



## Areas of Research for Quality Enhancement in Teacher Education

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### 1. Introduction

Quality of human resource and man power is largely dependent on the unfolding of human personality and increased opportunities for transformation of their interests, attitude, and values. This task is best performed by a sound system of education. Today the system of education needs to respond not only to national socio-economic political needs but we also anticipate the system which could fulfill the larger goals of human empowerment in the wake of globalization and knowledge explosion. Recognizing this potential of education, empowerment through teacher education has a crucial role to play, which is conceived as an integral part of any system of education. From this point of view certain initiatives and necessary in teacher education programmes. In the emerging Indian society, knowledge creation, exchange, net working and maximum utilization have become most vital for advancement of the nation. Knowledge and information sharing serve as a major resource of creating values. At the same time, it is a matter of great concern the quality of education at all the levels of degrading. According to the world bank report, higher education throughout the world is in crisis. This crisis is most severe in the developing countries. The quality of teaching and research has deteriorated. To maintain the standards and to upgrade the quality, we require commitment, complete involvement of all the personnel's, friendly management, free market environment and training of concerned people. Up gradation and development in all these spheres is possible only through research.

### 2. Present scenario

Indian institute of teacher education are far behind their counterparts in developed countries. Universities in developed nations are primarily the research universities. Students learn best by researching. We need to make system of education more innovative and futuristic in order to respond to the changing demands of the society. Also, in comparison to industrial, nuclear and scientific research, qualitative educational research has not played the vital role and not received any priority. Educational research is at a very low level. Sometimes ornamental research is done for the sake of degree acquisition or promotion purpose alone. Researches lack validity and credibility.

There is shortage of systematic and continuous effort. Allocation of funds for education in our country is far meager as compared to developed countries. Despite the huge numbers, higher education accounts for three percent of national research and development spending a compared to 15-30 percent in every major economy. N.Venkataiah has rightfully described the present status of research in his book educational research in Indian universities. Some of the points are stated below.

- Research in universities tends to be confined within the safe walls of respective disciplines. An interdisciplinary approach is rarely followed.
- Researches in education are isolated and often kept secret. No research proposal, plan, progressive statement or report is presented before a group of experts for critical examination.
- Research problems are selected keeping in mind the degree rather than the relevance

candidates choose safe and easy problems so that research can be completed easily and fast without facing any challenge or uncertainty. So more of quantity is evidenced rather than quality.

- There are very few agencies offering funds for research projects in education. Many of the aspirants are ignorant of even these and many get discouraged by the formalities and procedures. Even research fellowships do not serve the purpose of quality.
- Educational research are not taken up by large establishments, rather they are fragmented and individualized. These researches seldom make any significant contribution. To conduct research in any area in a wholly systematized manner, so as to place it in a gestalt perspective is beyond the ability of any single researcher operating in isolation.

### 3. Emerging areas of research

Refocusing on the issue raised in this presentation on the quality of teacher education, there is immense need for quality research in this field. Realizing this need year 2002 was declared the year of “quality in higher education.” Quality is a complex issue and can be interpreted in many ways. The term quality is comprehensive and it includes standards and as well as the process of teaching and learning, the activities of institutions and the congruence between the goals of a programme and the competencies of its graduates or. In the context of teacher education, quality can be viewed as the ability to meet the goals for which efforts are made. The process of quality development in education works on the principles of values, instruction, guidance, utilization etc. to state it in different manner, the issue of quality in teacher education is multidimensional. The thrust areas can be listed as;

- The curriculum
- Human resources ( teacher ,staff, stake holders)
- Administration
- Material resources
- Work atmosphere
- Self evaluation
- On the basis of above mentioned broad areas identified in teacher education. Some of the

key issues on which action researches should be conducted may be stated as :-

- Innovation to empower teacher educators.
- Increasing opportunities and encouragement to continuous learning and professional growth.
- Implementation of innovations in curriculum transaction.
- Seeking resource as well encouraging participation from community.
- Capacity building and interest generation.
- Teacher evaluation and feed back mechanism.
- Facilitating self discipline through democratic practices.
- Motivation to educational institutions to achieve excellence.
- Process of self evaluation ,self analysis and accreditation.
- Maintenance and co ordination of quality and standards of teaching and research.
- Bridge the gap between theory and practice and promote symbiotic relation between practice teaching schools and teacher preparation centers.
- Crisis management skills to face diversities in classrooms.
- Team building, working with people and handling instructional relations.

In the survey so far 410 studies have been identified as belonging to the area of teacher education. Researches working in this area have brought into their studies wide spectrum of variables e.g. selection procedure, curriculum, the effect of innovative instructional procedures on teacher effectiveness. Teacher education is a long and complicated series of operations, each operation is a complex of many steps. All these interact simultaneously. The institution, the admission process, training, administrative set up, personality of teachers, schools for internship are a few more factors constantly at work in the real sitting.

As discussed earlier, the researches are perused in isolation with little or no contact with each other and they are isolated in their efforts to transform teacher education. In this situation it is important to the reviewer to superimpose a classifying

system which can help in further research to identify clusters of variables. These clusters can be called as area of research. Though every cluster will have something or other to do with remaining clusters, it may be said that they do not completely overlap and each has an identify of its own. Lulla and singh in trend report in “areas of research in education” classified teacher education in to 6 areas namely;

- Selection criteria.
- Abilities and qualities of a teacher.
- Pre- service and in- service training.
- Work load
- Job satisfaction
- Procedures and practices of teacher education in India.

Mehrotra did the classification in a different manner. The variables were put under following categories

- Contextual
- Input
- Process
- Output

**Jangira** adopted a system model for classification where 3 categories are:-

- Context
- Process
- Product

The process product studies include the process variables related to the functioning of teacher education programme and product variables related to teacher effectiveness, competency, teaching aptitude, skills, social awareness etc. These studies contribute to teacher education programme and can be categorized in to two parts.

1. The first is those that take up the existing teacher education programme and study their effect on teaching competence.
2. The second concentrate on the innovation in teacher training and use it in the institutional strategies.
3. However, a closer look at these studies show that the impact of present teacher education programme has been studied at the peripheral level and a deeper study is needed at social,

economic and cultural level. Teacher’s contribution to society is also a factor to be studied. It can be said that there is also need for more comprehensive and sophisticated research and better dissemination of results. These can be used later for the improvement of teacher education programme within the frame work of the total education system in the country.

#### 4. Ways of teachers empowering through educational research

- Area of educational research
- Academic effective pedagogical uses of IT in skill in human
- Inputs Curriculum approaches class room Resource management
- Reconstruction
- Effective implementation
- Quality training
- Quality out put
- Quality education
- Accountable teacher

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