

Training is Essential for Teachers - A Case Study on Training Teachers in Hyderabad Institute of Excellence

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Abstract: *Teaching is one of the noble professions, good teaching requires subject knowledge, communication skills, a high socio-economic background, and the ability to understand the students. The basic concept of teaching is how a teacher teaches and how a learner learns. It is the understanding of two people in which a person teaches using his/her skills and experience. Teaching provides the opportunity for the students to learn something. The study was focused on the challenges faced by the teachers. Provided training on technical literacy, Induction Program on Capacity Building, and Critical thinking. A case study was used as a method. Qualitative and quantitative approaches were used to collect data. It was observed that the teachers have qualities such as the ability to share knowledge and wisdom, show compassion, adaptability to take responsibility, and understand the teaching and learning process. Training enriched teachers to learn new concepts and allowed them to implement them in their work. Students' feedback reflected that teachers encouraged their participation and engagement in class discussions, created a respectful learning environment and there was no physical punishment or mental harassment.*

Keywords: Training Teachers, Teaching qualities, Student feedback

1. Introduction

The study was conducted at the Hyderabad Institute of Excellence (HIE), located in a rural area Mudgula Chitampally, Vikarabad District, Telangana State, India. The first author joined as a Vice principal for the academic year 2023 - 2024. The school is coeducational and has grades from one to ten with a total strength of 245 students, which is affiliated with the Central Board of Secondary Education (CBSE) of 3630213. The school has 120 acres of land and is designed with a wonderful infrastructure, which provides all facilities like a swimming pool, horse riding, playground for athletics, football, and cricket, and academic labs for mathematics, science, and computer science. According to the CBSE board, the school offers subjects like English, 2nd Language Hindi/Telugu/Urdu, 3rd Language Hindi/Telugu/Urdu, Mathematics, Science, Social Science, and additional subjects like Computer Science, Robotics, Dance, and Music. To handle these subjects the school appointed highly qualified and trained teachers. The mode of communication in the school is English, but the students who are studying and staying here are native speakers of Telugu, Hindi, and Urdu languages. This has been a great challenge for HIE teachers to connect with them.

The school serves 245 students, 217 day scholars, and 28 residential students. Education is an activity that takes place in many diverse venues and it is intended to develop knowledge, understanding, valuing, growing, caring, and behaving (Chazan, 2022). According to (Dan, 2023), the school's core values are the foundation of its community and play a vital role in shaping its culture. It should reflect the school's unique mission and values and they should guide everything from decision - making to daily interactions. The mission of the school Hyderabad Institute Excellence states that "Nurturing young minds, instilling core values, building a strong character and above all, being a good human being is the core purpose of Hyderabad Institute of Excellence" (Hyderabad Institute Of Excellence, 2023). The core values are the root beliefs that a person or organization operates

from and they are the principle perspectives that guide a person or organization's behaviour toward others (Sutler-Cohen, 2019). Teachers play a crucial role in shaping the future generation, and they are dealing with young kids who are full of life and energy (Bordia, 2020).

Educational aims should be discussed before constructing goals and objectives (Noddings, 2008). The aim of the school should be to inculcate the core values to teachers, which enable them to transfer to the students. It describes both the ideal target of an educational institution as well as its ultimate desired outcomes or achievements, which frames the overall direction of an educational system or institution (Chazan, 2022). Different students from different backgrounds are studying in this school. Teachers can change their lives, they have the power to uplift them and make a change (Bordia, 2020). Good teachers will have the qualities of patience, good communication skills, joy, determination, compassion, understanding, and sharing wisdom (Scott, 2023). These teachers will have the ability to link curriculum to life in a very imaginative way (Bhula, 2016).

To acquire a better understanding of HIE teachers' teaching and learning approaches, classroom observations were done as initial research. It had three options for analyzing a teacher's qualities. 1) Teachers' strengths, 2) Suggestions for improvement, and 3) Overall perception of teaching effectiveness. Beyond this, a diagnostic test was also conducted to identify the perspectives of teachers on teaching and learning. The questions in the test were focused on the important traits of teachers, such as the ability to impart knowledge and wisdom, express compassion, adapt and accept responsibility, and understand the teaching and learning process. A Case Study was used as a method in this research, and qualitative and quantitative approaches were used to collect data. The results of classroom observation and diagnostic tests enabled us to plan and conduct training on technical literacy, an induction program on CBSE, Critical thinking, and Classroom Management. Training

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feedbacks were included in the methodology, in addition, student feedback was collected at the end of the academic year to analyze the performance of the teachers.

2. Methodology

The research was carried out by conducting classroom observations and a diagnostic test for teachers to analyze the necessary training that should be provided for effective teaching and learning at the Hyderabad Institute of Excellence. The classroom observations reflect that the teachers primarily communicate with the students in English, but some of them had challenges addressing their educational needs through the English language. In some classes, it was observed, that teachers faced many challenges to manage the classroom and maintain discipline throughout the sessions. It was also observed that the teachers with teaching experience were able to handle the session effectively, but the usage of technology was minimized. On the aspect of communication for students, the school HIE took the initiative and conducted reading, speaking, elocution, and extempore competitions to improve their communication skills, the results revealed that 29 percent of students improved their reading skills, and 26 percent of students showed improvement on communication skills (Lawrance et al., 2024).

A diagnostic test was conducted at HIE to identify the perspectives of teachers on teaching and learning. A questionnaire was conducted to assess the essential qualities of teachers, such as the ability to share knowledge and wisdom, show compassion, adapt and take responsibility, and understand the teaching and learning process. 23 teachers attended the questionnaire, which includes 30 questions were framed to test the importance of teaching and learning, parents' expectations of students and education, the importance of excursions, giving punishments, the relationship between teacher and student, interaction with students, preparing the lesson plans, achieving the objectives of the sessions, having different teaching methods, giving special attention to weaker students, following the policies of National Curriculum Framework 2005, and usage of black/whiteboards in the classroom. The test score is interpreted as a measure of reasoning ability, it indicates that some features, appropriately referred to as reasoning ability, are connected with specific teachers and that these attributes can explain a portion of the performance of teachers on qualities.

The results of the questionnaire enabled us to identify the teacher's perspectives on the qualities of Sharing Wisdom, Compassion, Adaptability, Responsibility, Knowledge, and Understanding as shown in Chart 1 below.

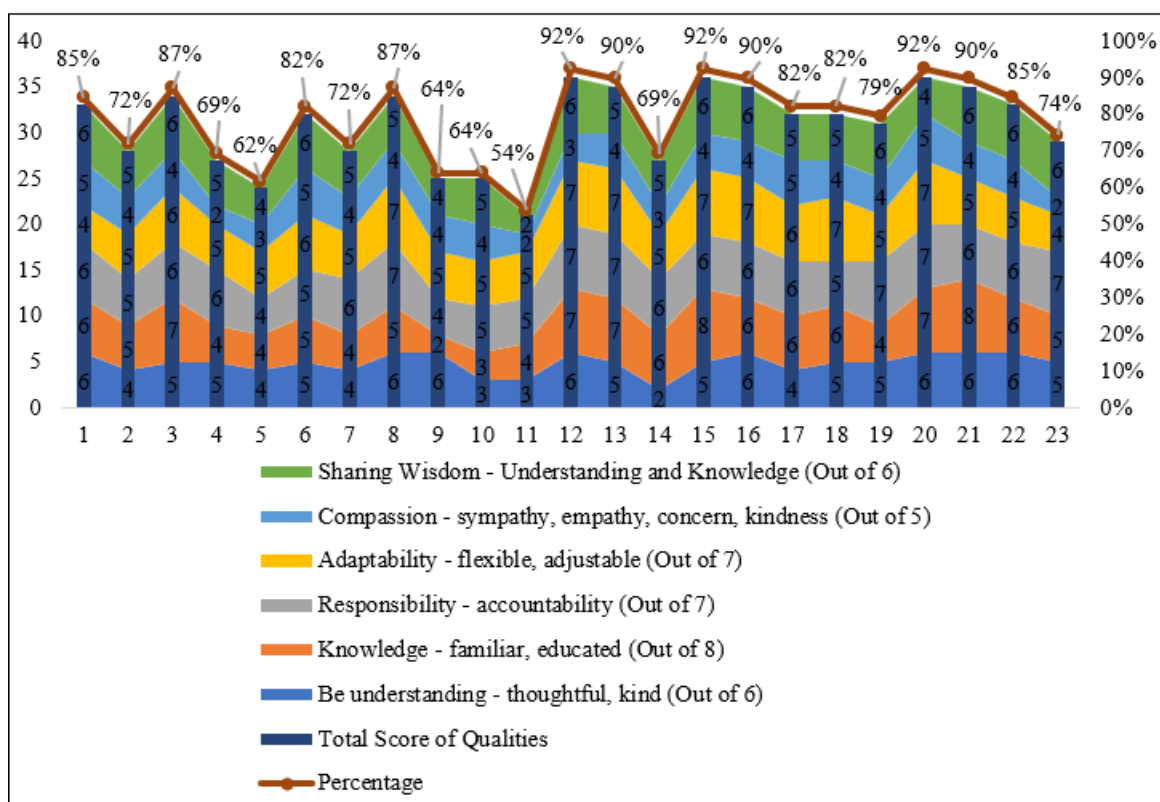


Chart 1: Teachers' Perspectives on Teaching and Learning

Sharing Wisdom- Teachers have the extraordinary ability to shape minds, inspire hearts, and ignite passions in their students. In the questionnaire, 6 questions were framed on sharing wisdom, which was integrated with knowledge and understanding. The perspective of teachers shows that 44 percent of teachers gained 6 out of 6, 39 percent of teachers got 5 out of 6, 13 percent of teachers got 4 out of 6, and 4

percent of them got 2 out of 6. By finding the median, we found that HIE teachers fall under the category of 5 out of 6 for sharing wisdom. The average score is 86 percent from teachers' perspectives on sharing wisdom with students. Teaching is more than imparting knowledge; it also involves cultivating the seeds of wisdom that will bloom well in the future. Wisdom is the ability to think and act using

knowledge, experience, understanding, common sense, and insight. But it transforms into something truly powerful when it is shared (Blaschka, 2019).

Compassion- Teachers face challenges both in and out of the classroom, navigating through the complexities of education with grace and resilience. With each lesson they teach and every heart they touch, they sow the seeds of sympathy, empathy, concern, and kindness. Chart 1 shows the results of 5 questions, which were constructed to test the quality of compassion in teachers. 17 percent of teachers got 5 out of 5, 57 percent of teachers got 4 out of 5, 13 percent of teachers got 3 out of 5, and 13 percent of teachers got 2 out of 5 questions. On compassion, teachers of HIE fall under the category 4 out of 5. The average score is 76 percent from teachers' perspectives on having compassion with students. Teachers should model compassion and acts of compassion every day, by complimenting students on their achievements, inquiring about their day or weekend activities, and continuously addressing all bullying behaviors (Nucaro, 2018).

Adaptability- In today's ever - changing educational world, adaptability is the foundation of effective teaching. Teachers are agile knowledge developers, capable of handling change with resilience and innovation. The perspective of teachers in HIE on adaptability based on 7 questions shows that 30 percent of teachers got 7 out of 7, 13 percent got 6 out of 7, 48 percent got 5 out of 7, and 9 percent got 4 out of 7. On quality adaptability, HIE teachers fall under the category 5 out of 7. The average score is 81 percent from teachers' perspectives on the quality of adaptability. It is something teachers require regularly and likely plays an important role in helping them navigate the demands of their work. When teachers were more adaptable, they tended to report better well - being (Martin et al., 2018). With open minds and adaptable techniques, teachers turn failures into stepping stones, ensuring that no child falls behind on the path to enlightenment.

Responsibility- Teachers' responsibilities go far beyond merely imparting knowledge; they also include nurturing minds, character development, and the cultivation of potential. Teachers have the holy responsibility of inspiring, guiding, and empowering the next generation. The perspective of teachers on responsibility based on 7 questions shows that 26 percent of teachers got 7 out of 7, 43 percent of teachers got 6 out of 7, 22 percent of teachers got 5 out of 7, and 9 percent of teachers got 4 out of 7. On account of responsibility, HIE teachers fall under the category of 6 out of 7. The average score is 84 percent from teachers' perspectives on the quality of responsibility. According to (Aarti, 2022) teachers should take responsibility for 1) planning and preparing lesson plans, 2) Assessing student progress, and participation, 3) Providing feedback, 4) Maintaining classroom discipline, and 5) Responsibility for improving their teaching. (Aarti, 2022). Teachers must foster inclusive cultures that value diversity, promote critical thinking, and develop a lifelong love of learning. Teachers face the responsibility of creating not only academic aptitude but also social guides, providing students with the values and skills necessary to navigate an ever - changing world with integrity and compassion.

Knowledge- Teachers have an enormous number of information that goes far beyond the subjects they teach. Their knowledge extends beyond curricular content to include pedagogical methodologies, classroom management approaches, and a thorough awareness of their students' different needs and learning styles. The teachers' perspective on knowledge shows that 9 percent of teachers got 8 out of 8, 17 percent of teachers got 7 out of 8, 26 percent of teachers got 6 out of 8, 18 percent of teachers got 5 out of 8, 22 percent of teachers got 4 out of 8, 4 percent of teachers got 3 out of 8, and 4 percent of teachers got 2 out of 8. As per the median, the teachers of HIE fall in the category of 6 out of 8 in the aspect of knowledge. The average score is 68 percent from teachers' perspectives on the quality of knowledge. Effective teachers continuously improve their expertise through ongoing professional development, maintaining current educational research and best practices. Besides academics, teachers frequently act as mentors, counselors, and even parents for their pupils, giving important guidance and support. In simple terms, teachers are more than just information communicators; they are cultivators of intellect, character, and lifelong learning habits, shaping the future with their knowledge.

Understanding- Teachers recognize their students' different backgrounds, experiences, and learning styles, and personalize their instruction to match their specific requirements. They understand the larger social and cultural environments in which their students exist, which fosters acceptance and compassion in the classroom. The teachers' perspective on understanding shows that 35 percent of teachers got 6 out of 6, 35 percent of teachers got 5 out of 6, 17 percent of teachers got 4 out of 6, 9 percent of teachers got 3 out of 6, 4 percent of teachers got 2 out of 6. As per the median, the teachers of HIE fall in the category of 5 out of 6 in the aspect of understanding. The average score is 81 percent from teachers' perspectives on the quality of understanding. Teachers who thoroughly understand the cognitive processes involved in learning use the knowledge to create effective lesson plans and assessments. Their expertise extends to their students' social and emotional well - being, as they recognize the need to provide a helpful and nurturing learning environment.

Throughout the academic year, the school provides formative and summative assessments as part of the assessment process. It is imperative that educators carefully develop their examination questions according to the guidelines issued by the CBSE board. It was noted that there were differences in how the question papers were prepared, with some not following the official CBSE pattern and the technical formatting guidelines. Departmental meetings were called as a result of these findings to emphasize the significance of ensuring that the different chapters and the corresponding marks received are given equal importance when selecting questions. In addition, technical training was planned and conducted in two batches in the computer lab, which was focused on training teachers in Microsoft Word. The following options were used in the training, setting the page layout of the question paper, inserting the school logo and page numbers in the Header and Footer options, alignment of texts, inserting bullets, numbering, shapes, and pictures, and inserting mathematical symbols.

Evaluation is one of the most troublesome areas in education, especially written examination is the most widely used method of evaluation and assessment (Ravi & Jose, 2020). Therefore, it is crucial to prepare the question paper layout such that it can enhance student learning and comprehension while supporting fair, efficient, and effective evaluation. A well - executed assessment process enhances student and teacher satisfaction and makes learning more enjoyable for all concerned. Twenty teachers attended the training, which was conducted in two batches. A questionnaire was prepared and feedback was collected from teachers as shown below.

1) Why was this training organized for you?

65 percent of teachers were attentive to developing their technical skills, and 20 percent of teachers knew that they had to improve their preparation of question papers. and 15 percent of them know that the training will make their work easier.

2) Did the training help you to learn new concepts that you are not aware of?

85 percent of teachers agreed that the training helped them to learn new concepts, which they were not aware of. 15 percent of them knew the concepts earlier and it helped them to refresh it. It was noticed in the training that the teachers are very keen on asking questions and clarifying their doubts immediately.

3) Do you agree that training is essential for the teaching profession?

100 percent of teachers strongly agreed that the training is essential for their profession. It was observed during the training that the trainer connected the technical concepts with the question paper and asked them to practice on the computer, which enabled the teachers to understand the techniques easily.

4) How often do you prefer such training should be conducted for your benefit?

Weekly once b) Monthly once c) Once in two months d) Once in three months e) Once in six months

By finding cumulative frequency, the median falls in the category that the teachers preferred that such training should be conducted monthly once. This makes it possible for the school to organize training for teachers. The National Education Policy of 2020 states that teachers should be given continuous opportunities for self - improvement and to learn the latest innovations and advances in their professions as per clauses 15.5 and 15.6. This will be offered to the teachers in the mode of online and offline training. Each teacher will be expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their professional development, driven by their interests (NEP, 2020).

5) Did the trainer help you to clear your doubts? If not please mention them.

95 percent of teachers mentioned that the trainer helped them to clear their doubts, and 5 percent of teachers mentioned that they didn't have any doubts to clear. It enabled them to gain experience in technical literacy.

6) What topics do you prefer to be trained in, which will benefit your profession?

50 percent of teachers mentioned Microsoft PowerPoint and Excel, 25 percent of them stated that they want to learn more about Microsoft Word, and 25 percent of teachers want training on video and audio editing tools.

7) How would you rate the overall quality of this training on a scale of 1 to 5?

1 - Poor 2 - Below Average 3 - Average 4 - Good 5 - Excellent

By finding cumulative frequency, the median falls in the category that the teachers rated the training as 5 (excellent) on a scale of 1 to 5.

8) Are there any comments you want to share about this training? Feel free, which will help the institution or the trainer to improve in the future.

Teachers mentioned that they were able to gain knowledge by attending the training and they were willing and expecting more training related to their subjects, and the curriculum.

As the school Hyderabad Institute of Excellence follows the CBSE curriculum, the teachers must be trained on the curriculum. An Induction training was planned and conducted on the 27th and 28th of January 2024. According to (CBSE, 2023) the induction training program (Guru Dakshita) will have 2 days with a duration of 12 hours, and it was focused on a capacity - building program. There were 8 sessions with a duration of 90 minutes each, the details of the sessions are shown below.

Session 1- Role of Center of Excellence (CoEs) in Teacher Training, which shows a list of topics for heads of the schools, teachers, and other stakeholders to be trained and it will be scheduled by them as per the request.

Session 2- The CBSE Affiliation System, helps the schools to get affiliation processes for secondary and senior secondary education and also grants extension of affiliation and approvals for schools.

Session 3- CBSE Curriculum refers to the lessons and educational content to be taught to a learner in a school. It encompasses general objectives of learning, competencies to be attained, courses of study, subject - wise learning outcomes and content, pedagogical practices, and assessment guidelines.

Session 4- CBSE Skill Education, empowering students with essential life and employability skills. It offers 19 skill subjects at the secondary level. Students can choose any one or two skill subjects along with the core subjects.

Session 5- Examination and Role of Regional Officers (ROs), a compilation of rules, regulations, and conditions for the conduct of examinations for students.

Session 6- The IT Ecosystem in CBSE focuses on the Online Affiliated School Information System (OASIS) portal, the Integrated Payment System for financial dealings related to

examination and affiliation, and the IT Initiatives of CBSE: Parinam Manjusha, Kala Setu, etc.

Session 7- Central Teacher Eligibility Test (CTET), this portal is available on the CBSE website and provides e-services like the results of the last conducted with questions. The Ministry of Education, Govt. of India has entrusted the responsibility of conducting the Central Teacher Eligibility Test (CTET) to the Central Board of Secondary Education Delhi. (CTET, 2024).

Session 8- CBSE Resources, Important E - Learning, and Web Links, the session enables the participants to be aware and refer to all resource materials that are available in the CBSE environment, which are technologically accessible, economically feasible, and culturally sustainable.

The following themes were presented as group exercises during the training sessions, which helped the teachers communicate their ideas and allowed them to study, discuss, and comprehend the CBSE materials.

- Beauty and wellness: To enhance their self-care routines, boost their confidence, and prioritize their mental and physical health.
- Handicrafts: To develop fine motor skills and be creative.
- Agriculture: Teaching the students about survival, self-sustenance, and how it combines the knowledge of several disciplines.
- Herbal Heritage: This enables the teachers to teach the students how to plant these herbs and use them as a remedy.
- School Management Committee: It is responsible for the school to monitor and ensure the effective use of grants.
- Protection of Children from Sexual Offences (POCSO) Act and Child Safety: It was an act to provide a robust legal framework for the protection of children.
- School Quality Assessment and Assurance Framework (SQAAF): It helps monitor identified outcomes at all levels and across all spheres of school education.
- Ministry of Education (MOE) and system organization: It implements the National Policy on Education.
- Affiliation and Examination: It is the formal enrollment of a school and every affiliated school must follow the examination By-laws of the board.
- School Curriculum Committee: It is a committee consisting of members who actively participate in the development or construction of the curriculum for the school.
- Disaster Management Committee: To identify and manage hazards, and prepare and respond to emergencies in school.
- Rapid Communication: The backbone of a successful, positive school environment.

- Interest of different stakeholders: Anyone with an investment or interest in the system includes teachers, parents, students, and indirect roles.
- IT - Ecosystem in CBSE: CBSE schools use online portals and mobile apps to update parents about their children's performance.
- Monitoring and Control: It allows us to keep track of alarming activities and take appropriate actions where concerns are raised.
- CBSE Academics and Training: CBSE Academics is committed to providing quality education to promote intellectual, social, and cultural vivacity among learners.

Teachers provided feedback about the training, which reflects that they were able to gain a good understanding of the concepts of CBSE, but the overall quality of the training shows that the teachers rated in a neutral state (neither agree nor disagree). Teachers commented on the valuable feedback form that the trainers showcased the PowerPoint slides as they were in the handouts and presented hastily and not in an interactive manner. They also mentioned that they expected more time to brainstorm ideas related to the topics, and they suggested that the activities and question-answer sessions may be conducted better to increase participants' effective participation. According to (Ochoa, 2023) trainers must stay updated with the latest training techniques, pedagogical advancements, and industry trends. Trainers needed to pursue knowledge and skills to enhance their competence, equipping them to deliver increasingly effective training sessions.

In continuation of empowering teachers, HIE organized a webinar "Cultivating Critical Thinking in Students" on 3rd February 2024 from 4:00 pm to 6:00 pm. Led by the experienced educator and learning development specialist, Mr. Praveen Varghese Thomas, this webinar promises to be an insightful exploration into effective techniques and strategies to nurture critical thinking in classrooms (Next Education, 2024). It was focused on the importance of critical thinking and provided strategies for educators to foster the essential skills required for students. The presenter began the webinar by brainstorming: What has cities, but no houses, forests, but no trees, and water, but no fish? The answer is a map. If I am holding a bee, what do I have in my eye? The answer is beauty. What is 3/7 of chicken, 2/3 of cat, and 2/4 of goat? The answer is Chicago. In 1990, a person is 15 years old. In 1995, that same person was 10 years old. How can this be? The answer is the person was born Before Christ. These questions enabled the participants to think critically.

It was observed that around 300 participants attended the webinar including teachers of the Hyderabad Institute of Excellence. He explained the myth and reality of critical thinking as shown below.

MYTH	REALITY
Critical thinking applies only to limited subjects like mathematics and science	It is applied to all the spheres of our lives
Critical thinking is just logic and reasoning.	It also involves creativity, curiosity, empathy, and judgment. It requires questioning the assumptions, perspectives, and biases of everyone.
Critical thinking is always objective and rational.	It acknowledged that emotions and opinions are part of human nature and that they can influence our thinking and behavior.
Critical thinking is only for complex or controversial issues.	It is a general and everyday skill that can be applied to any issue or situation, big or small simple or complex, routine or novel. It improves communication, collaboration, problem - solving, and decision - making skills in any domain or context.
Only a few people can think critically	Every person on this earth thinks critically.

The presenter gave a scholarly definition of critical thinking, it includes the ability to engage in reflective and independent thinking, where individuals analyze, evaluate, and synthesize information to reach a reasoned conclusion and the ability to think about every important aspect of a problem rationally aims to understand the relationship between facts. The presenter highlighted that critical thinking is purposeful judgement which results in Analysis, Evaluation, and Inference. He explained 5 models of critical thinking that are

The Red Model – has three main indicators they are 1) Recognize Assumptions, 2) Evaluate Arguments and 3) Draw Conclusions.

The Facione Model – has six core cognitive skills that are essential for critical thinking, they are 1) Interpretation, 2) Analysis, 3) Evaluation, 4) Inference, 5) Explanation, and 6) Self - regulation.

The Paul Elder Model – has three components they are 1) Elements of Reasoning, 2) Standards of Evaluation, and 3) Intellectual Traits.

The SOLO Model – describes the levels of complexity and quality of learning outcomes, it stands for Structural of Observed Learning Outcomes. It has five levels they are 1) pre - structural, 2) Uni - structural, 3) multi - structural, 4) Relational, and 5) Extended Abstract.

The Toulmin Model – consists of six parts they are 1) ground, 2) claim, 3) warrant, 4) backing, 5) rebuttal, and 6) qualifier. This model is used to evaluate the validity and non - validity of students' logic.

The presenter explained the benefits of Critical Thinking, which focuses on solving problems easily, being open - minded, finding innovative ideas, knowing self - abilities, stimulating curiosity, and polishing our creativity. To accomplish the benefits of critical thinking, there are six steps, which are defined as **IDEALS** as shown below.

I – Inculcate Inquiry – What's the real question we're facing here? Establish a culture of questioning.

D – Deploy Critical Thinking – Approach problems and questions critically.

E – Encourage Reflection – Provide opportunities for students to reflect on their learning process. Use Real - world problems and scenarios that students must navigate and solve.

A – Assess Critical Thinking Skills – Use assessment methods that require critical thinking, such as essays, projects, and presentations than Multiple choice questions.

L – Listen to feedback – Offer constructive feedback that challenges students.

S – Strengthen Collaboration – Encourage group work that requires students to discuss, and solve problems together.

The webinar was mandatory for the teachers of Hyderabad Institute of Excellence, around 18 teachers attended the webinar and submitted a report of learning and their understanding of Critical thinking. Some of the highlights from teachers about the webinar are shown below.

The trainer started the webinar by conducting polling questions to test teachers' attentiveness during the session. Moreover, the questions were tricky and had two similar answers. He equipped teachers with a robust toolkit to foster critical thinking skills. The trainer empowered teachers to engage students to become independent, thoughtful, informed decision - makers, and navigate the complexities of life with confidence, resilience, and a commitment to lifelong learning. Teachers should give importance to the process, and ensure that students follow reflective writing, collaborative discussions, effective feedback, meditations, inferring, and evaluating magnifies critical thinking. It enables us to gather knowledge, process information, analyze data intelligently, and also helps us to become a better person with the ability to make good decisions, defend opinions, and solve problems. A well - developed set of critical thinking skills builds self - empowerment and confidence. The majority of teachers requested to conduct such brainstorming sessions more often.

Student feedback was collected at the end of the academic year to evaluate the teacher's performance, presentations, teaching practices, and classroom management at the middle and secondary school levels. The feedback reflects that the students strongly agreed that the teacher speaks clearly and can be heard in the classroom, teachers encourage participation and engagement in class discussions and create a respectful learning environment. Students strongly disagreed with using physical punishment, which reveals how successfully teachers upheld decorum in the classroom. With regular feedback from students, teachers can fine - tune their teaching style and lesson plans to suit their class's specific ways of learning. This will allow teachers to bring out the best in each student, and ensure everyone in the class is happy.

3. Conclusion

The study was focused on the challenges faced by the teachers of Hyderabad Institute of Excellence. Provided training on technical literacy, Induction Program on

Capacity Building, and Critical thinking. The study reflected that the teachers have qualities such as the ability to share knowledge and wisdom, show compassion, adaptability to take responsibility, and understand the teaching and learning process. Training enriched teachers to learn new concepts and allowed them to implement them in their work. Trainers must stay updated with the latest training techniques, pedagogical advancements, and industry trends. Trainers needed to pursue knowledge and skills to enhance their competence, equipping them to deliver increasingly effective training sessions. Students' feedback reflected that teachers encouraged their participation and engagement in class discussions, created a respectful learning environment and there was no physical punishment or mental harassment. The student feedback helped teachers to bring quality into teaching and learning. To retain quality - oriented teachers, management should support their basic needs.

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