offline, teachers should voluntarily engage with digital resources to remain current and innovative.

#### 3. Actively Participate in Training

Whether the training is online or offline, teachers should participate actively. This includes asking questions, completing assignments on time, and engaging in group discussions or collaborative tasks. Active involvement leads to better understanding, skill application, and retention of concepts.

#### 4. Apply Training to Classroom Practice

Professional development is only meaningful if applied effectively. Teachers must implement the strategies and techniques learned during training in their day-to-day teaching. Reflection and experimentation with new methods can help determine what works best for their specific student groups.

#### 5. Join Professional Learning Communities

Teachers are encouraged to join or create Professional Learning Communities (PLCs) where they can share experiences, best practices, challenges, and solutions. These communities can be local or virtual, and help foster peer support, mentorship, and continuous improvement.

#### 6. Give and Receive Feedback

Teachers should seek constructive feedback from peers, students, and mentors. Feedback helps identify strengths and areas of improvement. Likewise, providing feedback in training sessions or to fellow teachers contributes to a culture of growth and collaboration.

#### 7. Manage Time and Balance

Especially in online training, effective time management is key. Teachers must plan their schedules to balance training, classroom duties, and personal life, ensuring no area is neglected.

In conclusion, by being proactive, tech-savvy, collaborative, and reflective, teachers can enhance their professional capabilities and provide highquality education regardless of the training format.

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