

Response Based Research Issues in Teacher Education

Prashant Kumar

Assistant Professor Minerva College of Education – Indora Kangra (H.P), India

Abstract

After independence evolution in Teacher training in the formal settings dates back from 1948 with establishment of University education Commission and considered as an important field of study or research with an objective to achieve standards in pre-service teacher training and in-service training. Research is needed to cope up with the paradigm shift from teaching to learning at elementary, secondary and senior secondary level and to evaluate and ensure quality parameters in Teacher Education. By going through the whole process and structure of teacher training programs in the existing scenario we can observe the need of rigorous research to respond and achieve the set objective. In this research article we try to focus on the main thrust areas of research in which Teacher Education needs to respond to achieve the set objectives. Quality education at school level can only ensured through research and finding out new areas of research in Teacher Education. Thus improvement in Teacher Education institutions would have a subsequent effect on overall quality improvement in education.

KEYWORDS: Research Issues, Teacher Education

Introduction

Teacher Education in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for Teacher Education in our country.

Structure of Teacher Training: Central Government of India under the Ministry of Human Resource Development a broad and legal frame work for Teacher Education has been developed since from independence with an objective to prepare teachers for the school system in pre-service training programs and by Improving capacity of existing school teachers through in-service training programs. For this purpose National Council of Teacher Education (NCTE) was established in 1973 and in 1995 it was declared as a statutory regulator to plan and coordinate the development of pre - Service teacher training programs and institutions in the country. The NCTE lays down the norms and standards for various Teacher Education courses and institution also responsible to regulate, monitor and for maintaining Quality standards. On the other hand government-regulated teacher training institutions (TTIs), holds an important place which provides in-service training to the school teachers. NCERT - National Council of Educational Research and Training along with RIEs - Regional Institutes of Education and NUEPA -

National University on Educational Planning and Administration undertakes specific programs for in service teacher training. Within the framework of NCERT on the state level SCERT - State Councils of Educational Research and Training is the regulatory body for upholding the quality standards school education and for organizing the capacity building programs for in service school teachers. In addition to this teacher training program at secondary and senior secondary level is imparted through CTEs – College of Teacher Education on the state level –and on the district level, DIETs - District Institutes of Education and Training is responsible for the same.

Priority Research Issues in Teacher Education: Huge work has been done to achieve and ensure the quality standards in Teacher Education to rebuild and bridge the gaps in learning at school level. But still there is a need of rigorous research to achieve the set objectives as laid down by RTE act 2009. Right of Children to have free and compulsory education proposes the important research issues in the field of Teacher Education in our country. To know about the priority research areas in Teacher Education we need to identify recent issues to which teacher has to respond to achieve the set objectives:

Responding to Social Changes

Since independence and after post independence report by Kothari Commission there is gradual improvement in infrastructure and mechanism. Conventionally speaking rapid Changes can be noticed in society and the students but the field of Teacher Education has not grown enough in comparison to change in students and society. As according to recent NCTE regulations 2014 regarding infrastructure and other Teacher Education needs to improvise its mechanism and structure as much has not changed after 1970s. Change in the structure of society significantly affects the student's competence and here educators needs to carryout research to cope with the change. Education follows the societal change which instigates the change in educational settings and Teacher Education needs to adapt accordingly in order to cope up with fast changes in school education.. Immediate response to the social and educational problems can only be possible by examining the potential benefits of research-based skills and knowledge for improving school performance and student outcomes. Teacher and teacher educators need to develop the research aptitude i.e. the type of deeper insight and understanding that comes from regular experimentation and practice.

Responding to Pedagogical Shift:

Research in Teacher Education needs a comprehensive & continuous reform, restructuring and reorientation of curriculum and pedagogy. Therefore, with the changing educational setup due to the change in structure of knowledge and curriculum there is a dire need of research in Teacher Education to bring desirable change in pedagogical methodology. The major purposes of research in Teacher Education are to understand the educational phenomenon to respond it accordingly.

Responding to the Methodological Shift from Teaching to Learning: Research is needed to Support methodological shift from teaching to learning. Teachers are supposed to understand the principles of human development corresponding to the core content areas of the curriculum and to understand principles through the selection of pedagogical approaches, decisions, and practices in school settings.

Responding to Curriculum Adaptation in Socio-Cultural Context: Research is required on curriculum adaptation and policymaking to improvise school conditions and educational opportunities within the framework of policies and planning's in an educational setup. In order to equip future teachers to develop curricula around the traditions, histories, and forms of knowledge relevant to the social need there is a dire need to incorporate ethnographic studies, journal writing, and curriculum analysis and development in Teacher Education.

Responding to Evaluative Problems: Research is needed for the purpose of evaluation and assessment to ensure quality standards in Teacher Education and then in school functioning. The commonly reported remedies for improving Teacher Education are aptitude test, a national teacher examination, and, recently the most widely reported method of teacher assessment in Teacher Education is observation where teachers are observed and rated on their lesson designs and teaching techniques.

Responding to Challenges of Inclusion: At present, the capacity of Teacher Education programs to take care of children's with special needs (CWSN) in inclusive/integrated settings is quite limited. Teacher Education programs have to be suitably strengthened by incorporating relevant research based components, especially in elementary Teacher Education that can facilitate adjustment and learning in the least restricted environment.

Responding to Bridge the Gap between Theory and Practice: Prominent issue in Teacher Education is to putting language into practice. Researches on attributes of students in the context of Emotional Intelligence, Social sensitivity, commitment to children subject of teaching, attitudes of student teachers helps us understand the context better. It describes the context in which teacher-education works.

Conclusion:

In end we may say that the rigorous research is required in order to respond effectively to the problems and gaps existed in school education, because of deficit of research in Teacher Education. Research based initiative in Teacher Education is the only way to respond the social, pedagogical, environmental and policy issues at school level. Research is the only medium to realize the importance of the fact that quality control in education system can only be possible by responding to the problems with scientific aptitude. New trends and innovation would only come through research and here is a need to finding out new areas of research in Teacher Education. Hence improvement in Teacher Education would have a subsequent effect on overall quality improvement in education.

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