

Research in Teacher Education

V. Manikandan¹, Dr. V. Ambedkar²

¹PhD Research Scholar, Department of Education, Annamalai University, Chidambaram, Tamil Nadu, India

²Professor & Coordinator, Education Wing - DDE, Annamalai University, Chidambaram, Tamil Nadu, India

ABSTRACT

Research is a movement, a movement from the known to unknown. It is actually a voyage of discovery. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research. When research is seen as a process carried on by people, question can be asked, such as where do research topics come from? Where is research come? Why does research? Who uses research? How it is shared? How it is funded? Research is an academic activity in all the disciplines including teacher education. The aim of this paper is to highlights the status, areas, research themes, Financial support for research and publication of research report.

KEYWORD: Research, Research themes, Financial support, Publication, Screening, Monitoring Project

How to cite this paper: V. Manikandan | Dr. V. Ambedkar "Research in Teacher Education" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-3, April 2021, pp.888-891, URL: www.ijtsrd.com/papers/ijtsrd39983.pdf



IJTSRD39983

Copyright © 2021 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



INTRODUCTION

Research and development are mutually supporting concepts. It applies to teacher education also. Large number of researches has been undertaken in this field during the last few decades. More coordinated and intensive research efforts are needed in teacher education. Whereas NCERT and UGC provide funds for all areas in educational research, NCTE may have the provision to fund research projects especially on teacher education. If this function is to be discharged seriously, NCTE needs to be allocated separate funds for teacher education research support.

Teacher education at the same time both at elementary and secondary levels should ensure that in pre-service programmes newer research methodologies are taught appropriately. The word research methodology should be interpreted liberally. It should embody action research, survey research, empirical research, phenomenological research, field visits and lab area projects etc. One of the research, heuristic objectives of research in teacher education could be to make critical analysis of policy initiative, and to offer suggestions that could be used in making new policy formulations.

THE STATUS OF RESEARCH IN TEACHER EDUCATION

During the last five decades a large number of researches, surveys, etc. have been conducted in teacher education. Characteristics of effective teachers, graphic and numerical rating scales in the assessment of efficiency of teachers through self-rating, peer rating and supervisory ratings, the presage-process-product model are thoroughly employed in the about identification of the effective teachers. Classroom interactions and transactions, and improvement in

achievement, and evaluation have also been on the focus. Curriculum evaluation, organizational climate and its impact on teachers' performance, the criterion for admission of prospective teachers and administration of education/teacher education have also caught the attention of researchers. But planned and purposive approach has been neglected.

The courses of research methodology are weak. They over emphasize certain areas and neglect others. The subjects are taught but with the exception of psychology and sociology of education their methods of study do not attract the attention of teachers. Anthropology, history, philosophy, management, finance, planning and comparative education etc. are completely need for recasting the whole neglected. There is the programme/curriculum of research methodology and use of statistics in it. Statistical jargons are used without understanding their meaning, significance and relevance. The socio-economic level of development and cultural differences between India and Anglo Saxon countries from where the tools and techniques are imported are not given due consideration. Research in teacher education demands special ability, aptitude and interest. However, it has been reduced to a condition for upward mobility of teachers. Many of the researches serve neither the utilitarian purpose nor do they cater to the need of excellence or create additional knowledge or revise the existing one. Along with dissertation, action research and field studies should also be made a compulsory component of M.Ed/M.A. programme.

There are important theme based topics of research which need attention of researchers in teacher

education/education. There are new trends and emerging concepts that need to be researched thoroughly. For illustration, it may be mentioned that contextualised multiple intelligence emotional intelligence, spiritual intelligence have come recently in educational literature and need to be researched. Further, school culture, organizational culture and leadership style need to be re-researched in the context of trends like student autonomy, student unrest, cultural plurality and inclusive education.

As research and development go hand in hand, it is necessary that a mechanism be thought of to disseminate research findings to classroom practitioners and educational planners Mechanical dissemination as is presently being done does not serve the purpose. It needs a specialised skill. Teacher Educators need to be trained in this skill as a part of research methodology whereby terse, technical and esoteric research language gets transformed into language understood by teachers.

AREAS OF RESEARCH IN TEACHER EDUCATION

Teacher education has been viewed here from a systems approach point of view and the studies have been categorized as product studies. Because of context overlapping and also because of the researchers studying variables belonging to different categories, this trend report is presented under different combinations of these categories. The major headings of the trend report are context studies, presage studies, context-presage studies, presage-process context-product studies, and process-product studies.

RESEARCH THEMES

Some of the important themes, for illustrative purposes are given below:

- Manpower planning in teacher education.
- Regional imbalances in teacher education.
- NGO's role in SarveShikshyaAbhiyan.
- Grading system in education and teacher education.
- Performance of different institutions of teacher education.
- Commercialisation in teacher education.
- Improving performance of teachers/teacher educators.
- Internship programmes.
- Integrated disciplinary approach in teaching.
- Role of teacher association and teacher education association.
- Peace Education.
- Evaluation of reading materials including textbooks.
- Human rights education.
- Language development and tribal and first generation learners.
- Absenteeism among teachers: causes and remedies.
- Rural-Urban disparity in performance of student! teachers.
- Social distance among teachers, teaching different subject.
- Social harmony: Role of teacher education.
- Causes of alienation of educated youth/teachers Regional variations in teacher education.
- Duration of teacher education. Models of teacher education and their effectiveness.

- Learning difficulties in school subjects.
- Styles/models of teaching.
- Indigenous methods of teaching.
- Academic versus non academic expenditure on Teacher Education/Education.
- Economics of education.
- Educational Planning.
- Educational Finance.
- ICT and its impact on teaching and learning,
- Centre-state relationship in teacher education.
- Teacher Education for the disadvantaged, neglected, oppressed and stigmatised children.

FINANCIAL SUPPORT FOR RESEARCH

Teacher Education in India holds the key to quality in schooling, particularly in the context of a fast expanding and diversifying school system. The creation of a statutory body like the National Council of Teacher Education (NCTE) for accrediting programmes and institutions and for quality assurance in teacher education signifies the wide acknowledgement of the criticality of quality in teacher education. Teacher education system itself is in a mode of rapid expansion and diversification.

In order to ensure that teacher education practices remain dynamic, vibrant and innovative, it is inoperative that there is a need to build a firm research into routine processes, that on the other hand, SSA foundation for institutional practices in teacher education. This is all the more so, since teacher education is not merely to serve a reactive role to changes in school System, but it has to show the direction and set the pace for those very changes.

Unlike in sciences, social sciences and humanities, research has not, as yet, established firm roots in teacher education and whatever research undertaken in education has not formed a definite and functional relationship with institutional processes and practices in teacher education (Chauraisa.G). In this context, it is necessary to devise an organizational arrangement through which practitioners and scholars of teacher education could be encouraged to problematic various aspects of teacher education, and to subject them to scientific scrutiny, problem solving and system development, in other words, to undertake research with conceptual clarity, methodological rigor and sensitivity to field situations. In addition, it is also necessary to undertake policy research in order to buttress policy initiatives with an empirical base.

In the NCTE Act, there is a list of functions envisaged for NCTE. All of them implicitly mandate NCTE with role of promotion and coordination of research. Two these functions are explicitly linked with this role:

1. Undertake surveys and studies in relation to various aspects of teacher education and publish the results thereof.
2. Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof. Under the Tenth Five Year Plan, there is a definite proposal to allocate central funds for promotion of research in teacher education. It is appropriate that the NCTE, through its committees, putting together the expertise available in the profession of teacher education, is called upon to manage the formulation of thrust areas of research,

identification and selection of agencies and individuals to undertake research, disbursement of funds to research projects, organisational arrangement for monitoring research and dissemination of research findings and their translation into institutional processes and practices.

In the perspective plan of NCTE for the 10th Plan period, it is proposed to institute systematic support o research activities in teacher education by:

1. Commissioning of research in priority areas of teacher education,
2. Incorporating research findings wherever possible in specific curricula of teacher education.
3. Collation of research abstracts based on published research papers in various journals,
4. Instituting research fellowships in the field of teacher education and awarding these to distinguished educational researchers across the country,
5. Instituting a 'Best Researcher Award', and
6. Dissemination and publication.

Types of Financial Support

1. Commissioned programmes in research and innovations:
2. Research and innovation projects:.
3. Best researcher award:

DISSEMINATION AND PUBLICATION OF RESEARCH

In order to address the mandate given to NCTE to disseminate research findings and innovative practices in teacher education on a country-wide and regular basis, the NCTE would undertake the following activities:

A. Publication of research abstracts.

It should be an in- house activity of NCTE to periodically publish as a monograph abstracts of research in teacher education. These abstracts should also be posted on the NCTE website with regular updating. The NCTE website may also list all the sanctioned research and innovation projects at a given time.

B. Annual conference:

NCTE may organise an annual conference on a specific theme related to research and innovation and encourage researchers, scholar and practitioners to participate in them. The proceedings of these conferences may be brought out regularly in the form of books of readings.

The proposals on research and innovation projects will be invited each year through advertisements in major newspapers and journals in English and Hindi in the month of April each year. The proposals received by the prescribed last date of submission to NCTE are processed as per the following procedure:

1. Submission of projects:

The NCTE invites proposals for research and innovation projects in priority areas in teacher education on the prescribed proforma along with the supportive documents from eligible institutions and individuals from all over the country. Complete application should include:

1. Self-contained project proposals (five copies).
2. Summary of the proposal in 500 words (five copies).
3. Endorsement by Head of the Institution.
4. Bio-data of the Project Incharge.
5. Cost Estimation.

6. Profile of the affiliating Institution.
7. Computer Data Entry Form.
8. Floppy/CD containing project proposal, cost estimation, bio-data and summary of the project proposal.

2. Screening.

The proposals are processed by duly constituted Expert Screening Committee. After the initial screening, the NCTE screens the proposals by inviting the listed Project Incharges (PIs) to make their presentation before the Expert Committee comprising of three Experts in teacher education. The proposals are recommended by the Expert Committee based on the objectives, methodology, relevant institutional/state/national needs, justifiable expenditure and realistic time frame.

3. Approval:

The recommended proposals are placed before the Research and Programme Advisory Committee (RPAC) of NCTE which approves the financial support on quantum of funds and budget outlays for the project. The subsequent sanction orders are issued by the NCTE. Finally the recommendations of RPAC are placed before the Executive Council/Governing Body of the Council for ratification.

Monitoring Project Progress

The monitoring of progress of the project will be continuously be done mainly through

1. review of six monthly and final progress report and
2. the meeting of the Review Committee.

The Project In charge will submit to NCTE, six months progress report of the project along with a certified statement of expenditure actually incurred and estimate of expenditure for the next months in h prescribed form. The release of subsequent installment subject to satisfactory progress of work.

The Project In charge is required to submit the copies of the project report to the NCTE on completion of the project. The NCTE may after scrutiny and evaluate request the Project In charge to revise the report, The Project In charge is also required to submit a summary of the report in 2000 to 3000 words and policy implication of the study in not more than 1000 words.

The affiliating institution shall make suitable arrangements for preservation of data such as filled in schedules, tabulation sheets, manuscripts, reports, etc. relating to the project. The NCTE reserves the right to demand raw data or such part of it as may be specified to be transferred to the NCTE.

Review Committee of 3 members under the Chairmanship of Chairperson/Vice Chairperson of NCTE will periodically review the progress of all the financially supported projects including the commissioned research and innovation projects. If need be personal presentation by PI of certain projects may be held if the Committee so desires, It may also indicate the emergency priority areas in teacher education which need NCTE to commission research projects in near future. The report of the Review Committee will be submitted for consideration of the RPAC of NCTE. The Review Committee may also process the programmes of 'Best Research Award'. The Committee may finally select the five outstanding researchers on the basis of the criteria laid down by RPAC.

Conclusion:

As an established body of knowledge, research is the accumulation of evidence by researchers over time. It provides a background against which claims for knowledge can be evaluated and provides a way for researchers to communicate and compare their findings. Various agencies which provides fund for research, promotes the research attitude of the learners.

REFERENCES

- [1] Mohammed Miyan. (2004). Professionalisation of teacher education. New Delhi: Mittal Publications.
- [2] NCTE (1998). Competency based and commitment oriented teacher education for quality school education: Pre-service education. New Delhi: NCTE.
- [3] Ram, S. (1999). Current issues in teacher education. New Delhi: Saurp& Sons Publications.
- [4] Singh, U. K and Sundershan, K. N. (2005) Teacher education. New Delhi: Discovery Publishing House.
- [5] Srivastava, G. N. (2004). Perspectives in teacher education concept. New Delhi: APH Publications.
- [6] Thanavathi, C. (2012). Teacher Education. Thoothukudi: Perumal Publications.
- [7] <http://www.educationforallindia.com/page101>
- [8] <http://www.indiatoday.intoday.in/education/story/primary-education-in-india-stats-and-challenges>

