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Teacher Professional Development

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Abstract: A society has conducted on teacher education institution in Eastern U.P. Descriptive type research has applied in ten institutions of Varanasi region in which 3 from Jaunpur, 3 from Raibareilly, 2 from Ghajipur and 2 from Chandauli as randomization technique. Observatory schedule has used for data collection and needs to collaboration with 1-working together, 2-Learning together, 3-Improving together and 4-supporting each other.

Keywords: Problems, Issues, Collaborations, Professional Development and Selection Procedure.

INTRODUCTION

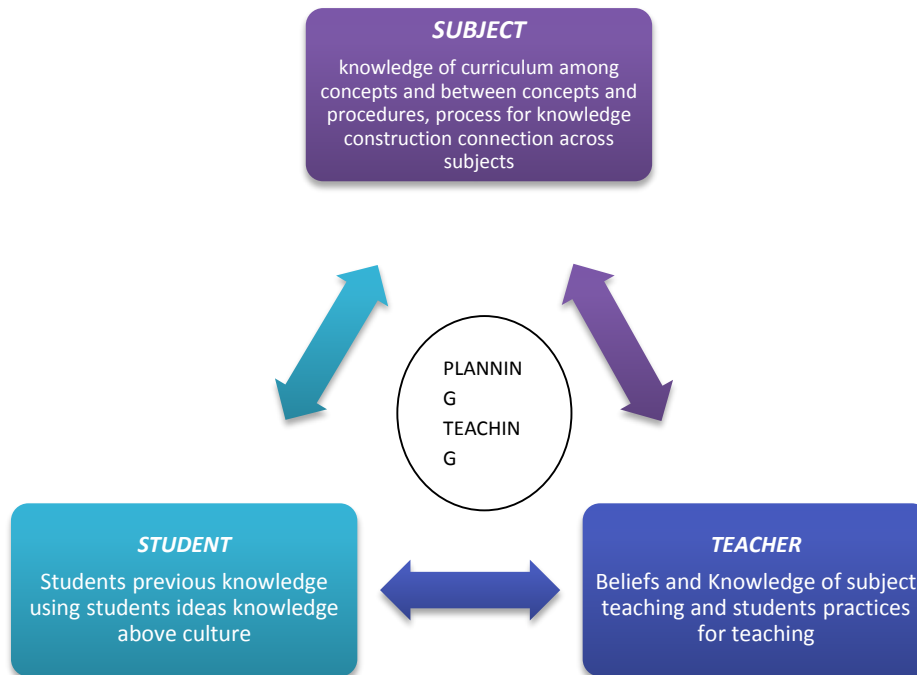
It has taken in a recommendation for two years training program of B.Ed. and M.Ed. is compulsory in present Indian scenario because in India small time period provided for teacher's training since freedom. This period is one year after the graduation the effective session being of six to seven months only. The main purpose of teacher education program is to develop health, attitude, value and interest whereas not possible during the short duration. NCTE launched a new model for teacher development the teacher growth model based on a holistic approach to development with a student-centric focus with the help of society.

Professional development is encouraged through diverse methods of learning such training, mentoring, research-based practice like project works and internship, network and experimental learning to synthesize teacher development across departments and schools. The suggested syllabus is designed to recognize teacher as professional engaging in continual learning. This two years course based on five desired outcomes-1: - The ethical educator, competent professionals, Collaborative learner, Transformational leader and community builder. It is necessary to Collaborative approach for a teacher professional development as -working together, learning together, improving together and supporting each other but in present scenario quality of in-service programs are poor and not sensitive to teacher needs. This provided syllabus root in NCFTE 2009.

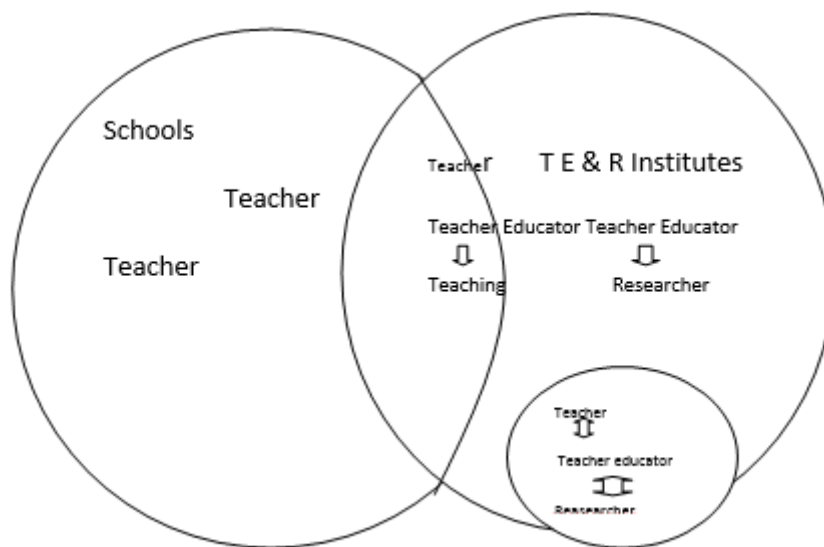
Policy makers have created an environment which not only values teacher as a "precious resource" but continues to nurture teachers from initial teacher training through to their continuing professional development as experienced teachers are of equal importance to the training undertaken by newly qualified teachers. The main objectives are the identification of the importance of the teachers and their continuing professional development can be translated into better student outcomes and Indian teachers study global educational for local application.

PARADIGMS

Suggested paradigm by policy makers for "vision of teaching for teacher professional development as follows-



Teaching as the center of Teacher professional development activity through collaboration between schools and teacher education and research institutes.



REPORT ON OBSERVATION

The researcher has observed on Teacher Education institutions of Varanasi region and found following problems.

1. Selection problem: It should not test the time of appointment for teachers that G.K. Philosophy of subjects, proper test the intelligence, Aptitude, Interest and attitude.
2. Deflect in concerning papers: They suggest the allowing more time to learners for sound build up and good reading of the attitude and intellect, arrange the experience than merely attending lectures, to change the mode of testing inputs and in the daily school teaching the content must have direct implications.
3. Incompetency of students and teachers: for current program institutions do not provide proper infrastructure.
4. Improper Practice Teaching: For practice teaching schools are not ready due to their problems and schedule.
5. Lack of Knowledge: Most teachers are not ready for updated knowledge because they do the only service and pass the time till retirement.

6. Management behavior: Poor standard with respect to resources for the college of education, unhealthy financial condition, and negative attitude of the management. Management is treated as an educational shop and teachers like salesman due to this lack of dedication toward the profession of teaching.

7. Poor performance: If appoint the poor academician as a teacher then he/she cannot give motivation and academic background of their students.

8. Demand and Supply not sufficient: NCTE have no data on the basis of which they may work out the desired intake for their institutions, there is considerable lag between the demand and supply of teachers, due to this reason unemployment is created.

SUGGESTIONS

The researcher suggests through this paper how can improve the conditions of Teacher education.

1-Internship should be practiced in a real way, not on papers only.

2-Department should be evaluated by IQAC of University.

3-Low standard institutes should be reformed and cut the affiliation.

4-Curriculum should be revised per two years.

5- Government should look after the financial requirements of the institutions.

The 6-selection procedure should be normative.

7-Professional development of teacher educators as ongoing ritual.

8-Seminar/Workshops should be compulsory.

CONCLUSIONS

NCTE has made attempts to regulate the functioning of teacher education institution like regional colleges of NCERT and provide the facilities for infrastructures. The government has provided the good teachers for it Board or Commissions develop a mechanical frame which will help in the selection. Equal work based equal salary should come on the ground. It is clear that the two years B.Ed. /M.Ed. the course will achieve the objectives after made the attempts to regulate by the authority in around area of teachers professional development.

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