



Online and Face-to-Face Training Programmes of UGC-MMTTC, Gauhati University: A Study on the Satisfaction Level of Stakeholders

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ABSTRACT

The present study centered around the contribution of the UGC- Malaviya Mission Teacher Training Centre, Gauhati University in the professional development of teachers. The main objective of the paper is to study the satisfaction level of the teacher participants and resource persons in both online and face-to-face programmes of Malaviya Mission Teacher Training Centre, Gauhati University regarding several dimensions like significance of the training programmes, course content of the programmes, teaching learning facilities, length of the programmes, management and organization of the programmes and evaluation framework. The study employed a descriptive survey method, involving 105 college and university teachers (52 online, 53 offline) and 20 resource persons (10 online, 10 offline) from various universities. Participants were selected through convenience sampling based on their participation in different courses offered by the Malaviya Mission Teacher Training Centre, Gauhati University. Mean, Standard Deviation, Percentage, T-test were used to analyzed the data. The findings revealed that the teacher satisfaction in both online and offline program is nearly the same across all dimensions.

Keywords: Teacher training, online training, offline training, training satisfaction.

Introduction

Higher education has a significant impact on the futures of individuals and nations. In India, where the youth population is one of the largest in the world, higher education is a key driver of, social mobility, economic growth and technological advancement. For the development of a country, it is very important to have good teachers and good teachers are the result of a good system of teacher education (Kaur, 2016). Teaching in higher education is not merely the dispensation of knowledge but the development of independent creative thinking

ability, social consciousness and commitment to the commonwealth and national integration along with a good value system (Zacharias, 2017). To develop the skills of university and college teachers in teaching strategies and other key professional training requirements, short-term training courses for new entrants as well as in-service teachers are constantly necessary. As a result, the National Policy on Education (NPE) 1986 highlighted the need of professional teacher training in India's higher education system. In light of this, University Grants Commission (UGC) thought of organizing orientation course for the new entrants and refresher course for the in-service teachers of Colleges and Universities. The UGC introduced a new scheme known as Academic Staff College (ASC) in the Seventh Five Year Plan. The purpose of the Academic Staff College (ASC) is to improve the quality of higher education by offering continuous professional development opportunities for college and university teachers.

In the year 2015, ASC centers were renamed UGC-Human Resource Development Centres (UGC-HRDCs), and on September 5, 2023, they were further renamed as Malaviya Mission Teacher Training Centres. At present, there are 116 MMTTCs across India, devoted to training newly appointed teachers through programs like the Faculty Induction Programme, also known as "Guru Dakshata." The MMTTC has cooperated with Gauhati University in meeting its special needs such as training of nodal teachers from over 150 colleges.

Up till 2019, the MMTTC, Gauhati University offered a significant number of offline courses. However, the COVID-19 pandemic has forced educational institutions around the world that were earlier reluctant to alter their traditional pedagogical strategies, to make an emergency switch to virtual learning, giving rise to a number of arguments associated with digital infrastructure, the digital divide, digital literacy, teachers' technical and pedagogical skills, digital contents and so on (2021, Rahman). Consequently, the centre also mandates the launch of online programmes. This centre serves a total of 4000 online programmes including 3000 online participants participated in various programmes including orientation programmes, faculty induction programmes, refresher courses, short term courses, workshops and webinars as of 23 January, 2024 (source: MMTTC, Gauhati University). While online teaching platforms also provide an innovative approach to learning, many educators prefer offline education since they believe that students would comprehend the materials better. Both strategies, however, offer particular benefits and drawbacks (2023, Kumar).

Literature Review

Satsangi (2012) found that the orientation and refresher programmes offered by Academic Staff College's had a positive impact and assisted participants in improving their research abilities. Jain(2017) found a positive attitudes of participants towards attending a applying the skills they had gained in Faculty Development Programmes. Agrawat(2018) suggest some better ways such as practical orientation input introduction, reduces the duration of orientation programme etc. to make it more efficient. Gandhi (2020) found that compared to

offline modes, online mode was less engaging and interactive because its teaching dependence and lack of a professional setting. Kaymak(2021) concluded that there was no discernible distinction in the academic performance of pupils between online and offline mode of institution. Both approaches were equally successful in improving students' knowledge and comprehension of the subject. Koay(2021) found that students were struggled to adapted to the online learning environment and offline learning remained the most popular method of instruction. Kumar(2023), in his study found that the most effective approach may be a hybrid one that combines the strengths of both offline and online teaching to offer a thorough, adaptable and engaging learning experience. Bhati and Dhked(2024), found that offline education provides an invaluable advantage of social learning, effective teacher-student interaction and controlled learning environment.

Objectives of the study

1. To study the satisfaction levels of the teacher participants in both online and face-face programmes of MMTTC, Gauhati University regarding -
 - i. Significance of the training programmes.
 - ii. Course content of the programmes
 - iii. Proficiency of the resource person in the programmes.
 - iv. Length of the programmes.
 - v. Management and organization of the programmes
 - vi. Evaluation and grading framework.
2. To study the satisfaction level of resource persons in both online and face-to-face programmes of MMTTC, Gauhati University regarding -
 - i. Course Management.
 - ii. Educational resources at the MMTTC.
 - iii. Relevance of the courses.

Hypotheses of the Study

Ho1: There exists no significant difference in the satisfaction level of the teacher participants in online and face-to-face programmes of MMTTC, Gauhati University with respect to –

- i. Significance of the training programmes.
- ii. Course content of the programmes
- iii. Proficiency of the resource person in the programmes.
- iv. Length of the programmes.
- v. Management and organization of the programmes
- vi. Evaluation and grading framework.

Ho2: There exists no significant differences in the satisfaction level of the resource persons in online and face-to-face programmes of MMTTC Gauhati University with respect to –

- i. Course Management.
- ii. Educational resources at the MMTTC.
- iii. Relevance of the courses.

Methods and Materials

This study was conducted under the descriptive survey method. Population of the study covers all the participants and resource persons in various programmes of MMTTC, Gauhati University. To fulfill the objectives of the study, a total of 125 participants were selected through convenience sampling. This sample comprised 105 college and university teachers- 52 participating online and 53 offline. As well as 20 resource persons from various universities, with an equal distribution of 10 online and 10 offline participants.

To collect required data and information from the MMTTC, Gauhati University; an information Schedule was constructed by the investigator. To collect responses from the teacher participants and resource persons, two questionnaires were constructed by the investigator by consulting with experts in the field. The questionnaires include closed-ended questions with positive and negative statements. The items are in the form of self- statements with five-point Likert Scale, constructed in English Language. Content validity of the tools were ensured through experts review and the reliability of the tools were assessed using Cronbach's alpha which yielding a coefficient of 0.85 for the scale of teacher participants and a coefficient of .81 for the scale of resource persons. The collected data were then analyzed and interpreted through using Mean, Standard Deviation, Percentage, T-test for Two Independent sample and Graphical Representation.

Results and Discussion:

The results are presented in tabulation as per the objectives of the study.

Satisfaction level of the teacher participants in both online and offline programmes:

For fulfilling this objective, the investigator has collected data from the teacher participants using self-structured scale. The scale has different items for each dimension. After collecting the data, the investigator finds out 3 levels of satisfaction namely- High, Moderate and Low by calculating ranges of row and z scores. The analysis has been shown as follows.

Table 1.1: Satisfaction level of the teacher participants in both online and offline programmes of HRDC- Gauhati University regarding significance of the training programmes.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	25 & above	.87 & above	4 (9.52%)	6 (5.71%)	10
Moderate	19 to 24	-.86 to .86	42 (40%)	44 (41.9%)	86
Low	18 & below	-.87 & below	6 (5.71%)	3 (2.86%)	9

The result from the table indicates that 10 participants including 4 (9.52%) online and 6 (5.71%) offline participants out of 105 were highly satisfied, 86 participants including 42 (40%) online and 44 (41.9%) offline participants were moderately satisfied and only 9 participants including 6 (5.71%) online and 3 (2.86%) offline Participants shows their low level of satisfaction concerning significance of the programmes.

Ho1 (i): There exists no significant differences in the satisfaction level of the teacher participants in online and face-to-face programmes of MMTTC, Gauhati University regarding the significance of the programmes.

Table No 1.1.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the significane of the programmes.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	21.67	2.542	.653	.515	Not Significant
Offline	53	21.30	3.238			

Table shows that the mean scores of Online and Offline participants are 21.67 and 21.30 respectively. The SD is 2.542 for online and 3.238 for offline participants. The P value is .515 which is not significant at 0.05 level of significance. Thus, there exists no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to significance of the programmes.

Table 1.2: Satisfaction level of the teacher participants in both online and offline programmes of MMTTC- Gauhati University with respect to course content of the programmes.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline participants	Total No
High	22 & above	.89 & above	10 (9.52%)	7 (6.67%)	17
Moderate	17 to 21	-.88 to .88	39 (37.14%)	44 (41.9%)	83
Low	16 & below	-.89 & below	3 (2.86%)	2 (1.90%)	5

The result depicts from the table that, 17 participants out of 105 participants, 10 (9.52%) of whom participated online and 7 (6.67%) of whom participated offline were highly satisfied, a large number of participants i.e 83 participants, including 39 (37.14%) online and 44 (41.9%) offline participants were moderately satisfied and only 5 participants, including 3 (2.86%) online and 2 (1.90%) offline participants, demonstrated a low level of satisfaction with the course content of the programmes.

Ho1 (ii): There exists no significant difference in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the course content of the programmes.

Table No 1.2.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the course content of the programmes.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	19.54	2.453	1.91	.059	Not Significant
Offline	53	18.49	3.117			

The table revealed that the mean score of Online participants is 19.54 and Offline participants is 18.49. The SD is 2.453 for online and 3.117 for offline participants. The P value is .059 which is not significant at 0.05 level of significance. Thus, there exists no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the course content of the programmes.

Table 1.3: Shows the satisfaction level of the teacher participants in both online and offline programmes of HRDC-Gauhati University with respect to the proficiency of the resource person in the programmes

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	23 & above	.89 & above	3 (2.86%)	13 (12.38%)	16
Moderate	17 to 22	-.88 to .88	40 (38.09%)	43 (40.95%)	83
Low	16 & below	-.89 & below	3 (2.86%)	3 (2.86%)	6

The results suggest that 16 participants including (3) 2.86% online and (13) 12.38% offline participants, out of a total of 105 participants, were highly satisfied, a significant number of participants i.e. 83 participants, including 40 (38.9%) online and 43 (40.95%) offline participants were moderately satisfied. In contrast, 6 participants, of whom 3 (2.86%) online and 3 (2.86%) offline participants, expressed a low level of satisfaction with the proficiency of resource persons in the programmes.

Ho1 (iii): There exists no significant difference in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the proficiency of the resource person in the programmes.

Table No 1.3.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the proficiency of the resource person in the programmes.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	19.54	2.769	.382	.703	Not Significant
Offline	53	19.34	2.564			

The table shows that the mean score of online participants is 19.54 and Offline participants is 19.34. The SD is 2.769 for online and 2.564 for offline participants. The P value is .703 which is not significant at 0.05 level of significance. Thus, there exists no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the proficiency of the resource person in the programmes.

Table 1.4: Shows the satisfaction level of the teacher participants in both online and offline programmes of HRDC-Gauhati University with respect to the length of the programmes.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participation	Total No
High	17 & above	.67 & above	14 (13.33%)	8 (7.62%)	22
Moderate	13 to 16	-.66 to .66	26 (24.76%)	39 (37.14%)	65
Low	12 & below	-.67 & below	12 (11.43%)	6 (5.71%)	18

The findings from the table indicate that 22 participants out of a total of 105, where 14 (13.33%) online participants and 8 (7.62%) offline participants were highly satisfied, Moderate satisfaction was reported by 65 participants, where 26 (24.76%) were online participants and 39 (37.14%) were offline participants and 18 participants, where 12 (11.43%) online participants and 6 (5.71%) offline participants reported low level of satisfaction with the length of the programmes.

Ho1 (iv): There exists no significant difference in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the length of the programmes.

Table No 1.4.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the length of the programmes.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	14.90	2.444	.416	.678	Not Significant
Offline	53	14.72	2.152			

Above table shows that the mean score of Online participants is 14.90 and Offline participants is 14.72. The SD is 2.444 for online and 2.152 for offline participants. The P value is .678 which is not significant at 0.05 level of significance. Thus, there exists no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the length of the programmes.

Table 1.5: Shows the satisfaction level of the teacher participants in both online and offline programmes of HRDC- Gauhati University with respect to management and organization of the programmes.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	22 & above	.78 & above	11 (10.48%)	10 (9.52%)	21
Moderate	16 to 21	-.77 to .77	36 (34.28%)	36 (34.28%)	72
Low	15 & below	.78 & below	5 (4.76%)	7 (6.67%)	12

The table revealed that, out of 105 participants, 21 participants which is 20%, of whom 11(10.48%) participated online and 10 (9.52%) participated offline, were highly satisfied, a significant number of participants i.e. 72, were moderately satisfied, where 36(34.28%) were online participants and the same percentage were offline. While only 12 participants, including 5 (4.76%) online and 7 (6.67%) offline participants, expressed their low satisfaction with the management and organization of the programmes.

Ho1 (v): There exists no significant difference in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the management and organization of the programmes.

Table No 1.5.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the management and organization of the programmes.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	18.87	2.842	.123	.903	Not Significant
Offline	53	18.79	3.237			

Table shows that the mean score of Online participants is 18.87 and Offline participants is 18.79. The SD is 2.842 for online and 3.237 for offline participants. The P value is .903 which is not significant at 0.05 level of significance. Thus, there exists no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the management and organization of the programmes.

Table 1.6: Shows the satisfaction level of the teacher participants in both online and offline programmes of HRDC-Gauhati University with respect to evaluation and grading framework.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total
High	18 & above	.70 & above	9 (8.57%)	7 (6.67%)	16
Moderate	14 to 17	-.69 to .69	34 (32.38%)	34 (32.38%)	68
Low	13 & below	.70 & below	10 (9.52%)	11 (10.48%)	21

The results from the table suggest that 16 out of a total of 105 participants, were highly satisfied with the evaluation and grading system, of whom 9 (8.57%) were online and 7 (6.67%) were offline participants. 68 participants of the total including 34 (32.38%) online and same percentage of offline participants, indicated moderate satisfaction, whereas 21 participants of the total including 10 (9.52%) online and 11 (10.48%) offline participants, reported low satisfaction with the evaluation and grading framework.

Ho1 (vi): There exists no significant difference in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to the evaluation and grading framework

Table No 1.6.1: Shows the Mean, SD, and P value of the online and offline participants regarding satisfaction on the evaluation and grading framework.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	52	15.62	2.361	.899	.370	Not Significant
Offline	53	15.19	2.497			

Table shows that the mean score of Online participants is 15.62 and Offline participants is 15.19. The SD is 2.361 for online and 2.497 for offline participants. The P value is .370 which is not significant at 0.05 level of significance. Thus, there exist no significant differences in the satisfaction level of the teacher participants in online and offline programmes of HRDC Gauhati University with respect to evaluation and grading framework.

Satisfaction level of the Resource Persons in both online and offline programmes:

For fulfilling this objective, the investigator has collected data from the Resource Persons using self-structured scale. The scale has different items for each dimension. After collecting the data, the investigator finds out 3 levels of satisfaction namely- High, Moderate and Low by calculating ranges of raw and z scores. The analysis has been shown as follows.

Table 2.1: Satisfaction level of the resource person in both online and offline programmes of MMTTC- Gauhati University concerning course management.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	22 & above	.59 & above	2 (10%)	1 (5%)	3
Moderate	20 to 22	-.59 to .59	6 (30%)	6 (30%)	12
Low	20 & below	-.59 & below	2 (10%)	3 (15%)	5

The result from the table indicates that only 3 resource persons including 2 (10%) online and 1 (5%) offline, out of 20 resource persons were highly satisfied, 12 including 6 (30%) online and 6 (30%) offline resource persons were moderately satisfied, and 5 resource persons including 2 (10%) online and 3 (15%) offline shows their the low level of satisfaction concerning course management.

Ho2 (i): There exists no significant differences in the satisfaction level of the resource persons in online and face-to-face programmes of MMTTC Gauhati University with respect to course management.

Table No 2.1.1: Shows the Mean, SD, and P value of the online and offline resource persons regarding satisfaction on course management.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	10	21.20	1.68	1.51	.148	Not Significant
Offline	10	19.90	2.13			

Table shows that the mean score of resource persons of online interaction is 21.20 and offline interaction is 19.90. The SD is 1.68 for online and 2.13 for offline resource persons. The P value is .148 which is not significant at 0.05 level of significance. Thus, there exist no significant differences in the satisfaction level of the resource person in online and offline programmes of MMTTC- Gauhati University with respect to the course management.

Table 2.2: Satisfaction level of the resource person in both online and offline programmes of MMTTC- Gauhati University concerning educational facilities at the MMTTC.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	23 & above	.52 & above	7 (35%)	0 (0%)	7
Moderate	20 to 23	-.52 to .52	3 (15%)	5 (25%)	8
Low	20 & below	-.52 & below	0 (0%)	5 (25%)	5

The results suggest that 7 out of a total of 20 resource persons, were highly satisfied with the teaching learning facilities, where all were interacted through online. 8 resource persons, including 3 (15%) online and 5(25%) offline were moderately satisfied, whereas 5 resource persons of offline interaction reported low satisfaction regarding educational facilities at the MMTTC.

Ho2 (ii): There exists no significant difference in the satisfaction level of the resource persons in online and face-to-face programmes of MMTTC Gauhati University with respect to educational facilities at the MMTTC

Table No 2.1.2: Shows the Mean, SD, and P value of the online and offline resource persons regarding satisfaction on educational facilities present at the MMTTC.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	10	23.90	.73	7.97	.001	Significant
Offline	10	19.50	2.13			

Table shows that the mean score of resource persons of online interaction is 23.90 and offline interaction is 19.50. The SD is .73 for online and 2.13 for offline resource persons. The P value is .001 which is significant at 0.05 level of significance. Thus, there exist significant differences in the satisfaction level of the resource person in online and offline programmes of MMTTC- Gauhati University with respect to the educational facilities at the MMTTC

Table 2.3: Satisfaction level of the resource person in both online and offline programmes of MMTTC- Gauhati University concerning relevance of the courses.

Level of Satisfaction	Range of Raw Score	Range of Z score	Online Participants	Offline Participants	Total No
High	21 & above	.59 & above	2 (10%)	3 (15%)	5
Moderate	20 to 21	-.59 to .59	7 (35%)	4 (20%)	11
Low	21 & below	-.59 & below	1 (5%)	3 (15%)	4

The result indicates that only 5 resource persons including 2 (10%) online and 3 (15%) offline, out of 20 resource persons were highly satisfied, 11 resource person including 7 (35%) online and 4 (20%) offline resource persons were moderately satisfied and only 4 resource persons including 1 (5%) online and 3 (15%) offline shows their the low level of satisfaction concerning the relevance of the courses.

Ho2 (iii): There exists no significant differences in the satisfaction level of the resource persons in online and face-to-face programmes of MMTTC Gauhati University with respect to the relevance of the courses.

Table No 2.1.3: Shows the Mean, SD, and P value of the online and offline resource persons regarding satisfaction on the relevance of the courses.

Mode	No	Mean	SD	t-value	P- Value	.05 level of Significance
Online	10	20.60	1.17	.00	1	Not Significant
Offline	10	20.60	1.71			

Table shows that the mean score of resource persons of online interaction is 20.60 and offline interaction is 20.60. The SD is 1.17 for online and 1.71 for offline resource persons. The P value is 1 which is not significant at 0.05 level of significance. Thus, there exist no significant differences in the satisfaction level of the resource person in online and offline programmes of MMTTC- Gauhati University with respect to the relevance of the courses.

Conclusion:

UGC-MMTTC, Gauhati University plays a critical role in raising the standard of professional development and teacher education. The results revealed that the satisfaction of teacher participants in both online and offline programmes are almost same regarding all the dimensions such as significance of the programmes, course content of the programmes, proficiency of the resource persons, length of the programmes, management and organisation of the programmes and evaluation and grading framework. Similarly, the satisfaction levels of resource persons are also same regarding management of the courses and relevance of the courses, with the exception of the educational facilities at the MMTTC.

However, there is lots of scope for the development of such online and offline programme. Overall, the satisfaction with this kind of training depends on the individuals learning preferences, lifestyle and the particular program design of the program. Combining components of both online and offline methods such as hybrid models, may provide a balanced solution that maximises engagement, flexibility, and overall satisfaction among learners.

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