

Teacher and Research

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The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a 'changing agent' and not as a mere transmitter of knowledge and culture. He can work wonders provided he feels like doing so. From where can that feeling come? Surely, from within. But is it feasible? Can he live isolated from the beliefs, customs, manners, aspirations, etc. of the society of which he is a part? And if yes, in which respect? Can he ever get back the lost status?

Research in Teacher Education

Are our teacher preparation programmes competent to inculcate among the trainees the qualities, abilities, attitudes, ideals, etc. expected of a 'good teacher'? Have we pin-pointed the objective of different teacher preparation programmes so that we can at least try to achieve them? The meaning and concept of teaching has changed a lot. Nowadays, it is believed that there is no need for 'teaching'. What we want is 'learning'.

In the process of learning, the emphasis is on 'help' rendered occasionally and at appropriate times. How many of our teachers are competent to do this? Can my teacher preparation programme help in this? A lot of research in teacher education is necessary in this direction.

Importance of teacher

Teacher plays an important role in the field of education. Today's education is child-centered. Teacher plays an important role in the field of education. Today's education is child-centered. But the child centered education cannot be not being successful without the teacher. The teacher is the maker of the future of the child. The children of today are the citizens and leaders of tomorrow. It means that the teacher is the maker of the leaders or rulers of the nation.

Like a master architect, the teacher has a very thorough knowledge of all the to attain them. He also knows the real nature of the objectives of his work and the ends to be attained. Besides an understanding of the nature of the outcomes desired, to attain them, he understands the nature of the different kinds of learning experiences necessary to attain them. He also knows how to organize and direct such learning experiences. Further, to do this satisfactorily he knows how to use effectively his best teaching techniques and devices available. He Guides learning and gives suggestions and suggestions and directions to the students in order to make them able to the desired knowledge. In any system of education, teacher has a pivotal role to play. The responsibility of making the education work successful lies with the teacher. He is undoubtedly the key point in all educational programmes and the quality of education depends on the quality of teachers. The teacher today is required to be able to cope up with the society and has to play a multidimensional role.

Teaching has always been considered to be essential for preservation and development of all intellectual life. Among other agencies, teachers are considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The very foundation of the social order rests on citizens who are taught and trained in the classroom with or without walls. Teacher thus, determine to a great extent the character and destination of a nation.

Place of Teacher in any Educational System

“No system of education, no methodology, no text book can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers”.

-V.S.Mathews.

“Of all the different factors which influence the quality education and its contribution to national development; the quality, competence and character of teachers are undoubtedly the most significant”.

-Kothari Edu. Commission (1964-66).

The importance of the teachers in the educational programmed of a country is the great. The greatness of a country does not depend on lofty buildings, gigantic projects and large armies, but on the quality of its citizens. Ablution to national does not the quality of its citizens. If a nation has young men of sterling character and unimpeachable patriotism, she is found to make rapid progress in all fields. Young men are entrusted to the care of the teacher and it is therefore the sacred duty of the teacher to impresses his children with his personality.

The framers of second five Year Plan in India observed”. At all times the teacher is pivot in the system of education”. This is especially true in the case of a nation in its transition. The Secondary Education Commission (1952-53) also points out that every teacher and educationist knows that even the best curriculum and the perfect syllabus remain dead unless quickened into life by right method of teaching and the right kind of teachers. For imparting good education a good teacher is needed. All other things related to infrastructure are secondary.

The teacher, A national integrator as he is, is the backbone of society, particularly so in the remote villages. He stands as an outstanding figure among the illiterate and semi-literate families. He is their friend, Philosopher and guide. The teacher actively shares the responsibility of reconstructing a social order, with all the cherished values and traditional beliefs, which are being eroded by the surge of new ideals and practices. He acts as a social reformer and counselor to the community.

The role of the modern teacher is not confined to teaching alone. He/ She is expected to participate in the development programmers’ of the community life. The Question arises as to how this could be integrated with the teacher education programmes. Mudaliar Commission (1952-53) Report stated rightly,” we are convinced that the most important factor in the contemplated education reconstruction is the teacher his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community’. On similar lines Kothari Commission (1964-66) stated that, “Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”.

The Concept of Teacher Education

Teacher Education has been defined as,” All formal and informal activities and experiences that help to qualify a person to discharge his responsibilities as a member of the teaching profession and to discharge his responsibilities as a member of the teaching profession and to discharge his responsibilities more effectively”. The concept of “Teacher education” is not new. However, scholarliness was considered the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent in olden days.

It has been aptly remarked,” If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate an individual as a teacher, you educate the whole community”. The contention that teacher are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have knowledge of how children grow, develop

and learn how they can be taught best and how their innate capacities can be brought out and developed.

Teacher Education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value-based approach. Teacher Education is a process of unearthing the treasure within every learning centre. It is the process, which makes the individuals realize the magnitude and potentialities, which, if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

Need and Significance of Teacher Education

The quality of a nation depends upon the quality of its citizens; the quality of citizens depends upon the quality of their education; the quality of education depends upon the quality of teachers; and the quality of teacher depends upon the quality of teacher Education among many other factors.

The 21st century has been acknowledged as the century of learners and teachers, and we have to demonstrate that every teacher every day is performing the miracle of teaching. The learning society offers many and varied opportunities for learning at school and in economic, social and cultural life. The teachers are now required to update their knowledge. The teacher will have to be essentially a learner and the learner in his turn will also act as a teacher.

Teacher Education is needed for kindling the initiatives of the teacher, for keeping it alive, for removing the evils of 'hit and miss' process, for according a process, for according a professional status to the teaching professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and the taught. Kothari Education Commission (1964-66) observed; "A sound programmed of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher Education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions".

In the light of this basic need, teacher education, as it stands today in India, is in dire need of rejuvenation, not just of a tinkering with a topic here and a topic there, or the provision of gadgets like 'computer' and other hardware and software but a total overhauling of the entire system. This is reflected in five significant aspects in the National Policy on education (NPE),1986 and Programmed of Action, 1992; namely (i) Education as investment for the present and future, (ii) Five –fold role of teachers(teaching, aids preparation, extension, research and management), (iii)Value development to deal with value crises in society, (iv) Merit as the only basis of recruitment of teacher and to meet all these four, and (v) Overhauling of Teacher Education.

National Policy on Education (NPE), 1986 calls for the overhauling of Teacher Education as the first step towards educational reorganization. In this context effective teacher Education becomes a core condition to ensure high proficiency and quality school education. In other words effective school education anticipates effective Teacher Education.

Research of Review in Teacher Education

Mehrotra (2006) reviewed the research in India in Teacher Education from 1993 to 2000. Studies on which this trend is based can be classified as follows:

Teacher Education

Area	Number of Studies
• Pre-Service	
• Admissions	3

• Programmes	18
• Teacher Trainees / Educators	16
• Affective Domain	04
• Outcome/ Output	09
	50
• In-Service	
• Programmes and their Evaluation	22
• Training Needs	14
• Higher Education – Academic Staff Colleges	05
• Miscellaneous	<u>07</u>
<u>Total</u>	98

Some of the studies are mentioned hereunder

Joshi (1994) Studied the reactions of B.Ed. trainees towards some innovations in teacher education programmes like orientation, flexibility, planning of learning, distribution of content according to their capacity, peer teaching, self study, discussions, relationships, attitude etc.

Shukla (1995) made a comparative study of state level selection procedure of admission to the B.Ed. Courses institutions in Rajasthan and Madhya Pradesh, on the basis of a survey of the opinions of teacher educators, B.Ed., students and administrations. Prakash and Bhatnagar (1998) made a review of the researches about the validity of admission criteria used in counselors' training programmes.

Mohansundaram (2000) Prepared guidelines about the introduction of communication interaction, multi-media packages, educational telecast and web-based learning activities to make teacher education programmes more effective.

Discussion and Suggestions

Effectiveness of the teacher-education programmes needs to be deeply analyzed. The outcome of the programmes has been studied on the basis of only 'perceptions' which are generally not seriously responded to. Rigorous systematic studies about the curriculum, the courses the practices, and the work culture in the institutions should be the concern of research.

A Survey of the studies under Teacher Education does not present a satisfactory scenario. Teacher education institutions are the live laboratories, which provide plenty of bases in which teacher educators and researchers in the Departments of Education should be interested. The researchers should provide the fundamental grounds based on their research for effecting the needed changes in teacher education programs.

High quality research will be promoted by creation of a research culture in our university departments of education, institutions of teacher education and the national institutions. The academics need be encouraged by providing them with time and funds as needed and by flexibility in workload and work assignments. Teacher education programmes and institutions initiate the teachers into the profession of teaching.

The researchers need to take into account the dysfunctional nature of some educational research. The researchers need to identify crucial problems. For all educational research and more so that dealing with teachers, teaching and teacher education, the schools and the teacher education institutions should be taken as living laboratories. Most research should be conducted in real situations. Teachers and teaching may be surveyed, observed and analyzed in these laboratories, where a vast variety of specimens and subjects for experiments are available and are awaiting observation and experimentation.

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