

Implementation of Effective Training for Education Industry to Get a Result

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ABSTRACT :- The implementation of training and development programs for teachers plays a crucial role in enhancing their skills and capabilities, especially in the context of curriculum change. This study conducts a comprehensive analysis of such programs, focusing on their effectiveness, challenges, and areas for improvement. Through a literature review approach, various scholarly works, empirical studies, and best practices are examined to evaluate the impact of training and development initiatives on teacher performance and student outcomes. The evaluation encompasses aspects such as program design, delivery methods, content relevance, participant engagement, and organizational support. It delves into the strategies employed to address the evolving needs of teachers amid curriculum transformations, considering factors like technological integration, pedagogical innovations, and curriculum alignment. Furthermore, the study explores the role of continuous professional development in sustaining teacher motivation, fostering a culture of lifelong learning, and adapting to dynamic educational landscapes. Based on the analysis,

INTRODUCTION :- Training refers to the process of imparting specific skills. Development refers to the learning opportunities designed to help people to grow. Education is a theoretical learning in a classroom

Human resources have played a significant role in the economic development of the developed countries, India, being the world's 2nd largest populous country can adopt these lessons for the growth of economy. For effective management of any organization both large and small, competent staffing is a must. The formal educational system does not adequately address specific job skills required for a position in a particular organization. The requisite skills, knowledge, abilities and competencies needed to

work effectively is possessed only by few employees. As a result, extensive training is needed to acquire the necessary requisites to be able to make healthy contribution towards the organization's growth. So holds true regarding the Department of school Education. Training imparts a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning.

he term "Training" is large range of things and often used in knowing the changes in the behaviours based on experience and encountered the same in our lives. Training is a learning experience which has capacity to make positive changes and reaches the desired objectives of organization.

LITERATURE REVIEW :- Sundararajan S. (2000) states that in the current competitive business environment, the demand of the organisations compel Indian Industry to rethink on their Vision and Mission about HRD practices through T&D. Changes are inevitable everywhere i.e. in our personal life, social life, work life, in nature, in the society, in the universe, etc. We cannot avoid changes, but we can adjust and adapt to such changes for betterment through Training & Development. The managements of these organisations realised the necessity of training for better performance from the employees' point of view towards competitive business environment. Employees are motivated to attend the training programmes through self-development as well as organisational development.

Prasad R.M. (2000) viewed that Appreciative Inquiry (AI) is a strategy, approach, process and methodology which draw on the strength of individuals in an organisation or social systems. AI enables the organisation development practitioners and HR specialists to look beyond traditional problem-centered methods currently

being employed such as participatory problem and need analysis, SWOT analysis, etc. AI can be effectively deployed as a capacity-and partnership-building process. The success of the use of AI in training in the organisational context depends on the expertise and experience of the trained facilitators. The facilitators should have positive attitude and should possess process and context skills, besides the ability to inspire the employees of an organisation.

Dasari (2000) lists out the problems faced by the software employees such as working in odd or night shifts particularly in call centers, marital discords due to men's suspicion about their working spouses, problem in securing a work-life balance and carrying employers' displeasure for prolonged leave due to postnatal problems. Therefore, the industry has to make special efforts to make women's stay in work places secure, convenient and in a non-discriminated way. In this way, as most of the HR practices focus on their organisational goal rather than the employee's personal imbalance

OBJECTIVE OF THE STUDY :-

- To Improving Educator performance-
- To Updating e Educator skills
- To Avoiding managerial obsolescence
- To Retaining and motivating Educator
- To Creating an efficient and effective organization
- To helps organization to absorb changes taking place in the environment and reduce resistance to change.
- To Training increases the productivity and level of performance of Educator
- To aims to improve the quality of task.
- To train Educator in a particular culture of the company

NEED OF STUDY :-

- Great teachers help create great students. In fact, research shows students who have well-informed teachers tend to perform far better than their peers. Hence, it is important to pay attention to how we can train and support both new and experienced educators
- Good training for teacher workshops leads to

positive learning environments. A positive environment ensures good performance from teachers and students alike. This in return leads to happy children who want to come to school.

- To prepare the future individuals of our nations to be skilled and well-informed, we need to up-skill the teachers who can drive this force efficiently.
- Training for teacher workshops fills in the gaps and removes the deficiencies that remain during the preparation for educational degrees (B Ed, M Ed). It enhances confidence and skills in the teacher for engaging the students meaningfully.
- Training for teacher workshops gives them a chance to step out of their regular schedule—here they become the student rather than the teacher. It keeps the educators motivated because they know they get the professional assistance they need to be better teachers
- Continuous Professional Development has proven to be a critical part of the teaching-learning process. Training for teacher workshops puts emphasis on updating them with the latest research in the education field.
- It's imperative that teachers know how children learn and with the constant changes in the education system, training for teacher workshops is needed to help them learn or create new teaching strategies to encourage learning and ensure the interest of their students in the classrooms. Professional development equips the teaching environment to refine their skills and deliver a result-oriented teaching experience to the students.

METHODOLOGY OF STUDIES :-

- Varied to suit Input of knowledge, skill & Attitude
- Maintain learner's Interest and involvement.
- Suitable time, cost and training facilities
- Meets job environment.
- Strengthen learner's learning.

In the course of solving the first problem it was found that in the literature there are

three

approaches to Supporters of the first approach believe that the methodology is:

a) A system of principles and methods of building activities (theoretical and practical);

b) The doctrine of this system. The methodology answers the question of what principles

underpin any activity, and what methods are used to do so? Moreover, it is emphasized that it is not a set,

but a system of principles and methods of building activities.

The essence of the second approach to the definition of methodology is that it is the doctrine of:

the method of scientific knowledge and the method of transformation of the world. The emphasis only on the method (scientific knowledge and transformation of the world) suggests that this approach to the as a method used primarily recognized theory, acting as a means of thinking. Methods are divided into philosophical (universal), General scientific analysis, synthesis, induction, deduction, etc.) and private-scientific, specific to a particular field of knowledge. In accordance with the third approach, the methodology acts as a teaching on the principles of training.

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