

NEW TRENDS OF RESEARCH IN TEACHER EDUCATION

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ABSTRACT

Teacher's education courses are very much connected to practice as well as to theory. Teachers' education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher. Now a days the field of education is not only limited with books but has broadened in various new horizons. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. The main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It is concluded that the teacher education programme should be structured and modified to prevent new problem and challenges in the field of education.

KEYWORDS: *Teacher Education, Digital Learning, New Innovations, New Technology.*

Teacher education must create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. However expert teachers are also imparting knowledge about how students learn, how to assess their learning and about effective teaching strategies to provide them a platform to build repertoire.

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. Today we have competent teachers who have a whole new set of resources and techniques that evolve around the use of technology. Technological aid should not be seen as separate tool in learning rather it should be taken as an integral part in effective pedagogical process. Universities and other technical institutions should

prepare teachers for future generation students. They need to be given opportunities to teach in modern classroom. The mentors could be colleagues, researchers, retired teachers or else could be senior teachers from reputed university.

Methodology

This paper used historical method of qualitative research design. Teacher's past and contemporary education techniques were described and examined to understand the present scenario. This paper aimed to provide a conceptual framework to address the critical emerging issues in teacher's education in India and other developed part of the world.

According to NCTE (1998) teacher is the most important element in any educational programme. He plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. Today there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education.

Present Scenario India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education. Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels.

Various problems in the way of teacher education are following:

- Selection problem

- Incompetency of Pupil Teachers

- Rigid curriculum

- Superficial Practice teaching

- Deficient in facilities for pupil-teacher

- Deficient in content of the Teaching Subject's

- Segregation of Teacher Education Department

- Poor Academic Background of Student-Teachers

- Lack of facilities for Professional Development

- Insufficient financial grants

- Lack of Culture-Specific Pedagogy

Emerging Trends and Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of the schools in order to improve efficiency of the

institution to overcome problems and difficulties, they face in day to day functioning. Teacher education is now becoming more yet to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widened the area of responsibilities of the teacher.

Suggestions:

- The courses of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.

- Special innovative programmes like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.

- The admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of B.Ed. has made this course accessible for everybody.

- Now a days the number of self-financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education.

- The professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities.

- The teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.

- It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments.

- The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular university departments.

- Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators.

- Rigorous screening and strict admission procedure should be followed for correspondence courses for teacher education.

➤ Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.

➤ Teacher Education department! Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.

➤ The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.

Improving Teachers' Skill by Doing Research:

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research. Classroom Action Research (CAR) is more specific than basic research, Classroom Action Research is truly helpful for teachers to find out what the students need.

E - Learning:

Information technology and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes. Teachers giving out electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are educational games, and graphic organizers. Some classes even utilize social networks for communications, as evident in online group and forums. For instance, absentee teachers may create online tutorials for students, so they would not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like.

Collaborative Learning :

Collaborative Learning; a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Students are collaborating with each other

through social media to learn more about specific subjects, Collaboration is a natural part of life and should be included in the curriculum. Collaborative learning is on the rise in our classrooms. Done correctly, it is be a great opportunity to break up the monopoly of the lecture, teach teamwork to our students, and help them to become more productive members of society in the future.

Improving Critical Thinking Skills:

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in their classrooms.

➤ Deep analysis.

➤ Evaluation – Give a concept to evaluate

➤ Synthesis - give students two or more articles on a topic, and have them put the information together in a summary.

➤ Paraphrase - give students a passage and have them explain it in their own words

➤ Debate

Global Education:

Global education aims to help pick up children and to give them a boost, aims to make students who have this concept running through their curriculum more curious . It is a different way of thinking for young people which could be used in their everyday lives, helping them to make sense of the different challenges which are faced in the world.

Multicultural Education :

In multicultural education, there can be more of an emphasis on diffusing any of the prejudice or misinformation. This can allow teachers and students to celebrate the diverse culture that India is based upon. Through being challenging and interesting in lesson plans, teachers can help students to grasp an understanding regarding culture. Teachers' education is in the transition phase because of the rapid change in technology and students' changing values. A new model of teachers' education programme known as 'A proactive teacher's training framework was adopted and critiqued. It was concluded that a proper model needs to be sought out and conceptualized. It must have the right amalgamation of technology and tradition based on regional requirements. This is because most part of the developing country is not uniformly developed in terms of educational infrastructure and modern teaching aids. It is

recommended that developing countries should embrace the new technological model in order to meet up with the global standards.

What should we research in Teacher Education?

Education practice is to be researched. Fortunately we have many practices in Teacher Education. Teaching practice, Classroom practice, Teacher practices, Teacher Education practices. We have to develop teachers and teacher educators with practical wisdom, technical knowledge and critical reflection. Because this far we were simply relying on common sense or what works protocols. A close examination shows that Value of research in Teacher Education has arguably diminished over time. In addition, critics of the recent reforms to initial Teacher Education have expressed serious concerns that the shift away from university and college programmes.

Research Especially on Elementary Teacher Education :

We need research especially on elementary Teacher Education. Many of us may not be acutely aware of the problems in elementary Teacher Education. It is found that:

- Teacher trainees show “inadequate” “insufficient” “marked deficiency” in the content knowledge and poor “academic performance”
- Some unaided institutions are doing the pedagogic analysis of 1 or 2 units only which is unnecessary for practice teaching
- Several teacher educators just dictate the facts and concepts
- In some institutions student teachers are copying down from previous records
- Unscientific allotment of time
- Abundance of written works
- More importance to written examinations
- Most of the teacher educators of unaided institutions are temporary, inexperienced

How shall teachers and teacher-educators research?

There are three or four ways in which research informs. One is Research in the context of Teacher Education. It is the most frequent form of research in Teacher Education. One prominent example is the investigation of (student) teacher's beliefs, knowledge, and practice. Researches on attributes of student teachers, infrastructure, teacher educators - for example, Social sensitivity, commitment to children, subject of teaching, it

includes that innumerable studies on awareness, attitudes of student teachers, and few studies on pre-requisite knowledge of student teachers and the like. Such research helps us understand the context better.

The second mode of research in Teacher Education is research on Teacher Education. Here, focus is directly on Teacher Education and means investigations on the interaction between teacher educators and (student) teachers, the achievements of the participants side-effects for the school. It is to evaluate the success of Teacher Education courses or programmes, mostly with the intention to draw consequences from that internal or / and external evaluation.

The third is research as Teacher Education. A concrete form is teacher's action research, as the systematic and self-critical reflection of practitioners into their own practice. This involves a close inter connection between understanding and improving teacher's practice. The joint reflection on the learning process plays a crucial role.

The fourth is Meta-research to build upon whatever researches are occurring.

Conclusion :

There is no reason to be despondent. Only a few countries like in the world, Finland, Singapore, and the like have developed a closely integrated system of Teacher Education firmly based on research. One theme I have delved and tried to prick your conscience is to make you aware how we have not changed. Enquiry-oriented practice requires proven and scientific preparation, through carefully designed programmes of initial Teacher Education, which allow trainee teachers to integrate knowledge from academic study and research with practical experience in the school and classroom. The focus on proven practice then needs to be sustained throughout teacher's professional careers.

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