



APPROACHES TO TEACHER DEVELOPMENT IN INDIA

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ABSTRACT

The NCTE travel the course of Teacher education programme (B.Ed /M.Ed) two years recomanded by JVC committee for MHRD. JVC says the teacher training should be in three steps (Theoretical/Applied/Internship) with enhancing professional capacity and necessary optional. Reports of JVC recomandation depend as practice based enquiry, collacoration (Society, NGOs and other department of university/colleges) and problem solving approaches. It quickly become apperant that a common plate for with language across the curriculum for describing teacher development could be assumed to proved thought provoking and challenging. For it India guzzett 2014 applying the rules and regulations with suggested contents of UGC. Two years courses is running in whole Indian universities and B.Ed colleges accordance to UGC guideline. Research gathered during the visit from observation, discussion and interviews to teacher educators from different colleges of VBSPU Jaunpur U.P university and found that 2.81% teachers were in favor of two years course others not agree. Infrastructures and facilities of colleges were 40% completed and 35% are incomplete whereas 25% running on paper only.

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INTRODUCTION

The purpose of my research to explore the teachers inters in two year course with their experiences and participation of local authority, college improvement cells collaboration. Practice based enquiry in teacher learning communities. Lieberman (2009) said on approaches that experienced such an approach first hand on a school based training programme. Researcher endorses the identifying as key characteristics of school providing 'good professional development'. At Jaunpur city VBSPU the B.Ed / M.Ed training programme provide model for practice – based teacher development based on classroom enquiry or internship with model school. Recomonded course transacted by close assignment, quiz competition and project work. NCTE is currently reviewing the two years courses are necessary for teacher development for it demand the suggestions to managers of college and teacher education. Due to reason that one year course is sufficient yet what are essentials for it. "Hargreaves and Shirley (2009) relies on enthusiastic interaction superficial or

Contrived sharing of practice and national awards for great teachers instead longer term deeper, evidence informed collaborations can build capacity within and between organizations." NCTE develop the models on thinkers for reading and reflection to grow in childhood for the learners – Student teachers regularly participate in problem solving groups, a common features of colleges. The problem solving groups engage in a cycle of planning, action and reflection / evaluation that is reinforced throughout the teacher education programme and is infact a model for what teachers will plan for their own students who are expected to use similar kinds of practice and inquiry in their own works. Thus India will improve in history of teacher education programme to implement of two years B.Ed / M.Ed courses because in this course suggest the all domains of knowledge which are affect the action of puples. This course will develop awareness in student teachers then they collaborate with society.

Objectives

The objectives of the study were –

- To explore approaches to practice-based enquiry and problem solving at classroom levels.
- To explore the insight development of teacher trainers.
- To assess the impact of this course.
- To explore the collaboration with others.
- To assess the mastery in student teacher behaviour.

MATERIALS AND METHODS

The research was qualitative in nature and took ten institutes from VBSPU Jaunpur as randomly. Observation of a teaching session within the practice teaching including some conversations with student teachers. Interview and discussion with teacher educators on two year B.Ed / M.Ed courses and took also principal and staff of model reports. The interview conducted was informal and semi structured. Interview schedule has made self as follows.

Above table shows that teacher educator are 2.81% agree with recommended two year course of B.Ed./M.Ed. and 44.9% disagree but 52.3% has not been decided what right this or that. Managers of colleges are 100% disagree because they have been missensed as educational shop not service and quality teacher. Student teachers are 5.46% agree, 72.72% uncertain and 21.89% disagree because they want to keep professional degree in hazard of employment why they admitted in this course arise the question for answer it that they would not select good services then he/she will appear the teacher services . People of community are 22.24% agree, 64.6% uncertain and 13.14% disagree on the response of two year course. It may be reasons that some are favour in good teachers then they give favourable responses. Above table reveals the responses of Teacher educators are favourable 20.40% and not favourable 79.6 on EPC due to workload they want to avoid it.

S no	Research questions	Interview questions	Themes
1	What are the conditions of institutions for student teachers facilities?	How is teacher training organized?	Teacher education
2	What are the modules developed for achieving the objectives?	How can develop the different skills?	Theoretical ground
3	What are teachers views on two year courses?	How can learn the laboratory work?	EPC
4	How will achieve the suggested criteria of JVC?	What are the modules application?	Internship
5	What are the relationships between standards of practice?	How can get the determine objectives ?	Transaction
6	How can find the quality assurance and accountability?	Is the two years course right?	Language development
7	How can determine the standard of practice?	How can you maintain the standard of JVC?	Tour
8	What systems are in place for student teachers to share practice?	What are the conditions of model school?	Seminar/workshop Conference Lecture series
9	What relations are developed in student teacher with their people?	How is running the practice?	Community Works
10	How can decide to fulfill the needs of the society through institutions?	Is your trying for the best?	
11	How to widespread the role of teacher educators?	How did gave the accountability?	
12	How can achieve the hidden goal JVC recommendation?	What are the standards of practice?	
13	How much collaboration with others?	Approaches of teacher development?	
14	How can measure the relationship between child, school and society?	How is participation going on?	
15	What are the essentials?	Is society needs completed?	
16		Do teacher educator help?	
17		Is developing relation with society?	
18		What are hidden agenda in JVC?	
19		Could child society and school adjust?	
20		What are main focus in two years?	

Table 2. Responses on tasks

Heads	EPC		20 weeks internship		Theoretical		Other Practices		Community work	
	Favourable	NF	F	NF	F	NF	F	NF	F	NF
Teacher Educator	20.40	79.6	24.6	75.4	82.23	17.77	2.34	97.66	2.42	97.58
Student teacher	10.8	89.2	18.21	81.79	51.14	48.86	12.13	87.8	1.08	98.92
Model school static	92.13	7.87	11.6	11.6	--	--	48.13	51.87	41.12	48.88

F=Favourable

NF=Non Favourable

Above schedule based on Teacher Education, Teacher collaboration, Teacher as researches and teacher accountability, professionalism and policy suggested for two years B.Ed/M.Ed course by JVC.

Analysis

From above schedule data were:

Table 1. Responses on two year courses

Heads	Agree	Uncertain	Disagree
Teacher Education	2.81	52.3	44.9
Manager	--	--	100
Student teacher	5.46	72.72	21.89
Community	22.24	64.6	13.14

Student teacher in favourable 10.8 and non favourable 89.2 on EPC due to weakness of work. Teachers and staff of model schools in favourable responses 92.13 whereas 7.87% are non favourable due to improvement in quality of teaching profession. On the internship teacher educators responses in favourable 24.6% and non favourable 75.4 due to visit of the center instead of classroom teaching, student teacher 18.21% favourable and 81.79% are non favourable due to exercising in command to model schools. Model school staffs in favourable responses 88.4% and disfavourable 11.60% due to quality improvement of teaching profession. On the theoretical teacher educator and student teachers please both due to table task only for it their responses in order favourable 82.23 and 51.14 whereas oppose 17.77 and 48.86% but community is given Teacher Educator, Student teacher and model school staff are favour in the 2.34%12.13% and 48.13% and disfavor

97.66, 87.87 and 51.89%. In orderly due to they do not want to participate with any collaborative work as columns program and community program , secreting and guiding . Both are not favour in community work seems to their responses 2.42, 1.08 and 41.12 in favour whereas disfavor are 97.58, 98.92 and 48.88% in orderly. It may be reasons that teachers do not accept their, responsibility and defined to only salary not any extracurricular activities whereas in two years cause desined on performancive ground and take the real situation observation not only on paper but running on paper today, They are serving as personnal for salary but not accountable as well as highlence quality entry for training and prepare highly aggregated with licence but not quality exist. There are little amount who want the popularity and states is supported by ocd 2010 in Finland. The training school has not relevance to the recommended changes to the teacher behaviour they should be attached with NCERT directly. "In England (DFC-2011) all teacher practices take place both advantages and potential disadvantages." This type processing will be applying here then quality teacher could produce.

Conclusion

After analyse two year courses response researcher found the teacher educator and student teachers both are saturated on one yearcourse , they do not want to any change in that but NCFT 2009 and 2014 like the overload has been given by JVC. They do not want to adjust with socirty only they serving the his/her service for salary. Compared to other country in India teacher accountability are less prominent. There is little high stakes testing of pupils, minimal league tables of examination results and no affect of any inspection system JVC decide the national core curriculum specifies criteria for assessing each subject, but this is not externally monitored for construction. For external examiners appoint to only test the trainee performance as fillup the corum. JVC says that values and aims in education permeate professional practice to all levels, with obvious unity of purpose and commitment. This study explores to course is not exist on ground due to lack of teacher in the institution and who present now they do not take the interest in it because they about to reach on retirement next two three years.

Suggestions

For achieve the course following attention should be

- 1-Project work and internship will be taken seriously by teacher educators.
- 2-enhancing professional capacities will develop in student teacher by different compititative type transaction mode..
- 3-PTM will exist for development of the childrens.
- 4-Increase the interest in cocurricular activities of the student teacher.
- 5-Counters should be observe and reforms the infrastructure in the institutions.

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