

Transforming Professional Learning Communities and Centers: A Case Study of Luck Now District, Uttar Pradesh, India

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Abstract : Teacher quality is directly proportional to the achievement level of students. Recent researches reveal that the teacher learning communities enhance the quality of teacher. It is a proven fact that community does help in enhancing teachers' self-esteem as professionals, their teaching skills and enhancing classroom transaction that results in the higher achievement of students. The purpose of this study is to develop TLC and provide them platform where they share their views and ideas on various academic issues. The study examines how teachers conceptualize TLCs, up to what extent TLC help in developing professionalism among teachers and how they prepare themselves for the days to come. In this study, pre-test in five subjects, Hindi, English, Mathematics, Science and Social Studies was conducted and a questionnaire was designed to judge the teachers' attitude towards teaching practice. After completion of the project duration of three and a half-month, an exercise of post-test was conducted in all the above subjects. The post tests show tremendous improvements in achievement level of those students who were regular in their classes and were attended through this new method. A visible shift in teacher's attitude is seen for the better. They were able to realize their own potentials. There was a group of Facilitators formed to perform continuously supervision and monitor in regular intervals so that they could easily handle the challenges, and factors much important for the attainment towards the fulfillment of the objectives.

Keywords : teacher learning communities, best practice, teacher professionalism, student achievement

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