



RESEARCHES FOR PROMOTING EXCELLENCE IN TEACHER EDUCATION

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Abstract

High quality teaching is now widely acknowledged to be the most important school-level factor influencing student achievement. This in turn has focused attention on the importance of teacher education, from initial training and induction for beginning teachers, to on-going professional development to help update teachers' knowledge, deepen their understanding and advance their skills as expert practitioner. Policy-makers around the world have approached the task of teacher preparation and professional development in different ways, reflecting their distinctive values, beliefs and assumptions about the nature of professional knowledge and how and where such learning takes place.



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Introduction

A progressive society has to find ways and mean to resolve the issues and solve the problem which it faces in any sphere of life. Educational development has always been of forerunner of social change and development. Therefore we have been striving hard to find appropriate responses to the challenges in the field of education so as to make it powerful vehicle of social changes. The success of an education system largely depends upon the quality of the teacher available to it and again quality of the teachers depends upon the quality of the teacher education. The education commission (1966) had echoed this in their report when they said that a sound program of professional education of teacher is essential for the qualitative improvement of education.

Meaning of Teacher Education

Teacher education refers to the policies and procedures designed to equip teachers with knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at

least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught.

Quality & Excellency In Teaching:-

Teacher quality and the strength of educators' leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcome. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society.

Improving teacher and school leader quality requires action to:

- Attract the, best and brightest entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning.

Role of Research

- There are four main ways that research can contribute to programmes of teacher education.
- The content of such programmes may be informed by research-based knowledge and scholarship, emanating from a range of academic disciplines and epistemological traditions.
- Research can be used to inform the design and structure of teacher education programmes.
- Teachers and teacher educators can be equipped to engage with and be discerning consumers of research.
- Teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice.

There has been a strong focus on the use of data to inform teaching and instruction over the past 20 years. There now needs to be a sustained emphasis on creating 'research-rich' and 'evidence-rich' (rather than simply 'data-rich') schools and classrooms. Teachers need to be equipped to interrogate data and evidence from different sources, rather than just describing the data or trends in attainment.

There is clear evidence to suggest that action research is a valuable exercise for teachers to undertake. It offers teachers a systematic collaborative and participatory (Holter & Frabutt, 2012; Mills, 2011) process of inquiry that actively seeks to address areas of concern or redress. Additionally, action research provides teachers with technical skills and specialized knowledge required to effect positive change within classroom, schools, and communities (Johson, 2012; Stringer, 2008). Ultimately, the solutions-based focus, emphasis on fostering practitioner empowerment, and pragmatic appeal of action research collectively render this research methodology a worthwhile professional development activity for teachers. There is unlimited scope for teachers wishing to develop 'customised' action research projects of their own, as topics for investigation are as multifarious as the daily vignettes evidenced in the teaching profession. To conclude, universities must include action research as a core unit in teacher preparation degree programs either at the undergraduate or postgraduate level, as the action research sequence holds significant value to improving practice within classrooms, schools and communities.

Large Coverage of Objectives:

Attempts to cover a larger number of objectives was seen. These included classroom interaction analysis for objective evaluation of lessons to achieve the objective of understanding dynamics of classroom teaching. Micro-teaching studies aimed at developing skills of teaching. Programmed learning for imparting theoretical knowledge. Discussion as an alternative method for developing social interaction skills and higher order cognitive skills, and simulation for development of application and decision making skills and abilities were also areas of research. The trend which emerges indicates that objectives of teacher education were researched.

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