STUDY OF THE TEACHER DEVELOPMENT FOR MIDDLE SCHOOL STUDENT U.P. IN INDIA

Sameena Yaqoob

ABSTRACT:-

Study of the teacher development so the necessary that the teachers should be change or modify themselves with the demands or the needs that are arising in the middle school that change; change in the teacher's training; teaching and learning materials; theoretical and practical aspects; curriculum; professional development; evaluation and assessment and many more, etc., in the same area, has also to be taken into consideration. This paper focuses on the study of the teacher development; its various components, various angle of teacher development and associated factors. Teachers and school straggles to keep abreast of changing technologies while preparing students for a 21st century workforce. The Partnership for 21st century skill defined four skills critical for success in the century such as communication collaboration, critical think and creativity. School' and district leadership are provided relevant and meaningful teacher development technology.

Keywords: Collaboration, curriculum Development, Evaluation and Assessment Process, ICT Based Teaching, Teacher Development.

INTRODUCTION

In this study, teacher's education programme are related to development policy and competence of the teachers that can motivate and empower the teacher to meet out there requirements of their profession and help them to face the challenge. As per National Council for teacher (NCTE) "A programs of eduction, research and training of person to teach from pre-primary to higher education level." W.H. Kilpatrick describes, "training is given to animals   and circus performs, while education is to human beings,"

Teacher education is concerned with both pre-service and in service teacher education. In other words, the teacher education refers the process and procedures that are designed by the policy-marks to equip all the respective teachers with all the resources needed in this program like skill, knowledge, curriculum, teaching materials, and equipment ets. For this, there are components of teacher education through   witch all the teachers have to go through.

COMPONENTS OF TEACHER EDUCATION

There are three components witch have to be considered as important elements for the teacher education who are the be taught about the skill and knowledge.

Components:

1. **Teaching skills:** This component is provided the training and practice with   different techniques, skills, approaches, opportunities and strategies that will   help the teachers to plan out and to deliver their instructions in the classroom.

2. **Pedagogical theory:** This component is provided the foundation of knowledge like philosophical, sociology and psychological subject that will give them the basic knowledge to do practice of teaching skill in the artificial classroom.

3. **Professional skills:** This component will help the teacher to uplift themselves in this Industry and so, their professional growth will also increase. In this Industry, Teachers will learn and understand about the soft skills like counseling, interpersonal communication, computer interface, management skills and lifelong learning skills and all these will help the pupil-teachers to bring a change in themselves in terms of knowledge, attitude behavior, personality etc.

DEVELOPMENT OF TEACHER

In this research, the continuous process to development, change and grow themselves in terms of their professionalism thought their career. In this sense, the teachers to need to learn each and everything that is coming in the way of the development of the process, so that all those can be used by them in a real situation and with that; their personal and professional growth will be possible side by side.

According to James (2001) "teacher can best learn through their own experience, following the guidelines from the course book, experiment of the new curriculum, taking a new role, changing the course book and trying out different ideas in classroom practice". Developing Teacher says that collaboration in teaching like team teaching, joint work, peer observation, supervision, support, discussion plays an important role and teacher development.

According to Gnawali (2008), Teacher need to be updated themselves as a part of their development to adjust themselves in the new kinds of issues and challenges coming by and new ideas and concept coming up in the discipline and also to act accordingly with the changing need and desires of the learners with time and economic, social and technological change.

Necessary Important Factors for Teacher Development

1. Change in the curriculum.
2. Changes in learning aids.
3. Modification or innovation coming in teaching aids.
4. Professional development.
5. Individualized learning.

The researcher takes the concerned area where they feel any kind of innovation or the need for modification is required. Thus, following are the emergent research inclination in the field of Teacher Education.

METHOD OF TEACHING AND LEARNING

Teacher is undertaking a difficult step of imparting language skills to the students as they are not in position of learning new basic skills of language at school and at collage level. Students require high level of skills in critical analysis and literary appreciation but they are failing in this witch lead to decline in the socio-cultural development. Instructional communication is the best method to import a second language.

Bhati (2016) studied the effectiveness of cooperative learning method for teaching English students of secondary school. The researcher wants to compare deferent teaching method. Teachers must change the roles for knowledge transference to help, promote and encourage learners to acquire knowledge from various media and learning center.

TEACHING ACCORDING ICT BASED

ITC used in school, collage and universities helps the students and teachers to make their content delivery effective witch enables them to understand the concept easily. Students and teachers can make the use of recent technology for upgrading themselves. Kumari (2013) emphasized her focus on on the study of attitude toward ITC of science teachers at the secondary level in shillong. Due to lack of using ICT, teachers are lacking behind in leadership, resulting in a decrease in teaching efficiency. Kumari (2013) carried the study of teacher effectiveness of ICT familiar and ICT unfamiliar college teachers.

Sridharan (2016) carried out research in the aria of attitude and aptitude of teachers instructors towards ICT. Who have access to and control over technology and those who have no access. Realizing the important of information technology, ICT is now used by the teachers to deal with content in a classroom creating appropriate environment for the media to be used in an effective manner with free access to a large number of information resources but foe that teachers should have a knowledge about these.

CURRICULUM DEVELOPMENT

In 2011 Lodh his study of science curriculum of secondary schools in the state of Tripura found that the curriculum needs to be changed according to present needs so that overall development can be done by acquiring scientific knowledge, skill and experiences. The main aim of evaluation is to better the course of students of the future. De Kalidas (2018) studied the relevance of the teachers training curriculum in present scenario. His was historical approach showing the absence of humanistic and nationalistic qualities in the curriculum and also views the present scenario of the society.

Researcher concluded through research review that changes in curriculum that builds effective step towards development among teachers and students.

PROCESS OF EVOLUTION OF TEACHER

Education plays important roles in the life of teachers, students and parents, where students are continuously evaluated through formative and summative way. Accordingly, suggestion are given to them for improvement and teacher skeep in mind through witch methods they will teach next time for better improvement. Kaur (2013) dis an evaluation on quality assurance in higher education. The researcher focuses on catering to the needs arising in the market for providing and affective quality of education at meddle level. Here, the students is evaluating the teaching methodology and curriculum for making it out wether it is focusing on the quality of implementing it to the students and changes as per the rise in needs. Researcher proposes to study the development of in-service education to assess effectiveness, to study the education needs of the teachers and find out the priorities arising in the area of in-service education, to study the views of teachers on utility and to suggest guidelines for effective organization of in-sevice education programme.

DEVELOPMENT OF TEACHER

Researcher says, the teachers will develop only when they want to change or modify themselves rather than someone pushing them to upgrade themselves. The teacher tries to develop themselve in every

area they get the opportunity to develop in terms of knowledge. Tunio (2012) studies the effectiveness of teacher training programes in English for secondary schools, The researcher conducted the study n the basic of government educational policies to provide qualitative education was achieves where teachers themselves get academic benefits. The researcher mainly focused on the development of skills and behavior of the graduates that can better be evaluated while they were performing the skills and exhibiting the behavior in the classroom. Researcher observed through above research that teachers should develop or change themselves in the area of primary and elementary level.

CONCLUSION OF TEACHER DEVELOPMENT

Teacher development programmes include pre-service and in-service teacher training programs. In pre-service programmes pupil-teachers are given knowledge in pedagogy, foundation of education and practical knowledge. In in-service programmes teachers try to upgrade themselves in very area they get the opportunity to develop themselves witch would ultimately increase the teaching process during classroom transactions when appropriate methods will be used by the teacher.

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